# 2018 – 2019
## BLUEFIELD COLLEGE CATALOG

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### CHANGES IN POLICY, PROGRAMS, AND COURSES

The information in this catalog applies to the academic year 2018-2019 and is accurate and current, to the best of our knowledge, at the time of printing. The College 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 College and the student.

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# TRADITIONAL & GRADUATE
# FALL SEMESTER ACADEMIC CALENDAR
# 2018 – 2019

## FALL 2018

| | |
|---|---|
| Aug. 1 (Wed) | First payment due in four-month payment plan for Fall Semester |
| Aug. 9 (Thu) | Bluefield College Employee Workshop (1:00 – 4:00 p.m.) |
| Aug. 13 (Mon) | Academic Council Advance (8:30 a.m. – 3:30 p.m.) |
| Aug. 14 (Tues) | New Student Move-In (after 11:00 a.m.) |
| Aug. 14-15 (Tues-Wed) | Faculty Workshop (8:30 a.m. – 3:30 p.m.) |
| Aug. 15 (Wed) | New Student Adventures |
| Aug. 16 (Thu) | New Student Orientation |
| Aug. 17 (Fri) | General Education Assessment (Freshmen) |
| Aug. 17 (Fri) | Returning Student Move-In (after 11:00 a.m.) |
| Aug. 20 (Mon) | First day of classes (Traditional & Graduate) |
| Aug. 20 (Mon) | Honor Code Convocation 10:00 a.m. |
| Aug. 22 (Wed) | President's Convocation 10:00 a.m. |
| Aug. 24 (Fri) | MSN On-Campus Days (Last day of Summer Semester) |
| Aug. 25 -26 (Sat-Sun) | MSN On-Campus Days (First day of Fall Semester) |
| Aug. 28 (Tues) | Last day to add or drop a class without a grade of "W" |
| Sept. 3 (Mon) | Labor Day holiday (no classes) |
| Sept. 14 (Fri) | BC Preview Day |
| Sept. 22 (Sat) | BC Preview Day |
| Sept. 26-28 (Wed-Fri) | Duremdes Christian Emphasis Week |
| Sept. 30 (Sun) | Last day to apply for December graduation |
| Oct. 4-5 (Thu-Fri) | Fall Break (no classes) |
| Oct. 12 (Fri) | Mid-Term grades due |
| Oct. 12 (Fri) | BC Preview Day |
| Oct. 26 (Fri) | BC Preview Day |
| Oct. 29-Nov. 8 (Mon-Thu) | Advising for Spring Semester |
| Nov. 1-2 (Thu-Fri) | Fall Night on the Hill |
| Nov. 2-4 (Fri-Sun) | Homecoming |
| Nov. 9 (Fri) | Last day to drop a class with a grade of "W" |
| Nov. 10 (Sat) | BC Preview Day |
| Nov. 16 (Fri) | Last day to register for Spring without a late fee |
| Nov. 21-23 (Wed-Fri) | Thanksgiving Break (no classes) |
| Nov. 29 (Thu) | Winter Solace Day |
| Nov. 30 (Fri) | BC Preview Day |
| Nov. 30 (Fri) | Study Day |
| Nov. 30 (Fri) | General Education Assessment (Graduating Seniors) |
| Nov. 30-Dec. 1 (Fri-Sat) | MSN On-Campus Days (Last day of Fall Semester) |
| Nov. 30-Dec. 1 (Fri-Sat) | Christmas at Bluefield Concert 7:30 p.m. & Reception |
| Dec. 1, 3-5 (Sat, Mon-Wed) | Final Exams |
| Dec. 5 (Wed) | Last day of the Semester |
| Dec. 6 (Thu) | 12:00 noon Final grades due for Graduating Seniors |
| Dec. 7 (Fri) | Graduation Rehearsal and Reception |
| Dec. 8 (Sat) | Graduation Fee due to BC Central prior to Commencement |
| Dec. 8 (Sat) | Commencement |
| Dec. 11 (Tues) | Final grades due for all other students |
| Dec. 21-Jan. 1 (Fri-Mon) | Christmas/New Year Holiday |
| Jan. 2 (Wed) | First payment due in four-month payment plan for Spring |

# TRADITIONAL & GRADUATE
# SPRING SEMESTER ACADEMIC CALENDAR
# 2018 – 2019

## SPRING 2019

| | |
|---|---|
| Jan. 2 (Wed) | First payment due in four-month payment plan for Spring |
| Jan. 2 (Wed) | Campus offices reopen |
| Jan. 7 (Mon) | Faculty PRO Day (8:30 a.m. – 3:30 p.m.) |
| Jan. 9 (Wed) | First day of classes (Graduate) |
| Jan. 9 (Wed) | First day of classes (Traditional) |
| Jan. 11-12 (Fri-Sat) | MSN On-Campus Days (First day of Spring semester) |
| Jan. 15 (Tues) | Last day to add or drop a class without a grade of "W" (Graduate) |
| Jan. 15 (Tues) | Last day to add or drop a class without a grade of "W" (Traditional) |
| Jan. 21 (Mon) | Martin Luther King holiday (no classes) |
| Jan. 23 (Wed) | MLK Make a Difference Day |
| Feb. 1 (Fri) | BC Preview Day |
| Feb. 9 (Sat) | Presidential Scholar's Day |
| Feb. 16 (Sat) | BC Preview Day |
| Mar. 1 (Fri) | BC Preview Day |
| Mar. 4 - 8 (Mon-Fri) | Spring Break (no classes) |
| Mar. 8 (Fri) | Mid-Term grades due |
| Mar. 15 (Fri) | BC Preview Day |
| Mar. 18-22 (Mon-Fri) | Global Education Emphasis Week |
| Mar. 28-29 (Thu-Fri) | Spring Night on the Hill (Accepted Students Weekend) |
| Mar. 29 (Fri) | Last day to apply for Spring graduation |
| Apr. 1-11 (Mon-Thu) | Advising for Summer and Fall Semester |
| Apr. 3 (Wed) | Last day to drop a class with a grade of "W" |
| Apr. 6 (Sat) | BC Preview Day |
| Apr. 8-13 (Mon-Sat) | Appalachian Week |
| Apr. 17 (Wed) | Honors Convocation |
| Apr. 17 (Wed) | Last day to register for Fall without a late fee |
| Apr. 19 (Fri) | BC Preview Day |
| Apr. 19-22 (Fri-Mon) | Easter Break (no classes) |
| Apr. 25 (Thu) | Mud Pig Day |
| Apr. 25 (Thu) | General Education Assessment Day 1 (Graduating Seniors) |
| Apr. 26 (Fri) | Study Day |
| Apr. 26 (Fri) | General Education Assessment Day 2 (Graduating Seniors) |
| Apr. 26-28 (Fri-Sun) | MSN On-Campus Days (Last day of Spring Semester) |
| Apr. 27, 29-May 1 (Sat, Mon-Wed) | Final Exams |
| May 1 (Wed) | Last day of the Semester |
| May 2 (Thu) | Faculty & Staff Appreciation Breakfast |
| May 2 (Thu) | 12:00 noon Final grades due for Graduating Seniors |
| May 3 (Fri) | Graduation Rehearsal and Reception |
| May 3 (Fri) | BC Preview Day |
| May 4 (Sat) | Graduation fee due to BC Central prior to Commencement |
| May 4 (Sat) | Commencement |
| May 6 (Mon) | Academic Assessment Day (8:30 a.m. - 3:30 p.m.) |
| May 7 (Tues) | Final grades due for all other students |

# TRADITIONAL, ONLINE & GRADUATE
# SUMMER ACADEMIC CALENDAR
# 2018 – 2019

## SUMMER SEMESTER

### Term 1: 05/06/19 - 06/23/19 (7 weeks)

| | |
|---|---|
| Apr. 24 (Wed) | Last day to pay and register for Summer Term 1 |
| May 6 (Mon) | First day of Summer Term 1 classes |
| May 9 (Thu) | Last day to add a class for Summer Term 1 |
| May 10-12 (Fri-Sun) | MSN On-Campus Days (First day of Summer Semester) |
| May 13 (Mon) | 11:55 p.m. Last day to withdraw from Summer Term 1 and receive a full refund |
| May 27 (Mon) | Memorial Day |
| May 31 (Fri) | Last day to drop Summer Term 1 classes with a grade of "W" |
| Jun. 23 (Sun) | Last day of Summer Term 1 classes |
| Jun. 30 (Sun) | Final grades due for Summer Term 1 |

### Term 2: 07/01/19 - 08/18/19 (7 weeks)

| | |
|---|---|
| Jun. 26 (Wed) | Last day to pay and register for Summer Term 2 |
| Jul. 1 (Mon) | First day of Summer Term 2 classes |
| Jul. 4 (Thu) | Independence Day |
| Jul. 5 (Fri) | Last day to add a class for Summer Term 2 |
| Jul. 8 (Mon) | 11:55 p.m. Last day to withdraw from Summer Term 2 and receive a full refund |
| Jul. 19 (Fri) | Last day to drop Summer Term 2 classes with a grade of "W" |
| Aug. 18 (Sun) | Last day of Summer Term 2 classes |
| Aug. 25 (Sun) | Final grades due for Summer Term 2 |

# INTRODUCTION TO BLUEFIELD COLLEGE

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

The College offers a challenging and invigorating learning environment with 25 undergraduate major fields of study, along with 24 minors, an associate in general studies degree, and four Master's programs. This community of dedicated scholars seeks to provide a strong liberal arts education in a nurturing, diverse Christian environment with opportunities for growth of mind, body, and spirit.

## MISSION

Bluefield College is an inclusive Christ-centered learning community developing transformational servant leaders.

## CORE VALUES

- We are a community committed to Christ-centered learning and affirm our Baptist partnerships.
- We are a community committed to academic excellence and life-long inquiry through the liberal arts and professional studies.
- We are a community characterized by integrity, mutual respect, support and encouragement.
- We are a compassionate, globally-minded community that serves to transform the world.

## ACCREDITATION

Bluefield College is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award associate, baccalaureate, and master's degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404.679.4500 for questions about the accreditation of Bluefield College.

Inquiries about Bluefield College should be addressed to our Admissions Office at 800.872.0176 or 276.326.3682 and not to the Commission. The Commission should only be contacted by one that has significant evidence of the College's non-compliance with the Commission's requirements and standards.

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

their program adheres to TEAC's quality principles. The teacher preparation program is also approved by the Department of Education, Commonwealth of Virginia.

The Bluefield College School of Nursing RN to BSN program is granted accreditation by the Commission on Collegiate Nursing Education (CCNE) for a period of five years, from November 2013 until November 2018. 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 College has been approved for veteran compensation. Bluefield College has professional memberships in many nationally prestigious organizations. These organizations are listed on p. 9.

## THE HISTORY OF BLUEFIELD COLLEGE

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.

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. 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 BC through the American Association of Junior Colleges and the State Board of Education.

Dr. J. Taylor Stinson assumed the presidency in 1930 and launched a Department of Business Administration and a new engineering program. In the fall of 1934, Dr. Edwin C. Wade took over the presidency, 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, BC 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 BC to accreditation as a four–year college. Following a two–year self-study, BC 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 BC 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, BC built a new Visual Arts Center; improved technology on campus; completed renovations to the dining hall, campus store, Dome Gymnasium and residence halls; and strengthened its commitment to the integration of faith and learning.

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

**Bluefield College's Nine Presidents:**

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

## THE CAMPUS

Bluefield College is located on 82 acres in Bluefield, Virginia. The physical facilities include (see campus map on page 253):

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

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

**The Dome** gymnasium provides game courts, locker rooms, a training room, and offices.

**The Science Center**, completed in 1992, with an expansion in 2018, houses the Science, Math, and Business programs as well as classrooms and computer labs.

**The Donald and Maria Cox Visual Arts Center** houses the Art Department with facilities for drawing, painting, ceramics, and sculpture. Part of the structure was the original boiler building for the campus. It was redesigned and augmented to its current use and was dedicated in October 2000.

**Easley Library** 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** 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.

**Campus Store** is also located in this building, housing the campus mail facilities and serving the supply and personal needs of the students.

**The Dan MacMillan Center (DMC)** is designed to be a focal point of Bluefield College's civic engagement, personal outreach, impact teams, music and drama ministries, and service learning projects. Through the creation of the DMC, Bluefield College 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** 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** 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** 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** is a contemporary, three-story residence hall located on the east side of the campus between Cruise Hall and the front parking area. Designed to enhance the living and learning environment of the students, this facility features large commons or living rooms on all three floors, complete with kitchenettes and activity rooms, along with computer labs and lobbies.

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

## BLUEFIELD COLLEGE ALUMNI ASSOCIATION

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

More than 8,000 alumni participate in the Bluefield College 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 College by coming back to campus for various events, such as Homecoming and sporting events, and through financial giving to the annual phonathon, which goes to the Bluefield College Fund.

## EQUAL OPPORTUNITY PROVIDER

Bluefield College is a private, four-year liberal arts college but adheres to the equal opportunity provisions of all applicable Federal and State civil rights laws and regulations and does not discriminate on the basis of race, gender, color, national or ethnic origin, age, disability, military service or genetic information in the pursuit of its educational goals or in the administration of personnel policies and procedures.

## ALCOHOL AND DRUG USE

Bluefield College 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.

## MEMBERSHIPS

Bluefield College 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 American Association of Collegiate Registrars and Admissions Officers, the Southern Association of Collegiate Registrars and Admissions Officers, 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 Christian College Athletic Association, 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 college's media relations, community relations, advertising, marketing and the development and/or distribution of its publications in an effort to promote the college, 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 college 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 BC 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 bcnews@bluefield.edu.

## CRISIS MANAGEMENT PLAN

The purpose of the Bluefield College Crisis Management Plan is to give the BC 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 BC 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 bluefield.edu/pr where you'll find a student link and an employee link to the Crisis Management Plan. The plan resides within MyBC and is password protected so that only members of the BC family are familiar with its content. You will need your MyBC username and password to access the document. For questions or for more information, contact the BC Public Relations Office by phone at 276-326-4212 or by email at bcnews@bluefield.edu.

## RamAlert

Bluefield College'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 College administrators are able to warn the campus community of an impending emergency and provide timely information to minimize disruption and potentially prevent harm or protect lives. In the case of an emergency, subscribers to RamAlert will receive a text and/or e-mail message with details of the crisis and any necessary action plan. Participants must "opt in" to the system to receive the alerts. Messages, sent through a secure web portal, can be received via cell phone (text) or e-mail.

To subscribe to RamAlert, go to www.bluefield.edu/ramalert. From the RamAlert web page, click on any either the employees or the students "subscribe" button to access the appropriate online subscription form. Please note, you must have an active MyBC account with a MyBC username (or Jenzabar ID) and password to sign up for RamAlert. During the registration process, you will need to provide your name, a username (i.e. your MyBC or Jenzabar ID), a password (i.e. your MyBC password), a mobile phone number, and an e-mail address. And, while RamAlert is designed for members of the campus community, accounts for parents of students or spouses of employees may be created simply by using your MyBC username and password and registering a different mobile phone number and separate e-mail address

# ADMISSION TO BLUEFIELD COLLEGE

## ADMISSIONS POLICY

Bluefield College is a private, Christ-centered, four-year liberal arts college located in the town of Bluefield, Virginia. The College seeks to provide personalized opportunities for growth of mind, body, and spirit within its Christian context. Recruiting efforts are focused primarily toward new high school graduates, transfer students from two-year colleges and working adults who are interested in obtaining their degrees.

Bluefield College strives to accept students for admission who will benefit from a personalized Christian liberal arts education. Admission decisions are based upon the academic record of the candidate. Recommendations, test scores, extracurricular activities, working experience, and qualities of leadership may also be considered. Departments of Colleges or individual schools may have additional criteria for admission to their majors, such as a minimum GPA or completion of the PRAXIS. These requirements are listed in the section pertaining to the academic programs of the Colleges and Schools.

The Office of Enrollment Management uses a rolling admissions policy. Applications for admission to traditional on-campus programs may be made beginning on July 1 prior to the senior year of high school. No single criterion is decisive, but each item is considered in relation to the applicant's total qualifications. The Bluefield College Online program for working adults offers associate and degree programs that are fully online. Students may apply to these programs any time of the year. Classes begin on eight-week rolling terms within the fall, spring, and summer semesters.

All admissions decisions are made without reference to religion, race, gender, national or ethnic origin under the authority of the Vice President for Enrollment Management.

### 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 College. Bluefield College will make every effort to not engage in misrepresentation of any form as defined by the U.S. Department Regulatory Citation: 34 CFR § 668.71 (c) which defines misrepresentation as any false, erroneous or misleading statement an eligible institution, one of its representatives, or any ineligible institution, organization, or person with whom the eligible institution has an agreement to provide educational programs, or to provide marketing, advertising, recruiting or admissions services makes directly or indirectly to a student, prospective student or any member of the public, or an accrediting agency, to a State agency, or to the Secretary. A misleading statement includes any statement that has the likelihood or tendency to deceive. A statement is any communication made in writing, visually, orally, or through other means.

Misrepresentation includes the dissemination of a student endorsement or testimonial that a student gives either under duress or because the institution required the student,

### Suspicion of Falsified Transcripts

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

### Incentive Compensation Prohibition

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

## ADMISSION OF FRESHMEN

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

4 units of English
3 units of College Preparatory Mathematics
3 units of Social Science
3 units of Science
2 units of Health and Physical Education
1 unit of Fine Arts
6 Electives

### Apply for Admission

1. Submit to the Office of Enrollment Management a properly completed application.
2. Arrange for the Office of Enrollment Management to receive a copy of an official transcript showing current high school work at the time of application. After graduation from high school, a final transcript must be sent to the College.
3. Submit official Scholastic Assessment Test (SAT) or American College Testing Program (ACT) s, or Classical Learning Test (CLT) scores. The Bluefield College Code Number for the SAT is 5063. The Bluefield College Code Number for the ACT is 4340.
4. GED-High School equivalency may be accepted upon evaluation in place of a high school diploma.

### Admissions Standards

To be accepted as a full-time degree candidate, applicants must meet the following qualifications: graduation from an accredited high school, receipt of a high school equivalency certificate based on the General Educational Development (GED) Test, or completion of a home school curriculum comparable to that required for high school graduation. An applicant is reviewed based on the following criteria: courses taken in high school, grades in courses, SAT, ACT or CLT scores, recommendations and interviews (if required).

A student is considered for regular acceptance when any two of the following requirements are met: 1) A cumulative grade point average of 2.0 on a 4.0 scale, 2) a minimum combined score of 860 on the SAT math and verbal tests, a composite score of 16 on the ACT or a CLT score requirement of 46, or 3) a ranking in the top half of his or her class.

## ADMISSION OF APPLICANTS FROM HOME SCHOOLING

Admission of home-schooled students will be based on the following:

1. Submission of official Scholastic Assessment Test Scores (SAT Reasoning Test)

or Classical Learning Test (CLT) official test results from the American Testing Program (ACT).
2. Submission of a final home-school transcript.

### Admissions Standards

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

## ADMISSION OF TRANSFER STUDENTS

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

1. A properly completed application.
2. Official transcripts of all academic work to include high school if fewer than twelve (12) earned semester hours have been completed.
3. An official report of the Scholastic Assessment Test (SAT), official test results from the American College Testing Program (ACT) or Classical Learning Test (CLT) if fewer than twelve (12) earned semester hours have been completed. The Bluefield College Code Number for the SAT is 5063. The Bluefield College Code Number for the ACT is 4340.

### Acceptance Standards

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

A student will be considered for probationary acceptance when he or she has not maintained an overall GPA of 2.0 or greater on a 4.0 scale. The Admissions Committee evaluates the application and may require an interview and a letter of appeal as a basis for consideration of admission. Transfer students accepted under this category must adhere to the Satisfactory Academic Progress Policy guidelines section of the catalog (see p. 35).

### Evaluation of Transfer Credit

An evaluation of transfer credit will be completed by the Registrar who works in conjunction with faculty to determine which courses will apply toward the student's degree program. A minimum of one-year enrollment (full or part-time) and the completion of 32 semester hours (including at least 12 hours within the major) is required for all degrees.

Bluefield College reserves the right to evaluate all transfer credits in terms of its own institutional standards. Credit hours transferred are used toward fulfilling graduation requirements. Quality point requirements for graduation are based only upon work completed at Bluefield College. Please see the Transfer Credit section in the Academic portion for additional transfer information (see p. 68).

### Transfer Credit from Two-Year Institutions

Up to sixty-eight (68) semester hours of work will be accepted from a two-year accredited institution toward a four-year degree at Bluefield College. A maximum of nine semester hours of course work with "D" grades may be transferred. "D's" will not be accepted for transfer in major or minor areas.

### Articulation Agreements

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

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

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

### 3+3 Agreement with the Appalachian College of Pharmacy

Bluefield College has an articulation agreement with the Appalachian College of Pharmacy (ACP). Under the terms of this agreement, students who have completed all 83 hours of pre-pharmacy studies outlined in the BC/ACP agreement and obtained a "C" or better in all prerequisites and a G.P.A. of at least a 2.5 will be given priority admission into ACP's three-year doctor of pharmacy degree program.

### Guaranteed and Early Acceptance Programs with Edward Via College of Osteopathic Medicine

Bluefield College has an articulation agreement with the Edward Via College of Osteopathic Medicine (VCOM). Under the terms of this agreement, students may be granted guaranteed or early acceptance 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 3.4 (guaranteed acceptance) or 3.5 (early acceptance), sufficient SAT, ACT, or MCAT scores, completion of 100 hours of health care volunteerism and 100 hours of community volunteerism, and any other requirements outlined in the agreement.

### Transfer Credit from Four-Year Institutions

A student who has attended another accredited four-year institution and is in good standing may apply for admission to the college no later than the beginning of the senior year. "D's" will not be accepted for transfer in major or minor areas. A minimum of thirty-two (32) semesters hours, including at least twelve (12) semester hours within the major, must be completed at Bluefield College.

### Miscellaneous Transfer Credit

1. Bluefield College also awards credit for the following areas:
2. Advanced Placement and International Baccalaureate Programs (see p. 64 & 65).
3. College Level Examination Program (CLEP) or Dantes Subject Standardized Test (DSST) Examinations (see p. 65). Bluefield College is an approved CLEP/DSST testing site.
4. Military Credit (see p. 67).

# ADMISSION TO THE ONLINE PROGRAM

The Bluefield College Online program majors are designed for students who seek an alternative to the traditional methods of completing a college degree.

Students seeking admission to the Bluefield College Online Program (except for the RN-to-BSN Program) must have a high school diploma or a GED with a GPA of 2.0. Students who have completed college work must have a cumulative GPA of 2.0. Students who have not earned any college credit hours in the required Math or English general education requirements for Bluefield College must take these courses at Bluefield College, unless an SAT/ACT score excludes them.

If the student's transfer GPA is below 2.0, then the applicant file must go to special committee for review to be admitted provisionally. The student must submit a letter explaining the events that led to the low GPA, the steps the applicant will take to ensure the GPA rises above 2.0, and the reasons that earning a college degree is important personally and professionally.

If admitted, the student's academic progress will be closely monitored (see Satisfactory Academic Progress Policy on page 35).

### Students applying to the Bluefield College Online program must submit the following:

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

# ADMISSION OF INTERNATIONAL STUDENTS

### Application for International Applicants

Bluefield College welcomes applications for admission from international students. An applicant must submit an application and all required academic records no later than:

August 1st - Fall Term Applicants

December 15th - Spring Term Applicants

International students who wish to be candidates for acceptance as freshmen must submit:

1. A properly completed Bluefield College application.
2. A certified record proving completion of secondary education in the format and language indigenous to the student's school or national system of education.
3. An English translation of the secondary education completion document, such as an International Credential Evaluation (InCred).
4. Official Test of English as a Foreign Language (TOEFL) scores.
   a. Minimum score for paper-based test: 500 b. Minimum score for computer-based test: 173 c. Minimum score for internet-based test: 61

The test of English as a Foreign Language (TOEFL) requirement may be waived in the following circumstance only:

1. The applicant is a **native of** or has **studied full-time status** for at least **one academic year within the last five years** in one of the following countries:

   United States of America

United Kingdom
Ireland
Australia
New Zealand or English medium universities in Canada or South Africa*

**NOTE: This applies only to English medium universities in Canada or South Africa. Study in English medium universities in other countries does not qualify for a waiver.*

Waivers apply to students from **the countries listed above only.** Students who are natives of or who have studied in English in other countries (for example, India, Pakistan, the Philippines, Hong Kong, Singapore, etc.) are **not** exempt from the English language requirement.

Waivers only apply to those who have studied full-time in one of the countries listed on the waiver list above. Employment in an English-speaking country does not make you eligible for a waiver.

Check the TOEFL **http://www.toefl.com/**) website for more information.

International students who wish to be candidates for transfer acceptance must submit:

1. Official copies of any and all prior international university transcripts.
2. Official TOEFL Scores. Minimum score requirements must be met as noted above.
3. An English translation to the completed international university transcripts.

And/or

4. Official copies of any an all previous U.S. college or university transcripts. (TOEFL Scores will be required for all students whose GPA is below 2.0 on a 4.0 scale). See waiver list for more details.

If a student does not have 12 or more transferable credit hours, all freshmen requirements must be met.

### Acceptance of International Applicants

Freshmen applicants who will be accepted must have sufficient documentation to enter university education in their native country, academic success equivalent to a 2.0 grade point average (on a 4.0 scale) as determined by Bluefield College and the minimum required TOEFL scores.

Transfer applicants who will be accepted must have the equivalence of a 2.0 cumulative grade point average (on a 4.0 scale) from all previously attended U.S. and international universities. Students who have not earned a cumulative 2.0 GPA or better from a U.S. college or university will be required to meet the minium TOEFL Scores. Students who do not have 12 transferable college credits will be required to meet the freshman admission criteria.

1. Provisional Acceptance will be granted when a student has been determined to meet the above stated requirements, with the decision being made by an admissions representative.
2. Full Acceptance will be granted upon receipt of a completed credential evaluation from InCred or World Education Services (WES). The final acceptance determina-

tion will be confirmed by the Vice President of Enrollment, at the recommendation of the international admissions counselor. The international admissions counselor can also confirm the final acceptance decision in the event of the Vice President of Enrollment position is vacant.

### Issuance of the I-20 Form

The I-20 form will be issued by the Primary Designated School Official (PDSO) or a Designated School Official (DS) once a student has been granted Full Acceptance and the student has submitted:

1. Transcripts, as outlined in the above section.
2. Student Financial Obligation Form, along with bank records proving the ability to fully support their studies in the United States.
3. A copy of the first page of the student's passport including the passport photo
4. The Student Confirmation Fee.
5. Transfer International Students **MUST** complete an F-1 Non-Immigration Form.

   Non-immigrant students seeking to transfer from another college or university in the United States to Bluefield College complete this form and request the Designated School Official of their current institution to provide the necessary information.

Bluefield College has the right to request additional documentation before issuing the I-20, and has the right to refuse to issue an I-20 regardless of meeting acceptance and I-20 standards.

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

SPECIAL ADMISSIONS PROGRAMS

Dual enrollment cost of $225/course

Seniors and Pastors program cost of $65/course

### Before an I-20 form can be issued, students must:

1. Submit final, official transcripts.
2. Submit the confirmation form and deposit, housing contract; this is issued in the student's acceptance packet.
3. Submit the International Student Financial Obligation Form with supporting documents; this is issued in the student's acceptance packet.
4. The College requires verification that the student has the resources to cover all costs associated with the first full year of study.
5. If needed, submit the International Student Financial Affairs Form with supporting documents; this is issued in the student's acceptance packet.
6. Submit completed Bluefield College Medical Forms.
7. Make payment for their first semester at Bluefield College. Payment may be submitted online through MyBC or by completing a wire transfer ($50 fee applies).

Once all of the items above have been reviewed and approved and all necessary paperwork is in order, a determination on the issuance of an I-20 will be

made. Bluefield College has the right to refuse the issuance of an I-20 for any reason and may request additional information at any time prior to or after an I-20 has been issued.

## READMISSION PROGRAM

Any student who has been absent from Bluefield College 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 College must submit official academic transcripts from that particular institution. There is no application fee for readmission.

Students who apply for readmission after not having attended Bluefield College 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.

## SPECIAL ADMISSION PROGRAMS

Bluefield College offers the following special admission programs:

### Visiting Student Program

A student in good standing currently matriculating at another college may enroll at Bluefield College 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 College and specifying which courses may be taken. Enrollment in this program is for a limited period, usually not exceeding one semester.

### Dual Enrollment Program

High school sophomores with a minimum GPA of 3.0 on a 4.0 scale may take up to six (6) semester hours per semester at a cost of $225 per course. High school juniors and seniors with a minimum GPA of 3.0 on a 4.0 scale may take up to thirteen (13) semester hours per semester at a cost of $225 per course. Students enrolled in the Dual Enrollment Program may take sufficient course offerings leading to the Associate degree. Students must complete an application and submit a letter of permission from their high school principal guidance counselor, or homeschool parent/guardian. Students will also be subject to institutional policies pertaining to academic probation and suspension.

### Part-time Program

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

### The Community Program

This program is designed for those who would like to take college level courses for professional development or enrichment opportunities and who reside within a 45-mile radius of Bluefield College. Interested students should complete the special non-degree

application. Classes are offered at a special rate of $80 per class. Students may take a maximum of one class per semester. This rate does not apply to traditional or adult students who are pursuing a degree at Bluefield College. This program is applicable to fall and spring semesters only.

### The Seniors Program

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

# TUITION & FEES

## AFFORDABILITY

Bluefield College has been recognized by organizations such as U.S. News and World Report and the Lumina Foundation for affordability. The College strives to provide an affordable private college experience at a price competitive with that of public institutions of higher education. In addition to our traditional tuition, Bluefield College also offers the Pathways tuition plan. This initiative provides quality higher education to students in surrounding communities who meet the requirements of qualifying for federal Pell grant, living at home with their parents, and living within a 45-mile radius of Bluefield College. Students participating in Pathways will not receive institutional aid; however, they are able to obtain outside scholarships, grants and loans to assist with costs. Generous financial assistance for students makes Bluefield College the clear choice for Christian private higher education in Virginia.

## FLEXIBILITY

Bluefield College offers two formats for obtaining a baccalaureate degree: a traditional program and an online program. The traditional program consists of fall and spring terms on the Bluefield, Virginia campus. The online program is an accelerated format and is designed for the working adult. There are also online summer sessions available for all students to earn additional credits toward their degree of choice. In addition to the undergraduate courses available, Bluefield College now offers associate degrees and graduate level degrees.

## 2018-2019 TUITION, ROOM, BOARD AND FEES

### Confirmation Fee

The confirmation fee is required of all students who have received notification of their acceptance to Bluefield College. Upon receiving a prospective student's application, transcript, medical records, etc., the Enrollment Management Committee reviews the student's credentials and notifies the applicant of acceptance or non-acceptance. New and readmitted traditional students are required to furnish a confirmation fee of $150. Should a traditional student decide not to attend Bluefield College, the student would need to contact the Office of Enrollment Management prior to May 1st in order to receive a refund of the confirmation fee. For students in the Masters of Arts in Education and the Masters of Nursing programs, the confirmation fee is $40. For students in the Masters of Business Administration program, the confirmation fee is $100. For students in the Masters of Biomedical Sciences program, the confirmation fee is $500. All confirmation fees are non-refundable after May 1st.

### Housing Damage Charges

All students shall assume responsibility for damage done to College property. Students responsible for damage shall be charged an appropriate amount after an assessment is completed by Student Development. Any damages incurred to the room throughout the time of occupancy will be billed to the student's account. All damage done in the residence hall rooms will be charged to the occupants of those rooms, unless a person of known identity is reported as being responsible for damage. Such damage will be reported to the

Office of Student Development by the Residence Hall Director of that residence hall. The Office of Student Development will notify BC Central to apply appropriate charges to the responsible person's student account. If damage occurs in public areas of the residence hall, and the Residence Hall Director cannot determine the responsible party, the charge for repair or replacement will be allocated to occupants residing around and using those public areas. **Students may appeal a fine placed on their account by contacting the Office of Student Development. BC Central does not reduce or remove housing fines without written notification from Student Development.** Each new residential student will be charged a one-time damage deposit fee of $150 that will be used to offset the cost of damages should any occur. When a students leaves Bluefield College, they may request a refund of any unused funds of their deposit through Student Development. A check will be issued to them and made available to pick up in BC Central.

## TUITION – TRADITIONAL PROGRAM

| | Per Semester | Per Year |
|---|---|---|
| Traditional Tuition | $12,260 | $24,500 |
| Pathways Tuition | $ 6,130 | $12,260 |

Students must be registered by the date listed on the academic calendar each semester or they will be assessed a $25 late registration fee. Students must pay this fee in order to remove a hold on their student account and be allowed to register.

## ROOM CHARGES

| | Per Semester | Per Year |
|---|---|---|
| **Alumni Hall** | $2,040 | $4,080 |
| **Bluestone Commons:** | | |
| Shared Room | $1,650 | $4,642 |
| Private Room | $3,060 | $6,120 |
| **Cruise Hall:** | | |
| Shared Room | $1,650 | $3,300 |
| Private Room | $2,310 | $4,620 |
| **East River Hall:** | | |
| Shared Room | $1,885 | $3,770 |
| Private Room | $2,640 | $5,280 |
| Apartment | $3,060 | $6,120 |
| **Rish Hall:** | | |
| Shared Room | $1,676 | $3,352 |
| Private Room | $2,361 | $4,722 |
| **Cottages:** | | |
| Married Couples | $3,126 | $6,252 |

Room charges include refrigerator, microwave, internet and laundry.

## BOARD CHARGES (MEAL PLANS)

| | Per Semester | Per Year |
|---|---|---|
| Continuous Meal Plan | $2,627 | $5,254 |
| 100-Meal Plan | $ 898 | $1,796 |
| 50-Meal Plan | $ 505 | $1,010 |

*Each meal plan includes $50 Ram Bucks per semester for Quick Shott Café*

Students in Cruise, Rish, and East River Halls will be charged the continuous meal plan.

Students in Bluestone Commons Apartments and East River Hall Apartments are required to have the 100-meal plan each semester; however, these residents may elect to have the continuous meal plan.

Students residing in the Cottages may elected to purchase a meal plan.

Commuter students may elect to purchase a mean plan.

### Course Overload

A traditional student will not be permitted to register for more than eighteen (18) semester hours of academic credit per term without written permission from the Vice President for Academic Affairs. If approval is granted, students will be charged the current credit hour fee for each credit hour in excess of eighteen (18) hours. They will also be charged the overload fee for the course material fee based upon credit hours over eighteen (18).

| | |
|---|---|
| Traditional Hours | $970 per credit hour over 18 |
| Online Hours | $365 per credit hour over 18 |
| Audit Hours (up to 6 hours) | $270 per credit hour over 18 |

### Part-Time Traditional Students

A traditional student taking less than a full course load, twelve (12) credit hours, will be charged the part-time rate of $970 per credit hour. This applies to students participating in one (1) to eleven (11) credit hours.

### Special Admissions Programs:

| | |
|---|---|
| Dual Enrollment Program | $225 per course |
| Education Recertification | $385 per course |
| Pastors Program | $65 One Christian Studies or Philosophy Class |
| Seniors Program (age 55+ & Non-degree) | $65 per semester |
| Community Tuition Program | $80 per course |

### Summer School:

| | |
|---|---|
| Courses | $365 per credit hour |
| Room (No classes) | $260 Single/Month |
| Room (Taking classes) | $225 Single/Month |
| East River Apartments (No classes) | $612 Married/Month |
| East River Apartments (Taking classes) | $546 Married/Month |

| | |
|---|---|
| Cottages (No classes) | $683 Married/Month |
| Cottages (Taking classes) | $597 Married/Month |

**Additional Fees and Deposits:**

| | |
|---|---|
| Confirmation Fee | $150 (New & Readmitted Students) |
| Private Music Fee | $200 per credit hour (half-hour lesson per week = 1 credit hour) |
| Science Lab Fee | $50 per science class per lab |
| Student Teaching Fee | $250 per semester |
| Late Registration Fee | $25 per semester |
| Lost Residence Room Key | $65 per incident |
| Post Office Box Key | $15 One-time fee |
| Lost PO Box Key Fee | $35 per incident |

### Student Health Insurance

International students are required to enroll in an insurance plan through the College. The insurance provider is Dissinger Reed. The charge applied to the student's account is $650 per semester. If an international student elects to stay in the United States during the summer and wishes to have continued coverage, there is an additional cost of $260 for the period of June and July. Summer coverage is optional unless the student is staying on campus. The coverage for international students is an accident and health insurance. There are no exceptions to this policy.

Bluefield College strongly recommends all students in the traditional baccalaureate program participating in 6 or more credit hours to have their own health insurance policy. Student athletes are required to have medical insurance in addition to the athletic accident policies the College carries. Any student athletes who do not have insurance may contact the Head Athletic Trainer for assistance in obtaining the plan available to Bluefield College students. Non-athletes who do not have their own medical health insurance may contact Student Development for assistance with obtaining the plan available to Bluefield College students.

### Athletic Fee

Bluefield College charges an athletic fee for all student athletes who are on team rosters, including team managers who receive athletic scholarship funds. The fee is $300 per semester, $600 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.

### Additional Fees and Deposits

| | |
|---|---|
| Private Music Fee | $200 Per credit hour |
| Science Lab Fee | $50 Per course |
| Student Teaching Fee | $250 Per semester |
| Graduation Fee | $120 One-time fee |
| Lost Residence Room Key | $65 Per incident |
| Replacement Student ID Card | $10 Per incident |
| Post Office Box Key | $15 One-time fee |
| Lost PO Box Key Fee | $35 Per incident |

### Tuition and Fees – Online Programs

#### Online Undergraduate

| | |
|---|---|
| Tuition | $365 Per credit hour |
| Graduate Fee | $120 One-time fee |

#### Master of Arts in Education Program

| | |
|---|---|
| Confirmation Fee | $40 One-time fee |
| Tuition | $460 Per credit hour |
| Graduation Fee | $140 One-time fee |

#### Master of Science in Nursing

| | |
|---|---|
| Confirmation Deposit | $40 One-time fee |
| Tuition | $480 Per credit hour |
| Sim Lab Fee | $125 Per specific course |
| Graduation Fee | $140 One-time fee |

#### Master of Business

| | |
|---|---|
| Confirmation Deposit | $100 One-time fee |
| Tuition | $480 Per credit hour |
| Technology Fee | $75 One-time fee |
| Graduation Fee | $140 One-time fee |

#### Master of Arts for Biomedical Science

| | |
|---|---|
| Confirmation Deposit | $500 One-time fee |
| Tuition | $14,000 Per semester |
| Graduation Fee | $140 One-time fee |

Does not participate in Course Material program

#### Church Partnership Program

| | |
|---|---|
| Tuition | $275 Per credit hour |
| Site Fee | Varies by location |
| Technology Fee | $100 Per semester |
| Graduation Fee | $120 One-time fee |

#### Chemistry Certificate Program

| | |
|---|---|
| Confirmation Deposit | $40 |
| Tuition | $200 Per credit hour |

Does not participate in Course Material program

### Graduation Fee

A graduation fee is billed to all candidates for graduation. 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 BC Central prior to participating in commencement, receiving an official transcript or obtaining a diploma.

### Course Materials Fee

Bluefield College provides textbooks for all 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 June 15, 2018 for the 2018-2019 academic year. Students who have unreturned textbooks will be allowed to participate in graduation ceremonies but will not receive their diploma or an official transcript until the textbooks have been returned or the balance on their account has been cleared.

**Traditional Student**

| | |
|---|---|
| Full-time (12-18 credit hours) | $385 per semester |
| Part-time (1-11 credit hours) | $32 per credit hour |
| Overload (over 18 credit hours) | Full time semester rate plus $32 per credit hour over 18 |

**Online Student**

| | |
|---|---|
| Undergraduate | $32 per credit hour |
| Graduate | $32 per credit hour |

## FINANCIAL POLICY

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, TMS (Tuition Management Systems). The cost to enroll in this program is $55 and is payable directly to TMS. Students have the option of a 4-month payment plan or a 5-month payment plan each semester to clear their student account. There is a $30 charge for any returned payments and TMS reserves the right to remove a payee from the program after 2 returned payments or 2 missed payments. If paying by credit card, credit card fees will apply. The first payment must be made prior to moving on campus, attending class, picking up textbooks, or participating in any extracurricular activities such as athletic practices Students are not permitted to register for the next semester unless their account balance is $500 or less. Students who are not making payments on their account in a timely manner will be contacted by BC Central to resolve the account balance. Students who fall behind on payments are at risk of being administratively withdrawn. Students who leave the College owing a balance must have the account cleared in full within 10 months and must make payments within 30 days after they leave or they will be turned over for collections. Attorney's fees and other costs of collection will be imposed should collection efforts become necessary. Students who owe a balance will have their account placed on hold, will not be able to obtain an official transcript or be readmitted for additional semesters until the account balance is paid in full.

## SPECIAL COURSES AND ACTIVITIES

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

## INTERNSHIPS

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

## CHECK CASHING AND RETURNED CHECK POLICIES

As a service to students, BC Central will cash one check of up to $50 per day. Students are encouraged to establish an account at a local bank while attending Bluefield College to take care of banking needs. A fee of $35 will be imposed to the student's account for all checks returned to the College for insufficient funds. The College 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 shall 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 BC Central after 3 pm on the Friday following the credit becoming actual (funds disbursed to the College). 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 MyBC or may be obtained in BC 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 BC Central. Credits on student accounts with a parent plus loan and no *Student Account Authorization* form on file will automatically be mailed to the parent on the loan within the federal guidelines. Online students will have their credit check mailed to the legal home address on file. Online students who elected to pick up the credit check, request it mailed to a different address, have Saturday FedEx delivery, or Standard Overnight FedEx Delivery, will need to complete the *Check Delivery* form located on MyBC or available in BC 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 College. Traditional students will need to complete a Check Deliver form if they would like their credit mailed when it is issued. Any credit checks not pickup up in BC Central within one week will be mailed to the legal home address on file with the College.

## WITHDRAWAL

Students must complete a formal request to withdraw from the College. Students may withdraw from Bluefield at any time and should begin the process in BC Central. Traditional and Online Students must complete the proper paperwork. Withdrawals may have an effect on a student's financial aid, student account and academic record. To be considered for any refund of tuition and fees, a student must request and complete the withdrawal form, which may be obtained from BC Central and is located on MyBC. At the same time, simply ceasing class attendance or participation (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 overload tuition for any credit hours over 18. Students should be aware that withdrawing from a course may affect their academic standing and thus directly affect their loan eligibility.

## REFUNDS AFTER WITHDRAWAL – Traditional and Online Programs

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

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

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

### Return of Title IV Funds

Financial aid funds are awarded to a student under the assumption that the student will attend school for the entire period for which the assistance is awarded. When a student withdraws from the College or from the semester, drops courses, or fails to participate in courses, that student may no longer be eligible for the full amount of aid they were originally awarded.

If a recipient of Title IV grant or loan funds withdraws from the College after beginning attendance, the amount of Title IV grant or loan assistance earned by the student must be determined. If the amount disbursed to the student is greater than the amount the student earned, the unearned funds must be returned. If the amount disbursed to the student is less than the amount the student earned, and for which the student is otherwise eligible, he or she is eligible to receive a post-withdrawal disbursement of the earned aid that was not received.

Any time a student begins attendance in at least one course but does not begin attendance in all the courses he or she was scheduled to attend, regardless of whether the student is a withdrawal; the College must check to see if it is necessary to recalculate the student's eligibility for Federal, State, and Institutional funds based on a revised enrollment status and cost of education.

If the student is a withdrawal, this recalculation must be done before performing a

Return of Title IV Funds calculation, and the College must use the recalculated amounts of aid in the return calculation. The withdrawal date for a student who officially withdraws will be the date provided by the Registrar. For a student who leaves the College without notice or ceases participating (considered unofficial withdraw or a drop-out), his or her withdrawal date will be the midpoint of the semester or alternatively the College may use the last date of attendance or participation in an academically-related activity if there is documentation he or she participated and that the activity was academic in nature. The refund calculation is based on the number of calendar days attended within the semester or term, divided by the total number of calendar days in the semester or term, excluding any break of five days or more. This ratio will produce a percent of attendance and a percent of non-attendance, and thus, percentages of earned aid and unearned aid. The College will charge back to the student (by removing financial aid awards posted to the account) amounts equal to the percent of unearned aid, and return that amount to the government funding sources and financial aid programs.

For Federal awards, the money will be returned to the U.S. Department of Education programs in the following order until the required amount of unearned funds have been returned:

- Unsubsidized Federal Direct Loans
- Subsidized Federal Direct Loans
- Federal Plus (parent) Loans
- Federal Pell Grants
- Federal SEOG

The only federal funds excluded from this process are Federal Work-Study (FWS) awards. These awards are paid as they are earned through work-study job assignments. Payments for hours worked are earned and not subject to refund. FWS awards for hours not worked are considered unearned and fully refundable to the federal program. If the student received aid in excess of direct costs, and thus received a credit balance refund check from BC Central, the student is responsible for returning their share of the unearned aid. However, if the credit balance check received was in the form of federal loan proceeds, the Department of Education will allow the student to repay in the normal method of loan repayment, which is through monthly installments. If the credit check received was in the form of a federal grant, the federal government will expect only 50% of the unearned grant money to be repaid. The student has 45 days to repay the money or make arrangements with either the College or the federal government for repayment. If the student does not comply with repayment requirements, he or she will lose eligibility for future Title IV funds.

# FINANCIAL AID

## APPLICATION PROCEDURES FOR FINANCIAL AID

Recognizing the increasing cost of achieving a college education, Bluefield College offers a wide variety of scholarship, grant, loan, and work possibilities. Students who wish to be considered for all types of financial aid, including Federal Programs, State Programs, and most Institutional Grants and Scholarships, should complete the following requirements no later than March 15 for our traditional students and prior to class starts for our online students (see the academic calendar for specific dates).

1. Apply and be accepted for admission to Bluefield College.
2. Complete the Free Application for Federal Student Aid (FAFSA) at www.fafsa.ed.gov. The FAFSA is used by the Federal Student Aid Programs to determine a student's financial "need." The Bluefield College Financial Aid Office uses this information to evaluate a student's eligibility for federal and any other need-based aid.

## FAFSA FILING CHANGES

| When Student is Attending College | When a Student Can Submit a FAFSA | Which Year's Income Information is Required |
|---|---|---|
| July 1, 2016-June 30, 2017 | January 1, 2016-June 30, 2017 | 2015 |
| July 1, 2017-June 30, 2018 | October 1, 2016-June 30, 2018 | 2015 |
| July 1, 2018-June 30, 2019 | October 1, 2017-June 30, 2019 | 2016 |
| July 1, 2019-June 30, 2020 | October 1, 2018-June 30, 2020` | 2017 |

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

## FEDERAL PROGRAMS

**Federal Pell Grant:** The Federal Pell Grant is available to low income undergraduate students. Your eligibility is based on the outcome of your FAFSA and is FREE money granted to you by the Federal Government based on your need. This award ranges from $305-#,048 per semester.

Some students may be affected by the Lifetime Eligibility Used requirements for the Federal Pell Grant. For more information visit:

studentaid.ed.gov/types/grants-scholarships/pell/calculate-eligibility.

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

**Federal Work-Study Program (FWS):** The Federal Work-Study Program provides part-time jobs for undergraduate and graduate students with financial need, allowing them

to earn money to help pay for education expenses. The program encourages community service work and work related to the student's course of study.

**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 College encourages our students and parents to borrow conservatively and responsibly. Students and parents can begin repayment at any time to reduce total debt without penalty.

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

### Subsidized and Unsubsidized Direct Loans

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

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

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

**Federal Direct Stafford Loan Annual Limits**

| Grade Level | Dependent Students (Subsidized and Unsubsidized) | Independent Students or Dependents with PLUS Denial |
|---|---|---|
| Freshman (0-27 Earned Credits) | $3,500 + $2,000 | $3,500 + $6,000 |
| Sophomore (28-57 Earned Credits) | $4,500 + $2,000 | $4,500 + $6,000 |
| Junior (58 -91 Earned Credits) | $5,500 + $2,000 | $5,500 + $7,000 |
| Senior (92+ Earned Credits) | $5,500 + $2,000 | $5,500 + $7,000 |
| Graduate Level | | $20,500 |

### Federal Direct PLUS Loans

The Federal Direct PLUS Loan is available to parents of dependent students (by FAFSA dependency rules, not IRS dependency rules) to help them pay for their child who is enrolled in school at least half time and is making satisfactory academic progress. Direct PLUS Loans are not based on financial need, and parents of all income levels may

apply. Parents may borrow an amount equal to the cost of attendance minus any other aid. Repayment begins within 60 days after the second disbursement with a minimum monthly payment of $50 and a maximum repayment term of 10 years. Payment deferment may be available upon approval from The Department of Education. Parents must can apply for deferment through their loan servicer. Loan servicer can be found at www.nslds.ed.gov.

## STATE PROGRAMS

**Virginia Tuition Assistance Grant (VTAG):** This is an estimated $3,300 state grant for residents of Virginia. To be eligible, students must be a domiciled Virginia resident, complete the 2018-19 VTAG application by the July 31, must not have moved to Virginia for purpose of attending a post-secondary school, and pursuing undergraduate studies of seeking a Master's of Science in Nursing. Students who have previously received VTAG in a prior award year do not need to complete the application.

**Virginia Two Year College Transfer Grant (CTG):** The standard award is $1,000 and up to an additional $1,000 for certain majors (science, teaching, mathematics, and nursing). To be eligible, students must complete a FAFSA, be an undergraduate in-state student (first time entering freshman no earlier than Fall 2007), be a Virginia domiciled resident, must not have moved to Virginia for the purposes of attending a post-secondary school, must meet the selective service requirements, have an EFC of $12,000 (or less depending on the year it was first awarded), must have earned an Associate's degree at a Virginia two-year public institution with a cumulative GPA of 3.0 on a scale of 4.0 for the Associate's degree, maintain a 3.0 cumulative GPA at Bluefield College, and be enrolled full-time by fall semester following completion of the Associate's degree (limited to 3 years).

## INSTITUTIONAL GRANTS AND SCHOLARSHIPS

### Institutional Grants and Scholarships for Traditional Students

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

**Academic Scholarships:** These scholarships, which range from $2,000 to $10,000, are awarded based on your academic performance and are renewable for up to four years. A combination of GPA and SAT/ACT score are used to determine the scholarship level. These scholarships include the Lansdell, Harman, Trustees', Deans', and Alumni scholarship.

**BC Access Scholarship:** These scholarships are determined by academic performance and need. Students must demonstrate financial need as determined by the FAFSA and not be receiving athletic scholarship. The amount is unique for each qualifying student..

**Presidential Scholarships:** Each year, Bluefield College awards two full-tuition scholarships, available for only (2) new freshman. Students must have a minimum GPA of 3.75 and a minimum 1140 SAT (combination of math and verbal scores) or 25 ACT (composite score) in order to complete. Potential recipients will be asked to provide two letters of recommendation, come to campus for an interview and to write an essay that will be reviewed by select faculty members.

**Spire Scholarship:** Each year, Bluefield College awards ten freshmen an additional $2,000 in academic scholarships. Students must have a minimum GPA of 3.75 and a minimum 1140 SAT (combination of math and verbal scores) or 25 ACT (composite score) in order to compete. Potential recipients will be asked to provide two letters of recommenda-

tion, come to campus for an interview, and write an essay that will be reviewed by select faculty members.

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

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

**Fine Arts Scholarships:** Awarded to students who have demonstrated talent in the areas of visual and performing arts, these scholarships are determined by audition before the faculty of the Music, Art and Theatre Departments.

**Worship Team Scholarships:** Awarded to students who have demonstrated talent in the areas of visual and performing arts, these scholarships are determined by audition before the faculty of the Music, Art and Theatre Departments. Award amount is $10,000 per year. This scholarship is renewable for all four years of full-time enrollment provided the students meets the criteria established by Student Development and maintains Satisfactory Academic Progress.

**Promise Scholarship:** Awarded by our Admissions staff based on the criteria set by the Admissions Department. The amount is unique for each qualifying student based on need. This scholarship is renewable for all four years of full-time enrollment provided the student maintains Satisfactory Academic Progress.

**Other Sources:** We encourage students to seek aid from every possible source, such as Veteran's Affairs, Rehabilitative Services, employer reimbursement, employer pay, community and civic organizations, churches, and local scholarship programs. Students should also check out www.fastweb.com and www.finaid.org. Students should notify us if they are receiving an outside award, so that the expected award may be included in the award package. This will help determine your balance due at the start of the school year in advance of receiving these funds. It is also important that we include these awards in your financial aid package to avoid any federal overpayment conditions, which could affect your future eligibility for aid.

### Enrollment & Academic Decisions Affecting Your Aid Eligibility

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

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

- changing between on-campus to an online student status, and vice versa,
- defaulting on a student loan or having an unresolved federal grant overpayment,
- providing false or misleading information,
- receiving federal aid for the same academic year at another institution,
- repeating a course for which you already received a passing grade more than once,
- attending more than four years, and
- failure to meet scholarship stipulations.

### Enrollment Levels

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

**Enrollment Levels**

| (Credit Hours /Semester) | Less Than Half Time* | ½ Time* | ¾ Time* | Full-Time |
|---|---|---|---|---|
| Undergraduate | 1-5 | 6-8 | 9-11 | =>12 |
| Graduate | 1-3 | 4 | 5 | 6 |

**Part-Time*

## OUTSIDE SCHOLARSHIPS & LOANS

The Financial Aid Office seeks to maintain a listing of known local area scholarships which are available to students. Students can find the latest scholarship listing at www.bluefield.edu/scholarships. The College 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 College'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.

## 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 College to verify all students selected for verification by the U.S. Department of Education, in addition to any students selected for verification by Bluefield College. 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 you a request outlining all forms and information that must be submitted to satisfy verification requirements.
2. If selected for verification, you will have until census date (last day to add or drop a course) to submit all required items to the Financial Aid Office.
3. If you do not submit the required items within the time frame, your application will be closed for the remainder of the academic year. You may reactivate your file by submitting the required documents along with a change in aid form no later than the

end of the semester for which you are applying for aid. If extenuating circumstances exist, you may schedule an appointment with a counselor to discuss your situation.

4. A revised award letter will be sent to the financial aid applicant if any awards change because of verification.

The General Provisions of 34 CFR 668.14(f) of the Federal Register requires that Bluefield College 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 College 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 that a student, or other individual, has intentionally misreported information or altered documentation to fraudulently obtain federal financial aid funds, the office can report its suspicions, and will provide the evidence, to the Office of Inspector General, U.S. Department of Education, for review.

The U.S. Department of Education continues to move to a more individualized verification process where only certain elements of the verification are performed on particular students. This means that Bluefield College will not require the same documentation from each student. Instead, the College will require only documentation that is relevant to the individualized verification. You will be notified by e-mail (to your BC email address) of the individual forms you will need to complete. You may also see your required forms in your MyBC account. Additional documentation may cause unnecessary delays in processing your financial aid file.

Only submit forms as requested by the Financial Aid Office.

All verification items must be submitted to:

Bluefield College
3000 College Avenue
Bluefield, VA 24605
Fax: 276.326.4356
bccentral@bluefield.edu

### Which Documents Do I Submit?

Tax Returns are no longer accepted for verification purposes. Students and parents must submit a tax return transcript from www.irs.gov or use the IRS Data Retrieval Tool (DRT) when completing the FAFSA.

### 2018-2019 Financial Aid Year – Fall 2018, Spring 2019, and Summer 2019

*Forms that may be requested by the Financial Aid Office (only submit requested forms):*

- V1 Dependent Verification Worksheet – Standard Verification.
- V1 Independent Verification Worksheet – Standard Verification.

- IRS Tax Transcript of 2016 student tax return** if the student did not use the IRS Data Retrieval (unchanged) when completing the FAFSA.
- IRS Tax Transcript of 2016 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 2016 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 (Dependent) – Student must verify high school completion status and identity/statement of educational purpose, as well as SNAP benefits and payments of child support.
- V4 Custom Verification Group (Independent) – Student must verify high school completion status and identity/statement of educational purpose, as well as SNAP benefits and payments of child support.
- V5 Aggregate Verification Group (Dependent) – Student must verify high school completion status and identity/statement of educational purpose, in addition to items in the Standard verification group.
- V5 Aggregate Verification Group (Independent) – Student must verify high school completion status and identity/statement of educational purpose, in addition to items in the Standard verification group.

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

### Students or Parents Filing an Amended Return

- Submit a signed copy the of IRS Form 1040X that was filed.
- Submit a signed copy of the original return that was filed or a tax return transcript.
- Submit a transcript obtained from the IRS that list tax account information.

### Students or Parents 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.

## FINANCIAL AID SATISFACTORY ACADEMIC PROGRESS POLICY (SAP)

Federal regulations require Bluefield College 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 college in addition to the academic standards of performance required under Bluefield College's academic progress policy. The SAP policy is reviewed by the director of financial aid.

Students are evaluated at the end of every academic term. 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 (Qualitative Measure)

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

### Undergraduate:

| Career Hours Earned | Minimum Career Hours GPA |
|---|---|
| 0-27 | 1.5 |
| 28-57 | 1.75 |
| 58+ | 2.0 |

### Graduate Degree:

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

### Standard 2: Credit Hour Completion Ratio (Quantitative Measure)

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 term. 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.** 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.

### Additional Degrees

Students pursuing additional undergraduate degrees are required to maintain a 2.0 GPA and complete (earn) 67 percent of the remaining courses for the additional degree. Maximum time frame will be calculated based on 150 percent of the remaining requirements to complete the additional degree.

### SAP Notification

Students are notified of the SAP policy via the Bluefield College academic catalog and website. All periods of enrollment at Bluefield College 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 College 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.

### Remedial Courses

Students may receive federal student aid for up to 30 credit hours of remedial

coursework. If more remedial courses are required, credit hours taken will not be considered for determining the amount of federal student aid eligibility.

### Repeated Courses

Students receiving federal student aid may repeat a course, as allowed under Bluefield College 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 College 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 College 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.

### Financial Aid Warning

Students who do not maintain SAP under this policy will initially be placed on financial aid warning and will be notified by mail and/or email of their status. While on financial aid warning, the student will be eligible to receive federal student aid for the next period of enrollment; an appeal is not required. Students on financial aid warning will be reviewed at the end of the next period of enrollment. If the student does not meet all conditions of SAP they will be ineligible for federal student aid.

### Federal Student Aid Ineligibility

By statute, students who do not maintain SAP and students on financial aid warning who do not meet SAP requirements after the warning period are ineligible for federal student aid and institutional program funding. 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 petition. Requests for reinstatement of eligibility must be submitted to the appropriate Bluefield College 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 circumstance. Per federal regulations, the student must include in the appeal why he/she failed to make SAP and what has changed that will allow the student to meet SAP at the next evaluation. Completed SAP appeal petitions will be reviewed by the Financial Aid Appeals Committee. Appeals should be emailed to Academic Affairs at bccentral@bluefield.edu

The Committee's decision is the final determination. Students are notified of the committee's decision in writing by the Office of Financial Aid. If the appeal is approved, the student will have a probationary period of one semester during which he/she will receive federal student aid. If the appeal is not approved the student is responsible for paying college charges or can withdraw from classes.

### Continued Financial Aid Probation

Students granted an approved appeal, may be given an academic plan. If at the end of the probationary period the student is not meeting the conditions of SAP but did meet the academic plan requirements, the student is allowed to continue on Probation. At the end of the probationary period, if the student did not meet all conditions of SAP or requirements of the academic plan, the student is ineligible for federal student aid.

### Reinstatement of Federal Student Aid

A student may be reinstated for federal student aid once they have successfully met all of the conditions of the financial aid SAP policy. Students on warning or probation have reinstatement of their federal student aid for one semester only. Sitting out a semester is not sufficient to re-establish eligibility for federal student aid.

# STUDENT DEVELOPMENT

As a liberal arts institution, Bluefield College recognizes the need for balance between the classroom and the co-curricular experience. The college experience permeates all aspects of the College community to develop the total person. The student development program at Bluefield College 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 AND ADVISING

### Traditional Program Orientation

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

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

### Online Program Orientation

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

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. Traditional students must complete a version of the online program orientation as part of the approval process for enrolling in an online course. If any student, online or traditional, does not complete the orientation (including all assigned tasks) prior to the first day of the online term, he or she will be administratively withdrawn from all courses and will be contacted for reenrollment in the next term.

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

## RESIDENCE LIFE

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

## STUDENT ACTIVITIES/LEADERSHIP

Student activities complements the academic mission of the College and enhances 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, coffeehouses, lectures, etc. All 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.*

## CAMPUS MINISTRY / 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.

Bluefield Collegiate Ministry (BCM) is a fellowship of college students who are seeking to find and implement God's purpose for their lives and their world. The Bluefield Collegiate Ministry is a multi-faceted program of, for, and by students, with the assistance of the Campus Pastor, and is open to all students regardless of religious denomination. Along with many social activities, BCM has Bible studies, mission projects, statewide programs including conventions, conferences, and retreats as well as other ministry opportunities in which to participate.

The BCM Council is the leadership committee of the BCM. Every member of the Council coordinates a particular aspect of the campus ministry experience such as publicity, creative worship, impact team, missions, Bible study, prayer, residence hall outreach, athletic FCA coordinator, secretary, and Residence Hall representatives.

Activities and programs contributing to the development of spiritual growth are available to all students of Bluefield College. The Office of Campus Ministries and the BCM Council coordinates the programs of the Baptist Collegiate Ministry and the following campus organization and activities:

1. **ELEVATE:** these weekly events, sponsored by the BCM Council, are open to all students.
2. **Fellowship of Christian Athletes (FCA)**: a national organization open to all students. Its primary outreach is to athletes. Its stated goal is "to present to athletes and coaches, and all whom they influence, the challenge and adventure of receiving

Jesus Christ as Savior and Lord, serving Him in their relationships and in the fellowship of the church." The group attempts to provide its members with the opportunities for Christian growth and fellowship.

3. **Missions and Ministries Impact Team:** open to all students interested in working with youth, children, and others through creative ministries, games, lock-ins, and Bible studies.
4. **Residence Hall Bible Studies**: discussion-oriented Bible study touching topics basic to all students. Special guests are invited throughout the semester.

## VOCATIO: CHAPEL/CONVOCATION A PROGRAM OF WORSHIP AND INQUIRY

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

The Vocatio program requires that all students in the traditional program attend ten chapel (worship) services and five convocation (academic) events each semester as a requirement for graduation. Chapel and convocation programs focus on the general education's core themes of Inquiry, Character, Citizenship, and Wellness.

**Chapel/Worship Services:** Every Wednesday at 10:00 a.m., students, faculty and staff gather for a chapel program designed to broaden the Christian world view through worship, faith development and reflective inquiry about life and world issues, as well as to develop understanding of diverse religious, cultural and ethnic traditions and practices. Classes that begin at 9:00 a.m. on Wednesday conclude early at 9:45 a.m. to allow time for students to lead or participate in chapel events; accordingly, students will not be excused any earlier than 9:45 a.m. from 9:00 a.m. classes for chapel participation. The attendance policy and schedule of programs are available through the Office of Student Development.

**Convocation/Academic events:** Convocation events are offered in numerous forums throughout the academic year at the initiative of faculty in the traditional program. The schedule of programs is available through My BC under the Student tab, and then by clicking on the Student Life icon. Attendance for convocation events is tracked by the Office of Academic Affairs, and the schedule of programs is governed by the Faculty's Student Development Committee.

## DMC: DANIEL G. MACMILLAN CENTER FOR SERVICE, MISSION AND MINISTRY

The purpose of the Center at Bluefield College is to serve as a focal point for existing college efforts and to expand opportunities for Christ-centered service, mission and ministry programs. The Center will provide a nexus for campus activities relating to service and as the voice through which the College will communicate our purposes and programs with our constituencies and partners. Through the Center, Bluefield College 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 in all majors at Bluefield College. We hope that you will utilize the services and programs that career services has to offer. Whether you are applying for a summer job or internship as an underclassman or a senior applying for jobs after graduation. WE are here to serve and assist YOU! Career Services is available to assist students with the following:

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

## ALCOHOL AND DRUG POLICY

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

The state law of Virginia prohibits drinking of alcohol by any person younger than 21 years of age. As an institution of higher learning, committed to the purpose of providing avenues for intellectual growth and discipline, Bluefield College does not allow the possession or use of alcoholic beverages or illegal drugs on campus or at College activities, regardless of age. According to Public Law 101-542, Bluefield College 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 College premises, College-controlled property, or at College-sponsored events or activities. Attempted sale, distribution, or acquisition of any controlled substance, illegal drugs, or drug paraphernalia on College-owned or controlled property or at College-sponsored events or activities will immediately be reported to the proper authorities. The use of any tobacco product is also prohibited in any College facilities or on campus.

Additionally, Bluefield College 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 College to take appropriate actions as a result of student incidents off-campus that affect the ability of students to function well within the College community, at College sponsored events, or in the classroom, or that are in direct conflict with the unique mission of the College.

# INCLEMENT WEATHER POLICIES AND PROCEDURES

## General Policy for Students Attending Classes on the Main Campus in Bluefield

The decision to delay 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 cancelled or delayed, 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. In the event of inclement weather, one of two options may be invoked: 1) Inclement Weather Schedule (Two-Hour Delay), or 2) Classes Cancelled/Closed.

### 1. Inclement Weather Schedule (Two-Hour Delay)

The inclement weather schedule (reported in the media as "Inclement Weather" or "Two-hour delay") defers the start of classes until 10:00 am. Students and faculty

| **MWF classes** | | **TT classes** | |
|---|---|---|---|
| *Scheduled time* | *Delay time* | *Scheduled time* | *Delay time* |
| 8:00 | 10:00 | 8:00 | 10:00-10:50 |
| 9:00 | 11:00 | 9:30 | 11:00-11:50 |
| 11:00 | 12:00 | 11:00 | 12:00-12:50 |
| 12:00 | 1:00 | afternoon | regular time |
| 1:00 | 2:00 | evening classes | regular time |
| 2:00 | 3:00 | | |
| 3:00 | 4:00 | | |
| evening classes | regular time | | |

The inclement weather schedule defers the College's opening time to 10:00 a.m. When the College is affected in such instances, non-emergency College personnel are not required to report to work until the delayed opening time of 10:00 a.m. For delayed openings (reported in the media as "Inclement Weather" schedule or "Two-Hour Delay"), staff 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 so designated in the College's emergency response plans) are required to work their normal hours during a delayed opening. The College also requires employees of the outsourced vendors for maintenance and food service to work their normal hours during a delayed opening.

Full-time non-emergency employees reporting on the delayed schedule because of an authorized delay will be paid for such delay, reported as inclement weather leave. To qualify for such payment, employees must work or be on paid leave for the scheduled work day of the delay. Full-time emergency employees will be credited with compensatory leave for the hours worked during such delays, and part-time emergency employees will be paid for the hours worked during such delays.

Non-emergency part-time hourly employees and part-time emergency employees who do not work on such days will not be paid for hours when the College is delayed. Full-time

emergency employees who do not work during such delays will not be credited with compensatory time but will be paid for such time if their absence is excused. With supervisory approval and if work load is sufficient, non-emergency part-time hourly employees may make up inclement weather time missed for a delayed schedule; they will be paid for this make-up time.

### 2. Classes Cancelled/College Closed

Because the College is a residential student campus, the College very rarely closes because of inclement weather. In certain rare circumstances when the College is affected by inclement weather, a natural disaster or other emergency, classes may be cancelled. The classes cancelled or college closed status (reported in the media as "Classes Cancelled" or "College Closed") means that all classes for students and faculty are cancelled, including night classes. In such rare cases, administrative operations of the College are also suspended. Such closings may be for an entire or partial day. When the College is closed in such instances, non-emergency College 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 so designated in the College's emergency response plans) are required to work. The College also requires employees of the outsourced vendors for maintenance and food service to work their normal hours during a delayed opening.

Full-time non-emergency employees absent because of an authorized closing for an entire or partial shift will be paid for such absence. To qualify for such payment, employees must work or be on paid leave the scheduled work day before and the scheduled work day after the closing. Full-time emergency employees will be credited with compensatory leave for the hours worked during such closings. Non-emergency part-time hourly employees and part-time emergency employees who do not work on such days will not be paid for days when the College is closed. Full-time emergency employees who do not work on such days will not be credited with compensatory time but will be paid for such time if their absence is excused. With supervisory approval and if work load is sufficient, non-emergency part-time hourly employees may make up inclement weather time missed for a weather closing; they will be paid for this make-up time.

### Administrative Procedure Regarding Inclement Weather for Classes on Main Campus

1. By 5:45 am each day, if not the evening before, road and weather conditions are assessed by the Director of Maintenance and the Vice President for Academic Affairs.
2. If a delay or cancellation decision is to be made, it will be determined by 6:00 am by the Director of Maintenance and the Vice President for Academic Affairs, who will notify the Vice President for Student Development and the Director of Public Relations.
3. The Associate Vice President for Student Development will then immediately notify appropriate residential personnel who will inform on-campus students about the status of classes.
4. By 6:30 am, the Director of Public Relations will distribute a notice by e-mail and text message to faculty, staff, and students who have subscribed to the College's RamAlert emergency notification system with information about the status of classes.
5. By 6:30 am, the Director of Public Relations will disseminate similar e-mails

through the College list-serves to notify faculty, staff, and students about the status of classes.

6. By 6:30 am, the Director of Public Relations will post a RamAlert notice on the Bluefield College web site at www.bluefield.edu and www.bluefield.edu/class delays concerning the status of classes.
7. By 6:30 am, the Director of Public Relations will post an announcement regarding the status of classes on BC's primary social media accounts (i.e. Facebook, Twitter, Instagram).
8. Also, by 6:30 am, the Director of Public Relations will notify local media outlets about the status of classes. Please see the following list of media outlets that will be notified.
9. When the "Inclement Weather Schedule" is announced, students should continue to monitor the situation for updates in the event deteriorating conditions require a "Classes Cancelled/College Closed" notice. Subsequent "Classes Cancelled" notices will be distributed in the same manner as previous announcements.
10. While the College 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 the College's web site, e-mail, or RamAlert notifications as the official message and not solely the media.
11. In addition, commuter students are expected to use good judgment when deciding if conditions in their particular location are too severe. The College cannot know the conditions present at each commuter's home, nor can the College 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.
12. Regardless of delay 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.
13. Given the unique circumstances involving evening classes and the possibility for changes in weather that may occur during the day, decisions regarding cancelling on-campus evening classes reside with the Vice President for Academic Affairs in consultation with the course instructors.

## Sources to Rely on for Communication about the Status of Classes on the Main Campus

### Primary Source

- Bluefield College RamAlert e-mail and text messaging emergency notification system
- Bluefield College e-mail list-serves for students, faculty and staff
- Bluefield College web site at www.bluefield.edu or www.bluefield.edu/classdelays.

### Secondary Sources

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

### Other Sources

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

### General Policy for Classes and/or Employees NOT on the Main Campus in Bluefield

The decision to delay or cancel classes or revise administrative office hours is based on two primary factors: 1) current weather/road conditions, and 2) anticipated changes in weather/road conditions. The decision to delay or cancel classes or alter office hours is based on what seems best for the majority of students or best for the safety of employees staffing the particular office location. If class is cancelled, then that class period must be made up. Professors and students are encouraged to choose the make-up time carefully as the entire class is expected to attend.

### Inclement Weather Procedure for Classes and/or Offices NOT on the Main Campus

1. The decision to cancel classes or revise office hours at hub locations not on the main campus in Bluefield is the responsibility of the designated lead employee for that Bluefield College office location. Decisions to cancel classes held at remote locations will be made by the designated lead Bluefield College employee whose hub office covers the remote location, in consultation with the course instructors and the Vice President for Academic Affairs.
2. Consultation and a decision regarding the cancellation of classes or a revision in hours for classes or offices not on the main campus should, ideally, take place within at least two hours of the start of class or office hours or at the earliest possible time to avoid students or employees beginning to travel to the site.
3. Communication to students regarding the status of classes not on the main campus should be made via e-mail or by telephone by the professor teaching the course or by the designated lead employee of that office location. Communication to employees regarding a delay or revision in office hours or the closing of an office for an entire or partial shift in locations not on the main campus should be made via e-mail or by telephone by the lead employee of that office location or by the Office of Academic Affairs
4. The designated lead employee in each office location will notify the course instructors involved, the division chair, the dean of the school or college, the director of online programs, the Vice President for Academic Affairs, and the Director of Public Relations. The Director of Public Relations will post an announcement on the BC web site. Further, the designated lead employee will make appropriate contact with the facility administration where the class was to be held.
5. Full-time employees staffing offices not on the main campus in Bluefield who are absent because of a delay or revision in office hours or an authorized closing for an

entire or partial shift will be paid for such absence. To qualify for such payment, employees must work or be on paid leave the scheduled work day before and the scheduled work day after the closing. Part-time hourly employees who do not work during such delays or closings will not be paid for days when the College is closed nor will they be credited with compensatory time. With supervisory approval and if work load is sufficient, non-emergency part-time hourly employees may make up inclement weather time missed for a weather closing; they will be paid for this make-up time.

## Sources for Communication about the Status of Classes and Offices NOT on Main Campus

### Primary Sources

- E-mail or telephone call from professor teaching course or from lead employee of office location
- Bluefield College web site at www.bluefield.edu or www.bluefield.edu/classdelays

### Secondary Source

- Bluefield College RamAlert e-mail and text messaging emergency notification system
- WDBJ-TV 7 or other television station in the area of the class or office location
- WTVR-TV 6 or other television station in the area of the class or office location

# ACADEMIC PROGRAMS AND POLICIES

## DEGREES

Bluefield College, a Christian liberal-arts college, awards associate, baccalaureate and master's degrees in various fields of study. The associate degree consists of a minimum of 62 semester hours of instruction. The baccalaureate degree requires completion of a minimum of 120 hours of instruction including courses in general education, the major, and general electives. Some baccalaureate programs may also require a minor. Master's degree programs require a minimum of 30 semester hours of graduate instruction. Students must also meet residence requirements spelled out in the Requirements for Graduation section of this catalog.

### BACHELOR OF ARTS

In addition to General Education requirements and the requirements within the chosen major, students pursuing the Bachelor of Arts degree must demonstrate proficiency in a foreign language or in American Sign Language through the intermediate level – 12 credits of language study. The specific degree requirements are found in the description of each major.

### BACHELOR OF SCIENCE

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

## GENERAL EDUCATION PROGRAM

The purpose of the general education program at Bluefield College is to energize a Christian academic community where students are invited to pursue the Good, the True, and the Beautiful.

Bluefield College requires a basic core of general education courses. The baccalaureate program of Bluefield College requires 45-46 semester hours in general education for the Bachelor of Arts or Bachelor of Science degree. Bluefield College requires general education courses in English grammar and composition, literature, Christian studies, history, science, social science, fine arts, speech, exercise and sport science, health, mathematics. Competency in the use of computers is included in the learning outcomes of the English grammar and composition courses.

**Students Learning Outcomes for General Education**

1. Students develop a broad base of knowledge in the liberal arts and sciences by demonstrating the ability to think critically, reason analytically, act creatively, communicate effectively orally and in writing.
2. Students develop skills that promote lifelong physical and emotional wellbeing.
3. Students develop the ability to integrate faith and knowledge while demonstrating familiarity with the biblical narrative.

The Associate of Science program is available online to provide a gateway for adult students with no college education, and to provide dual enrollment curriculum to high school students seeking advanced degrees.

## THE MAJOR

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

## THE CONCENTRATION

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

## THE TRACK

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

## THE MINOR

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

## REQUIREMENTS FOR GRADUATION

The General Degree Requirements for graduation are:

1. The student must earn 120 semester hours to include the general education requirements, the requirements for at least one major, and the requirements for a minor, if required by the student's major.
2. The student must have a grade point average of at least 2.0 for all work completed at Bluefield College. The student must also have a grade point average of at least 2.0 in all coursework required for the major (including primary and related disciplines, if any) unless a higher grade point average is specified as a requirement for that major.
3. A student earning a Bachelor's Degree must complete at least 36 semester hours of Bluefield College coursework to include at least 21 hours of the major and 9 hours of the minor, if any. A student earning an Associate's Degree must complete at least 16 semester hours of Bluefield College coursework.
4. The student must satisfy the College convocation requirement as verified by the Office of Student Development.
5. The student must apply for graduation with the Registrar by the deadline posted on the Academic Calendar.
6. The student must pay the graduation fee of $120, $140 for Master of Arts in Biomedical Sciences students; along with all accounts on campus (Business Office, Library, Student Development, etc.), in full at least 15 days before commencement.
7. All students must be within six semester hours before graduation day in order to participate in commencement exercises. No exception will be made to these requirements.

8. A student who already holds a bachelor's degree and desires to earn a second degree must meet all requirements for the second major and complete at least 30 semester hours of Bluefield College coursework beyond the first degree. All additional requirements above must also be met. A student may be awarded two degrees (B.A. & B.S.) simultaneously by earning 30 hours of Bluefield College coursework beyond those required for a single degree (a total of 156 hours) and completing all requirements for both degrees.
9. The student is required to participate in the College's assessment of the educational impact it has had on its graduating students. The method of assessment depends on the major, but may include recitals, written and/or oral examinations, etc. The student must participate in the assessment selected by his/her major. Some students will also be selected for participation in the assessment of the general education program.

### Early Degree Conferral

Early Degree Conferral may be granted for students who complete their degree requirements and have specific circumstances that require the degree to be conferred prior to the next graduation ceremony. The Early Degree Conferral Form must be completed by the student and returned to BC Central. The Early Degree Conferral Committee and Vice President for Academic Affairs will make a decision on the conferral and the Registrar will notify the student.

## THE TWO–YEAR ONLINE ASSOCIATE PROGRAM

### Associate of Science in General Studies

| Content Area | Title | Semester Hrs |
|---|---|---|
| Christian Studies | CST 1103 Biblical Perspectives & CST 2403 Ethics (One course at Bluefield College) | 6 SH |
| Business | BUS 2513 Principles of Macroeconomics | 3 SH |
| English (Composition) | ENG 1013 Intro. to Writing<br>ENG 1023 Argumentative and Analytical Writing | 6 SH |
| Health | COR 2002 Personal Wellness | 2 SH |
| History | Choose one World History and one US History | 6 SH |
| Literature | One Literature Course | 3 SH |
| Math | MAT 1213 College Algebra | 3 SH |
| PE | COR 2002 Personal Wellness Lab | 1 SH |
| Speech | COM 1023 Fundamentals of Speech | 3 SH |
| Fine Arts | Fine Arts: choose one course from approved list | 3 SH |
| Science | One Lab Science | 4 SH |

| | | |
|---|---|---|
| Social Science | Choose one course:<br>CRJ 2013 Intro to Criminal Justice<br>PSY 1013 Intro to Psychology<br>SOC 1013 Intro to Sociology<br>PLS 1013 American Government & Politics<br>PLS 2043 State & Local Government | 3 SH |
| Additional Science or Math | One additional science, laboratory science or math course | 3-4 SH |
| Electives | Elective courses | 15-16 SH |
| | **Total General Studies Requirements** | **62 SH** |

## GENERAL EDUCATION REQUIREMENTS

**Composition – 6 SH**

| | |
|---|---|
| ENG 1013 Intro to the Writing Process (available for online students) | 3 SH |
| ENG 1023 Argumentative and Analytical Writing (available for online students) | 3 SH |

**Literature – 3 SH**

| | |
|---|---|
| ENG 2003 Literature Appreciation (available for online students) | 3 SH |
| ENG 2013 British Literature I | 3 SH |
| ENG 2023 British Literature II | 3 SH |
| ENG 2033 American Literature I | 3 SH |
| ENG 2043 American Literature II | 3 SH |
| ENG 2053 World Literature I | 3 SH |
| ENG 2063 World Literature II | 3 SH |
| ENG 4213 Medieval Literature | 3 SH |
| ENG 4223 Renaissance British Literature | 3 SH |
| ENG 4233 Shakespeare | 3 SH |
| ENG 4243 Eighteenth Century British Literature | 3 SH |
| ENG 4253 Nineteenth Century British Literature | 3 SH |
| ENG 4263 Nineteenth Century American Literature | 3 SH |
| ENG 4283 Twentieth and Twenty-First Century Literature | 3 SH |
| ENG 4503 Special Topics in Literature | 3 SH |

**Christian Studies** 3 SH – Traditional Students*
6 SH – Online Students**

*Traditional students are required to take CST 1103 Biblical Perspectives
**Online students must complete 3 SH in one Christian Studies course at Bluefield College, and the remaining 3 SH may be transferred in.

| | |
|---|---|
| CST 1103 Biblical Perspectives (available for online students) | 3 SH |
| CST 2403 Ethics (available for online students) | 3 SH |

**History – 6 SH**

| | |
|---|---|
| HIS 1033 World Civilization I (available for online students) | 3 SH |
| HIS 1043 World Civilization II (available for online students) | 3 SH |

HIS 2013 United States History I (available for online students) 3 SH
HIS 2023 United States History II (available for online students) 3 SH
Students must complete 3 SH of World History and 3 SH of US History

**Science – 4 SH**

BIO 1033 General Biology 3 SH
BIO 1031 General Biology Lab 1 SH
BIO 1113 Human Biology (available for online students) 3 SH
BIO 1111 Human Biology Lab (available for online students) 1 SH
BIO 1143 Fundamentals of Biology 3 SH
BIO 1141 Fundamentals of Biology Lab 1 SH
CHM 1013 General Chemistry I 3 SH
CHM 1011 General Chemistry Lab I 1 SH
CHM 1223 Introductory Organic & Biochemistry 3 SH
CHM 1221 Introductory Organic & Biochemistry Lab 1 SH
CHM 2033 Chemistry and Culture 3 SH
CHM 2203 The Science of Chocolate (available for online students) 3 SH
PHS 1033 Physical Science (available for online students) 3 SH
PHS 1031 Physical Science Lab (available for online students) 1 SH

**Social Science – 3 SH**

CRJ 2013 Intro to the Criminal Justice (available for online students) 3 SH
PSY 1013 Intro to Psychology (available for online students) 3 SH
SOC 1013 Intro to Sociology (available for online students) 3 SH
PLS 1013 American Government & Politics (available for online students) 3 SH
PLS 2043 State & Local Government (available for online students) 3 SH

**Fine Arts – 3 SH**

Art 1013 Drawing Fundamentals 3 SH
Art 1033 Design Problems 3 SH
ART 1413 Art Appreciation (available for online students) 3 SH
Art 2013 Figure Drawing 3 SH
Art 2043 Printmaking I 3 SH
Art 2053 Painting I 3 SH
Art 2063 Ceramics Hand-building 3 SH
Art 2073 Sculpture I 3 SH
Art 2413 Studies in Modern Art 3 SH
Art 3063 Ceramics on the Wheel 3 SH
MUS 1011 Private Brass 1 SH
MUS 1041 Private Percussion 1 SH
MUS 1051 Private Piano 1 SH
MUS 1061 Private Strings 1 SH
MUS 1071 Private Voice 1 SH
MUS 1081 Private Woodwind 1 SH
MUS 1311 Masterworks Chorale 1 SH
MUS 1321 Bluefield Concert Band
MUS 1331 Bluefield Singers 1 SH
MUS 1341 Instrumental Small Ensemble (with instructor permission)
MUS 1361 Stadium Band

| | |
|---|---|
| MUS 1371 Variations | 1 SH |
| MUS 1391 Praise Singers | 1 SH |
| MUS 1413 Music Appreciation (available for online students) | 3 SH |
| MUS 1603 Fundamentals of Music Theory and Ear Training | 3 SH |
| MUS 1613 Theory I (with instructor permission) | 3 SH |
| THR 1413 Theatre Appreciation (available for online students) | 3 SH |
| THR 2023 Acting I | 3 SH |

**Speech – 3 SH**

| | |
|---|---|
| COM 1023 Fundamentals of Speech (available for online students) | 3 SH |

**Math** 3 SH – Traditional Students
6 SH – Online Students*
6 SH – Online Nursing Students**

| | |
|---|---|
| MAT 1213 College Algebra I (available for online students) | 3 SH |
| MAT 1223 College Algebra II | 3 SH |
| MAT 1233 Mathematics of Finance (available for online students) | 3 SH |
| MAT 2023 Introduction to Statistics (available for online students) | 3 SH |

*(Online students are required to take 6 SH of College Algebra or above
**(Online Nursing students are required to take this course)

**Macroeconomics – 3 SH** 3 SH
BUS 2513 Principles of Macroeconomics (available for online students)

**Bluefield Core – 9 SH**

| | |
|---|---|
| COR 1012 Invitation to Inquiry | 2 SH |
| COR 2001 Personal Wellness Lab (available for online students) | 1 SH |
| COR 2002 Personal Wellness (available for online students) | 2 SH |
| COR 2012 Character Formation | 2 SH |
| COR 3012 Civic & Global Response | 2 SH |

**Courses are subject to change based upon enrollment and faculty to teach**

**Degree Requirements**

| | |
|---|---|
| B.A. Six hours of second year foreign language | 6 SH |
| B.S. One additional mathematics course | 6 – 7 SH |
| One additional science, laboratory science or math course | |

**Online students in the Human Service, Organizational Leadership, and Criminal Justice majors are required to take the following for their general education requirements:

6 SH of Additional Area
6 SH of Christian Studies (3 SH must be CST 1103 taken at Bluefield College)
6 SH of English
3 SH of Fine Arts
3 SH of History
3 SH of Literature
6 SH of Math (MAT 1213 or higher)
2 SH of Personal Wellness
1 SH of Personal Wellness lab
4 SH of Science with lab
3 SH of Social Science

3 SH of Speech
3 SH of an additional math or science **49 SH**

***Online students in the Nursing major are required to take the following for their general education requirements:

3 SH of Additional Area
6 SH of Christian Studies (3 SH must be CST 1103 from Bluefield College)
6 SH of English
3 SH of Fine Arts
3 SH of History
3 SH of Literature
3 SH of Math
3 SH of Math (Statistics)
1 SH of Personal Wellness Lab
4 SH of Anatomy & Physiology I
4 SH of Anatomy & Physiology II
4 SH of Science with lab
3 SH of Social Science
3 SH of Speech **49 SH**

# THE HONOR CODE AT BLUEFIELD COLLEGE

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

Bluefield College 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 college 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 College and are expected characteristics of its members.

The Honor Code affirms the core values of Bluefield College 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 College community."

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

### The Bluefield College Honor Code

Membership in the student body of Bluefield college 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 College 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 Shall Uphold the Humble in Spirit."*

# CONFIDENT COMMUNICATOR

The Bluefield College Quality Enhancement Plan is distinctive because it incrementally highlights writing-intensive classes at every level in every discipline, progressing students toward greater precision of expression and comprehensiveness of argument from freshman to senior. These courses incorporate a pedagogical method which intentionally instructs students in techniques to hone their writing, reading, and critical-thinking skills so that graduates will be confident communicators.

Nearly all courses at Bluefield College, regardless of subject matter, will include the same learning objective: students will demonstrate proficiency in Confident Communicator skills, a proficiency of increasing complexity from 1000- to 4000-level courses with specific measurable student learning outcomes.

**Goal 1:** Develop an assessment process that will measure student writing ability incoming and at the conclusion of each year of matriculation at Bluefield College.

**Goal 2:** Establish a Freshman writing program that will lay a firm foundation for

writing fundamentals in the English Composition sequence and be reinforced in the other classes the students take during their first year.

**Goal 3:** Implement a writing in the disciplines program that will reinforce basic writing proficiencies learned during the freshman year while incrementally increasing instruction and expectations, sophomore through senior years.
Students will be able to acquire information through reading and critical analysis and to communicate their own synthesis of the information in a clear and convincing manner.

### Student Learning Outcomes

In writing assignments students will be able to:

- Content
- Provide sufficient supporting details and examples
- Synthesize information from appropriate sources
- Structure
- Create a clear, focused, debatable thesis
- Organize the essay in a clear and logical manner
- Language Use
- Choose appropriate levels of diction
- Vary sentence structures with attention to reinforcing thesis
- Mechanics
- Exhibit minimal errors in spelling punctuation or grammar

These specific outcomes will be measured on the rubric that evaluates incoming students and students at the end of each academic year. These criteria are also assessed on grading rubrics for individual writing assignments across the disciplines.

## ENGLISH PLACEMENT

Students entering Bluefield College without prior English Composition credit will be placed into one of two introductory writing courses: ENG 1013-Regular or ENG 1013-Intensive. Both courses have the same objectives, to:

- use the writing process to interpret their world and make discoveries about their values,
- apply prewriting methods to discover topics and strategies for essay development,
- establish a thesis,
- develop an essay through the use of details, examples, evidence, and analysis,
- utilize a variety of paragraph and sentence structures,
- make rhetorical choices dependent upon audience and purpose,
- employ punctuation and grammatical conventions for rhetorical effectiveness,
- revise their own essays, making substantial changes in the above categories,
- read closely the essays of other students and make detailed, constructive suggestions for revision. and
- implement strategies and techniques discovered through close analysis of essays by published writers.

ENG 1013-Regular has three contact hours per week. ENG 1015-Intensive has three contact hours per week plus additional online assignments and conferences to focus more intensely on grammatical issues and to give students opportunities to receive additional tutoring from the professor and student interns during all stages of the writing process.

Placement will be determined by SAT (Critical Reading and Writing) or ACT (English and Reading) scores.

Students dissatisfied with their Composition placement may take the English Department Assessment Test in order to determine whether they qualify for a different level course.

## MATH PLACEMENT

Students entering Bluefield College without prior college math credit will be placed into the appropriate introductory courses based on the Mathematics Department guidelines discussed below. For students not majoring in mathematics, an initial placement will be generated based on the best available subscore on the math section of the SAT or ACT as documented on the student's high school transcript or official SAT/ACT score report. The table below lists score ranges for the previous and current versions of the SAT, and the appropriate initial placement. Scores ranges listed below for the new version of he SAT are approximate and will be verified using the SAT score converter available on the College Board website. Those without an SAT or ACT score taken within the last 5 years may be required to take the ACCUPLACER Placement Test of determine their placement.

| Test | Math Section Subscore | | Placement |
|---|---|---|---|
| | Previous SAT | Current SAT | |
| SAT | 500 or higher | 530 or higher | MAT 1213 or 1233 |
| SAT | 430-490 | 470-520 | MAT 0123 |
| SAT | 420 or lower | 460 or lower | MAT 0113 |
| ACT | 22 or higher | - | MAT 1213 or 1233 |
| ACT | 19-21 | - | MAT 0123 |
| ACT | 18 or lower | - | MAT 0113 |

This policy applies to all students not majoring in mathematics unless they meet one of the following exceptions.

- Successful completion of a transferable college-level math course from a regionally accredited institution as documented on an official transcript. This exception applies regardless of the how old the credit is and supersedes the SAT/ACT score placement criteria above. Any student for whom this applies is free to take any additional math course for which they have the prerequisite(s).
- Appropriate score on an Advanced Placement (AP), International Baccalaureate (IB), DSST or CLEP exam in an appropriate mathematics subject as documented by official test score or official transcript. Obtaining an appropriate score will earn the student college math credit and the student will be free to take any additional math course for which they have the prerequisite(s).
- Appropriate score on an ACCUPLACER Elementary Algebra exam completed within the last three years as documented by an official score report sent from the school where the test was taken. A student meeting this exception will be able to take MAT 1213 (College Algebra I) or MAT 1233 (Mathematics Finance).
- Successful completion of MTH 60 or 70, or MTE 9 in the Virginia Community College System within the last three years, as documented by official transcript. Consideration will be given to similar courses from other community colleges on a case-by-case basis, reviewed by the Mathematics Department and subject to the same conditions. A student meeting this exception will be able to take MAT 1213 or 1233. No transfer credit will be awarded for courses that do not carry college credit.

Students not meeting one of these exceptions who wish to place out of MAT 0123 (Foundations of Algebra) or MAT 0113 ( Fundamental Concepts in Mathematics) are encouraged to take the ACCUPLACER Placement Test with the Mathematics Department and attempt to obtain the minimum required score. Unsuccessful attempts will NOT result in a student losing their current placement.

Matriculating students who meet the threshold for MAT 1213 and are majoring in Biology, Chemistry, or Forensic Science, or who may take MAT 1815 (Calculus I) to complete admission requirements to professional schools, are encouraged to discuss with their advisor and the Mathematics Department whether they should attempt to place into MAT 1514 (Precalculus). These students may be asked to complete the ACCUPLACER College Level Mathematics exam or other assessment instruments designated by the Mathematics Department to demonstrate they have the necessary background to succeed in MAT 1514.

Matriculating students wishing to major in mathematics will have their academic records reviewed by the Mathematics Department to determine the appropriate starting point within the Mathematics Program. These students may be asked to complete the ACCUPLACER College Level Mathematics exam and/or other assessment instruments designated by the Mathematics Department for determining their appropriate starting point within the Mathematics program.

## GRADING SYSTEM

| Letter | Grades | Quality Points Per Semester Hour* |
|---|---|---|
| A | Superior | 4.0 Quality Points |
| A- | | 3.7 Quality Points |
| B+ | | 3.3 Quality Points |
| B | Good | 3.0 Quality Points |
| B- | | 2.7 Quality Points |
| C+ | | 2.3 Quality Points |
| C | Average | 2.0 Quality Points |
| C- | | 1.7 Quality Points |
| D+ | | 1.3 Quality Points |
| D | Poor | 1.0 Quality Points |
| D- | | 0.7 Quality Points |
| F | Failure | 0.0 Quality Points |
| P | Passing | 0.0 Quality Points |
| I | Incomplete | 0.0 Quality Points |
| NG | No Grade Reported | 0.0 Quality Points |
| WIP | Work In Progress | 0.0 Quality Points |
| AU | Audit | 0.0 Quality Points |
| DR | Withdraw from school | 0.0 Quality Points |
| W | Drop a class | 0.0 Quality Points |

*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

A grade of incomplete ("I") may be considered when the student has completed a minimum of 75% of a course and cannot complete the remaining 25% due to extenuating circumstances. Such circumstances include illness, death, loss of job, complications with pregnancy, emergencies, and military service.

The student must submit a completed Request for Incomplete form to the instructor before the last day of the course. If the prescribed extenuating circumstances warrant an incomplete, the instructor will submit the completed form to the Registrar's Office and copy the student. The instructor must respond within two weeks of receiving the request. The Request for Incomplete form is available on MyBC under the Student Tab.

The course must be completed by mid-term of the next semester or the "I" automatically changes to an "F."

## COURSE LOAD

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

A student with a BC cumulative GPA lower than a 3.0 may petition to enroll for more than 18 semester hours by submitting a *Request to Exceed Full Time Course Load* to their Faculty Advisor. If Advisor approval is granted, the request is sent to the appropriate Dean and Vice President for Academic Affairs for final approval. Note: (Additional tuition is charged for each hour in excess of 18).

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

## CLASSIFICATION OF STUDENTS

| ***Classification*** | ***Semester Hours Completed*** |
|---|---|
| Freshman | 01-27 |
| Sophomore | 28-57 |
| Junior | 58-91 |
| Senior | 92+ |

Part-time Students: Students who are taking fewer than 12 semester hours of course work for credit.

## COURSE NUMBERING SYSTEM

| | | |
|---|---|---|
| First digit: | **0**000 - **level of the course:** | |
| | Freshman | 1000 |
| | Sophomore | 2000 |
| | Junior-Senior | 3000-4000 |
| Second and Third digits: | 0**00** - **College/School identification** | |
| Fourth digit: | 000**0 - number of credit hours** | |

# CREDIT HOUR POLICY

For Bluefield College students in the traditional undergraduate program, in the online undergraduate program, and in the online graduate program, a semester credit hour is based on the traditional "Carnegie Unit," which stipulates that one semester credit hour be awarded for 15 sessions of 50-minutes duration in classroom lecture-recitation each requiring two hours of outside preparation by the student. The College identifies this unit as the primary academic measure by which progress toward a degree is gauged. However, the College 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 College 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 College. 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:

**I. 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.

**II. 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.

**III. 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.

**IV. Full-time Independent Study (student teaching, practicum)**

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

**V. Professional Training**

At its discretion, the institution may award credit hours for learning acquired outside the institution which is an integral part of a program of study. When life or work training is to be credited as a concurrent portion of an academic program design, as in an internship, one semester credit hour will be awarded for each 40-45 clock-hour week of supervised academic activity that provides the learning considered necessary to program study. A maximum of 60 semester hours may be earned through professional training.

**VI. Credit by Examination**

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

**VII. Short Sessions**

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

## ADDING CLASSES

With the exception of online and summer classes, a student may add courses during the first five business days of each semester. Registration for an online course ends one week prior to the start of the class. Registration for summer courses ends on the third day of the term. The sixth day of each fall, spring or summer semester is considered the official day of enrollment. A student may add classes through the student portal (MyBC) on the Bluefield College website or by submitting an Add form to the Registrar located in BC Central.

## DROPPING CLASSES

### Traditional Face to Face Classes:

A student may drop a class during the first five business days of the semester and this course will not become a part of the student's permanent academic record. After the first five business days and up to the deadline to drop a class, a grade of "W" is issued. Once a student attends the first class it is his or her responsibility to drop the course by officially notifying the Registrar's Office in writing. Dropping a course without official notification earns a grade of "F." The last day to drop this type of course with grade of "W" is referenced on the Academic Calendar under the Academic tab on the college's homepage. Courses dropped within the first five business days will not be charged to student's account. Refunds are not given for individually dropped courses after the first five business days (see Tuition and Fees section – Refunds on p. 27).

Students who seek to drop the following fundamental skills classes, in which they are enrolled, must get their advisors to initial a drop/add form, which then must be submitted to the Registrar in the BC Central office:

COR 1012 Invitation to Inquiry
MAT 0113 Fundamental Concepts in Mathematics
MAT 0123 Foundations of Algebra
ENG 1013 Introduction to Writing Process
ENG 1023 Argumentative and Analytical Writing

### Drop Policy for Online Program and Online General Education Classes

A student must participate (respond to a discussion thread or complete an assignment) by 11:59 PM on the Sunday of the term/semester to be considered enrolled. Failure to participate by this deadline will result in the student being dropped from the college, and courses will be deleted from the student's permanent academic record. (See the Tuition and Fees section of the Catalog for refund policy.) Faculty are required to submit participation/non-participation grades by 11:59 PM on the Monday following the term/semester start. Census will be completed on the Tuesday following the term/semester start. Once a student participates in an online course, it is his or her responsibility to officially withdraw from the college or drop a course by officially notifying the Registrar's Office in writing if he or she finds it necessary to drop or withdraw. A student in an online learning cohort is enrolled for a semester of courses. Once a student has attended beyond the drop period of the term/semester, charges will not be adjusted for dropped courses. 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. Once census date has passed, failure to continue participating in class, without official notification of withdrawal, will result in an of 'F' and a withdrawal calculation (including return of financial aid funds).

## WITHDRAWAL FROM THE COLLEGE

A student who wishes to withdraw from the College should apply directly to the Registrar in BC Central for the proper withdrawal procedure. Grades of "DR" indicating withdrawal from school will be given to the student who properly withdraws. Earned grades will be issued for courses completed prior to the student's withdrawal (including failing grades). A student planning to withdraw from school should consult the Financial Aid Office regarding regulations for satisfactory academic progress. In addition, a student should confer with the Business Office to settle his or her account. The Registrar staff will notify administrative departments of a student's request to withdraw.

## COURSE CANCELLATION

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

## CLASS ATTENDANCE

Regular class attendance is critical to the learning process. Students must attend a minimum of 75% of classes in a course to receive academic credit. This college-wide policy serves as the basis for instructors' individual attendance policies as described in course syllabi. Instructors maintain class rolls for all courses. At the discretion of the

instructor, *unexcused absences* can result in severe academic penalties including, but not limited to, academic withdrawal, reductions in course final grades, out-of-class reading assignments with in-class oral reports, and out-of-class meetings with the course instructor. All such penalties are included in course syllabi.

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

## FINAL EXAMINATIONS

Final examinations are scheduled for the last four days of each semester. Examination periods are two hours with breaks of at least 60 minutes between each exam period. Every class meets during its scheduled examination time and attendance is required with the exception of Laboratory examinations that are administered during the last week of the semester, just preceding examination week. Students are expected to take final examinations as scheduled. A student who has more than two examinations during one day of the examination period may petition the relevant faculty for a makeup examination on a different day provided that proof of three final exams on the same day is documented. Students sharing rides must delay departure from the campus until all riders have completed final exams. The detailed examination schedule is located on MyBC.

## GRADE APPEAL PROCEDURE

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

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

present during fact-finding only. Deliberations based upon presentations and written records shall be closed to all except committee members.

4. The committee's decision will be determined by majority vote and shall be binding upon both parties. Within three weeks of receipt of a complaint, the committee will communicate its findings in writing to both parties, and a copy will be filed in the Academic Affairs Office. The VPAA 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 VPAA will appoint an alternate.

## 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 Vice President for Academic Affairs. All attempts will be recorded on the permanent record along with the grades received. For all repeated courses, only the last attempt will be used for determining GPA and the hours completed for graduation, even if the last attempt is a lower grade.

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

## AUDITING COURSES

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

## DEVELOPMENTAL COURSES (MAT 0113 and MAT 0123)

Developmental courses are courses used to prepare students for college-level courses. Theses courses may serve as pre-requisites for certain college-level course at Bluefield College; however, they will not count toward the 120 credits needed for graduation.

## SUMMER COURSES

A variety of classes are offered during two eight-week summer sessions. In addition to college students, high school juniors and seniors with a "B" average or higher and principal's recommendation may take courses for college credit.

## ADVANCED PLACEMENT CREDIT

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

## INTERNATIONAL BACCALAUREATE PROGRAM CREDITS

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

## CLEP & DSST CREDITS

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

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

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

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

## INTERNSHIP PROGRAM

### Purpose of the Program

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

### Program Requirements

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

The student must have at least a 2.0 overall GPA to apply for an internship placement, and approval for the internship is required from the supervising faculty member. Individual departments may have more stringent academic requirements for internship involvement, and they may, in addition, have specific departmental career development programs that differ from the internship program.

### Program Description

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

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

### Academic Requirements

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

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

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

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

### Grading Policies

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

### Participating Institutions

The participating institution will be responsible to see that the intern receives as broad and as deep an experience as possible. The on-site supervisor will cooperate with the supervising faculty in seeing that students are involved for the required amount of time and will make every effort to see that students receive the training and support necessary to function effectively in their required tasks. The on-site supervisor will also provide feedback and final evaluation to the supervising faculty regarding the intern's performance, which will serve as a partial basis for the assignment of grades. The supervising faculty will provide the on-site supervisor with a quantitative scale on which to make that judgment.

### Termination of Internship

An internship may be terminated after conference between the student, the supervising faculty, and the on-site supervisor. Clearly, this is not the intent of this program or Bluefield

College; thus termination is reserved for those cases in which exceptional difficulties develop which seemingly cannot be resolved. In the event an internship is terminated, one or more of the following outcomes will occur, based on the academic procedures for Bluefield College and the circumstances of the case:

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

### Maximum Internship Hours Allowed

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

## TRAINING PROVIDED BY NON-COLLEGIATE INSTITUTIONS

### Military

Bluefield College awards six semester hours of college credit to any student who has completed one year of military service. Three semester hours will apply towards health credit, specifically HEA 2003, and three semester hours will apply to physical education activity requirements. In order for a student to obtain these six hours of credit, he or she must provide the Registrar with an official copy of their DD214.

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

### Service Schools & Professional Training

Elective or general education credit awarded for Service Schools and Professional Training shall be evaluated on an individual basis. Students who desire to obtain credit for professional certification may do so by submitting an official certificate of completion or letter from the agency sponsoring the training. This documentation should verify completion date, contact hours and dates of attendance, and college credit recommendation provided by nationally recognized guides such as those published by the American Council of Education (ACE) Guide, the American Association of Collegiate Registrar's and admissions Officers, and the National Association of Foreign Student Affairs.

## TRANSFER CREDIT

Transfer students must submit official transcripts of credits earned, from all institutions of higher education previously attended, directly to the Bluefield College Office of Enrollment Management. Prior to the student's enrollment, an evaluation of transfer credit will be completed by the transfer counselor, in conjunction with the Registrar's office and faculty, to determine which courses will apply toward the student's degree program and which courses will apply only as elective credit. A minimum of one-year residency to include successful completion of at least 32 hours of Bluefield College coursework, is required for all degrees.

The College reserves the right to evaluate all transfer credits in terms of its own institutional standards. Credit hours transferred are used toward fulfilling graduation requirements. Transfer grade point averages (GPAs) are used in calculating graduation honors. Course work transferred or accepted for credit toward an undergraduate degree must represent collegiate course work relevant to the degree, with course content and level of instruction resulting in student competencies at least equivalent to those of students enrolled in the institution's own undergraduate degree programs, and except as noted below must be from institutions holding regional accreditation at the time of the student's enrollment.

Up to 90 semester hours of work may be accepted for transfer from institutions accredited by an accrediting body recognized by the Council for Higher Education Accreditation (CHEA) and the U.S. Department of Education. A grade of C- or higher must be earned for a course to be considered for transfer credit. Students must earn a minimum of 36 semester hours at Bluefield College.

## COURSES AT ANOTHER INSTITUTION

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

## ACADEMIC STANDING

## ACADEMIC POLICY ON PROBATION, CONTINUING PROBATION, AND ACADEMIC SUSPENSION

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

### Academic Probation

The Office of the Registrar reviews the academic progress of students at the end of each semester and places those students who fail to maintain a cumulative GPA higher than the minimum level required (see scale below) on Academic Probation. Academic Probation indicates a student's continued enrollment at Bluefield College is in jeopardy. The College 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.

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

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

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

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

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

### Continuing Academic Probation

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

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

### Academic Suspension

Academic Suspension means all attempts to improve have been unsuccessful and the student will not be allowed to continue enrollment at Bluefield College for a specific period of time. The first time a student is placed on Academic Suspension it is for one semester. A student who receives a second suspension may not return to the College for a full calendar year following the date of suspension. Students dismissed a third time for academic reasons are ineligible for readmission to the college.

### Readmission for Academically Suspended Students

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

### Academic Appeal Provision

Students have the right to appeal any action placing them on Academic Suspension. A decision to readmit is made only when a student presents compelling evidence that he

or she can perform academically at a level needed to graduate from Bluefield College. 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 MyBC under the Academic Jeopardy section on the Academic Center for Excellence page.

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 Vice President for Academic Affairs. The Vice President will render a decision in consultation with pertinent faculty and/or administrative offices.

## APPEAL OF POLICY DECISIONS, GRADES, ADMISSIONS, AND CONVOCATION ATTENDANCE

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

Course grade appeals begin with the instructor (see grade appeal process on p. 63).

Admission appeals are directed to the Admission Appeals Committee. Contact the Office of Enrollment Management for the complete process.

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

## ACADEMIC FORGIVENESS POLICY

To be considered for academic forgiveness, a student must:

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

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

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

If academic forgiveness is granted, the pardoned work will remain on the transcript denoted by a grade of "AF"; but it will not be counted in the student's GPA and will not count towards degree requirements. However, the Dean of the College or School in which the student is enrolled may waive major, minor and general education requirements met by forgiven courses (in which the student received at least a "C" or higher grade), while requiring the student to substitute elective courses equivalent in hours to those waived.

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.

## OUTCOME ASSESSMENT

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

## HONORS AND AWARDS

### Graduation Honors

Graduation with honors is determined by the overall grade point average on all undergraduate work attempted at any accredited school and on all credit attempted at Bluefield College. Transfer work cannot raise the Bluefield average. In other words, graduation honors are based upon the Bluefield College grade point average or the overall grade point average, whichever is lower. The categories for graduation with honors for baccalaureate degree candidates are listed below:

| | |
|---|---|
| cum laude | 3.50 |
| magna cum laude | 3.75 |
| summa cum laude | 3.90 |

### Honor Program Recognition

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

### President's List

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

### Dean's List

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

### Alpha Chi National Honor Scholarship Society

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

## GLOBAL EDUCATION

Bluefield College is a member of the Council for Christian Colleges & Universities and offers semester long study abroad opportunities in Australia, China, Costa Rica, Jordan,

Uganda, and England. Through our partnership with CAPA (www.capa.org) students have the opportunity to study in global cities such as Sydney, Buenos Aires, Forence and London and take a variety of courses with faculty members of the cooperating institutions as well as from qualified professors from the host country.

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

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

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

For current information please go to the Study Abroad Link which can be found under the Academics Tab.

## RECORDS RETENTION POLICY

Bluefield College 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 College, materials will be held one year, except where government requirements state otherwise.

## REQUEST FOR ACADEMIC TRANSCRIPTS

### UNOFFICIAL TRANSCRIPT

A student may view his or her academic record and print an unofficial transcript through the student portal (MYBC) on the Bluefield College website. A student may request a printed copy of his or her official transcript by submitting a completed "Academic Transcript Request" form. This form is available on the Bluefield College website and also on MYBC under the Student Tab. No transcript will be processed without this completed form or if there is a departmental hold or an unpaid balance owed to the college.

### OFFICIAL TRANSCRIPT

#### Current Students

To receive an official copy of your transcript, please mail, fax, or drop off in BC Central a completed transcript request form. There is no charge for current students.

**Please note:** No transcript will be processed without this completed form or if there is a departmental hold or an unpaid balance owed to the College. Unprocessed requests and

any associated fees received will be returned to you, and you must resubmit your request after all holds and financial obligations are satisfied.

### Former Students and Alumni

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

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

Please mail or fax this form or a written request to:

BC Central
Transcript Requests
Bluefield College
3000 College Avenue
Bluefield, VA 24605
Phone: (276)326.4215
Fax: (276)326.4356

An explanation of the complete policy on education records may be obtained from the Registrar, located in BC Central.

## ACADEMIC SUPPORT SERVICES

### Office for Academic Affairs

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

### Office of the Registrar

The Registrar's 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 Registrar's Office should be contacted regarding questions in the following areas:

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

The Registrar's 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 *Bluefield College Student Handbook.*

### 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 College, the Library provides instructional resources, services, and facilities to the college community. The Library has approximately 45,000 print volumes, 155,462 electronic books, 28 print periodical subscriptions, access to over 80,000 full-text journals online, and over 50 databases covering all subjects. Students are able to access and use electronic resources on and off-campus via the Library website. During the academic year the library is open 81.5 hours per week. A collaboration room with a PC and smartboard and a media lab/collaboration room with a green wall, a MAC computer, a PC and smartboard are available for student and faculty use as well.

### Academic Advising

All students are assigned a faculty advisor from their major area. The goal of each faculty advisor is to further Bluefield College'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 College's advising system is designed to assist the student in understanding the College's academic requirements, the student is personally responsible for knowing all degree requirements and for satisfying those requirements prior to graduation. Those students needing additional assistance in developing an educational plan are encouraged to seek assistance from the Center for Academic Excellence.

### Academic Computer Labs

The Science Center houses four 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 College-provided software. Computer labs are located in SCI 102, SCI 103, SCI 106, 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 College, 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).

### The Academic Center for Excellence (ACE)

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

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

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

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

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

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

# ONLINE LEARNING POLICY

Bluefield College offers online education through eLearning as a method for increasing educational opportunities for students. The College encourages active learning and contact between students and faculty through diverse methods of learning. We are committed to providing a challenging, engaging, and invigorating learning environment and graduating students who adapt readily to a changing world. We believe online coursework enables us to further our global impact while maintaining small, personal classes with committed faculty. While online courses are a viable alternative for some students, online courses are not suited for all students. Students and their advisors should discuss what methods of delivery are most appropriate and best suited for the students to achieve the most optimal learning experience and environment.

### Enrollment in online courses is based upon certain assumptions:

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

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

Any course designed for online delivery must fit the online learning format and should have a defensible rationale for using such materials, and must maintain the integrity and quality as anticipated from an in-class offering.

Traditional students may enroll in an online course if the following circumstances are met:

- The course is not offered in an in-class format that semester OR the course is offered in an in-class format but the course and all sections of that same course are full
- AND the student's advisor approves the student to take an online course as it best meets the educational needs and capabilities of the student.

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. Financial Aid is not available to non-degree seeking students.

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

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

MONARK

# ACADEMIC ORGANIZATION AND PROGRAMS

## COLLEGE OF ARTS AND LETTERS

**Department of Art and Design**
Majors: Art, B.A., Art Business, B.A.
Minor: Art

**Department of Christian Studies**
Major: Christian Studies, B.A., Ministry Leadership, B.M.L.
Tracks: Bible, Ministry, Theology/History, Youth Ministry
Minors: Biblical Languages, Christian Studies, Ministry Leadership, Youth Ministry
Certificate of Christian Ministry

**Department of Communication**
Major: Communication
B.A. Minor: Communication

**Department of English**
Major: English, B.A.
Concentrations; Literature, Writing
Minor: English (Literature or Writing Emphasis)

**Department of Graphic Communication**
Major: Graphic Communication, B.A.
Minor: Graphic Communication

**Department of History**
Major: History, B.A.
Minor: History

**Department of Modern Languages**
Select Curriculum in Spanish and French

**Department of Music**
Major: Music, B.A.
Concentrations: Applied Music, Church Music, General Music (with or without Teacher Licensure)
Minor: Music

**Department of Theatre**
Major: Theatre, B.A.
Concentrations: General Theatre, Christian Drama
Minor: Theatre

## COLLEGE OF SCIENCES

**Department of Biology**
Major: Biology, B.S.
Concentrations: Biological Studies, Pre-Heath Professions
Minor: Biology

**Department of Chemistry**
Majors: Chemistry, Forensic Science, B.S.
Minor: Chemistry, Forensic Science
Certificate: Teaching Chemistry Graduate Certificate

**Department of Exercise & Sport Science**
Major: Exercise and Sport Science, B.A. or B.S.
Concentrations: Sports Medicine, Recreation & Sports Management, Teacher Licensure
Minors: Exercise and Sport Science, Health

**Department of Mathematics**
Major: Mathematics, B.S.
Minor: Mathematics

**Graduate Programs**
Master of Arts in Biomedical Sciences, M.A.B.S.

## CAUDILL SCHOOL OF BUSINESS

**Department of Business**
Major: Business Administration, B.S.
Concentrations: Accounting, Cybersecurity, Information Technology, Management, Web & Mobile Development
Minors: Accounting, Business Administration, Information Technology, Management

**Department of Cybersecurity**
Major: Cybersecurity, B.S.
Minor: Cybersecurity

**Department of Organizational Leadership**
Major: Organizational Leadership, B.A. or B.S.
Minor: e-Business & Entrepreneurship
Certificate Program: Business & Entrepreneurship

**Graduate Programs**
Master of Business Administration, M.B.A.

## SCHOOL OF CRIMINAL JUSTICE

**Department of Criminal Justice**
Major: Criminal Justice, B.S. or B.A.

## SCHOOL OF EDUCATION AND SOCIAL SCIENCES

**Education Undergraduate Programs**
Major: Interdisciplinary Studies, B.A.
Teacher Licensure: Elementary Education Grades PreK-6
Teacher Licensure: Special Education: General Curriculum Grades K-12
Teacher Licensure: Biology, Business, Chemistry, English, History & Social Science, Mathematics Grades 6-12
Teacher Licensure: Art, Vocal/Choral Music, Instrumental Music, Health & Physical Education, Theater Grades PreK-12
Add-on Endorsements: Algebra I, Journalism, Speech

**Department of Human Services**
Major: Human Services, B.S.
Substance Abuse Counselor Certificate
Major: Early Childhood Education Non-Licensure

**Department of Psychology**
Major: Psychology, B.A. or B.S.
Minor: Psychology, Sociology

**Graduate Programs**
Education, MAEd

## SCHOOL OF NURSING

**Undergraduate Programs**
Major: RN-BSN, B.S.N. (courses leading to the degree)

**Graduate Programs**
Master of Science in Nursing, M.S.N.

# COURSES OF INSTRUCTION

## ACADEMIC SUCCESS SEMINAR (ACS)

### ACS 1011 Academic Success Seminar

This course will emphasize skills needed to be successful in college. Students will be expected to examine and evaluate their academic skills. They will also set goals for future academic success. This course is required for all students who enroll on a probational acceptance or those students whose academic standing drops below good standing to probation for the first time. Any student may also elect to take this course; this course does not satisfy any Bluefield College graduation requirement but its credit hours may be used for determining athletic and financial aid eligibility. (Every Semester)

## ART & DESIGN (ART)

For the bachelor's degree in Art, a student must complete the general requirements, major requirements, and electives. For information on teacher licensure in Art Pre K-12, see the *Teacher Education Handbook*. For information on the Graphic Communication Major see page 165. For information on the Art Business Major see page 86. No minor is required in this area although students may elect to pursue a minor if they so desire.

**I. Art Major**

A. **General Education & Degree Requirements** (see p. 48) **52 SH**

B. Major Requirements
Core Courses **21 SH**
ART 1013, ART 1033, ART 1413,
ART 1723, ART 2413, ART 4413, ART 4183
Art Elective Courses **21 SH**
ART 2013, ART 2043, ART 2053, ART 2063, ART 2073,
ART 3033, ART 3043, ART 3053, ART 3063, ART 3073,
ART 3311-3, ART 3501-3, ART 4053, ART 4063, ART 4501-3
(Choose seven courses from the above list, four of which must be at 3000-4000 level)

C. Exhibition Requirements **0 SH**
ART 4600 Senior Art Show (solo or group)

D. Electives **32 SH**
**TOTAL** **126 SH**

**II. Art Pre K-12**, for licensure see the *Teacher Education Handbook*.

**III. Art Business Major** (see p. 84)

**IV. Graphic Communication Major** (see p. 180)

**V. Art Minor**

An art minor may be earned by completing a minimum of 18 hours of art courses. The selection of these courses must include the following foundation courses.
ART 1013, 1413, & 12 SH in ART Electives **18 SH**

## ART MAJOR ADVISING RECOMMENDATIONS

| **First Year** | | **Second Year** | |
|---|---|---|---|
| ENG 1013, 1023 | 6 SH | COR 2012 | 2 SH |
| COR 1012 | 2 SH | ART 1413 | 3 SH |
| ART 1013, 1033 | 6 SH | ART 1723 | 3 SH |
| Math | 3 SH | Literature | 3 SH |
| Speech | 3 SH | Science | 4 SH |
| Art Electives | 3 SH | Fine Arts | 3 SH |
| Electives | 9 SH | ART Electives | 6 SH |
| **Total** | **32 SH** | Electives | 6 SH |
| | | **Total** | **30 SH** |

| **Third Year** | | **Fourth Year** | |
|---|---|---|---|
| COR 3012 | 2 SH | COR 2001, 2002 | 3 SH |
| ART 2413, 4413 | 6 SH | ART 4183 | 3 SH |
| World History | 3 SH | ART 4600 | 0 SH |
| CST 1103 | 3 SH | US History | 3 SH |
| ART Electives | 6 SH | BUS 2513 | 3 SH |
| Foreign Language (Beg) | 6 SH | ART Electives | 6 SH |
| Electives | 5 SH | Foreign Language (Inter) | 6 SH |
| **Total** | **31 SH** | Electives | 6 SH |
| | | **Total** | **33 SH** |
| **TOTAL** | **126SH** | | |

## COURSES OF INSTRUCTION

**ART 1013 Drawing Fundamentals**
An introduction to basic drawing techniques and media including the application and safe use of techniques and materials. Classroom exposure to art principles (value, line, composition, etc.) (Alternate Years)

**ART 1033 Design Problems**
Line, color, texture, and form in a variety of methods and applications including the application and safe use of techniques and materials. One hour lecture, five hours studio per week. (Alternate Years)

**ART 1413 Art Appreciation**
An introductory study of the visual arts, principles, relationships between art and culture, and history of art. Three hours lecture per week. (Every Year)

**ART/COM 1723 Intro to Graphic Design Photoshop & Illustrator**
An introduction to graphic design and teaching of the key fundamentals of Adobe Photoshop and Adobe Illustrator (Every Year)

**ART 2013 Figure Drawing**
Drawing from life including the application and safe use of techniques and materials. Emphasis is on developing the ability to comprehend and record the human figure. One hour lecture and five studio hours per week. (Alternate Years)

**ART 2043 Printmaking I**
An introduction to the fundamentals of printmaking including the application and safe use of techniques and materials. Various printmaking processes will be explored. (Alternate Years)

**ART 2053 Painting I**
An introduction to painting including the application and safe use of techniques and materials. The student will paint directly from figures, still life, and landscapes. One hour lecture, seven hours studio per week. (Every Year)

**ART 2063 Ceramic Hand-building**
The fundamentals of ceramics, hand-building, and glazing and acquainting the student with ceramic materials, techniques, and philosophy including the application and safe use of techniques and materials. (Every Year)

**ART 2073 Sculpture I**
A study of the processes and concepts of sculpture including the application and safe use of techniques. Experience a variety of media and materials. One hour lecture, five studio hours per week. (On Demand)

**ART 2413 Studies in Modern Art**
Lectures focusing on selected movements of late nineteenth and twentieth century art. (Alternate Years)

**ART/COM 2723 Publishing with InDesign**
Instruction in the creation of promotional and informational materials using Adobe InDesign. (Alternate Years)

**ART/COM 2733 Trends in Web Design**
This course is an introduction to web design using currently relevant applications and a study of emerging trends in interactive communication. Prerequisite: ART/COM 1723 (Alternate Years)

**ART 3033 Photography**
A beginning photography class using digital applications with an emphasis on visual aesthetics and communication. (Every Year)

**ART 3043 Printmaking II**
A continuation of ART 2043 including the application and safe use of techniques. One hour lecture, 5 hours studio per week. Prerequisite: Art 2043. (Alternate Years)

**ART 3053 Painting II**
A continuation of ART 2053 including the application and safe use of techniques and materials. Nine hours studio per week. Prerequisite: ART 2053. (Every Year)

**ART 3063 Ceramics on the Wheel**
The fundamentals of ceramics on the wheel including the application and safe use of techniques and materials. Glazing, firing, and other ceramic techniques will be explored. One hour lecture, seven studio hours per week. (Every Year)

**ART 3073 Sculpture II**
A continuation of ART 2073 including the application and safe use of techniques. One hour lecture, seven studio hours per week. (On Demand)

**ART 3311, 3312, 3313 Internship in Art**
See criteria for internships on p. 70. (On Demand)

**ART 3501, 3502, 3503 Directed Study in Art**
This course offers the student the opportunity to explore topics of interest under the direction of a faculty member. Variable credit. Prerequisite: JR Standing. (On Demand)

**ART 3733 Typography Design and History (Same as COM 3733)**
An examination of the history of graphic art, fundamental terminology, the five classical type font groups, design elements associated with typography for various media, and preparation for printing. Prerequisite: ART/COM 1723 Photoshop/Illustrator

**ART 4053 Advanced Painting/Drawing (max. 12 credits)**
Advanced work in painting, with an emphasis on individual development. Prerequisite: Art 3053. (On Demand)

**ART 4063 Advanced Ceramics (max. 12 credits)**
Advanced work in ceramics, with an emphasis on individual development. Prerequisite: Art 3063. (On Demand)

**ART 4183 Portfolio Presentation**
The student will develop a professional portfolio with slides, resume, cover letter, and artist statement. JR/SR Standing. (Alternate Years)

**ART 4413 Contemporary Art History and Criticism**
A study of contemporary art and art criticism and aesthetics. The class will include describing, interpreting, evaluating, and theorizing contemporary art forms. (Alternate Years)

**ART 4501, 4502, 4503 Special Topics in Art**
The student will engage in class instruction, research, and analysis of specific topics with a view to providing a more in depth knowledge and understanding of such areas of concern. Prerequisite: JR/SR Standing. (On Demand)

**ART 4600 Senior Art Show**
A capstone experience for Art Majors.

**ART/COM 4723 Designing for Graphic Customers (Max 12 credits)**
Advanced training in development and execution of creative strategies and designs based on client needs using multiple software platforms. This can be a repeated class. Prerequisite: ART/COM 1723 (Every Year)

## ART BUSINESS MAJOR

For the bachelor's degree in Art Business, a student must complete the general requirements, and electives. Students completing the major would also receive The Entrepreneurship and Small Business Management Certificate.

**I. Art Business Major**

| | | |
|---|---|---|
| A. | General Education and Degree Requirements (see p. 48) | **52 SH** |
| B. | Major Requirements | |
| | Art Core Classes | **27 SH** |
| | ART 1013 Drawing Fundamentals or ART1033 – Design Problems | 3 |
| | ART 1413 Art Appreciation, ART 2413 Studies in Modern Art, ART 4413 Contemporary Art History and Criticism (2 of these) | 6 |
| | ART/COM 1723 Intro to Graphic Design Photoshop & Illustrator | 3 |
| | ART 4183 Portfolio Presentation (Art Capstone) | 3 |
| | ART 2053 Painting I or ART 2063 Ceramics Hand-building | 3 |
| | ART 3053 Painting II or ART 3063 Ceramics on the Wheel | 3 |

| | |
|---|---|
| ART 4053 Advanced Painting or ART 4063 Advanced Ceramics | 3 |
| ART 4053 Advanced Painting or ART 4063 Advanced Ceramics (12 hours must be in the same art medium) | 3 |

| | |
|---|---|
| Business Core Courses | **21 SH** |
| BUS 2603 Personal Finance | 3 |
| BUS 2533 Principles of Accounting I | 3 |
| EBE 4303 Entrepreneurial Finance and Business Planning | 3 |
| EBE 4113 Small Business Management | 3 |
| EBE 4213 Marketing Management | 3 |
| EBE 4253 Entrepreneurial Implementation (Business Capstone) | 3 |
| MGT 3103 Business Communication, EBE 4243 New Ventures for the Entrepreneur or MGT 4233 Leadership and Change Management (one of these three courses) | 3 |

C. ART 4600 Senior Art Show (solo or group) **0 SH**

D. Electives **32 SH**
(Recommended electives – In Business and Entrepreneurship include BUS 3243 Advertising and Promotions, BUS 3023 Principles of Marketing and the other two courses not already selected in the Entrepreneurship and Small Business program. In Art include additional Advanced Studio Courses and other art courses not already selected.)

## ART BUSINESS MAJOR ADVISING RECOMMENDATIONS

| **First Year** | | **Second Year** | |
|---|---|---|---|
| ENG 1013, 1023 | 6 SH | COR 2012 | 2 SH |
| COR 1012 | 2 SH | ART 1413 | 3 SH |
| ART 1013 or ART 1033 | 3 SH | ART 1723 | 3 SH |
| BUS 2603, BUS 2533 | 6 SH | EBE 4303 | 3 SH |
| Math | 3 SH | Literature | 3 SH |
| Speech | 3 SH | Science | 4 SH |
| Art Electives | 3 SH | Social Science | 3 SH |
| Electives | 6 SH | ART 2053, 3053 or ART 2063, 3063 | 6 SH |
| **Total** | **32 SH** | MGT 3103, or EBE 4243 or MGT 4233 | 3 SH |
| | | Electives | 3 SH |
| | | **Total** | **33 SH** |

| **Third Year** | | **Fourth Year** | |
|---|---|---|---|
| COR 3012 | 2 SH | COR 2001, 2002 | 3 SH |
| ART 2413, 4413 | 6 SH | ART 4600 | 0 SH |
| World History | 3 SH | US History | 3 SH |
| CST 1103 | 3 SH | BUS 2513 | 3 SH |
| EBE 4113, EBE 4213 | 6 SH | Foreign Language (Inter) | 6 SH |
| ART 4053 or Art 4063 | 6 SH | ART 4183, EBE 4352 | 6 SH |
| Foreign Language (Beg) | 6 SH | ART 4053 or Art 4063 | 6 SH |
| Electives | 2 SH | Electives | 3 SH |
| **Total** | **31 SH** | **Total** | **30 SH** |

## BIBLICAL LANGUAGES

Biblical languages may be taken by any student. The second year of the language will fulfill the B.A. language requirement.

The College also offers a Biblical Languages Minor. Students pursuing the Biblical Languages Minor are required to complete two years of course work in each of the biblical languages offered for a total of 24 semester hours (or 18 hours above the B.A. language requirement). Please note that the first year of each language is taught every other year. The courses to be completed are as follows:

| | |
|---|---|
| GRK 1013-1023 Beginning Hellenistic Greek I & II | 6 SH |
| GRK 2013-2023 Intermediate Hellenistic Greek I & II | 6 SH |
| HEB 1013-1023 Beginning Classical Hebrew I & II | 6 SH |
| HEB 2013-2023 Intermediate Classical Hebrew I & II | 6 SH |
| **Total** | **24 SH** |

## COURSES OF INSTRUCTION
## GREEK (GRK)

**GRK 1013-1023 Beginning Hellenistic Greek I & II**
An introduction to Hellenistic (New Testament) Greek grammar and vocabulary. (Alternate Years)

**GRK 2013-2023 Intermediate Hellenistic Greek I & II**
A course designed to improve translation skills, review grammar, and develop vocabulary. Prerequisite: GRK 1023. (Alternate Years)

**GRK 3013 Hellenistic Greek Syntax**
A study of Greek sentence structure, the structure of phrases, and the application of modern linguistics to these issues. Prerequisite: GRK 2023. (On demand)

**GRK 3033 Hellenistic Greek Exegesis**
A guided reading course, the choice of texts being set by the instructor. Prerequisite: GRK 2023. (On demand)

**GRK 4013 Advanced Hellenistic Greek Exegesis**
A guided reading course, the choice of texts being set by the instructor. Prerequisite: GRK 3013 or 3033. (On Demand)

## HEBREW (HEB)

**HEB 1013-1023 Beginning Classical Hebrew I & II**
Introduction to the grammar and vocabulary of Classical (i.e., biblical) Hebrew. (Alternate Years)

**HEB 2013-2023 Intermediate Classical Hebrew I & II**
Work in translation, grammar, and vocabulary of Classical Hebrew. Prerequisite: HEB 1023. (Alternate Years)

**HEB 3013 Classical Hebrew Exegesis & Syntax**
An accelerated Bible translation course from prose portions of the Bible. The subject to be determined by the instructor. Prerequisite: HEB 2023. (On demand)

**HEB 4013 Advanced Classical Hebrew Exegesis & Syntax**
An accelerated Bible translation course in the poetic portions of the Old Testament. Prerequisite: HEB 2023, 3013 or with the consent of the instructor. (On demand)

**HEB 4023 Biblical Aramaic**
Accelerated treatment of biblical Aramaic grammar and translation of biblical Aramaic texts. Prerequisite: HEB 2023. (On demand)

## BIOLOGY (BIO)

For a bachelor's degree in Biology a student must complete the general requirements, major requirements, and electives. Biology majors are required to complete Senior Seminar with a "C" or better and take a comprehensive test in their senior year. For students with majors in other departments, a minor in Biology is available. For teacher licensure in Biology, see *Teacher Education Handbook*.

**I. Biology Major- Biological Studies Concentration**

| | |
|---|---|
| A. **General Education & Degree Requirements not met by major** | **39 SH** |
| (see p. 48) PHY 2014, 2024 | 8 SH |
| B. Major Requirements | |
| (Some of these courses satisfy the General Ed Requirements) | |
| Mathematics (MAT 1233 or higher) | 8 SH |
| Mathematics (6 SH from MAT 1213, 1223, 1514, or 2023 and 3-5 SH from MAT 1815 or 2033) | 8 SH |
| CHM 1013, 1011, 1023, 1021, 2014, 2024 | 16 SH |
| Information Technology | 3 SH |
| BIO 1143, 1141, 2223, 3111, 4081, 4091 | 10 SH |
| A minimum of 27 SH additional Biology electives Including one course from BIO 2054, 2064 or 3044 and one from BIO 4014, BIO 4024, or BIO 3053 | 27 SH |
| C. Electives | **15 SH** |
| **TOTAL** | **126 SH** |

**II. Biology Major- Pre-Health Professions Concentration**

| | |
|---|---|
| A. **General Education & Degree Requirements not met by major** | **39 SH** |
| (see p. 48) PHY 2014, 2024 8 SH | 8 SH |
| B. Major Requirements | |
| (Some of these courses satisfy the General Ed Requirements.) | |
| Mathematics (MAT 1233 or higher) | 8 SH |
| Mathematics (6 SH from MAT 1213, 1223, 1514, or 2023 and 3-5 SH from MAT 1815 or 2033) | 8 SH |
| CHM 1013, 1011, 1023, 1021, 2014, 2024 | 16 SH |
| Information Technology | 3 SH |
| BIO 1143, 1141, 1231, 2223, 2013, 2011, 2023, 2021, 3111, 4081, 4091 | 19 SH |
| BIO Internship (BIO 2111, 2122, or 2133) | 3 SH |
| One course from BIO 2054, 2064, or 3044 | 4 SH |
| A minimum of 11 SH additional Biology electives from BIO 3003, 3034, 3014, 3053, 3234, 4014, 4024) | 11 SH |

| | |
|---|---|
| C. Electives | **15 SH** |
| **TOTAL** | **126 SH** |

**III. Biology Minor**

| | |
|---|---|
| A minimum of 20 SH additional Biology electives | **20 SH** |

## BIOLOGICAL STUDIES FOUR-YEAR PLAN

| **First Year** | | **Second Year** | |
|---|---|---|---|
| Invitation to Inquiry | 2 SH | Literature | 3 SH |
| Speech | 3 SH | Character Formation | 2 SH |
| ENG 1013, 1023 | 6 SH | MAT 1514 | 4 SH |
| BIO 1141, 1143 | 4 SH | CHM 2014, 2024 | 8 SH |
| CHM 1011, 1013, 1021, 1023 | 8 SH | BIO 2223 | 3 SH |
| MAT 1213 | 3 SH | BIO 3111 | 1 SH |
| Personal Wellness | 2 SH | Biology Electives | 8 SH |
| Personal Wellness Lab | 1 SH | Electives | 3 SH |
| BUS 2313 or 2323 | 3 SH | **Total** | **32 SH** |
| **Total** | **32 SH** | | |

| **Third Year** | | **Fourth Year** | |
|---|---|---|---|
| Biblical Perspectives | 3 SH | History | 3 SH |
| PHY 2014, 2024 | 8 SH | Macroeconomics | 3 SH |
| MAT 2023 | 3 SH | Fine Arts | 3 SH |
| Civic and Global Response | 2 SH | BIO 4081, 4091 | 2 SH |
| Social Science | 3 SH | Biology Electives | 11 SH |
| History | 3 SH | Electives | 7 SH |
| Biology Electives | 8 SH | **Total** | **29 SH** |
| Electives | 3 SH | | |
| **Total** | **33 SH** | | |

## PRE-HEALTH PROFESSIONS FOUR-YEAR PLAN

| **First Year** | | **Second Year** | |
|---|---|---|---|
| Invitation to Inquiry | 2 SH | Literature | 3 SH |
| Speech | 3 SH | Character Formation | 2 SH |
| ENG 1013, 1023 | 6 SH | MAT 1514 | 4 SH |
| BIO 1141, 1143, 1213 | 5 SH | CHM 2014, 2024 | 8 SH |
| CHM 1011, 1013, 1021, 1023 | 8 SH | BIO 2011, 2013, 2021, 2023 | 8 SH |
| MAT 1213 | 3 SH | BIO 2223 | 3 SH |
| Personal Wellness | 2 SH | BIO 3111 | 1 SH |
| Personal Wellness Lab | 1 SH | Electives | 3 SH |
| BUS 2313 or 2323 | 3 SH | **Total** | **32 SH** |
| **Total** | **33 SH** | | |

| **Third Year** | |
|---|---|
| Biblical Perspectives | 3 SH |
| PSY 2014, 2024 | 8 SH |
| MAT 1815 or 2023 | 3-5 SH |
| Civic and Global Response | 2 SH |
| Social Science (Psychology) | 3 SH |
| History | 3 SH |
| BIO 2054, 2064, or 3044 | 4 SH |
| Biology Electives | 4 SH |
| Electives | 3 SH |
| **Total** | **33-35 SH** |

| **Fourth Year** | |
|---|---|
| History | 3 SH |
| Macroeconomics | 3 SH |
| Fine Arts | 3 SH |
| Biology Internship | 3 SH |
| BIO 4081, 4091 | 2 SH |
| Biology Electives | 7 SH |
| Electives | 5-7 SH |
| **Total** | **26-28 SH** |

## COURSES OF INSTRUCTION

**BIO 1013 The Living World**
A study of the relationships between organisms and their environment, the diversity of organisms, and basic life functions. (On Demand)

**BIO 1031 General Biology Lab**
Laboratory course to accompany BIO 1033. Experiments and other laboratory activities designed to illustrate or reinforce concepts taught in BIO 1033. (Fall)

**BIO 1033 General Biology**
An introduction to the principles and concepts central to modern biology. Cannot be counted toward the Biology major. (Fall)

**BIO 1111 Human Biology Lab**
Laboratory course to accompany BIO 1113. Experiments and other laboratory activities designed to illustrate or reinforce concepts taught in BIO 1113. (Spring)

**BIO 1113 Human Biology**
An introductory course on the structures and functions of the human body. Cannot be counted toward the Biology major. (Spring)

**BIO 1141 Fundamentals of Biology Lab**
Laboratory course to accompany BIO 1143. Experiments and other laboratory activities designed to illustrate or reinforce concepts taught in BIO 1143. (Spring)

**BIO 1143 Fundamentals of Biology**
Introduction to basic concepts in biology for Biology majors. Topics include cell structure and function, cell division, reproduction, Mendelian genetics, survey of biological diversity, scientific method. (Spring)

**BIO 1231 Biomedical Terminology**
Introduction to biomedical terminology through the study of prefixes, suffixes and root words. (Fall)

**BIO 2011 Anatomy & Physiology Lab I**
Laboratory course to accompany BIO 2013. Experiments and other laboratory activities designed to illustrate or reinforce concepts taught in BIO 2013. (Every Fall)

**BIO 2013 Anatomy & Physiology I**
This course consists of a study of the structures and functions of the human body. First

semester covers cells, tissues, the integument, skeletal system, muscular system, nervous system, and endocrine system. Prerequisite: Any BIO course. (Every Fall)

**BIO 2021 Anatomy & Physiology Lab II**
Laboratory course to accompany BIO 2023. Experiments and other laboratory activities designed to illustrate or reinforce concepts taught in BIO 2023. (Every Spring)

**BIO 2023 Anatomy & Physiology II**
A continuation of BIO 2013 covering digestion, metabolism, the respiratory system, circulatory system, urinary system, reproduction and development. Prerequisite: Any BIO course. (Every Spring)

**BIO 2054 Zoology**
Basic principles of animal biology with emphasis on morphology, physiology, and developmental features of the major phyla. Three hours of lecture and two hours of laboratory per week. Prerequisite: BIO 1143 & 1141. (Spring, Odd Years)

**BIO 2064 Botany**
A study of the structure, function and development of the major plant groups. Three hours of lecture and two hours of laboratory per week. Prerequisite:
BIO 1033 and 1031 or BIO 1143 and 1141 (On Demand)

**BIO 2111, 2122, 2133 Biology Internship**
See criteria for internships on p. 70. Not more than 3 semester hours can be counted toward the major or minor. (On Demand)

**BIO 2223 Philosophical and Ethical Issues in Science (same as CHM 2223)**
This course will take a philosophical approach to examining the theory and practice of science and medicine. Emphasis will be placed on ethical issues that are relevant to contemporary society. (Spring, Even Years).

**BIO 2501, 2502, 2503, 2504 Special Topics in Biology**
The student will engage in class instruction, research, or analysis of specific topics in Biology. Credits to be determined by course content. May be repeated for credit with a change in topic. (On Demand)

**BIO 3003 Immunology**
An introduction to the immune system including the production and structure of immunoglobulins, the immune response, development of immunity to infection, autoimmunity, and rejection of transplants. Prerequisite: BIO 2023 and 2021 or Instructor's Permission. (Fall, Even Years)

**BIO 3021, 3022, 3023 Academic Internship**
The student will assist course instructors through tutoring, preparation and performance of laboratory exercises, and supervision of exams and video presentations. The student may also teach a class session. Prerequisite: JR/SR Standing and permission of the College or School Dean.

**BIO 3034 Microbiology**
A study of the morphology, taxonomy, and physiology of bacteria and other micro-organisms, and the techniques used in this field. Three hours of lecture and two hours of laboratory per week. Pre-requisites: BIO 1143, 1141 and CHM 1024 or Instructor's Permission. (Spring, Even Years)

**BIO 3044 Ecology**
A study of the principles governing interactions between organisms and their environment. Three hours of lecture and two hours of laboratory per week. Prerequisite: BIO 1033 and 1031 or BIO 1143 and 1141 or Instructor's Permission. (Fall, Even Years)

**BIO 3053 Biochemistry (same as CHM 3053)**
Structural bio-chemistry, metabolism, nutrition, and energy relationships are studied. Three hours of lecture per week. Prerequisite: CHM 2014 or Instructor's Permission. (Spring, Even Years)

**BIO 3061 Biochemistry Laboratory (same as CHM 3061)**
An introduction to biochemistry laboratory methods. One three hour laboratory per week. Prerequisite: BIO 3053 or taken concurrently. (Spring, Even Years)

**BIO 3111 Science Colloquium (same as CHM 3111)**
This course will develop the student's ability to critically examine published primary research in biology and/or chemistry. May be repeated for credit. (Every Spring)

**BIO 3234 Parasitology**
A study of the parasites of human importance, including the life cycles, means of infection, diseases they cause, and the treatment and prevention of these diseases. Prerequisite: BIO 2054 or Instructor's Permission. (Fall, Even Years)

**BIO 3501, 3502, 3503 Directed Study in Biology**
A specialized course of study for qualified students. The credit hours are determined by the nature of the study. (On Demand)

**BIO 4014 Genetics**
Study of the mechanisms of inheritance, mutation, mapping, recombination, expression, regulation, population genetics, and evolution. Three hours of lecture and one two-hour lab per week. Prerequisite: JR/SR Standing. (Spring, Odd Years)

**BIO 4024 Molecular Cell Biology**
A laboratory-oriented course on the fundamental experimental tools and techniques of molecular biology, including DNA isolation, gene cloning, and polymerase chain reaction. Prerequisite: JR/SR Standing and CHM 2024 or Instructor's Permission. (Fall, Odd Years)

**BIO 4081, 4091 Senior Seminar**
Seniors will be required to research the scientific literature, write a thesis, and make oral presentations.

**BIO 4501, 4502, 4503, 4504 Special Topics in Biology**
The student will engage in class instruction, research, and analysis of specific topics under the direction of a faculty member. Credit will be determined by the course content. (On Demand)

# MASTER OF ARTS IN BIOMEDICAL SCIENCES GRADUATE PROGRAM

In July 2018, the College of Sciences at Bluefield College launched the Master of Arts in Biomedical Sciences (MABS) degree to be delivered in partnership with the Edward Via College of Osteopathic Medicine (VCOM). The program offers an option to pursue a Certificate in Teaching Health Sciences upon completion of the MA course work. The MABS degree program curriculum places strong emphasis in human medicine and clinical applications.

## Program Description

The purpose of the M.A. in Biomedical Sciences program is to enhance students' academics so as to help them gain acceptance into a medical school or other healthcare program through a nine-month, 35-credit hour, face-to-face delivery with emphasis on biomedical course work, research experience, field study as well as seminars in professional development. In addition to obtaining proficient knowledge in biomedical sciences and biomedical education, students that participate in the program will have the ability to successfully engage in written and oral dialogue with peer and elemental audiences. Students in the program are expected to apply the highest ethical and professional standards. Those students that achieve benchmarks throughout the program may gain guaranteed acceptance into the VCOM D.O.

After completing the M.A. in Biomedical Sciences, students can choose to earn a Certificate in Teaching Health Sciences online through Bluefield College's School of Education as part of the Master of Arts in Education program. Embodying the College's vision of preparing innovative learners and transformational leaders in education to impact the world, the biomedical sciences graduate will expand their skills as teachers in health sciences, by advancing their clinical expertise through teaching practice and by preparing for leadership roles in Academic Medicine and/or Academic Health Sciences.

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

## Admission Requirements for the MABS Program

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

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

  Laboratories for Physics, General or Inorganic Chemistry, and Organic Chemistry are strongly encouraged for all applicants.
- Minimum GPA required:
  - o Overall GPA of 3.0
  - o Science GPA of 3.0

- While the MCAT is required to obtain admission to medical school, it is not required for admission to the Master of Arts in Biomedical Sciences program; however, students who enter the program having already obtained an MCAT score of 494 or higher have an advantage in that they have already met the MCAT component of the benchmarks required for admission into the VCOM DO program and can therefore focus solely on their BC MABS coursework.
- All students are required to meet the Bluefield College Technical Standards for Admission and Continued Enrollment found in the MABS Student Handbook.
- A completed application for admission submitted through the Post Baccalaureate Centralized Application Service (Post-BacCAS)
- Two letters of recommendation – one from a premedical committee or science faculty member and one professional letter from a supervisor or shadowing mentor (preferred from an M.D. or D.O.) (submitted directly to the PostBacCAS).
- Official, verified, transcripts from all universities and/or colleges attended (submitted directly to the PostBacCAS)

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

### Background Check Requirements

All incoming students are required to submit (directly to PreCheck) an application for a criminal background check. No other service will be accepted. A monetary fee (payable to PreCheck) must accompany the PreCheck application which is to be submitted by the tuition deposit date. An offer of admission and continued enrollment is contingent upon acceptable results from an accepted student's Pre-Check report. Bluefield College/VCOM reserves the right to put restrictions on or rescind an offer of admission based on information received on a background check. Also note that should any charge or arrest occur after acceptance, whether or not the accepted student was convicted, the student is required to inform Bluefield College/VCOM immediately when it occurs. Failure to report such charges or arrests, whether guilty or not, and/or failure to report immediately, within 24 hours, can result in the student's offer of admission being rescinded. Upon review of the charge, Bluefield College/VCOM reserves the right to rescind the offer of admission prior to matriculation.

### Academic Standing for the MABS Program

In line with the academic policies of Bluefield College, satisfactory academic standing for the MABS program requires that students must maintain a minimum grade point average of 3.0 on a 4-point scale. If a student's GPA falls below 3.0 at the end of any semester, the student will not be allowed to continue in the program. In order to continue in the program, students must petition the Vice President of Academic Affairs, 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 Department Chair of the Biology Department. Grading, grade appeals and grade changes will be consistent with the institution's existing academic policies and can be found in the Bluefield College Catalog.

## Withdrawal Policy for the MABS Program

Students enrolled in the Master of Arts in Biomedical Sciences are enrolled in the program as a whole. The program is broken down into two semesters of course work. All classes offered in a given semester must be taken together. In other words, students may not choose to take some but not other courses in a given semester. In addition, when a student withdrawals, he/she is withdrawing from the program as a whole. There is not an option to withdrawal from individual courses.

## Transfer Credits

No transfer credits will be accepted for student entering the MABS program. Transfer credits will only be considered if an ad-hoc committee convened by the Vice President of Academic Affairs upon petitioning by a student that has completed the program with an overall GPA of 3.0 but a grade below a "C" in a course makes such a request. Any such transfer work requested by the ad-hoc committee must be completed at a regionally accredited institution, and the student must submit an official transcript, and if requested, a course syllabus and/or course description. All such transfer credit is subject to approval by the chair of the Biology Department. The Biology Department and Bluefield College reserve the right to evaluate all transfer credit in terms of its institutional standards. A minimum of a B (3.00) is required for all transfer work.

## Graduation Requirements for the MABS Program

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

- Are of good moral, professional, and ethical character;
- Have satisfied all academic requirements with an overall GPA of 3.0 on a 4-point scale and have a grade of "C" or higher for each course;
- Have settled all financial obligations with BC and its academic and clinical affiliates.

Professional and ethical competence is required for this Master's degree. Students must demonstrate the ethical and professional qualities deemed necessary for professional school.

Students must complete all required coursework and course evaluations to receive a Master's degree and transcripts.

**Master of Arts in Biomedical Sciences (MABS)** **35 SH**

**Schedule of Program Requirements**

**Fall Semester**
BMS 5012 Health Policy and
Social Determinants of Health
BMS 5104 Biochemistry
BMS 5220 Clinical Prevention
and Public Health
BMS 5616 Medical Anatomy
BMS 5718 Cell Physiology
BMS 5719 Neuroscience

**Spring Semester**
BMS 5240 Human Nutrition
BMS 5308 Immunology
BMS 5410 Histology/embryology
BMS 5512 Field Seminar
BMS 5818 Microbiology
BMS 5920 Research and Biostatistics

### Graduate Program Records Policy

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

## GRADUATE COURSES

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

**BMS 5012 Health Policy and Social Determinants of Health**
This three credit hour course provides students an understanding of the components of the United States' healthcare system and how current and proposed policies may impact the costs, quality and accessibility of health care services. The students will be introduced to how health care is organized, delivered and reimbursed. Topics for discussion will include, but not necessarily limited to the uninsured, health care disparities, health care cost, the role of public health, the health care workforce, prevention. All topics, where applicable, will be discussed in the context of the Patient Protection and Affordable Care Act of 2010 (ACA) and the intended and potential unintended consequences of the legislation.

**BMS 5104 Biochemistry**
This course emphasizes biochemical compounds, processes and systems, designed to provide the student with sufficient coverage of biochemical principles to facilitate learning and understanding in other biomedical and clinical science courses studied in a medical school environment.

**BMS 5220 Clinical Prevention and Public Health**
The content of this course is derived from the Healthy People Curriculum Task Force convened by the Association for Prevention Teaching and Research (APTR). The task force included representatives of seven health professional education associations representing allopathic and osteopathic medicine, nursing and nurse practitioners, dentistry, pharmacy, and physician assistants. All topics within this course fall under the following three framework components as defined by the task force: 1.) Foundations of Population Health, 2.) Clinical Preventive Services and Health Promotion and 3.) Clinical Practice and Population Health.

**BMS 5240 Human Nutrition**
This course includes advanced principles of the biochemistry, anatomy and physiology related to nutrition and focuses on the role of nutrition science in an individual's diet and health. Topics include macro- and micronutrients; digestion, absorption, and metabolism; body composition and weight management; vegetarianism; chronic disease; life cycle nutritional needs; food safety; and environmental issues. An evaluation of personal dietary habits using current dietary guidelines and nutritional assessment methods will also be completed to help students assess their own nutritional health.

**BMS 5308 Immunology**
This course emphasizes the principles and concepts of immunology as they pertain to clinical medicine, with a combination of didactic lectures and case-based and problem-based

scenarios. Topics include cells and organs of the immune system, B and T cell development and activation, major histocompatibility complex, antigen processing and presentation, antibody diversity, tolerance, complement, cytokines, inflammation, hypersensitivity, vaccines, autoimmunity and immunodeficiency diseases, and host-pathogen interactions.

**BMS 5410 Histology/Embryology**
The course will focus on the two sub-disciplines of anatomy not covered in the Fall Semester – histology (microscopic anatomy) and embryology (developmental anatomy). Both disciplines will be covered with emphasis on general principles and concepts as they pertain to clinical medicine, with a combination of didactic lectures and laboratory exercises.

**BMS 5512 Field Seminar**
Students will choose an international or Appalachian setting and spend 40+ hours interacting with populations who have limited access to basic health care due to remote site location, poverty, or other factors. Students choosing an international experience will participate in a mission trip focusing on health education and prevention among children and/or community health family surveys. Students choosing an Appalachian experience will be involved in public health, adult health education and/or a free clinic. Journal reflections and case study reports will comprise a portion of this course.

**BMS 5616 Medical Anatomy**
This course focuses on the gross anatomy of the human body with special emphasis on anatomical relationships, form/function relationships and how changes in anatomical forms can lead to disease states. Material is presented in a systems-based format. Surface anatomy, cross-sectional anatomy and various imaging modalities are utilized with laboratories also utilizing plastinated cadaveric material and digital anatomical models.

**BMS 5718 Cell Physiology**
This course is designed to provide essential concepts in medical physiology for future career in medicine and medical research. This information will be categorized into seven sections within one semester. Cell and muscle physiology, autonomic and endocrine regulation of body systems, cardiovascular, pulmonary, gastrointestinal, renal, and reproductive physiology will be covered. We will focus on normal physiological function of the major human organ systems and will discuss pathophysiology when it reinforces or highlights a particular physiological mechanism. Various approaches will be utilized including lectures, lecture notes, learning objectives, recommended readings from textbooks and primary sources, large and small group conferences, clinical case examples, and formal self-studies.

**BMS 5719 Neuroscience**
Neuroscience will begin with a foundation of cellular physiology including the topics of membrane physiology, the ionic and molecular basis of resting and action potentials, synaptic transmission, the physiology of neurotransmitters, and post-synaptic response and cellular signaling. This will build to the topics and motor, sensory and cognitive pathways with an emphasis on the associated anatomy and physiology. Finally, organs of special senses and their associated pathways will be discussed. Throughout the course, particular emphasis will be placed on topics of clinical relevance.

**BMS 5818 Microbiology**
Students will learn the structure, morphology, classification, isolation, identification, physiology, and life cycle of viruses, bacteria, fungi, and parasites. The course will focus on cell biology, genetics, virology, bacteriology, mycology, parasitology, and interactions with

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

**BMS 5920 Research and Biostatistics**
Students will learn research techniques and biostatistics routinely used in clinical, biomedical and epidemiological research. Background material on the methods will be presented in lectures, and class will breakup to work in groups for discussion and group report preparation. Data from the international component of the Field Experience will be utilized for analysis and generation of a poster worthy of presentation at a national professional meeting.

## CERTIFICATE IN TEACHING HEALTH SCIENCES

After completing the M.A. in Biomedical Sciences, students can choose to earn a Certificate in Teaching Health Sciences online through Bluefield College's School of Education as part of the Master of Arts in Education program. Embodying the College's vision of preparing innovative learners and transformational leaders in education to impact the world, the biomedical sciences graduate will expand their skills as teachers in health sciences, by advancing their clinical expertise through teaching practice and by preparing for leadership roles in Academic Medicine and/or Academic Health Sciences.

**Certificate in Teaching Health Sciences Curriculum**

| Course Number | Class Name | Credit Hours |
|---|---|---|
| EDU 5143 | Teaching Strategies for Student Learning | 3 |
| EDU 5334 | Teachers as Leaders | 3 |
| EDU 5233 | Understanding and Implementation of Curriculum | 3 |
| EDU 5213 | Assessment and Evaluation for Student Growth | 3 |
| EDU 5343 | Action Research in Education | 3 |
| EDU XXXX | Research in Health Sciences | 3 |
| EDU XXXX | Field Experience in Health Sciences Education | 3 |
| **Total** | | **21** |

# CAUDILL SCHOOL OF BUSINESS (BUS)

The Caudill School of Business is committed to academic excellence and life-long inquiry by engaging students in the liberal arts and the study of business disciplines including marketing; management, web and mobile development, accounting and information technologies. The School strives 1) to provide a dynamic, motivational, Christian learning environment, 2) to provide individual attention and instruction from a Christian perspective, and 3) to adapt continuously to a changing business world. Students will develop a strong base of knowledge in the discipline; acquire effective business communication skills and critical thinking, problem analysis and problem solving skills, leaving the college prepared to productively contribute to the global community.

The Caudill SOB offers an undergraduate degree in Business Administration with concentration in Management, Accounting, Information Technology, or Web an Mobile Development. An MBA is also offered with specializations in Leadership, Healthcare, Management, or Finance.

### Vision Statement

As the Caudill School of Business, exceptional high-quality academic and experiential learning programs enable students to serve in an ever-changing global world.

### Mission Statement

The School prepares students to successfully meet professional opportunities through a dynamic, student-centered educational environment that emphasizes servant leadership, application of knowledge, and global experiential learning.

### Mission Statement Components

- Provides excellence in teaching through innovative approaches, small-class environment, caring faculty, and interactive focus.
- Provides intellectual and professional development to students through coursework, research, and global experiential learning with a focus on leadership, ethical values, and civic engagement.
- Assesses students' learning outcomes to ensure continuous improvements and positive impact of its programs.
- Engages business practitioners, alumni, students, and community and solicits their input to enhance its programs.
- Provides professional development opportunities for enhancement of faculty's teaching skills, research capabilities, practical application, global experiential learning.

For a bachelor's degree in Business Administration, a student must complete the General Requirements, Business Core Requirements, electives, and Concentration Requirements chosen from Accounting, Information Technology, Management or Web and Mobile Development. No minor is required. In addition, all business students must complete a 3 credit hour internship. Internships are arranged in consultation with a student's

advisor and the Department Chair. A major in another area may be earned; however, no course required in the Business Administration major can be used to satisfy a requirement in a minor. Minors in Accounting, Business Administration, Information Technology, and Management are available.

**I. Business Administration Major**

A. **General Education & Degree Requirements** (see p. 48) **46 SH**
MAT 1233, 2023 6 SH
**Subtotal** **52 SH**

B. Business Core Requirements **33 SH**
BUS 1063, 2323, 2523, 2533, 2543, 3013, 3023, 3113, 3223, 3513, 4553, 4213
Pre-test will be used to determine if students will take an Intermediate Excel in place of BUS 2323

**1. Accounting Concentration Requirements**
BUS 3123, 3533, 3543, 3563, 4073, 4083, 4413, 4503 24 SH
Electives (5 courses) 15 SH

**2. Information Technology Concentration Requirements**
BUS 2313, 2433, 3823, 4503, 4623, 4643, 4933 21 SH
Electives (6 courses) 18 SH

**3. Management Concentration Requirements**
BUS 3523, 3033, 3903, 4013, 4033, 4933
3000 or 4000 Business elective course 21 SH
Electives (6 courses) 18 SH

**4. Web and Mobile Development Concentration Requirements**
BUS 1283, 1293, 2283, 2313, 3283, 3293, 3513, 3823 24 SH
Electives (5 courses) 15 SH
**Total to Graduate** **127 SH**

**II. Business Administration Minor**

For teacher licensure and a list of course requirements, see the *Teacher Education Handbook.*

**III. Business Minor**

**A. Accounting** **21 SH**
BUS 1063, 2513, 2533, 2543, 3533, 3543, 4413

**B. Information Technology** **18 SH**
BUS 1063, 2313, 2433, 4623; then pick (3) classes from:
BUS 3823, 4003, 4503, 4643, 4933

**C. Management** **21 SH**
BUS 1063, 2513, 2533, 2543, 3013, 3113, 4213

**D. Business Administration*** **21 SH**
BUS 1063, 2513, 2533, 3013; then select three (3) courses, two of which are at the 3000 level or above. BUS 1063 and BUS 2323 may not be counted toward minor requirements.

*Students majoring in Business may not select the Business Administration Minor.

## BUSINESS ADVISING RECOMMENDATIONS
### Accounting Concentration

| **First Year** | | **Second Year** | |
|---|---|---|---|
| COR 1012 | 2 SH | COR 2012 | 3 SH |
| COR 2001, 2002 | 3 SH | BUS 1063 | 3 SH |
| ENG 1013, 1023 | 6 SH | BUS 2513 | 3 SH |
| MAT 1213, 1233 | 6 SH | BUS 2523 | 3 SH |
| History (3 courses) | 3 SH | BUS 2533, 2543 | 6 SH |
| Biblical Perspectives | 3 SH | History | 3 SH |
| Fine Arts | 3 SH | Literature | 3 SH |
| BUS 2323 (Pretest option, if they | | Laboratory Science | 4 SH |
| pass take Intermediate Excel) | 3 SH | MAT 2023 | 3 SH |
| **Elective** | **3 SH** | Electives (2 course) | 6 SH |
| **Total** | **32 SH** | **Total** | **33 SH** |

| **Third Year** | | **Fourth Year** | |
|---|---|---|---|
| COM 1023 | 3 SH | BUS 3223 | 3 SH |
| COR 3012 | 2 SH | BUS 3563 | 3 SH |
| BUS 3013 | 3 SH | BUS 4073 | 3 SH |
| BUS 3023 | 3 SH | BUS 4083 | 3 SH |
| BUS 3113 | 3 SH | BUS 4213 | 3 SH |
| BUS 3123 | 6 SH | BUS xxx | 3 SH |
| BUS 3513 | 3 SH | BUS 4413 | 3 SH |
| BUS 3533, 3543 | 3 SH | BUS 4433 | 3 SH |
| BUS 3563 | 3 SH | Social Science | 3 SH |
| BUS 4413 | 3 SH | Electives (3 courses) | 9 SH |
| Electives (2 courses) | 6 SH | **Total** | **30 SH** |
| **Total** | **32 SH** | | |

## BUSINESS ADVISING RECOMMENDATIONS
### Information Technology Concentration

| **First Year** | | **Second Year** | |
|---|---|---|---|
| BUS 1063 Intro to Business | 3 SH | COR 2012 | 2 SH |
| COR 1012 | 2 SH | BUS 2313 | 3 SH |
| COR 2001, 2022 | 3 SH | BUS 2433 | 3 SH |
| ENG 1013, 1023 | 6 SH | BUS 2513 | 3 SH |
| MAT 1213, 1233 | 6 SH | BUS 2523 | 3 SH |
| History | 3 SH | BUS 2533, 2543 | 6 SH |
| Biblical Perspectives | 3 SH | Laboratory Science | 4 SH |
| Fine Arts | 3 SH | Literature | 3 SH |
| BUS 2323 (Pre-test option, if they | | MAT 2023 | 3 SH |
| pass take Intermediate Excel) | 3 SH | World History | 3 SH |
| **Total** | **32 SH** | **Total** | **32 SH** |

| **Third Year** | | **Fourth Year** | |
|---|---|---|---|
| COR 3012 | 3 SH | BUS 3223 | 3 SH |
| BUS 3013 | 3 SH | BUS 4503 | 3 SH |
| BUS 3023 | 3 SH | BUS 4623 | 3 SH |
| BUS 3113 | 3 SH | BUS 4643 | 3 SH |
| BUS 3513 | 3 SH | BUS 4933 | 3 SH |
| BUS 3823 | 3 SH | BUS 4213 | 3 SH |
| BUS 4003 Internship | 3 SH | Electives (3 courses) | 9 SH |
| Social Science | 3 SH | **Total** | **30 SH** |
| Electives (3 courses) | 9 SH | | |
| **Total** | **32 SH** | | |

## BUSINESS ADVISING RECOMMENDATIONS
### Management Concentration

| **First Year** | | **Second Year** | |
|---|---|---|---|
| COR 1012 | 2 SH | COR 2012 | 2 SH |
| ENG 1013, 1023 | 6 SH | Elective | 3 SH |
| MAT 1213, 1233 | 6 SH | BUS 2513 | 3 SH |
| History (1 course) | 3 SH | BUS 2523 | 3 SH |
| BUS 1063 | 3 SH | BUS 2533, 2543 | 6 SH |
| Biblical Perspectives | 3 SH | COM 1023 | 3 SH |
| Fine Arts | 3 SH | Literature | 3 SH |
| BUS 2323 (Pre-test option, if they | | Laboratory Science | 4 SH |
| pass take Intermediate Excel) | 3 SH | MAT 2023 | 3 SH |
| **Total** | **32 SH** | World History | 3 SH |
| | | **Total** | **33 SH** |

| **Third Year** | | **Fourth Year** | |
|---|---|---|---|
| COR 3012 | 2 SH | BUS 3903 | 3 SH |
| BUS 2603 | 3 SH | BUS 4013 | 3 SH |
| BUS 3013 | 3 SH | BUS 4033 | 3 SH |
| BUS 3023 | 3 SH | BUS 4213 | 3 SH |
| BUS 3113 | 3 SH | BUS 4933 | 3 SH |
| BUS 3223 | 3 SH | BUS 4503 Special Topics | 3 SH |
| BUS 3513 | 3 SH | BUS 4553 Internship | 3 SH |
| BUS 3033 | 3 SH | Social Science | 3 SH |
| BUS 4551 Internship | 1 SH | BUS Elective | 3 SH |
| Electives (2 courses) | 6 SH | Electives (2 courses) | 6 SH |
| **Total** | **30 SH** | **Total** | **32 SH** |

## COURSES OF INSTRUCTION

**BUS 1063 Introduction to Business**
This course provides a survey of the business world. Topics include the basic principles and practices of contemporary business. Upon completion, students should be able to relate how business institutions operate in our modern day political, social, and economic environment; describe various business ownership forms; acquire information about starting a business; explain management functions; and acquire a vocabulary for further study of business subject (Every Fall)

**BUS 1283 Introduction to Web Development I**
This course will focus on HTML5 and CSS web design with a brief introduction into JavaScript. Students will learn about web development/design practices, gain a brief history of the technology that powers the web and build practical websites through the semester. (On Demand)

**BUS 1293 Introduction to Web Development II**
This course will expand on the information learned in Introduction to BUS 1283 Web Development I and focus more on JavaScript and jQuery. It will also include a brief introduction to mobile development. (On Demand)

**BUS 2313 Program Design and Development**
Basic terminology/application of computer concepts, followed by introduction to structured flowcharting and structured programming. (Every Fall)

**BUS 2283 Advanced Web Application Development**
This course will focus on web development using the PHP programming language. Students will develop advanced web applications and dynamic websites that combine PHP with previously learned HTML5 and JavaScript skills, as well as use a database environment with the MySQL database engine. (On Demand)

**BUS 2323 Personal Computers**
Use and apply current word processing, spreadsheet, presentation and database software. (Fall and Spring)

**BUS 2433 Visual Basic**
Introduction course in the use of an event-driven, procedural programming tool for developing graphical user interface (GUI) applications. (Every Spring)

**BUS 2513 Principles of Macroeconomics**
Study of basic economics including national income analysis, employment theory, fiscal policy, and banking. (Every Fall)

**BUS 2523 Principles of Microeconomics**
Study of production costs, price theory, domestic and international problems. (Every Spring)

**BUS 2533 Principles of Accounting I**
Basic accounting including accounting cycle development and statement preparation. Study of cash, receivables, notes, inventories, and plant assets. (Fall and Spring)

**BUS 2543 Principles of Accounting II**
Continuation of BUS 2533. Study of partnership and corporation accounting and statement analysis. Survey of cost accounting and budgeting. (Fall and Spring) Prerequisite: BUS 2533.

**BUS 2603 Personal Finance**
Introduction to consumer finance, focusing on basic principles and techniques used to manage income and assets to achieve personal financial goals. Major areas of study include individual budgets, personal financial planning, taxes, credit management, insurance, personal investments, and planning for retirement. (Every Fall)

**BUS 3013 Principles of Management**
Examination of modern management concepts and practices. Major areas of study include six essential types of performance, principles and practices that foster collaboration, leadership, and teamwork. Emphasis is on analysis of management theory, principles, business practice, organizational structures, and managerial functions. The course objectives include (a) the critical evaluation of how organizations foster innovation; 1) service; 2) quality; 3) sustainability; 4) costs,; 5) resources; and 6) speed to market. This is a core requirement for all business administration majors.Prerequisite: JR Standing. (Fall)

**BUS 3023 Principles of Marketing**
This course is designed to reinforce marketing concepts such as price, product, promotion, and distribution. The key business functions in marketing oriented institutions are also explored. Emphasis is placed on the influence of environmental, social, economic, ethical, legal, and technological forces on marketing activities. Students will be able to discuss, assess and evaluate the following core marketing concepts – product, price, distribution and promotion – in terms of how they are used today to provide customer value; appreciate marketing's importance to business and the impact of environmental factors (economic, technological, political/legal, competitive, and social/cultural); evaluate the marketing process and strategies and importance of ethical practices with regard to social responsibility and ethic. Students will examine the 4P's of Marketing with regard to influence on targeting strategies, segmentation, consumer analysis, market channels and channel management, and supply chain management. Prerequisite-site: JR Standing. (Fall)

**BUS 3033 International Business**
This upper-level business elective examines the benefits, intricacies, and pitfalls of participating in the global business environment. Special attention is given to the divergences in international cultures, economic, political, and legal systems that create the special challenges facing companies engaging in international business strategies. Prerequisite: JR/SR Standing. (Spring)

**BUS 3113 Legal Environment of Business**
Study the U.S. legal system, laws, civil procedure, contracts, government regulation, and agency. (Every Fall)

**BUS 3123 Business Law**
Designed toward the law section of the CPA exam. Includes items related to the Uniform Commercial Code. (Every Spring)

**BUS 3133 Entrepreneurship**
This upper-level business elective explores the development and role of entrepreneurs in the global business environment, with special focus on practical applications useful to potential entrepreneurs. Studies will include understanding the relationship between innovation and entrepreneurship, development of a viable entrepreneurial business plan, and success and failure stories from real world participants. Prerequisite: JR/SR Standing. (Alternating Spring)

**BUS 3203 Public Relations (same as COM 3203)**
Overview of the history of public relations in American society. Study of theories and methods involved in successful communication between organizations and their publics. (Fall and Spring)

**BUS 3223 Business Communication**
This course is designed to aid students in developing and refining both their written and oral communication skills, which are necessary to effectively and efficiently communicate in a professional business environment. This will be accomplished through planning, composing and evaluating written communication, report writing and oral presentations. Current theories of communication, perceptions, and semantics will be used. Teaching/ learning methods will include reading, critical thinking, close analysis of business and professional documents, in-class writing and oral exercises, brief lectures, formal writing assignments, group projects and in-class testing. (Fall and Spring)

**BUS 3243 Advertising and Promotions (Same as COM 3243)**
A comprehensive examination of the research, planning and production required to create and evaluate advertising campaigns. Attention is given to the interrelationship among advertising creative strategy, management issues and message impact. Prerequisite: BUS 3023. (On Demand)

**BUS 3283 - Mobile Development – HTML5**
This course will start putting everything together that students have learned in previous courses and begin applying this knowledge to mobile development that will allow them to create applications and website that function on whatever device the user may use. BUS 3283 builds on the concepts taught in the previous courses. Prerequisite: BUS 3823 (on demand)

**BUS 3293 - Advanced Mobile Development**
This course builds upon BUS 3283 Introduction to Mobile Development and allows students to build advanced mobile applications through the continued use of HTML5, CSS3, PHP and introduces the use of Node.js with MongoDB to provide a more robust mobile experience. Students will also use the Apache Cordova framework that will allow them to transfer web applications to native applications for iOS and Android. Prerequisite: BUS 3283 (On Demand)

**BUS 3333 Visual C++**
Software development using object-oriented C++ programming. Prerequisite: BUS 2313 or Instructor's Permission. (On Demand)

**BUS 3343 Advanced Visual C++**
Software development using object-oriented C++ programming. Prerequisite: BUS 3333. (On Demand)

**BUS 3513 Business Finance**
Principles and methods of financing business organizations. Prerequisite: BUS 2543. (Every Spring)

**BUS 3533 Intermediate Accounting I**
Preparation of balance sheets, income statements, and cash flow statements. Problems in cash, receivables, inventories, plant assets, liabilities, capital stock, and retained earnings. Prerequisite: BUS 2543. (Every Fall)

**BUS 3543 Intermediate Accounting II**
Continuation of BUS 3533. Prerequisite: BUS 3533. (Every Spring)

**BUS 3563 Cost Accounting**
Cost gathering for inventory pricing and determining income. Planning and control cost behavior concepts. Job order, process cost systems, standard costs, and budgeting. Prerequisite: BUS 2543. (On Demand)

**BUS 3613 Money and Banking**
Functions of money, monetary systems, credit, banking, the Federal Reserve System, investments, and monetary policy. Prerequisite: BUS 2523. (On Demand)

**BUS 3713 Organizational Theory and Behavior**
This course takes a behavioral science approach to organizational management challenges created by the interaction of individuals, groups, and organizations. The focus is to determine how knowledge gained about individual and group behavior and organization design impacts organizational effectiveness. Job satisfaction is tightly coupled with social relationships among co-workers and supervisors and is also explored during the course. Topics examined include motivation, leadership, interpersonal communication, group structure and processes, personality, emotions, and values, conflict and negotiation, organizational change, and work design. Prerequisite: BUS 3013 or Instructor's Permission. (On Demand)

**BUS 3823 Database Concepts**
Study database terminology, physical design and types of database structures, data modeling, DBMS, and DBMS selection. (Alternating Fall)

**BUS 3903 Business Ethics**
This upper level course is included in the core curriculum for Business majors with a Management concentration, and offered as an elective to students from other concentrations and majors. This course focuses on the ethical aspect of relationships among the various stakeholder groups – employees, customers, suppliers, governments, and society. Business ethics are examined in the context of human behavior and marketplace issues. Classic viewpoints are presented, as well as contemporary application to the current business environment. The text provides a rich assortment of business cases with discussion questions. Prerequisite: JR/SR Standing. (Fall)

**BUS 4003 Information Technology Internship**
See Criteria for Internships on p. 164. Prerequisite: Computer experience and instructor's permission. (Fall and Spring)

**BUS 4013 Quantitative Methods for Management**
Business problems with spatial and time-variant elements are modeled and analyzed. Prerequisite: MAT 2023 and SR Standing. (Every Fall)

**BUS 4033 Human Resources Management**
This course will examine the challenges of current human resource management within the context of a dynamic business environment that is constantly changing. The worldwide recession and accompanying downsizing, changing government and information technologies combined with intensifying global competition have all contributed to the growing complexity of HRM issues. The course will explore several current HR theories , performance management systems, and organizational development systems.. Prerequisite: BUS 3013. (Every Spring)

**BUS 4073 Auditing**
Auditing standards, professional ethics, audit program, working paper techniques, internal controls, substantive tests, and audit reports. Prerequisite: BUS 3543. (Every Spring)

**BUS 4083 Income Taxes**
Income tax legislation and taxable income concepts for individuals. Prerequisite: BUS 2543. (Every Spring)

**BUS 4113 Internet Marketing (Same as COM 4113)**
This course provides an introduction to internet marketing, framing the market opportunity, marketing strategy in internet marketing, drafting the customer interface, designing the marketing program, branding, pricing, promotion, public relations, designing the market space matrix and evaluating the marketing program. (On Demand)

**BUS 4213 Business Policy and Strategy**
A capstone course focusing on the practical application of management principles to administrative and organizational problems. Emphasis on managerial decision making and integration of core content through case studies. Prerequisite: SR Standing. (Every Spring)

**BUS 4413 Accounting Information Systems**
Use of accounting software and study of modules including general ledger, accounts receivable, accounts payable, and payroll. Prerequisite: BUS 3543. (Every Fall)

**BUS 4423 Topics in Marketing Communication (same as COM 4423)**
Students will engage in class instruction, research and writing projects to develop more in-depth knowledge and understanding in a specialized area of marketing communication. (On Demand)

**BUS 4433 Governmental and Not-for-Profit Accounting**
A study of accounting in state and local governmental organizations and in not-for-profit organizations. Includes a computer practice set. Prerequisite: BUS 2543. (Every Fall)

**BUS 4501/4502/4503 Special Topics in Business**
Study, research, and analysis of topics for more in-depth knowledge and understanding. Prerequisite: JR/SR Standing and Instructor's Permission. (Fall and Spring)

**BUS 4511/4512/4513 Directed Study in Business**
A specialized study for qualified students. Prerequisite: JR/SR Standing and Instructor's Permission. (On Demand)

**BUS 4551/4552/4553 Business Internship**
See Criteria for Internships on p. 164. Prerequisite: Instructor's Permission. (On Demand)

**BUS 4623 Data Communications**
Study data communications of modern information systems and data transmission concepts. Prerequisite: BUS 2313 and another programming language. (Alternating Spring)

**BUS 4643 Internet Technologies**
History of the Internet, business and educational uses, hardware and software applications, programming languages, and Webpage design and development. (Alternating Fall)

**BUS 4933 Management Information Systems**
Managerial decision making and related information processing concepts, data collection, analysis for MIS design and operation. Prerequisite: BUS 2323 and JR/SR Standing. (Spring)

# MASTERS IN BUSINESS ADMINISTRATION GRADUATE PROGRAM

The MBA degree will require 15 credit hours of core courses, and culminate with a six-hour action research practicum. The MBA program requires 36 credit hours that include a common core of 15 credit hours, with an additional 15 credit hours in each specialization, except Finance. Courses are offered as 8-week sessions. The curriculum builds upon the foundation of competencies attained by the undergraduate student and expands pedagogical knowledge, leadership skills, and business acumen to increase overall business outcomes and performance. The program has two official starts, fall and spring. Students admitted during these start times will attend a 1.5-day orientation seminar at the beginning of each semester. This time will be spent on: 1) orientation of courses and eLearning platform; 2) teaching/learning interactions that are best achieved by on-site participation; and 3) activities that promote graduate culture and collegiality. A key differentiator of the MBA program is the six credit hours of practicum experience, which is achieved through project-based activities. Integration of practicums is designed with the student's faculty advisor and/or work supervisor or if the student is unemployed with a local business or hospital/clinic facility.

Essential Competencies of a Master's Business Administration and Industry-based Core Competencies align with the Criteria for Evaluation of Business programs by American Association of Collegiate Schools of Business (AACSB), and BC policies and procedures for online learning.

Current Bluefield College students majoring in Business Administration could elect to participate in a 5-Year BS/MBA program option. Students would select a five-year program leading to the appropriate bachelor's degree and a Master in Business Administration in Leadership, Healthcare Management or Finance, spring semester of the junior year. Students would need a 3.0 overall GPA, 3.5 GPA in business courses, and successful completion of all general education courses, 79 credit hours that includes BUS 3013 Management, BUS 3023 Marketing, BUS 3513 Business Finance, and BUS 3223 Business Communications before completing 95 credit hours. Students accepted into the program will complete BUS 5303 Management Theory and Leadership, BUS 5343 Marketing Management, and one of the following: BUS 5393 Financial Management or BUS 5373 Managerial Economics, or an elective in either spring of junior or their senior year which will count no more than nine credit hours toward the master's degree. Students will complete 127 undergraduate credit hours and 36 graduate credit hours to receive the combined B.S./Master's in Business Administration.

## Academic Standing for the MBA Program

Consistent with the academic policies of Bluefield College, satisfactory academic standing for the MBA program will be determined by completion of six graduate semester hours or greater per term with no grade below a B. Students must maintain a minimum grade point average of 3.0 on a 4 point scale. Grading, grade appeals, and grade changes will be consistent with the institution's existing academic policies and can be found in the Bluefield College Academic Catalog.

## Transfer Credits

Bluefield College School of Business (BC SOB) will review student requests for transfercredit of core business classes on a case by case basis, and at the recommendation of

theregistrar. The student will need to submit a course description, and if available, the syllabus of the course related to the transfer request, to the BC registrar. Transfer credits are accepted with the following conditions:

1. The course requested for transfer must have been successfully completed at a regionally accredited institution.
2. The transfer course must be comparable in content and credit hours to course that is taught at Bluefield College SOB.
3. A maximum of 6 semester hours can be transferred.
4. BSN-a minimum grade of C is required for all transfer work.
5. MBA-a minimum grade of B is required for all transfer work.
6. There is a five-year time limit for transfer courses meeting the above conditions.

### Withdrawal and Transfer from the Caudill School of Business

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

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

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

### Bluefield College Admission Requirements:

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

**Core Requirements**

| Course | Title |
|---|---|
| BUS 5303 | Management Theory and Leadership |
| BUS 5343 | Marketing Management |
| BUS 5363 | Legal and Ethical Business Issues |
| BUS 5373 | Managerial Economics |
| BUS 5393 | Financial Management |

**TOTAL CORE: 15 SH**

**Leadership Specialization**

| | |
|---|---|
| BUS 5313 | Business Research Methods and Applications |
| BUS 5323 | Human Resource Management |
| BUS 5333 | Operations and Project Management |
| BUS 5353 | Organizational Behavior |
| BUS 5383 | International Business |

**TOTAL LEADERSHIP: 15 SH**

BUS 5406 Capstone Global Business Competition and Internship

**TOTAL LEADERSHIP SPECIALIZATION: 36 SH**

**Finance Specialization**

| | |
|---|---|
| BUS 5153 | Corporate Tax |
| BUS 5163 | Advanced Financial Management |
| BUS 5173 | Investment Analysis and Management |
| BUS 5183 | Small Business Finance |
| BUS 5193 | Corporate Risk and Insurance Management |

**BUS 5406 Capstone: Opportunity for paid internship**

**TOTAL FINANCE SPECIALIZATION: 36 SH**

Education Requirement for Licensure 150 hours (including B.A.)
CPA Examination in VA requires 24 hours in accounting: Accounting courses = minimum 24 semester hours, to include: auditing, financial accounting, management accounting and taxation. Business courses = minimum of 24 semester hours, not more than 6 semester hours of accounting courses (not included in the 24 hours of accounting courses) may be considered as business courses. Principles or introductory courses do not qualify in the 48 required hours.

Exam sitting requirements:120 semester hours (including B.A.) with accounting concentration

**Healthcare Management Specialization**

| | |
|---|---|
| MHE 5203 | Introduction to Healthcare Service Systems |
| MHE 5213 | Introduction to Healthcare Policy and Management |
| MHE 5223 | Healthcare Economics |
| MHE 5233/NUR 5013 | Healthcare/Nursing Informatics |
| MHE 5243 | Healthcare Financial Management |

**BUS 5406 Capstone: Health Organization Leadership and Change Management**

**TOTAL HEALTHCARE SPECIALIZATION: 36 SH**

## GRADUATE COURSE DESCRIPTIONS

**BUS 5303 Management Theory and Leadership**
This course is an experiential and theoretical investigation of management and leadership. This course covers contemporary theories, principles, and practices of positive leadership and the importance of engagement of followers to achieve results and facilitate engagement. Students will examine the distinctions between management and leadership and the roles of each in developing collegial supervision and responsibly sustainable organizations. Particular emphasis will be placed on follower growth and development within the framework of planning, organizing, and evaluating leadership. This will be accomplished by the examination of contemporary leaders, identifying the leadership style used along with its strengths and weaknesses. Students will assess and examine their own leadership styles and

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

**BUS 5313 Business Research Methods and Applications**
This course will focus on research problem identification, sampling, data collection, survey, and experimental research. In this course, research design and a variety of statistical techniques will be examined. The statistical techniques covered include correlation, regression analysis, hypothesis testing, and analysis of variance. Students will do a course-related project.

**BUS 5323 Human Resource Management**
The human resource management course focuses on human resource management and administration. This course benefits those with human resource management responsibilities. A variety of cases will be used to enforce important course topics.

**BUS 5333 Operations and 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. In this course, a wide variety of analytical techniques will be utilized. For example, corporate current year actual results will be compared and analyzed using budget information as well corporate actual result information from the prior year(s). Project management principles will also be examined.

**BUS 5343 Marketing Management**
Domestic and international marketing management will be examined in this course. For example, this course will include case studies covering important marketing concepts such as pricing, promotion, advertising, and distribution concepts. Other important course topics include product quality, customer service, and differing competitive environments.

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

**BUS 5363 Legal and Ethical Business Issues**
Legal and ethical issues directly affecting managers are examined in this course. This course will include an examination of the American Legal System, as well as the importance for ethical decision making in business contexts. Case studies will cover many of the important course concepts.

**BUS 5373 Managerial Economics**
Managerial economics examines economic theory and economic analysis with a focus on the techniques that are useful for the business decision-making process. Coverage of domestic and international issues will be utilized in this course.

**BUS 5383 International Business**
The International business course examines the global economy, current trading blocs, international trade regulations, cooperative working arrangements, and international financing options. International trade theories and guiding principles will also be examined.

**BUS 5393 Financial Management**
The Financial management course will include the examination of interest rates, stock financing, debt financing, bond financing varieties, and the determination of appropriate rates of return in a variety of contexts. Other important course topics include hybrid securities, security options, convertible bonds, as well as mergers and acquisitions. A variety of ethical issues, related to financial management will also be examined.

**BUS 5406 Global Business Competition and Leadership Internship 6 SH**
Capstone course: This course uses an extensive and reflective team-based service learning project in a business, community center, state agency, or non-profit organization as a laboratory to learn about management, leadership, and organizations. In addition, students participate in business simulation, GSB, with other MBA students across the US. Team presentations are required. The course develops skills in leading teams, organizations, community partnerships, and societal and global management initiatives. Pre-requisite: Successful completion of all business core and leadership specialization courses.

**BUS 5153 Corporate Tax**
This course provides a detailed examination of tax problems of corporations and their shareholders. Topics covered include tax consequences of the formation of a corporation, operational alternatives, distributions from a corporation to its shareholders, redemptions of stock, liquidations of corporations, and penalty taxes. Tax planning techniques involving these transactions are discussed.

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

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

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

**BUS 5193 Corporate Risk and Insurance Management**
Provides a survey of the current practices of businesses in protecting themselves from chance events that threaten their assets or their operations. Options ranging from risk preparation to transfer of risk to others, such as suppliers, are considered. Pre-requisite Financial Management BUS 5393

**BUS 5406 Finance Capstone**
Capstone course with opportunity for paid internship. Students may also identify a service based community project for 6 SH. All core business and finance specializations courses must be successfully completed.

**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 5233 or NUR 5013 Healthcare Informatics**
This course will also include a review of the science and practice of informatics involving the management of health information and integrating that with clinical technologies to improve the health of our communities. The student will also experience a broad examination of the core areas of informatics work, including creating and managing the development, design and implementation of communication and information technology, an evidence-based practice approach to informatics, research and education, system life cycle and project management.

The content for this course is based upon the following professional organizations recommendation for either graduate/doctoral level education (DNP or MSN essentials) or professional organization certification requirements in Health Care Informatics (HIMSS or ANCC)

MSN Essentials (see appendix) Essential V: Informatics and Healthcare Technologies HIMSS This course meets several certification areas for the HIMSS (Health Information Management systems Society) certification for: Certified Associate in Healthcare Information & Management Systems (CAHPM). For further information regarding certification standards and testing see web site: http://www.himss.org/health-it-certification.

**MHE 5213 or NUR 5341 Introduction to Health Policy and Management**
The course will prepare individuals to organize and lead policy analysis; to confront the underlying values and ethics of policy analysis in their work; as well as develop and refine policy solutions through analysis and advocacy. Students will be encouraged to develop a "theory" or "philosophy" of policy analysis in the American democracy for their careers in the health care field or public health.

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

**MHE 5223 Healthcare Economics**
This course introduces students to the potential contribution of health economics to decision making in the health sector. At the end of the course, participants will be able to: use economic rationale to determine when a strong case exists for government action; apply economics to improve the efficiency with which health resources are allocated; analyze economic arguments to help improve technical efficiency in the health sector; and explain how economics can help improve equity in the healthcare sector.

**MHE 5406 Capstone: Health Organization Leadership and Change Management**
This capstone course uses an extensive and reflective team-based service-learning project in a hospital, community health center, state agency, or non-profit organization as a laboratory to learn about management, leadership, organizations, and public health issues. The course also develops skills in leading teams, organizations, community partnerships, and societal and global health initiatives. Collaborative and adaptive leadership, leading change, adopting and adapting and sustaining evidence-based practices, quality improvement, organizational structure, conflict management, human resources, and other topics are addressed through current readings, case studies, reflections, and guest practitioners. Pre-requisite: Successful completion of business core and healthcare specialization courses.

## CYBERSECURITY (CYS)

For a bachelor's degree in Cybersecurity, a student must complete the General Education requirements as listed in this catalog.

**Degree Requirements for Bachelor of Science in Cybersecurity**

| | | |
|---|---|---|
| 1. | General Education and Degree Requirements | 46 SH |
| | MAT 1213, 2023 | 6 SH |
| | Subtotal | 52 SH |
| | xx) | |
| 2. | Cybersecurity Core Requirements (see Table 2) | 56 SH |
| 3. | Cybersecurity Electives Requirements (see Table 3) | 9 SH |
| 4. | Electives | 9 SH |
| | Total | 126 SH |

**Bachelor of Science in Cybersecurity**

Mandatory/Core Requirements Curriculum and Sequence

| # | Course Prefix | Course Title | # of Credits |
|---|---|---|---|
| 1 | CYS 2003 | Information Systems Fundamentals | 3 |
| 2 | CYS 2033 | Networking Fundamentals | 3 |
| 3 | CYS 3043 | Linux Fundamentals | 3 |
| 4 | CYS 3103 | Information Security Fundamentals | 3 |
| 5 | CYS 3114 | Networking Switching and Routing | 4 |
| 6 | CYS 3123 | Scripting Fundamentals | 3 |
| 7 | CYS 3133 | Windows Server Installing and Configuring | 3 |
| 8 | CYS 3233 | Digital Forensics Fundamentals | 3 |
| 9 | CYS 3303 | Introduction to Secure Programming Logic | 3 |
| 10 | CYS 3843 | Database Fundamentals | 3 |
| 11 | BUS 4003 | Information Technology Internship | 3 |
| 12 | CYS 4033 | Windows Server System Administration | 3 |
| 13 | CYS 4043 | Linux Server Administration | 3 |
| 14 | CYS 4104 | Intrusion Detection/Prevention Systems | 4 |
| 15 | CYS 4204 | Network Security | 4 |
| 16 | CYS 4304 | Ethical Hacking and System Defense | 4 |
| 17 | CYS 4404 | Network Forensics and Incident Response | 4 |
| | | Total | 56 |

**Bachelor of Science in Cybersecurity**

Electives (9 SH required)

| # | Course Prefix | Course Title | # of Credits |
|---|---|---|---|
| 1 | CYS 3403 | TCP/IP Fundamental | 3 |
| 2 | CYS 4333 | Cyberethics | 3 |
| 3 | CYS 4403 | Cybersecurity Internship | 3 |
| 4 | CYS 4503 | Cybersecurity and IT Certification Preparation | 3 |
| 5 | CYS 4803 | Special Topics in Cybersecurity | 3 |
| | | Total | 15 |

**Table 4: Cybersecurity Advising Recommendations**

| First Year | | Second Year | |
|---|---|---|---|
| COR 1012 | 2 SH | COR 2012 | 2 SH |
| COR 2001, 2022 | 3 SH | Science | 4 SH |
| ENG 1013, 1023 | 6 SH | Literature | 3 SH |
| MAT 1213 | 3 SH | MAT 2023 | 3 SH |
| World History | 3 SH | United States History | 3 SH |
| CST 1103 | 3 SH | Fine Arts | 3 SH |
| BUS 2323 (Pre-test option, if they pass take Intermediate Excel) - Elective | 3 SH | CYS 3043 Linux Fundamentals | 3 SH |
| CYS 2003 Fundamentals of Information System | 3 SH | CYS 3103 Information Security Fundamentals | 3 SH |
| CYS 2033 Networking Fundamentals | 3 SH | CYS 3114 Networking Switching and Routing | 4 SH |
| Speech | 3 SH | CYS Elective | 3 SH |
| Total | 32 SH | Total | 31 SH |
| **Third Year** | | **Fourth Year** | |
| COR 3012 | 2 SH | CYS 4033 Windows Server System Administration | 3 SH |
| CST 2403 | 3 SH | CYS 4043 Linux Server Administration | 3 SH |
| Macroeconomics | 3 SH | CYS 4104 Intrusion Detection/Prevention Systems | 4 SH |
| Social Science | 3 SH | CYS 4204 Network Security | 4 SH |
| CYS 3123 Scripting Fundamentals | 3 SH | CYS 4304 Ethical Hacking and System Defense | 4 SH |
| CYS 3133 Windows Server Installing and Configuring | 3 SH | CYS 4404 Network Forensics and Incident Response | 4 SH |
| CYS 3233 Digital Forensics Fundamentals | 3 SH | CYS Elective | 3 SH |
| CYS 3303 Introduction to Secure Programming Logic | 3 SH | Elective | 6 SH |
| CYS 3843 Database Fundamentals | 3 SH | | |
| BUS 4003 Information Technology Internship | 3 SH | | |
| CYS Elective | 3 SH | | |
| Total | 32 SH | Total | 31 SH |

## COURSES OF INSTRUCTION

**CYS 2003 Information Systems Fundamentals 3 credit hours.**
Providing an introduction to computer systems, information technology, and application and system software, this course explains how information is used in organizations and in our daily lives. This course will look at how information technology enables improvement in communication, quality, timeliness, and competitive advantage in organizations and in our daily lives.

**CYS 2033 Networking Fundamentals 3 credit hours.**
3 credit hours. Networking Fundamentals explores converging computer and communications technologies, such as transmission concepts, network hardware and software, protocols, and standards. It is also designed to serve the needs of those interested in understanding the field of computer networking and how it relates to other areas of Information Technology (IT) and Cybersecurity. The content in this course maps to the CompTIA Network+ professional certification. Prerequisite or Co requisite: CYS 2003 Information Systems Fundamentals. Prerequisite or Co requisite: CYS 2003 Information Systems Fundamentals.

**CYS 3043 Linux Fundamentals 3 credit hours.**
This course provides students with the fundamental concepts of Linux/UNIX operating systems. The course covers such topics as the Linux/UNIX file system, commands, utilities, text editing, shell programming, and text processing utilities. Students will learn command line syntax and features of the popular Linux/UNIX shells, including filename generation, redirection, pipes, and quoting mechanisms. The course is designed to help students prepare for professional careers in the information and communication technology (ICT) field. The content in this course maps to the CompTIA Linux+ (powered by the Linux Professional Institute (LPI)) certification exam (LX0-103). Prerequisite: CYS 2033 Networking Fundamentals.

**CYS 3103 Information Security Fundamentals 3 credit hours.**
This course offers in-depth coverage of the current risks and threats to an organization's data, combined with a structured way of addressing the safeguarding of these critical electronic assets. The course provides a foundation for those new to Information Security as well as those responsible for protecting network services, devices, traffic, and data. Additionally, the course provides the broad-based knowledge necessary to prepare students for further study in other specialized security fields. The content in this course maps to the CompTIA Security + professional certification exam. Prerequisite: CYS 2033 Networking Fundamentals.

**CYS 3114 Networking Switching and Routing 4 credit hours.**
This course introduces the student to the architecture, components, and operation of switches and routers, as well as the fundamentals of switching, routing, and the primary routing protocols. The course is designed to help students prepare for professional careers in the information and communication technology (ICT) field. It also helps prepare individuals seeking to pass the Cisco Certified Entry Networking Technician (CCENT) certification exams. Prerequisite: CYS 2033 Networking Fundamentals.

**CYS 3123 Scripting Fundamentals 3 credit hours.**
This course offers an in-depth introduction to scripting languages including basic data types, control structures, regular expressions, input/output, and textual analysis. Prerequisite or Co requisite CYS 3043 Linux Fundamentals.

**CYS 3133 Windows Server Installing and Configuring3 credit hours.**
This course offers in-depth coverage of core services such as Active Directory and networking services and provides validation of skills necessary to implement a core Windows Server 2016/XX Infrastructure into an existing enterprise environment. Additionally, the course provides the broad-based knowledge necessary to prepare students for further study in other specialized Information Technology and security fields. It is also intended to serve the needs of individuals seeking to pass the Microsoft certification exam (70-410/XXX). Prerequisite: CYS 2033 Networking Fundamentals and CYS 3043 Linux Fundamentals.

**CYS 3233 Digital Forensics Fundamentals 3 credit hours.**
This course introduces the student to the legal and technical aspects of Digital Forensics. Including general forensic processes, imaging, hashing, file recovery, file system basics, identifying mismatched file types, reporting, and laws regarding computer evidence. Prerequisite: CYS 3043 Linux Fundamentals.

**CYS 3303 Introduction to Secure Programming Logic 3 credit hours.**
This is an introductory course in structured programming logic. Students will learn to analyze problems; define data using simple data types and arrays; and create algorithmic solutions using basic control structures (sequence, selections, loops) and functions. Students learn to systematically break down a problem into manageable parts; plan and design logical solutions; and write effective, structured, and well-documented instructions. Emphasis will be on problem-solving approaches (algorithms) and the fundamental concepts and programming techniques common to modern computer languages including variable assignment, expressions, input/output statements, loops, if-then-else and case constructs, functions, arrays, etc. The concepts learned in this course are applicable to multiple modern programming languages. CYS 3043 Linux Fundamentals.

**CYS 3403 TCP/IP Fundamentals 3 credit hours.**
This course offers an in-depth look at the various TCP/IP protocols that comprise today's converging communication technologies and state-of the-art networks. This course is intended for students wishing to understand how communication and network protocols operate: programmers writing network applications, system administrators responsible for maintaining systems and networks utilizing the various protocols, and users who deal with network applications on a daily basis. CYS 2033 Networking Fundamentals.

**CYS 3843 Database Concepts 3 credit hours.**
This course provides the students with a theoretical background, practice in database design, and experiences creating and developing a working database. Prerequisite: CYS 2003 Information Systems Fundamentals 3 credit hours.

**BUS 4003 Information Technology Internship 3 credit hours.**
Supervised internship provides students with the opportunity to integrate and apply concepts and knowledge gained through class instruction and hands-0n labs with on-the-job training in an IT environment. Pre-requisite: Junior standing or permission of professor.

**CYS 4033 Windows Server System Administration 3 credit hours.**
This course builds on CYS 3133 Windows Server Installing and Configuring by continuing to provide validation of skills necessary to implement a core Windows Server 2016/XX Infrastructure into an existing enterprise environment. Additionally, the course provides the broad-based knowledge necessary to prepare students for further study in other specialized Information Technology and security fields. It is also intended to serve the needs of

individuals seeking to pass the Microsoft certification exam (70-411/XXX). Prerequisite: CYS 3133 Windows Server Installing and Configuring.

**CYS 4043 Linux Server Administration 3 credit hours.**
This course introduces the student to the fundamentals of system administration using Linux operating systems. Additionally, the course provides the broad-based knowledge necessary to prepare students for further study in other specialized security fields. It is also intended to serve the needs of individuals seeking to pass the Computing Technology Industry Association's (CompTIA) Linux + certification exam (LX0-104). Prerequisite: CYS 3043 Linux Fundamentals.

**CYS4104 Intrusion Detection/Prevention Systems 4 credit hours.**
Intrusion Detection/Prevention Systems are critical components of well-designed network architectures. These systems act as a line of defense, helping protect company assets from attacks. In this course, students gain a thorough grounding in the design, implementation, and administration of IDSes/IPSes, as well as practical, hands-on experience working with these systems. In addition, students analyze various attack signatures and the network traffic these systems collect. Prerequisite: CYS 3114 Networking Switching and Routing and CYS 3103 Information Security Fundamentals.

**CYS 4204 Network Security 4 credit hours.**
This course prepares students for entry-level security specialist careers by developing an in-depth understanding of network security principles and the tools and configurations needed to secure a network. Prerequisite or Co Requisite: CYS4104 Intrusion Detection/ Prevention Systems.

**CYS 4304 Ethical Hacking and System Defense 4 credit hours.**
The course combines an ethical hacking methodology with the hands-on application of security tools to better help students secure their systems. Students are introduced to common countermeasures that effectively reduce and/or mitigate attacks. Ethical Hacking and System Defense begins with an examination of the current threat landscape, key terms, and concepts & techniques used by attackers to compromise systems. It also explores a common Ethical Hacking methodology that can be used by defenders to harden systems. The content in this course maps to the EC-Council Certified Ethical Hacker (CEH) professional certification. Prerequisite: CYS 4043 Linux Server Administration, CYS 4003 Windows Server System Administration and CYS 4204 Network Security.

**CYS 4333 Cyberethics 3 credit hours.**
This course covers four broad areas: control content and free speech, intellectual property, privacy and security. For each of these critical areas, consideration of the common ethical, undergirded by a biblical worldview, and public policy problems that have arisen and how technology, law or some combination of the two would resolve some of the problems. Prerequisite: BUS 4003 Information Technology Internship or CYS 4403 Cybersecurity Internship or permission of professor.

**CYS 4403 Cybersecurity Internship 3 credit hours.**
Supervised internship provides students with the opportunity to integrate and apply concepts and knowledge gained through class instruction and hands-0n labs with on-the-job training in an area associated with cybersecurity. Pre-requisite: BUS 4003 Information Technology Internship or permission of professor.

**CYS4404 Network Forensics and Incident Response 4 credit hours.**
This course explores security incidents and intrusions, including identifying and categorizing incidents, responding to incidents, log analysis, network traffic analysis, various tools, and creating an incident response team. Prerequisite: CYS 4304 Ethical Hacking and System Defense.

**CYS 4503 Cybersecurity and IT Certification Preparation 3 credit hours.**
The cybersecurity program is optimally designed to equip our graduates with the necessary skills and knowledge to enter the cybersecurity workforce. This course will assist students who plan to study and prepare for IT certifications such Network+, CCENT, Linux, Windows Server, Security+ or CEH. Prerequisite: BUS 4003 Information Technology, CYS 4403 Cybersecurity Internship or permission of professor.

**CYS 4803 Special Topics: Cybersecurity 3 credit hours.**
This special topics course is offered on a timely or as needed basis covering emerging topics affecting cybersecurity such as malware analysis, privacy, mobile and wireless security, cloud computing, blockchain technologies, trusted computing, network and digital forensics and cyberwarfare and other applicable topics/subjects. Prerequisite: BUS 4003 Information Technology Internship or CYS 4403 Cybersecurity Internship or permission of professor.

## BUSINESS ADVISING RECOMMENDATIONS
### Accounting Concentration

## CHEMISTRY (CHM)

For a bachelor's degree in Chemistry a student must complete the general education requirements, major requirements, and the specified number of hours in chemistry elective courses. Chemistry majors in their senior year are required to complete Senior Seminar with a grade of "C" or better and take a comprehensive test in chemistry. For students with majors in other subject areas, a minor in chemistry is available.

**I. Chemistry Major**

| | |
|---|---|
| A. General Education & Degree Requirements (see p. 48) | 39 SH |
| MAT 1213, 1223 | 6 SH |
| PHY 2014, 2024 | 8 SH |
| **Subtotal** | **53 SH** |
| B. Related Areas | |
| BUS 2313 plus Information Technology Elective | 6 SH |
| MAT 2023 | 3 SH |
| **Subtotal** | **9 SH** |
| C. Major Requirements | |
| CHM 1011,1013, 1021, 1023, 2014, 2024, 3014 | 20 SH |
| CHM 3053 and 3061 | 4 SH |
| CHM 2502, 3021, 3111, 4081, 4091 | 6 SH |
| One course from CHM 2223, CHM 4503 | 3 SH |
| **Subtotal** | **32 SH** |
| **TOTAL** | **120 SH** |

**II. Chemistry Minor**

| | |
|---|---|
| CHM 1011, 1013, 1021, 1023, 2014, 2024 | 16 SH |
| CHM 3014 or 3053 and 3061 | 4 SH |
| **TOTAL** | **20 SH** |

For teacher licensure in Chemistry, see *Teacher Education Handbook*.

## CHEMISTRY ADVISING RECOMMENDATIONS

| **First Year** | | **Second Year** | |
|---|---|---|---|
| BUS 2313 or 2323 | 3 SH | BUS IT Course | 3 SH |
| CHM 1011, 1013 & | 8 SH | Character Formation | 2 SH |
| CHM 1021, 1023 | | Chemistry 2014, 2024 | 8 SH |
| ENG 1013, 1023 | 6 SH | Literature | 3 SH |
| Speech | 3 SH | Macroeconomics | 3 SH |
| Invitation to Inquiry | 2 SH | MAT 2033 | 3 SH |
| MAT 1213, MAT 1223 | 6 SH | Electives | 9 SH |
| Personal Wellness | 2 SH | **Total** | **31 SH** |
| Personal Wellness Lab | 1 SH | | |
| **Total** | **31 SH** | | |

| **Third Year** | | **Fourth Year** | |
|---|---|---|---|
| Biblical Perspectives | 3 SH | BIO/CHM 2223 or 4503 | 3 SH |
| BIO/CHM 3111 | 1 SH | CHM Course | 3 SH |
| CHM courses | 9 SH | CHM 4081, 4091 | 2 SH |
| Civic and Global Response | 2 SH | History | 3 SH |
| History | 3 SH | PHY 2014, 2024 | 8 SH |
| Social Science | 3 SH | Fine Arts | 3 SH |
| Electives | 9 SH | Electives | 6 SH |
| **Total** | **30 SH** | **Total** | **27 SH** |

## COURSES OF INSTRUCTION

**CHM 1011 General Chemistry Lab I**
Laboratory course to accompany CHM 1013. Experiments and other laboratory activities designed to illustrate or reinforce concepts taught in CHM 1013. (Every Fall)

**CHM 1013 General Chemistry I**
A study of the principles of chemistry and the properties of the elements and inorganic compounds. (Every Fall)

**CHM 1021 General Chemistry Lab II**
Laboratory course to accompany CHM 1023. Experiments and other laboratory activities designed to illustrate or reinforce concepts taught in CHM 1023. (Every Spring)

**CHM 1023 General Chemistry II**
A continuation of CHM 1013. Key topics include equilibria, thermodynamics, and kinetics. (Every Spring)

**CHM 1221 Introductory Organic and Biochemistry Lab**
Laboratory course to accompany CHM 1223. Experiments and other laboratory activities designed to illustrate or reinforce concepts taught in CHM 1223. (Spring, Odd Years)

**CHM 1223 Introductory Organic and Biochemistry**
A study of the fundamental principles of matter, carbon-based molecules, functional groups, and their relationship to pharmaceutical drugs and the chemistry of living organisms. Basic biomolecule classifications are surveyed and studied in regard to their use in metabolism. Appropriate for nursing and exercise sports science students, not for pre-medical school students. (Spring, Odd Years)

**CHM 2014 Organic Chemistry I**
A study of the molecules and methods of organic chemistry, including structure, nomenclature, stereochemistry, properties, and reactions of the major functional groups. Three hours lecture, one three-hour laboratory. Prerequisite: CHM 1023 and 1021. (Every Fall)

**CHM 2024 Organic Chemistry II**
A continuation of CHM 2014. Several laboratory periods are devoted to qualitative organic analysis. Prerequisite: CHM 2014. Three hours lecture, one three-hour laboratory. (Every Spring)

**CHM 2033 Chemistry and Culture**
The basic concepts and applications of chemistry in today's society. (Every Spring)

**CHM 2201, 2202, 2203, 2204 Special Topics in Chemistry**
The student will engage in class instruction, research, or analysis of specific topics in Chemistry. Credits to be determined by course content. May be repeated for credit with a change in topic (on demand).

**CHM 2223 Philosophical and Ethical Issues in Science (same as BIO 2223)**
This course will take a philosophical approach to examining the theory and practice of science and medicine. Emphasis will be placed on ethical issues that are relevant to contemporary society. (Spring, Even Years)

**CHM 2501, 2502, 2503 Chemistry Internship**
Variable credit. See criteria for internships on p.68.

**CHM 3014 Quantitative and Instrumental Analysis**
An introduction to the theory and practice of quantitative analytical techniques and the instrumentation and techniques of IR, NMR, MS, and UV-Vis Spectroscopy. Two hours lecture, two three-hour laboratory periods. Pre- or Co-requisite: CHM 2014. (Fall, Odd Years)

**CHM 3021, 3022, 3023 Academic Internship**
The student will assist course instructors through tutoring, preparation and performance of laboratory exercises, and supervision of exams and video presentations. The student may also teach a class session. Prerequisite: JR/SR Standing and permission of the College or School Dean.

**CHM 3053 Introduction to Biochemistry (Same as BIO 3053)**
A study of the chemistry and function of carbohydrates, lipids, and proteins; and the details of enzyme kinetics and metabolic pathways. Three hours lecture. Prerequisite: CHM 2024. (Spring, Even Years)

**CHM 3061 Biochemistry Laboratory (Same as BIO 3061)**
An introduction to biochemistry laboratory methods. One three-hour laboratory period each week. Pre- or Co-requisite: CHM 3053. (Spring, Even Years)

**CHM 3111 Science Colloquium (same as BIO 3111)**
This course will develop the student's ability to critically examine published primary research in biology and/or chemistry.

**CHM 3501, 3502, 3503 Directed Study in Chemistry**
An opportunity to explore topics of interest under the direction of a faculty member. Variable credit. Prerequisite: JR Standing. (On Demand)

**CHM 4103 Research in Chemistry**
The student will engage in laboratory research under supervision of the Chemistry faculty, and will prepare a final written research report. Variable credit. Prerequisite: JR Standing. (Fall, Even Years)

**CHM 4502, 4503, 4504 Special Topics in Chemistry and Biochemistry**
The student will engage in class instruction, research and analysis of specific topics with a view to providing a more in-depth knowledge and understanding of specialized areas in Chemistry. Variable credit. May be taken more than once. Prerequisite: JR/SR Standing. (Spring, Odd Years, On Demand)

**CHM 4081, 4091 Senior Seminar**
Seniors will be required to research the scientific literature, write a thesis, and make oral presentations.

## GRADUATE PROGRAM
## CERTIFICATE FOR TEACHERS IN CHEMISTRY (CHM)

An educator seeking to offer dual enrollment classes where a high school student may take courses for college credit at their own institution is required to possess a Master's degree, and sufficient expertise in the discipline. Bluefield College offers an affordable and convenient avenue to complete these requirements with a six 3-credit graduate level courses in chemistry. A mostly online with evening and weekend face-to-face delivery of the content allows the high school teacher to simultaneously continue one's profession and education in chemistry. The graduate courses offer development of key topics addressed in General Chemistry such as oxidation-reduction reactions, electrochemistry, organic compounds, rates of reactions, thermochemistry, and nuclear chemistry/radioactivity. If a teacher does not yet hold a Master's degree, please turn to the Master of Arts in Education (MAEd) program in this catalog to consider that study plan. High school teachers seeking to add chemistry as a subject endorsement to their credential should consider these courses, especially Environmental Chemistry, as excellent training for passing the Chemistry Praxis assessment.

Academically strong junior and senior undergraduate science majors may take any of the following course as electives and potentially receive credit if they continue into a graduate school program. It is recommended, but not required, that one takes the courses in the order listed below, as although they are separate, they are highly related.

### GRADUATE COURSES

**CHM 5103 Spectroscopy: Identification Techniques for Organic Molecules**
The structure of organic molecules is determined through the interpretation of spectra. The fundamental and most frequently used diagnostic techniques (MS, IR, and NMR) are described and put to use for the determination of unknown structures. (Summer I, Even Years)

**CHM 5203 Advanced Organic Synthesis: Name Reactions**
The most influential organic reactions in modern times have been linked to key scientists and/or functional group changes. The top 100+ reactions will be classified through the study of their mechanisms and overall transformations. (Fall I, Even Years)

**CHM 5303 Advanced Biological Chemistry**
An intense survey of the molecules and chemical reactions of living creatures. The biosynthesis, uses, and catabolism of nucleic acids, proteins, carbohydrates, and common lipids are described. Metabolic pathways are linked through consideration of common substrates. (Spring I, Odd Years)

**CHM 5403 Physical Chemistry I: Thermodynamics**
This course addresses the undergirding principles of the physical universe and the associated energetics. The four fundamental laws of thermodynamics will be defined and applied to energy conversions, thermochemistry, equilibria, and behavior of the three common states of matter. (Summer I, Odd Years)

**CHM 5503 Physical Chemistry II: Quantum Mechanics**
The evidence for the quantization of matter and energy will be described. Models and experiments for the wave/particle duality of submicroscopic objects will be discussed as they apply to molecular motion, electron configuration in the atom, bonding, and spectroscopy. (Fall I, Odd Years)

**CHM 5603 Environmental Chemistry**
Principles, analysis, and the impact of chemical movement and distribution, both natural and human-induced, in natural environments will be explored, with focus placed on the hydrosphere and atmosphere. Stewardship and dominion principles will be addressed according to the Christian worldview. (Spring I, Even Years)

# CHRISTIAN STUDIES (CST)

The Department of Christian Studies offers the Christian Studies Major (Bachelor of Arts only), the Bachelor of Arts in Ministry Leadership, the Associate of Ministry Leadership, the Christian Studies Minor, the Youth Ministry Minor, and the Biblical Languages Minor, and Christian Ministry Certificate. For the bachelor's degree in Christian Studies, a student must complete the general education requirements, major requirements (Core, Concentration, and Electives) and a minor in another field.

## Christian Vocations

Bluefield College has long been involved in preparing students to enter full-time Christian vocations. Such vocations include careers both inside and outside of the church. We encourage students interested in this broad field to continue with seminary education after college if at all possible, and our program is designed with that goal in mind. Faculty members who have had seminary training and/or ministry experience are available to provide further counsel to students regarding curriculum choices.

### I. Christian Studies Major: Biblical and Theological Studies Concentration

| | | |
|---|---|---|
| A. | **General Education & Degree Requirements** (see p. 48) | **52 SH** |
| | CST 1103 | 3 SH |

B. **CST Core Requirements** **27 SH**

| | |
|---|---|
| Advanced Bible (choose one: CST 3113, 3123, 3133, 4153, 3173, 4153, 4163, 4173) | 3 SH |
| CST 1413 Introduction to Philosophy | 3 SH |
| CST 2113 Engaging the Bible | 3 SH |
| CST 2213 Introduction to Ministry | 3 SH |
| CST 2221 Spiritual Formation (taken 3 times) | 3 SH |
| CST 2313 Introduction to Christian Theology | 3 SH |
| CST 3613 World Religions | 3 SH |
| CST 3313 or 3323 Church History | 3 SH |
| CST 4013 Senior Seminar | 3 SH |

C. **Biblical and Theological Studies Concentration**
**Choose 15 SH from the following Bible, Theology and History courses (not taken as a part of the CST core):**

**Bible**
CST 3113, 3123, 3133, 3173, 4153, 4163, 4173

**Theology/History**
CST 3313 or 3323, 3413, 4353, 4413
*One* of the following may be used: HIS 3083, 3093

D. Choose 6 SH (2 courses) from any CST, GRK, or HEB classes 6 SH
**Total hours in major 51 SH**

E. Minor and Electives (Students majoring in CST may not select the Christian Studies Minor or the Youth Ministry Minor as their minor.) **20 SH**

**TOTAL** **120 SH**

## II. Christian Studies Major: Ministry Leadership Concentration

A. **General Education & Degree Requirements** (see p. 48) **52 SH**
CST 1103 3 SH

B. **CST Core Requirements** **27 SH**

C. **Ministry Leadership Concentration**
**Choose 15 SH from the following ministry and leadership courses:**
CST 3233, 3243, 3213, 3713, 4713; MGT 3173; MUS 3533, 3543, 3563, 4573; THR 3033

D. Choose 6 SH (2 courses) from any CST, GRK, or HEB classes or PSY 2043, 2053, 2063 6 SH
**Total hours in major 51 SH**

E. Minor and Elective (Students majoring in CST may not select the Christian Studies minor or the Youth Ministry Minor as their minor.) **20 SH**

**TOTAL** **120 SH**

## III. Bachelor of Ministry Leadership Major

**The Bachelor of Ministry is designed to be completed in a ministry setting with one of the College's church partners. Courses are taken online with practicum hours completed at the church site.**

| | |
|---|---|
| A. **General Education & Degree Requirements** (see pg. 48) | **49 SH** |
| CST 1103 | 3 SH |
| CST 2403 | 3 SH |
| B. **CST Core Requirements** | **33 SH** |
| C. **Ministry Leadership** | |
| **1. Courses** | **15 SH** |
| CST 2233 Introductions to Preaching | 3 SH |
| CST 3223 Pastoral Care | 3 SH |
| CST 3263 Discipleship | 3 SH |
| MGT 3173 Introduction to Leadership | 3 SH |
| Advanced Bible Course | 3 SH |
| **2. Practicum** | **23 SH** |
| CST 3213 Ministry Internship (3 SH each semester, except 2 in final semester) | |
| **TOTAL** | **120 SH** |

## IV. Associate in Ministry Leadership

**The Associate in Ministry Leadership is designed to be completed in a ministry setting with one of the College's church partners. Courses are taken online with practicum hours completed in the church site. These courses will move directly into the Bachelor of Christian Ministry degree.**

| | |
|---|---|
| A. **Gen Ed Courses:** | **27 SH** |
| CST 1103 Biblical Perspectives | 3 SH |
| ENG 1013 Introduction to Writing | 3 SH |
| ENG 1023 Argumentative and Analytical Writing | 3 SH |
| ENG 3253 Literature and The Life of Faith | 3 SH |
| COR 2002 Personal Wellness | 2 SH |
| COR 2002 Wellness Labe | 1 SH |
| HIS 1033 World Civilizatio I | 3 SH |
| MAT 1233 Math of Finance | 3 SH |
| COM 1023 Fundamentals of Speech | 3 SH |
| Fine Art – Music, Theatre, or Art Appreciation | 3 SH |
| PSY 1013 – Intro to Psychology | 3 SH |
| B. **Ministry Leadership Courses:** | **21 SH** |
| CST 2213 Introduction to Ministry | 3 SH |
| CST 2233 Introduction to Preaching | 3 SH |
| CST 2113 Engaging the Bible | 3 SH |

| | |
|---|---|
| CST 2313 Theology | 3 SH |
| CST 2403 Ethics | 3 SH |
| CST Advanced Biblical Studies Course | 3 SH |
| **C. Practicum** | |
| CST 3213 Ministry Internship (3 SH each semester) | 12 SH |
| **TOTAL** | **60 SH** |

**V. Christian Studies Minor** **15 SH**
CST 1103, 2113. 2313, and 6 additional SH in CST courses

**VI. Youth Ministry Minor** **24 SH**
CST 1103, 2113, 2213, 2313, 3713, 3613, 4713, PSY 2043

**VII. Biblical Languages Minor** (see p. 86) **24 SH**

**VIII. Christian Ministry Certificate**

**A. Core Requirements** **12 SH**
CST 1103 Biblical Perspectives
CST 2113 Engaging the Bible
CST 2213 Introduction to Ministry
CST 2313 Introduction to Theology

**B. Elective Courses** **3 SH**
CST 2403 Ethics
CST 3233 Introduction to Preaching
Advanced Bible Course

## CHRISTIAN STUDIES ADVISING RECOMMENDATIONS

| First Year | | | |
|---|---|---|---|
| **Semester 1** | | **Semester 2** | |
| **ENG 1013 Introduction to the Writing Process** | 3 | **ENG 1023 Argumentative and Analytical Writing** | 3 |
| **CST 1103 Biblical Perspectives** | 3 | CST 1413 Introduction to Philosophy | 3 |
| **COR 1012 Invitation to Inquiry** | 2 | Fundamentals of Speech | 3 |
| CST 2241 Spiritual Formation | 1 | Social Science | 3 |
| History (U.S. or World Civ.) | 3 | Minor Class | 3 |
| Math | 3 | | 15 |
| | 15 | | |

| Second Year | | | |
|---|---|---|---|
| **Semester 3** | | **Semester 4** | |
| **CST 2113 Engaging the Bible** | 3 | **CST 2313 Intro to Theology** | 3 |
| **CST 2213 Intro to Ministry** | 3 | CST 2241 Spiritual Formation | 1 |
| CST 2241 Spiritual Formation | 1 | Minor Class | 3 |
| History (U.S. or World Civ.) | 3 | **COR 2012 Character Formation** | 2 |
| Lab Science | 4 | Biblical Language | 3 |
| | 15 | BUS 2513 Macroeconomics | 3 |
| | | | 15 |

| Third Year | | | |
|---|---|---|---|
| **Semester 5** | | **Semester 6** | |
| Advanced Bible (F or S) | 3 | **COR 3012 Civic & Global Response** | 2 |
| CST 3313 Church History I or | | Minor Course | 3 |
| 3613 World Religious | 3 | CST Concentration | 3 |
| Biblical Language | 3 | CST Concentration | 3 |
| CST Concentration | 3 | CST 2241 Spiritual Formation | 1 |
| COR 2002 Personal Wellness | 2 | Biblical Language | 3 |
| COR 2001 Personal Wellness Lab | 1 | | 15 |
| | 15 | | |

| Fourth Year | | | |
|---|---|---|---|
| **Semester 7** | | **Semester 8** | |
| CST 3313 or 3613 | 3 | **CST 4013 Senior Seminar** | 3 |
| CST Concentration | 3 | CST Concentration | 3 |
| CST Elective | 3 | Minor | 3 |
| Literature | 3 | Minor | 1 |
| Minor | 3 | Fine Arts Gen Ed | 3 |
| | 15 | | 15 |
| | | Total Hours for the Program: | 121 |

*The language may be started in the student's second year. CST students are *not* required to take a *biblical* language to fulfill the B.A. requirement, though this is strongly recommended.

## COURSES OF INSTRUCTION

**CST 1103 Biblical Perspectives**
An overview of the history, literature, and social settings of the Old and New Testaments.

**CST 1413 Introduction to Philosophy**
A general introduction to the origins, branches, issues, and personalities in Western philosophy. (Spring)

**CST 2113 Engaging the Bible**
A study in methods of studying and interpreting biblical texts with special attention to context, literary forms, and language. (Fall)

**CST 2213 Introduction to Ministry**
A general overview of the Christian ministry including spiritual formation for ministry and the nature of ministry in the church and church-related settings. Students also examine the call to ministry, leadership in ministry and the functions of ministry. (Fall)

**CST 2241, 2243 Spiritual Formation**
An introductory course that examines spiritual formation and introduces the student to the practice and guidance of various spiritual disciplines. Both personal spiritual growth and nurturing spiritual growth in others will be discussed.

**CST 2313 Introduction to Christian Theology**
A general introduction to the major beliefs and major theologians of the Christian faith. The study gives special attention to Christian beliefs about God, humanity, Jesus Christ, salvation, the church, and the kingdom of God. Prerequisites: CST 1103. (Spring)

**CST 2403 Ethics (the online programs only)**
An intensive introduction to ethical theory and decision making.

**CST 3003 Directed Study in Christian Studies**
This course offers the student the opportunity to explore topics of interest under the direction of a faculty member. Prerequisite: JR Standing. (On Demand)

**CST 3011, 3012, 3013 Academic Internship**
Students selected for this internship will assist the Christian Studies Faculty by conducting study sessions for Old Testament Survey, New Testament Survey, Introduction to Philosophy; showing videos and proctoring tests when the instructor has to be absent; and teach at least one class session in at least one of these courses. This class will provide selected students the opportunity to get hands-on experience in higher education. Credit varies from one to three hours. Prerequisites: JR Status and permission of the College or School Dean.

**CST 3113 Studies in the Prophets**
A study of the prophets, their messages, and their methods in the context of their time and place. Prerequisite: CST 1103 and 2113. (Every third Fall)

**CST 3123 Studies in the Psalms and Wisdom Literature**
A study of Job, Psalms, Proverbs, and Ecclesiastes placing them in the context of Old Testament theology and other Ancient Near Eastern literature. Prerequisite: CST 1103 and 2113. (Every third Fall)

**CST 3133 Formation & History of the Hebrew Kingdoms**
An examination of the history of Israel found in Joshua, Judges, Samuel, Kings, and Chronicles from the settlement of Canaan to the destruction of Judah. Prerequisite: CST 1113. (Every third Fall)

**CST 3173 Johannine Literature**
A study of the gospel of John, the three letters of John, and the Book of Revelation focusing on major literary similarities and differences between those books, important themes in each, and the social setting of each. Prerequisite: CST 1103 and 2113. (Every third Spring)

**CST 3213 Ministry Internship**
Students gain academic credit for supervised ministry in a church or other ministry opportunity. Prerequisite: CST 2213. (On Demand)

**CST 3223 Pastoral Care**
A practical and theoretical introduction to the guidelines and methods of pastoral care with attention to particular ministry issues and contexts.

**CST 3233 Introduction to Preaching**
An introduction to the gathering, organization, and delivery of sermonic materials. Prerequisites: JR Standing an CST 1103, 2113. (On Demand)

**CST 3243 Introduction to Missions**
An introductory study of the biblical, theological, an historical cases of Christian missions. (On Demand)

**CST 3313 History of the Christian Church I**
A survey of the history of the Christian Church from the first century A. D. to the Reformation. (Alternating Fall)

**CST 3323 History of the Christian Church II**
A survey of the history of the Christian Church from the Reformation to the contemporary period. (Alternating Spring)

**CST 3413 Philosophy of Religion**
A philosophical examination of the nature of Religious beliefs in the context of the total human experience. (On Demand)

**CST 3613 World Religions**
A survey of the history, beliefs, practices, and major divisions of the major religions of the world. Prerequisite: CST 1103. (Alternating Fall)

**CST 3713 Philosophy of Youth Ministry**
A study of the philosophical, theological, and methodological issues foundational to effective youth ministry in the congregational setting. Prerequisite: CST 2213. (Alternating Spring)

**CST 4013 Senior Seminar**
This is the capstone course for the major and must be taken in the spring semester of the year in which the student plans to graduate. The course is composed of reviews of the upper level courses in the major as well as the treatment of career related topics. (Every Spring)

**CST 4163 The Synoptic Gospels and Acts**
A study of Matthew, Mark, and Luke-Acts in their historical and literary contexts and the relationship among these gospels. Prerequisite: CST 1103 and 2113. (Every third Spring)

**CST 4173 Pauline Literature**
A study of major issues in the interpretation of the letters attributed to Paul. Treatment of the social setting of these letters, major themes characteristic of Paul, and an overview of attempts to write a chronology of his life. Prerequisite: CST 1103 and 2113. (Every third Spring)

**CST 4413 Christian Ethics**
An introduction to the theory and practice of Christian ethics with specific application to contemporary ethical issues. This class emphasizes the importance of virtue and character formation and the use of Scripture in ethics. (On Demand)

**CST 4503 Special Topics in Christian Studies**
Class instruction, research, and writing will be used to explore special topics in Christian studies. Prerequisite: JR/SR Standing. (On Demand)

**CST 4713 Youth Ministry Internship**
An opportunity for students to acquire practical ministry experience in youth ministry. Prerequisites: CST 1103, 2213, and 3713. (On Demand)

## COMMUNICATION (COM)

The Communication program provides professional training and preparation for either graduate study or employment in the communication field. Employment opportunities encompass work in journalism, public relations, advertising, and promotions.

For a bachelor's degree in Communication, students must complete the general requirements, major requirements, requirements in either Journalism or Marketing Communication concentrations, and electives. No minor is required in this area although students may elect to pursue a minor if they so desire.
The Communication degree is unique because it provides hands-on experience in journalism and marketing communication that will better prepare graduates for their careers. Textbook principles are applied on a daily basis and students learn how to handle media at various levels.

**I. Communication Major**

| | | |
|---|---|---|
| A. | **General Education & Degree Requirements** (see p. 48) | **52 SH** |
| B. | Communication Core Requirements<br>COM 1013, 2053, 2073, 3013, 3203, 4003, 4013, 4123, 4143<br>Either COM/ART 2283, COM/ART 3283, or<br>COM/ART 4283, COM 4603 Internship | 33 SH |
| C. | Communication Major Electives (choose any 6 courses)<br>ART 3033, BUS 3013, 3023, 3223<br>COM/ART 2283, 3283, 4283, COM/BUS 3243, 4113<br>COM 3073, 3083, 3303, 4023, 4503 ENG 3023, 4063 and ESS 4013 | 18 SH |
| D. | Electives | 23 SH |
| | **TOTAL** | **126 SH** |

**II. Minor in Communication** **18 SH**

A minor in Communication may be earned by completing a minimum of 18 semester hours in the following courses: COM 1013, 2073, 3013 and three (3) additional Communication courses at the 2000-4000 level.

## COURSES OF INSTRUCTION

**COM 1013 Mass Communication**
An overview of broadcasting, print, Internet, and film in society. Emphasis on contemporary issues, processes, interrelationships, and impact of the mass media. (Every Year)

**COM 1023 Fundamentals of Speech**
Performance-oriented training and experience including informative, entertaining, commemorative and persuasive speaking. (Every Semester)

**COM 1213 Beginning American Sign Language I**
This course is an introduction to American Sign Language (ASL). Students develop basic skills in the production and comprehension of ASL and are introduced to grammatical principles and cultural protocols needed to communicate at a fundamental level in social and professional situations. The curriculum initiates students to the Deaf Community as a linguistic and cultural group. (Fall) This course does not count toward the Bachelor of Arts Modern Language Requirement.

**COM 1223 Beginning American Sign Language II**
This course is a continuation of COM 1213 Beginning American Sign Language I (ASL). Emphasis is given to grammatical structure and various sentence types as well as increased fingerspelling and numbering proficiency in ASL. Further development of conversational strategies is examined. Explorations of Deaf culture and history are undertaken. Prerequisite: A grade of "C-" or better in COM 1213 Beginning American Sign Language I or placement by exam. (Spring) This course does not count toward the Bachelor of Arts Modern Language Requirement.

**ART/COM 1723 Intro to Graphic Design Photoshop & Illustrator**
(formerly ART/COM 2283) An introduction to graphic design and teaching of the key fundamentals of Adobe Photoshop and Adobe Illustrator. (Every Year)

**COM 2013 Oral Interpretation (same as THR 2013)**
Performance oriented development of skills in oral reading of dramatic literature, prose, and poetry. (On Demand)

**COM 2053 Media Writing**
An introduction to various types of mass media writing – print and broadcast journalism, public relations, advertising, and online media – and training in skills including information gathering, interviewing, organizing, writing and revising media writing. (Every Year)

**COM 2073 Journalism**
Instruction and practice in news writing, news gathering, and writing in-depth investigation news stories. While the class will help students in journalistic writing and newspaper production it emphasizes the elements of accuracy, clarity and ethics in reporting. (Every Year)

**COM 2213 Intermediate American Sign Language I**
This course is a sequel to COM 1223 Beginning American Sign Language II. Students expand competency in ASL conversational conventions, grammatical structure, and vocabulary. Students build aptitude in maintaining conversations over a variety of topics and situations. Insights relating to Deaf culture including the literary arts are explored. Prerequisite: A grade of "C-" or better in COM 1223 Beginning American Sign Language II or placement by exam. (Fall) This course completes three hours toward the Bachelor of Arts Modern Language Requirement.

**COM 2223 Intermediate American Sign Language II**
This course is a sequel to COM 2213 Intermediate American Sign Language I. Emphasis is on developing receptive and expressive conversational fluency including advanced fingerspelling and vocabulary building. Increasingly complex linguistic aspects of ASL are examined. Discussion and writing assignments are associated with readings pertinent to Deaf culture. A study of deaf advocacy, services, education, and the legal rights of Deaf people is undertaken. Prerequisite: A grade of "C-" or better in COM 2213 Intermediate American Sign Language I or placement by exam. (Spring) This course completes the six hours of the Bachelor of Arts Modern Language Requirement.

**ART/COM 2723 Publishing with InDesign (formerly ART/COM 3283)**
Instruction in the creation of promotional and informational materials using Adobe InDesign. (Alternate Years)

**COM 2733 Trends in Web Design (formerly (ART/COM 4283)**
This course is an introduction to web design using currently relevant applications and a study of emerging trends in interactive communication. Prerequisite: ART/COM 1723 (Photoshop/Illustrator) (Alternate Years)

**COM 3013 Media and Society**
An examination of the theory and research associated with mass communication. (Alternate Years)

**COM 3073 Editing and Design**
Advanced training in features, column, and editorial writing, and in-depth news reporting and interviewing techniques. Prerequisite: COM 2073. (On Demand)

**COM 3083 Advanced Editing**
Advanced training in design, layout, photography, and advertising sales and design. Prerequisite: COM 2073 or Instructor's Approval. (On Demand)

**COM 3203 Public Relations I (same as BUS 3203)**
Overview of the history of public relations in American society. Study of theories and methods involved in successful communication between organizations and their publics. (Every Year)

**COM 3243 Advertising and Promotions (Same as BUS 3243)**
A comprehensive examination of the research, planning and production required to create and evaluate advertising campaigns. Attention is given to the interrelationship among advertising creative strategy, management issues and message impact. (On Demand)

**COM 3303 Public Relations II**
Advanced training in decision-making skills related to the development, analysis, synthesis, and evaluation of public relations materials. This course involves practical application of communication knowledge to public relations situations in the U.S. and around the globe. Prerequisites: COM 3203.(On Demand)

**COM 3501, 3502, 3503 Directed Study in Communication**
This course offers the student the opportunity to explore topics of interest under the direction of a faculty member. Variable credit. (On Demand)

**ART 3733 Typography Design and History (Same as COM 3733)**
An examination of the history of graphic art, fundamental terminology, the five classical type font groups, design elements associated with typography for various media, and preparation for printing. Prerequisite: ART/COM 1723 Photoshop/Illustrator

**COM 3743 Video Storytelling**
Instruction and practice in the video production process from script writing, staging, videography and post production editing, while also exploring the history of storytelling through film and video. (Alternate Years)

**COM 4003 Media Law**
An examination of the issues involved in freedom of speech and freedom of the press. Topics covered include the history, social custom, and legal philosophy of communication law with the focus being on the practical application of current legal principles. The course has as its aim the instilling of a greater appreciation for the issues behind freedom of expression, the providing of an overview of the diverse field of communication law, and the imparting of a functional understanding of the legal rules and principles that are generally most relevant to communication professionals. (Alternate Years, Fall)

**COM 4013 Media Ethics**
An examination of the process involved in developing a meaningful understanding of the ethics of the professions of journalism and mass communications. The course seeks to help the student develop a framework for making ethical judgments using a systematic approach to moral reasoning that combines ethical theory with the practice of ethics as encountered by media professionals. (Alternate Years, Spring)

**COM 4023 Managing a Media Organization**
This course allows students the opportunity to engage in hands-on management of the college student newspaper. It will address the specific and unique needs of managing a media organization; in particular those writing skills needed to organize an ongoing operation and to manage a large staff. Prerequisite: Instructor's Approval. (On demand)

**COM 4113 Internet Marketing (Same as BUS 4113)**
This course provides an introduction to internet marketing, framing the market opportunity, marketing strategy in internet marketing, drafting the customer interface, designing the marketing program, branding, pricing, promotion, public relations, designing the market space matrix and evaluating the marketing program. (On Demand)

**COM 4123 Seminar in Communication**
This course (along with COM 4143 Senior Project) is designed as a capstone experience for the major. Reading, reflection and discussions are used for in-depth examinations of current practices, policies and theories relating to journalism. Students select topics and complete literature reviews that relate to their senior projects. Prerequisite: JR/SR Standing. (Fall)

**COM 4143 Senior Project**
The student will engage in class instruction, research, and analysis of specific topics with a view to providing a more in-depth knowledge and understanding of such areas of concern. Also, senior project required of each major. Prerequisite: JR/SR Standing (Spring)

**ART/COM 4723 Designing for Graphic Customers (Max 12 credits)**
Advanced training in development and execution of creative strategies and designs based on client needs using multiple software platforms. Prerequisite: ART/COM 1723 (Photoshop/Illustrator). This can be a repeated class. (Every Year)

**COM 4503 Special Topics in Communication**
The student will engage in class instruction, research, and writing projects to develop expertise in a specialized area of communications. (On Demand)

**COM 4601, 4602, 4603 Internships**
On and off-campus work experience with newspaper, radio, television, ad agencies, or other media-related organizations. Requires periodic meetings with instructor and a critique of the experience including skills assessment and diary. See Internships section on p.70. Prerequisite: JR/SR standing

## BLUEFIELD COLLEGE CORE PILLARS OF LEARNING
## BLUEFIELD CORE (COR)

*"…whatever is true, whatever is noble, whatever is right, whatever is pure, whatever is lovely, whatever is admirable or praiseworthy – if anything is admirable or praiseworthy – think on such things." (Philippians 4:8)*

With these words in mind the College has very purposefully created its general education curriculum beginning with the mission statement above. The foundation of this curriculum is the Bluefield Core, a series of courses unique to Bluefield College. These courses are designed to invite students into this community where curiosity and wonder are celebrated. Students are encouraged to engage in sincere self-examination and begin to develop their personal sense of calling as well as identify and respond to the needs of the world. Finally, students are informed about the relationship among physical well-being, mental acuity, broad-based knowledge, and spiritual identity.

### COURSES OF INSTRUCTION

**COR 1012 Invitation to Inquiry**
This course introduces the student to the community of inquiry represented by the faculty and students here at Bluefield and similar institutions around the world. Students are invited into a reflective and thoughtful discussion about a host of intellectually stimulating and timely topics by the College's faculty in hope that the innate desire to know and to wonder will be rekindled. Students meet in the aggregate once weekly in a Community Session and are introduced to a significant topic in one of the many disciplines that together define an institution of higher learning. Later in the week, students meet with faculty mentors in Discussion Sessions to reflect and probe meaningful paths illuminated by the Community Session presentation. (Fall)

**COR 2001 Personal Wellness Lab**
The lab portion of the course affords experiential and practical application of contemporary wellness theory and positive heath behaviors. Students assess, design and engage in preventative, holistic, and individualized health & fitness programs. The lab must be taken concurrently with COR 2002. (Offered Fall and Spring)

**COR 2002 Personal Wellness**
Study of health needs and current health problems for the individual and community designed to foster understanding of attitudes and skills needed to make choices leading to increased quality and quantity of life. Due to the physical, psychological and relational benefits that may result from this course, students are urged to enroll in their first year. (Offered Fall and Spring)

**COR 2012 Character Formation**
This course is designed to encourage students to cultivate personal character as they reflect on the lives of past and present transformational leaders and reflect upon their own gifts and their own sense of calling. Prerequisites: Sophomore standing.

**COR 3012 Civic and Global Response**
This course encourages students to explore their place in the world community, identify ways in which their actions can affect this community, and develop a personal response that contributes to the creation of social value. Students will be engaged with the efforts of local social organizations, while critically evaluating emerging social issues. Prerequisite: Junior standing.

## COR Transfer Policy

**Policy 1: COR 1012**
In order for a student transferring academic credit from a regionally accredited post-secondary institution to be exempt from COR 1012 Invitation to Inquiry, a student must demonstrate completion of 32 credit hours from a regionally accredited post-secondary institution or be subject to an existing articulation agreement with a regionally accredited institution.

**Policy 2: COR 2012 and COR 3012**
In order for a student transferring academic credit from a regionally accredited post-secondary institution to be exempt from COR 2012 Character Formation or 3012 Civic and Global Response, a student must demonstrate completion of 94 credit hours from a regionally accredited post-secondary institution or be subject to an existing articulation agreement with a regionally accredited institution. If the application of this policy results in a student being required to take both COR 2012 and COR 3012 in the same semester, an exemption from COR 3012 may be obtained relieving the student from this course when approved by the student's advisor, the Director of General Education, and the Vice President for Academic Affairs.

**Policy 3: COR 2001 and COR 2002**
In order for a student transferring academic credit from a regionally accredited post-secondary institution to be exempt from COR 2001 Personal Wellness Lab and/or COR 2002 Personal Wellness, the student must demonstrate completion of comparable courses from another regionally accredited institution.

# CRIMINAL JUSTICE (CRJ)

This is an exciting course curriculum that analyzes the legal, social, economic and political contexts that shape our approach to criminal justice. The program blends principle courses in the functions and organization of the criminal justice system with courses focused on specific components of the system in law enforcement , the courts, and corrections to build or refine the mobile and transferable skills our students need to meet the challenges of a criminal justice career anywhere in the country.

A baccalaureate degree may be earned in Criminal Justice in the traditional on-campus program designed for entering freshmen or in the online option designed for working adults.

The Criminal Justice Major offers students a broad focus range designed to provide them

an excellent academic foundation for entry into the Criminal Justice profession or preparation for law school for those students who are considering a criminal law legal career.

Criminal Justice students are taught to think critically, act ethically, and apply theory to practical situations that they currently encounter or will encounter in Criminal Justice careers. Degree requirements for the traditional program and the Online option are listed below:

**I. Criminal Justice Major**

A. **General Education & Degree Requirements** (see p. 48) **52 SH**
Students are required to take the following:
PSY 1013 Introduction to Psychology
MAT 2023 Statistics
**Requirement:
INT 3063 Learning and Research Skills (Online only)

B. **Major Requirements** **39 SH**
CRJ 2013 Introduction to Criminal Justice
CRJ 2203 Criminology
CRJ 3023 Theories in Social Deviance
CRJ 4123 Substantive Criminal Law
PSY 3043 Abnormal Psychology (Traditional only)
CRJ 3143 Psychology of Criminal Behavior (Online only)
CRJ 3053 Criminal Procedure
CRJ 3113 Corrections
CRJ 3133 Minority Issues in Criminal Justice
CRJ 3233 Law Enforcement
CRJ 4013 Comparative Criminal Justice
CRJ 4073 Critical Perspectives in Criminal Justice
PLS 1013 American Government
PLS 2043 State and Local Government
PSY 3013 Social Research Methods (Traditional only)
PSY 3093 Social Research Methods (Online only)

C. **Elective Courses** **29 SH**
**Total Hours** **120 SH**

D. **Criminal Justice Minor**
CRJ 2013 Introduction to Criminal Justice
CRJ 3053 Criminal Procedure
CRJ 4123 Substantive Criminal Law 9 SH
CRJ Electives Courses (including BUS 3113 & 3123) 9 SH
**Total Hours** **18 SH**

## CRIMINAL JUSTICE ADVISING RECOMMENDATIONS - TRADITIONAL PROGRAM

| **First Year** | | **Second Year** | |
|---|---|---|---|
| ENG 1013-1023 | 6 SH | PLS 1013 or 2043 | 3 SH |
| CST 1103 | 3 SH | Literature | 3 SH |
| History | 3 SH | BUS 2513 | 3 SH |
| Fine Arts | 3 SH | Speech | 3 SH |
| COR 2001 | 1 SH | Math | 3 SH |

| | | | |
|---|---|---|---|
| COR 1012 | 2 SH | CRJ 2203 | 3 SH |
| CRJ 2013 | 3 SH | CRJ 3023 | 3 SH |
| PSY 1013 | 3 SH | History | 3 SH |
| COR 2002 | 2 SH | Electives | 6 SH |
| Science | 4 SH | **Total** | **30 SH** |
| **Total** | **30 SH** | | |

| **Third Year** | | **Fourth Year** | |
|---|---|---|---|
| Science (B.S.) | 3-4 SH | CRJ 3133 | 3 SH |
| or Foreign Language (B.A.) | | CRJ 4073 | 3 SH |
| MAT 2013 | 3 SH | PSY 3013 | 3 SH |
| PSY 3043 | 3 SH | CRJ 4123 | 3 SH |
| CRJ 3053 | 6 SH | CRJ 4013 | 3 SH |
| CRJ 3233 | 3 SH | COR 3012 | 2 SH |
| CRJ 3113 | 3 SH | Electives | 16 SH |
| COR 2012 | 2 SH | **Total** | **33 SH** |
| Electives | 13-14 SH | | |
| **Total** | **33 SH** | | |

## COURSES OF INSTRUCTION

**CRJ 2013 Introduction to Criminal Justice**
A study is made of the historical background to common law and criminal law including an overview concerning the structure of criminal justice and the enforcement of law. (Every Semester)

**CRJ 2203 Criminology (Same as SOC 2203)**
A survey of the nature of crime, criminal statistics, and theories of criminal causation and control. An examination of crime as a social problem. (Every Semester)

**CRJ 3013 Community Based Corrections**
This course introduces the student to the new philosophies within corrections to establish successful rehabilitation programs in the community and outside of traditional prison settings. Students will analyze different programs that are being implemented nationally to include electronic monitoring, boot camps, and restorative justice programs. Prerequisite: CRJ 2013 or 2203.

**CRJ 3023 Theories in Social Deviance (Same as SOC 3023)**
A survey of contemporary theories and concepts used to analyze, understand, and explain social deviance and its consequences for individuals and society. A presentation of several contemporary forms of deviant behavior that currently attract the attention of major societal institutions. Prerequisite: CRJ 2203.

**CRJ 3053 Criminal Procedure**
An introduction to legal issues involved in the theory and practice of the criminal justice procedure regarding the accused from arrest to release. Prerequisite: CRJ 2013 or 2203. (Every Spring)

**CRJ 3073 Constitutional Law (same as PLS 3073)**
A survey of the United States Constitution including the origins, amendments, and interpretations of the Constitution; and the constitutional basis of legislative, executive, and

judicial powers, as well as issues of civil liberties and the guaranteed rights of equality. Prerequisite: PLS 1013 or Instructor's Permission. (Every Spring)

**CRJ 3083 Forensic Science**
This course introduces students to the application of science to criminal investigations. It surveys concepts that include forensic chemistry, fingerprint analysis, drug identification, hair and fiber evidence, DNA analysis, and arson investigation. Prerequisites: CHM 1024, CRJ 2013, and JR/SR Standing. (Every Spring)

**CRJ 3093 Social Research Methods for the Online Program (same as PSY/SOC 3093)**
It is the intent of this course to introduce you to the tools and techniques of inquiry in the social sciences. During the term you will be exposed to the vocabulary, the generally accepted yet varied methods, and the potential sources of error associated with the investigation of social phenomena. We will discuss the constructs of sampling, measurement, research design, and data analysis as well as the very important process of forming a meaningful and rigorous research question. Such constructs as reliability, validity, error, etc. will be defined and made useful in the minds and actions of thoughtful scientists and citizens. Prerequisites: PSY 1013.

**CRJ 3103 Law Enforcement Internship**
A practicum within the Department of Campus Safety and/or in conjunction with a local law enforcement agency. The student is required to work a minimum of 10 hours per week for 14 weeks of the semester. Juniors and seniors only, Instructor's permission required. See criteria for internships on p. 70. (Fall, Spring)

**CRJ 3113 Corrections**
A survey of the historical development of the systems of punishment and rehabilitation. Analysis of the reasons for incarceration of offenders. Prerequisite: CRJ 2013 or 2203. (Every Spring)

**CRJ 3133 Minority Issues in Criminal Justice**
This course examines how law and the criminal justice process impact minority groups in the United States. This will include theoretical perspectives on race, class, and gender. Students will also examine landmark court cases and policy initiatives and their impact on minorities. Students will also focus on cross-cultural contact with persons from diverse backgrounds. Prerequisite: CRJ 2013 or 2203.

**CRJ 3143 Psychology of Criminal Behavior (same as PSY 3143)**
This course will provide the student with psychological and psychosocial explanations of crime. Students will explore specific psychological aspects that contribute to criminal and deviant behavior such as personality disorders, impulse control disorders, developmental disorders, and substance abuse disorders. Prerequisite or Co-requisite: CRJ 2013 or 2203.

**CRJ 3183 Forensic Science Internship**
A practicum in forensics with a local law enforcement agency. Junior or Senior Forensic Science majors only. Consent of supervising instructor and Academic Vice President required. See criteria for internships on p. 70.

**CRJ 3203 Legal Internship**
This course constitutes a practicum supervised by a local attorney's office, law firm, or court. It requires ten hours minimum per week for fourteen weeks. Juniors and Seniors only. Instructor's permission required. See criteria for internships on p. 164. (Fall, Spring)

**CRJ 3233 Law Enforcement**
Basic course dealing with agencies involved in administration of justice; history and organization of local, state and federal agencies; courts, trial, jail, and prisons; probation and parole. Prerequisite: CRJ 2013 or 2203. (Every Fall)

**CRJ 3303 Criminal Investigation**
Investigation methodology, relations of the detective with other police divisions, modus operandi, sources of information, surveillance, interrogation, follow-up procedure. Prerequisites: CRJ 2013 or 2203 and 3233. (Every Fall)

**CRJ 3501, 3502, 3503 Directed Study in Criminal Justice**
A specialized, individualized course of study for qualified students. The course is offered on demand, and the credit hours are determined by the nature of the study. Prerequisite: JR/SR Standing, Instructor's and Academic Vice President's Permission. (Fall and Spring)

**CRJ 3603 Juvenile Justice**
A survey of the process - the police, the courts, and corrections - through which the juvenile offender must pass. Prerequisite: CRJ 2013 or CRJ 2203. (Rotating)

**CRJ 3703 Law of Evidence**
Leading rules and principles of exclusion and selection, burden of proof, nature and effect of presumptions, proof of authenticity and contents of writings, examinations, competency and privilege of witnesses. Prerequisites: CRJ 2013 or 2203 and 4123, 3053. (Rotating)

**CRJ 4003 Terrorism**
Semester Course; 3 lecture hours. 3 credits. A survey of the modern problem of terrorism with an emphasis on the political and religious nature of terrorist acts. Examines the history of terrorism, domestically within the U.S. and internationally, the role of religion, the structures and operations of terrorist organizations, as well as counterterrorism policies and policy making.

**CRJ 4013 Comparative Criminal Justice**
This course examines how various countries around the globe organize their criminal justice systems and satisfy police, court, and correction functions. It will provide students with an international perspective for understanding and appreciating the similarities and differences between legal traditions, criminal law and procedures, crime rates, and means of punishment. Prerequisite: CRJ 2013 or 2203. (Rotating)

**CRJ 4027 Professional Practicum in Law Enforcement**
This semester-long course is taught on-site at the Southwest Law Enforcement Academy, Bristol, Virginia, offering students an opportunity to gain practical training and acquire professional certification in law enforcement. Requires a GPA of 2.0 or above, junior status, and permission of the Department Chair; must be arranged at least one semester in advance. Upon satisfactory completion, awards 27 semester hours of elective credit in criminal justice.

**CRJ 4073 Critical Perspectives in Criminal Justice**
It will emphasize and measure the acquisition of knowledge of the American criminal justice system, as well as a variety of applied skills including oral communication, effective writing, and decision-making skills. Prerequisite: SR Standing, Instructor's Permission. Prerequisite: CRJ 2013 or 2203. (Every Spring)

**CRJ 4083 Juvenile Delinquency, Intervention, and Prevention**
This course investigates the etiology, treatment and prevention of juvenile delinquency in contemporary society. This course allows students to review various theories and apply current theory and research in order to understand the dynamics of juvenile delinquency and current methods of intervention and prevention. Students in the course review juvenile violence and crime in U.S. culture and focus on the potential causes for juvenile violence and crime (e.g., poverty, literacy, family, and community cohesion, and self) and the effectiveness of the juvenile court system (recidivism, juvenile violent crime offenders, and incarceration).

**CRJ 4123 Substantive Criminal Law**
This course examines the philosophy of legal sanctions and the historical development from common law to modern American criminal law. Students will explore the classifications and general definitions of crimes as well as common defenses to crimes. Prerequisite: CRJ 2013 or 2203.

**CRJ 4201, 4202, 4203 Academic Internship**
Students selected for this internship will assist course instructors through tutoring, showing videos, conducting study sessions, researching course materials, proctoring tests, grading objective sections of survey exams, and teaching at least one class in a survey course during the semester. The selected students participating in this internship will acquire some practical experience in higher education.

**CRJ 4333 Management of Justice Organizations (same as SOC 4333)**
This course will focus on management theory; organizational dynamics; leadership and administration research related to public and private justice organizations. The course will emphasize case studies of common administrative problems. Students will learn the basics of operational policies and implementation and evaluation procedures. Prerequisite: CRJ 2013 or 2203.

**CRJ 4501, 4502, 4503 Special Topics in Criminal Justice**
Special topics of interest in the field of criminal justice. Examples of recent offerings include courses in international terrorism drug investigations and stress management. Prerequisite: JR/SR Standing.

# CERTIFICATE IN ENTREPRENEURSHIP AND SMALL BUSINESS MANAGEMENT (EBE)

The Bluefield College Professional Certificate in Entrepreneurship and Small Business Management fosters imagination and inspires an entrepreneurial spirit—one that enables both today's business owners and tomorrow's to discover innovative solutions.
The Certificate Program is focused on entrepreneur minded adults interested in launching a new business and small business owners looking to improve business results. The certificate is comprised of four required courses with one 3 credit hour elective or 15 credit hours, priced at $268 per credit hour, excluding books and fees. The program is a blend of online classes, and "field"-based projects. Student assignments often include work with local or regional business owners. Program participants develop an electronic learning portfolio to track their progress and measure results.

The program offers the rigor of an undergraduate level class, without the expense of a full undergraduate degree program. The curriculum spans all stages of small business development, from defining an idea, to finding and managing finances, to building marketing strategies and managing operations. This professional certificate's capstone course teaches participants how to finalize their business plan and practice execution steps needed to manage a successful business. The curriculum is overseen by an advisory board of business entrepreneurs and education leaders and approved by the Bluefield College, Department of Business. Courses are taught by working professionals or other professors with current business experience who have at least five to seven years of practical business experience. More so than ever, today's business environment is demanding leaders who have an entrepreneurial spirit.

**A. Core Requirements** **12 SH**
EBE 4113 Small Business Management
EBE 4213 Strategic Internet Marketing
EBE 4253 Entrepreneurial Implementation
EBE 4603 Entrepreneurial Finance and Business Planning

**B. Elective Courses** **3 SH**
EBE 3153 Franchising for the Entrepreneur
EBE 4203 Ethics for the Entrepreneur
EBE 4243 New Ventures for the Entrepreneur
MGT 4233 Leadership and Change Management

**Total Hours** **15 SH**

*The Professional Certificate in Entrepreneurship and Small Business Management has open enrollment every eight weeks. Admission requirements include: successful completion of high school diploma or equivalent.

## COURSES OF INSTRUCTION

**EBE 3153 Franchising for the Entrepreneur**
This course provides students with a view of entrepreneurship as a process of economic or social value creation, rather than the single event of opening a business. This process applies equally well whether the result is a for-profit business enterprise or a not-for-profit

social enterprise. The course reflects the most recent research in this discipline, focusing on the distinct phases of opportunity recognition, assembly of the financial and human resources needed to exploit the opportunity, and launching the new venture. Elective

**EBE 4113 Small Business Management**
This course will focus on both the entrepreneurial aspect and continuing management of small businesses. We will generally define small business, for purposes of this course, to be geographically local, have fewer than 100 employees, and where one or a few individuals provide initial financing. The course will focus on leadership, decision-making, management, marketing, financial controls and other necessary processes to insure the successful start-up and long-term health of the small business enterprise. Required

**EBE 4203 Ethics for the Entrepreneur**
Public debates over ethics and integrity (as well as the general quality) of leadership have spurred new examinations of how those who are responsible to the public should behave and what should be expected of an ethical leader. Leadership is a complex relationship between people, based on trust, obligation, commitment, responsibility and a shared vision of good. The values and ethics of public leadership (in government and nonprofit settings) reflect these complexities and presents many challenges for those who want to "do the right thing". This course not only examines these issues and challenges, but goes on to help the student develop the actual capacities need to make ethical judgments in public settings, as well as create an ethical and accountable environment in public organizations. Elective

**EBE 4213 Marketing Management**
Marketing Management focuses on theoretical investigation, brainstorming, and case analysis, skills and strategies that are necessary for effective marketing via electronic media. With particular emphasis on Internet-based media, topics include developing an online corporate identity, online market research, interactive and database website strategies, creating and maintaining website content, proactive marketing tactics, analysis of website statistics, measuring online marketing results, and the development of a strategic marketing plan.

**MGT 4233 Leadership and Change Management**
Organizations are evolving daily. This course focuses on a methodical, rational analysis of how leaders drive and mange change initiatives. It begins with an analysis and diagnosis of the organization, the role of the change agent, defining the problem, preparing and working with the personnel/ teams to achieve the optimal change, and finally it concludes in the evaluation of the change. Leadership principles, individual assessment of leadership strengths, and relationship management are explored in terms of how they serve the role of the change agent. Elective

**EBE 4243 New Ventures for the Entrepreneur**
This course is a practical guide to understanding new ventures, providing students with exposure to every crucial aspect of the entrepreneurship experience. Students are introduced to the realities of entrepreneurship and the misconceptions surrounding it. Useful models and frameworks, complemented by practical advice and guidelines, provide students with a solid foundation to launch their own businesses while understanding the various risks their startup may face. Elective

**EBE 4253 Entrepreneurial Implementation**
In this capstone course, you participate in a collaborative online environment and receive guidance through the process and theory relevant to executing and implementing a business

venture. This course continues to build on the andragogy of entrepreneurship culminating in launching a business, making the first sale and developing plans to grow the business. Every venture is expected to have an on-line presence. The goal is for each student to have an operating business where the first customer is secured and revenue is generated through a sale. Key course actions include continuation of your idea/business and traversing through a review of the entrepreneurial process, evolving a business plan; examine the process and steps for a start-up operational launch, and preparing an implementation plan and presenting it to the Advisory Board. Required: Pre-requisites: EBE 4213, 4603 and EBE 4113

**EBE 4603 Entrepreneurial Finance and Business Planning**

The course covers the financial aspects of small business entrepreneurship for owners of sole proprietorships, partnerships, and small non public corporations. We focus on: (1) updated financial statement coverage; (2) forecasting definitions and formulas; (3) equipment replacement by using the low cost model; (4) application of operation techniques to examples of small businesses including capital budgeting and working capital management; (5) use of financial statements. Required

# (EDU)
# UNDERGRADUATE PROGRAM

## Teacher Education Program

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

The Teacher Education Program at Bluefield College has graduated highly qualified teachers for more than 30 years. These graduates serve in distinctive careers as teachers and administrators in public and private schools throughout Virginia and the United States. Their schools and communities have richly benefited from their service and leadership.

The Teacher Education Program reflects the liberal arts nature of the College as demonstrated by a program of general education courses, carefully chosen content knowledge courses, and professional studies courses that the teacher licensure candidates must follow. Courses have been selected and designed to provide opportunities for the achievement, application, and refinement of knowledge, skills, and attitudes necessary for entrance into and effective performance in the teaching profession. In conjunction with extensive fieldwork in the local public schools, their courses of study enable the teacher licensure candidates to design learning experiences responsive to the individual academic, cultural, socio-economic, and physical differences of learners. Teacher licensure candidates are encouraged to apply theories presented in the college classroom to their practical experiences in the schools and to engage in continuous reflection in their approach to teaching.

The overall aim of the Teacher Education Program is to prepare competent, caring, and qualified teachers who are reflective practitioners. The goals of the Teacher Education Program are to develop teachers with:

- **Reflective Practice** - Seeking to continually improve as a teacher and as a reflective learner.
- **Subject Matter Knowledge** - A deep understanding of one or more content area specialties.
- **Pedagogical Knowledge** - A deep understanding of the teaching/learning processes related to effectively teaching content to a variety of learners.
- **Caring Teaching Skills** - Applying pedagogical knowledge and skills in a caring and professional manner to help all students reach their optimal educational goals.
- **Diversity** - Using the knowledge of the rich diversity among people in terms of gender, race, socioeconomic status, ethnicity, culture, abilities, and individual differences, to provide educational opportunities for all students.
- **Technology** - Using the wide array of technological tools for teaching, communicating, and lifelong learning.
- **Leadership Skills** - Identifying areas of need, seeking solutions, and actively participating in strategies and programs that positively impact student achievements and behavior.
- **Licensure** - Completing the requirements to obtain a Collegiate Professional License for Virginia in one or more endorsement areas.

- **(Graduate) Research** - Identifying, locating, analyzing, applying, and presenting research literature as well as original research studies that ultimately improves student learning.

The cooperative involvement of the total college faculty and public school practitioners is built into the planning, administering, and evaluating of the Teacher Education Program. Teacher licensure candidates who have been admitted to the program are evaluated continuously in order to maintain eligibility for the program and to assure that teacher licensure candidates who complete the program meet the highest standards. Teacher licensure candidates seeking teacher licensure in Virginia major in a liberal arts or science area and receive either the Bachelor of Arts or Bachelor of Science degree.

The teacher education programs have been aligned with the Virginia *Standards of Learning* (SOLs) and have been reviewed and approved by the Virginia State Board of Education and the Bluefield College liberal arts and education faculty. Bluefield College offers programs leading to initial teacher licensure in the following endorsement areas at the undergraduate level (*also available on graduate level):

**Secondary Grades 6-12**
*Career and Technical Education: Business Information Technology
English
*History and Social Sciences
Mathematics
*Science-Biology
Science-Chemistry

**Grades PreK-6**
Elementary Education PreK-6

**Elementary and Secondary Grades PreK-12**
Health & Physical Education PreK-12
*Music Education – Instrumental PreK-12
*Music Education – Vocal/Choral PreK-12
*Theater Arts PreK-12
*Visual Arts PreK-12

**Elementary and Secondary Grades K-12**
Special Education: General Curriculum, K-12

**Add-on Endorsements**
Journalism (Add-on)
Mathematics – Algebra I (Add-on)
Speech Communication (Add-on)

## Minor in Education

A minor in education consists of designated professional education courses, admission to the Teacher Education Program, field experiences, and prescribed tests. A minor in education, by itself, does not lead to a teaching license. Teacher licensure candidates must complete the entire list of program requirements, which includes student teaching, content area assessments, and EDU 4341 successfully before they are eligible for a teaching license.

## Admission to the Teacher Education Program

The academic program resulting in a candidate's recommendation for initial teacher licensure is a rigorous and specialized program which, in some areas, will require coursework in excess of the college requirements for general education and for the major (endorsement area). Admission to Bluefield Colleges does not automatically assure a teacher licensure candidate of acceptance into the various components of the Teacher Education Program. All teacher licensure candidates who wish to be considered must complete the prescribed applications and meet all admission requirements for the program. However, the Virginia Board of Education requirements are subject to change and information will be updated as it becomes available.

All teacher licensure candidates seeking admission to the Teacher Education Program must complete an application for admission to the program and meet with members of the School of Education faculty for an interview. This is normally done no later than the spring semester of the sophomore year. Transfer teacher licensure candidates should complete the application before or at the beginning of the first semester at Bluefield College. The teacher licensure candidate must meet the following requirements for admission to the Teacher Education Program:

1. Complete an application, including essay questions with a minimum score as noted in the rubric provided on the application.
2. Request three recommendation forms to be completed by non-education college faculty.
3. Have and maintain an overall grade point average of 3.0 or better.
4. Have and maintain at least a 2.75 average in the major (endorsement) area and demonstrate proficiency in the area.
5. Have and maintain at least a 2.75 grade point average in all professional education courses. No grade below C (2.00) will be accepted toward licensure in any professional education course including student teaching.
6. Demonstrate proficiency in written and oral communication, reading, and mathematics by achieving minimum scores on tests designated by the School of Education and/or the Virginia State Board of Education (currently *Praxis Core Mathematics* and *Virginia Communication and Literacy Assessment*) and through subsequent course work, if warranted. It is the teacher licensure candidate's responsibility to submit required test scores to the School of Education.
7. Successfully complete ENG 1013, ENG 1023, PSY 1013 and EDU 2003, with no less than a grade of C (2.00).
8. Complete background check requirements as mandated by Tazewell County Public Schools for participation in field observations and student teaching.
9. Complete a teacher education interview with a minimum score of 3 or above (out of 5) according to the rubric provided on the instruction sheet.
10. Demonstrate moral, social, and intellectual qualities deemed acceptable to the teaching profession.
11. Possess those health and physical qualities that are deemed necessary for teaching.

Teacher licensure candidates should be aware that individuals who have been convicted of a felony or who have had a teaching license revoked or suspended may not be eligible for a Virginia teaching license. Such individuals should petition the State Board of Education to determine eligibility before pursuing a teacher licensure program. For additional information, please contact the School of Education.

Applications are accepted throughout the year, and interviews will be scheduled on an as needed basis. The teacher licensure candidate must be formally admitted to the Teacher Education Program prior to enrolling in the following courses:

EDU 3043 Curriculum, Assessment, and Instruction in Secondary Schools (PreK-12, 6-12)
EDU 3253 Teaching Reading in the Content Area (PreK-12, 6-12)
EDU 3053 Reading and Language Arts (PreK-6, Special Education)
EDU 4053 Diagnostic and Remedial Reading (PreK-6, Special Education)
EDU 3163 Methods in Teaching PreK-6 Mathematics (PreK-6)
EDU 3193 Teaching Science & Social Studies Prek-6 (PreK-6)
EDU 3182 Teaching Secondary Mathematics (6-12 Mathematics)
EDU 3901 Pre Student Teaching Field Experience II
EDU 4101 Pre Student Teaching Field Experience III
EDU 4433 Assessment and Evaluation in Special Education (Special Education)
EDU 4443 Teaching Students with Disabilities for Success in the General Classroom (Special Education)
EDU 4453 Collaboration and Transition for Students with Disabilities throughout the Educational Experience (Special Education)

The teacher licensure candidate must be formally approved for Student Teaching prior to enrolling in the following courses:

EDU 4341 Classroom Management
EDU 4608 PreK-12 Student Teaching
EDU 4708 6-12 Student Teaching
EDU 4908 PreK-6 Student Teaching

### Important Test Score Information

It is the teacher licensure candidate's responsibility to submit minimum test scores for all required assessments to the School of Education. Testing companies do not send official score reports to the college.

Immediately upon receiving official test scores, teacher licensure candidates should save the document to their personal computer or jump drive, submit a copy of the scores to the School of Education, and make a copy for themselves. Copies of test scores are required in certain education courses and in student teaching. Most school systems also require copies of test scores when submitting applications for teaching positions.

It is critical for students to keep copies of all official score reports. Teacher licensure candidates only have access to their test scores via a testing company website for a limited number of days. After the scores are removed from the website teacher licensure candidates must pay to retrieve them again. Testing companies permanently delete teacher licensure candidate scores from their archives after a set number of years, and they cannot be retrieved.

Official test scores submitted to the School of Education cannot be released to anyone other than the Virginia Department of Education when the teacher licensure candidate's application for licensure is submitted. The teacher licensure candidate must sign a release to include the Bluefield College transcript and copies of score reports with the licensure application packet.

### Admission to Pre-Student Teaching Field Experiences

Beginning early in the teacher licensure candidate's program, field placements in public schools are a major component of the Teacher Education Program. The teacher licensure candidate must also complete a sequence of field experiences and seminars during the semesters preceding student teaching: EDU 3801 (20 hours), EDU 3901 (25 hours), and EDU 4101 (30 hours). EDU 3901 and EDU 4101 require admission to the Teacher Education Program as a prerequisite.

### Background Check Requirements

The Bluefield College Teacher Education Program partners with public school systems to provide the required field experience hours for a teaching license, therefore, we must comply with the school district's rules for background investigation. The School of Education will make every attempt to facilitate this process in a systematic way. The following requirements are Tazewell County's current policy:

- Fingerprint background check
- Drug Test
- Tuberculosis Test
- VA Child Abuse and Neglect Social Services Background Check

Because Bluefield College is located in Tazewell County and values its partnership with Tazewell County schools, all teacher licensure candidates must submit to these tests prior to enrolling in any course requiring field experience. If a negative result is revealed, then the teacher licensure candidate will be counseled about future career decisions.

### Field Experience Authorization

The Virginia Department of Education requires placements be made at various locations for the student to have opportunities with the most diverse experiences. To provide adequate supervision by college personnel, placements will be made in nearby school divisions: Tazewell County and Bland County, Virginia. Students are responsible for their own transportation. Membership in the Student Virginia Education Association (SVEA) is required for students involved in all field experiences. (Membership in SVEA runs from September 1 through August 31 and must be renewed annually.)

After the placement has been established by the School of Education the student must contact the school and make the initial visit immediately. If no contact has been made with the school within two weeks of the receipt of the placement letter the student's placement will be cancelled, no further placement will be established, and the student will be administratively withdrawn from the course.

Teacher licensure candidates who participate in field experiences in local schools represent Bluefield College and are required to demonstrate professional habits and skills which include the following:

- Prompt and professional contacts with school and teacher
- Appropriate dress/attire
- Positive attitude
- Willing acceptance of responsibilities
- Proper respect to mentor, staff, and students
- Abiding by all rules and procedures as set forth by the school district

Through this experience, the teacher licensure candidates will have an opportunity to build relationships with future colleagues who can mentor them throughout student teaching and beyond. Negative evaluations and/or feedback from a partner school can

adversely affect teacher licensure candidates' admission to the Teacher Education Program as well as future employment opportunities. Furthermore, partner schools have the right to refuse or to terminate field experiences at any time.

### Dress Code for Field Experiences

Teacher licensure candidates' dress and grooming are expected to be professional and consistent with or above the school's standards. Blue jeans, sweatshirts, fitness attire, or other immodest or unsuitable attire are not acceptable. Furthermore, failure to meet school dress policies or to conform to the school's standard of conduct could result in the school refusing to accept the teacher licensure candidate's placement. If the school refuses to accept or terminates a teacher licensure candidate's placement, the student must drop the course.

### Admission to Student Teaching

Admission to the Teacher Education Program does not mean that a teacher licensure candidate will automatically be accepted for student teaching. All teacher licensure candidates who plan to do student teaching must complete a Student Teaching Application during or prior to EDU 3901. The application will be reviewed, and the teacher licensure candidate will be notified in writing of the decision. The student teaching program lasts the full semester and involves full-time commitment on the part of the student teacher. The teacher licensure candidate is expected to meet the following requirements in order to be accepted for student teaching:

1. Admission to the Teacher Education Program.
2. An overall grade point average of 3.0 or better.
3. Completion of major (endorsement) area courses with a grade point average of 2.75 or better.
4. Completion of all professional education courses (with the exception of EDU 4341: Classroom Management which is taken during student teaching) with a grade point average of at least 2.75. No grade below C (2.00) will be accepted toward licensure in any professional education course including student teaching.
5. Completion of a minimum of 113 semester hours before beginning student teaching.
6. The teacher licensure candidate must pass VCLA, Praxis II, and RVE* (PreK-6 and Special Education* only) prior to beginning student teaching.
7. The teacher licensure candidate must provide current documentation of completion of certification or training in: Emergency first aid, Cardiopulmonary resuscitation (including hands-on practice) (CPR), and the use of automated external defibrillators (AED) to the School of Education before the beginning of the student teaching semester. (Completed during EDU 4101: Field Experience III)
8. The teacher licensure candidate must provide documentation or completion of certification in "Child Abuse and Neglect: Reporting for Educators". (Completed in EDU 3901 Pre-Student Teaching Field Experience II)
9. The teacher licensure candidate must provide documentation of completion of certification in "Dyslexia Awareness Training". (Completed in EDU 3133 Introduction to the Exceptional Child)

**Students who fail to meet all of the above requirements will not be placed for student teaching and cannot be recommended for licensure.**

Student teaching must be completed while enrolled at Bluefield College and under the supervision of a Bluefield College faculty member. The student teaching program lasts a full

semester and involves full-time commitment on the part of the student teacher. The student teacher must plan to be involved in other major activities during the semester, which will conflict with student teaching. Student teaching begins with the preliminary sessions in the school division where the student teacher is placed. Fall semester student teachers are required to attend the pre-school conferences for teachers and be present for the opening days when the students first arrive at school. Students who are seeking an endorsement in PreK-6 will be placed in primary and intermediate grades. Students seeking an endorsement in grades 6-12 will be placed in a high school and in a middle school. Students seeking PreK-12 endorsements or the Special Education: General Curriculum K-12 endorsements will have placements at elementary, middle, and/or high school. Because of the need for adequate supervision by college personnel, student teaching placements are made locally. Bluefield College maintains field placement agreements with Tazewell and Bland Counties. Students should be aware that they are responsible for their own transportation.

### Appeals Procedure

If a teacher licensure candidate wishes to appeal any decision made by the School of Education pertaining to admission to the program or student teaching, the petition should be in the form of a letter to the Vice President for Academic Affairs with a copy to the Dean of the School of Education stating the desire for a hearing and should contain any additional information that could be utilized in reviewing the decision.

### Schedule of Program Requirements (***Fees Subject to Change***)

| **FRESHMAN YEAR** |
|---|
| Complete PSY 1013 with a minimum grade of C (2.00). |
| Complete EDU 2003 with a minimum grade of C (2.00).<br>Background checks/drug screening, etc. must be completed prior to EDU 2003 or any other courses requiring field experience hours. (**$106.50**)<br>MANDATORY FOR ALL FIELD EXPERIENCES AS OF 10/14 |
| Be familiar with the *Teacher Education Handbook* from the Website. |
| If taking any class with Field Experiences, must join the Student Virginia Education Association (SVEA) ($33 per year; Sept. to Aug.) |

| **SOPHOMORE YEAR** |
|---|
| Register to take Praxis Core Academic Skills for Educators: Mathematics (5732 computer) ($90-- www.ets.org/praxis) before applying to the Teacher Education Program. |
| Register to take VCLA (Virginia Communications and Literacy Assessment must take both reading (091) & writing (092) Subtests ($130 computer based-- www.va.nesinc.com before applying to the Teacher Education Program.) |
| **Application for TEACHER EDUCATION PROGRAM Due During or Before taking EDU 3801: Field Experience 1**<br>**Includes Application, Recommendations, INTERVIEW** |
| If taking any class with Field Experiences, must join the Student Virginia Education Association (SVEA) ($33 per year; Sept. to Aug.) |

## JUNIOR YEAR

**Application for STUDENT TEACHING Due During or Before Taking EDU 3901: Field Experience II (Complete Child Abuse Certification)**

If taking any class with Field Experiences, must join the Student Virginia Education Association (SVEA) ($33 per year; Sept. to Aug.)

## SENIOR YEAR

**EDU 4101: Field Experience III (Complete CPR/First Aid/AED req. $70)**
PRIOR TO STUDENT TEACHING, PRAXIS II taken & passed in area of licensure (Cost varies $120 and up according to endorsement area)
www.ets.org/praxis

PRIOR TO STUDENT TEACHING, PreK-6 & Special Ed. Endorsements ONLY, RVE (Reading for Virginia Educators: Elementary & Special Ed.) (5306 computer) taken & passed. ($130)
www.ets.org/praxis

**Professional Education Courses That May Be Taken Prior to Formal Admission to TEP**

EDU 2212 Intro to Instructional Media and Technology
EDU 2013 Foundations of Education
EDU 2003 Human Growth & Development for Educators
EDU 3133 Intro to the Exceptional Child
EDU 3801 Pre Student Teaching Field Experience I

**Required GPAs for TEP:**

Overall 3.00

Major (Endorsement Area): 2.75

**Professional Education Courses That MAY NOT Be Taken Until Formally Admitted to TEP**

EDU 3043 Curriculum, Assessment, & Instruction
EDU 3253 Teaching Reading in the Content Area
EDU 3053 Reading & Language Arts
EDU 3163 Methods in Teaching PreK-6
EDU 3193 Teaching Science & Social Studies PreK-6
EDU 3901 Pre Student Teaching Field Experience II
EDU 4101 Pre Student Teaching Field Experience III
EDU 4053 Diagnostic Reading
EDU 4433 Assessment & Evaluation in Special Education
EDU 4443 Teaching Students with Disabilities for Success in the General Curriculum
EDU 4453 Collaboration & Transaction for Students with Disabilities throughout the Educational Experience
EDU 4608, 4708, 4908 Student Teaching

## Teacher Licensure Requirements

Teacher licensure candidates who complete the approved teacher education program, including: the *Virginia Communication and Literacy Assessment* (VCLA), *PRAXIS II*, *Reading for Virginia Educators* Assessment (RVE) for PreK-6 and special education licensure and other state mandated tests, as well as, certification or training in: Child Abuse and Neglect Reporting for Educators, Emergency first aid, Cardiopulmonary resuscitation (including hands-on practice) (CPR), and the use of automated external defibrillators (AED) and Dyslexia Awareness Training, are eligible for a Virginia teaching license with an endorsement in a specific area of study. All programs at Bluefield College have been approved by the Virginia State Board of Education. The fee for an initial Virginia teaching license is $50 for Virginia residents and $75 for out-of-state residents. The School of Education works with all teacher licensure candidates completing the approved program to facilitate obtaining a teaching license in Virginia. It is the teacher licensure candidate's responsibility to submit all minimum scores and certifications to the School of Education along with the licensure application and the appropriate license fee. No teacher licensure candidates will be recommended for licensure until student teaching is completed.

Teacher licensure candidates, who leave the approved program to accept a teaching position prior to completing all approved program requirements, which includes student teaching and the required licensure examinations, will not be recommended for licensure. These individuals will need to apply for a teaching license through their employing school division and will be subject to transcript evaluation by the state department of education. This may result in additional course work being required for licensure.

Individuals who hold a baccalaureate degree from a regionally accredited institution with a major corresponding to an endorsement area in the Bluefield College approved teacher education program, and who wish to obtain a Virginia teaching license, may apply for admission to the program for teacher licensure. The teacher licensure candidate must meet the same entrance and exit requirements as those required of a degree-seeking teacher licensure candidate in the approved program. In order to be recommended for licensure, a teacher licensure candidate MUST complete at least nine hours in education at Bluefield College, which must include: EDU 4341, EDU 3901, EDU 4101. A full semester of student teaching must be completed at Bluefield College (this is in addition to the minimum nine hours listed above). The teacher licensure candidate must meet all program requirements including the required GPAs. Testing requirements are the same as those in the traditional program.

## Transfer Credit for Teacher Education

Transfer credit that is accepted by Bluefield College as elective credit may not be applicable to a teacher licensure candidate's approved program for teacher licensure. As per college policy, "D's" will not be accepted for transfer credit. All transfer credit for Teacher Education Program major/minor requirements must be a C (2.00) or above. For purposes of the approved program, credit earned by examination or non-standard means will not be accepted for the teaching of reading, children's literature, child and adolescent development, methods courses, or any other professional education courses requiring observation and participation with students.

Teacher licensure candidates who take courses elsewhere must have prior approval of the Registrar for the courses to be taken or they may not be accepted for transfer. The teacher licensure candidate should secure the approval of the Dean of the School of Education for the courses to be counted as a part of the approved program.

In order to be recommended for licensure, a teacher licensure candidate MUST complete at least nine hours in education at Bluefield College which must include: EDU

4341, EDU 3901, EDU 4101. A full semester of student teaching must be completed at Bluefield College (this is in addition to the minimum nine hours listed above).

It is highly recommended that EDU 3043, 3182 (mathematics licensure only), and 3253 (secondary and PreK-12); EDU 3053, 3163, 3193, and 4053 (elementary), EDU 4433, 4443, and 4453 (Special Education) be taken at Bluefield College. However, teacher licensure candidates can request to transfer in up to six hours from the above list. In order to do so, the teacher licensure candidate must submit an official transcript, complete course description, and course syllabi to the dean of the School of Education. Only courses completed with a minimum grade of a B (3.00) will be considered.

Transfer teacher licensure candidates should complete *Praxis Core: Mathematics* and *Virginia Communication and Literacy Assessment* prior to or shortly after transferring to Bluefield College.

### Evaluation of the Teacher Education Program

Evaluation of the Teacher Education Program is a continuous effort and includes all aspects of the program. Each semester teacher licensure candidates are asked to evaluate each course taken in the professional education program including the field placements.

In an effort to continue to improve, the Teacher Education Program at Bluefield College conducts follow-up studies of its program completers each spring. Evaluations are completed by program completers after one year and again after three years. Survey forms are also sent to principals of schools where graduates are employed. The results of these surveys are used in the planning process of the Teacher Education Program as well as provides data for national accreditation and state program approval. In addition, the School of Education submits Institutional Effectiveness Annual Reports which supports continuous improvement.

### Alumni Success

Bluefield College School of Education graduates currently hold positions as teachers, building administrators, and central office personnel throughout Virginia, the surrounding states and as far away as China. Bluefield College teacher education graduates have been recognized as outstanding educators and have received various awards including Teacher of the Year Awards, Ashland Oil Teaching Awards, Presidential Awards for Excellence in Science and Mathematics, and Christa McAuliffe Fellowship Grant Awards. Bluefield College graduates have served in leadership positions including Executive Secretary of the National Education Association, member of the Virginia State Board of Education, and as superintendents of school districts. Bluefield College School of Education graduates also serve on the College's Board of Trustees.

### Teacher Education Program Records Policy

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

## TEACHER LICENSURE ADVISING RECOMMENDATION
## TRADITIONAL PROGRAM

**Teacher licensure candidates seeking licensure to teach Elementary PreK-6* and/or Special Education: General Curriculum K-12** will need a Bachelor of Science in Interdisciplinary Studies.**

| First Year | | Second Year | |
|---|---|---|---|
| PSY 1013 (Fall) | 3 SH | *EDU 2013 (Fall) | 3 SH |
| EDU 2003 (Spring) | 3 SH | EDU 3801 (Fall) | 1 SH |
| | | EDU 2212 (Spring) | 2 SH |
| | | EDU 3133 (Spring) | 3 SH |

**Teacher licensure candidates may only take the remaining classes if they have been ADMITTED to the Teacher Education Program**

| Third Year | | Fourth Year | |
|---|---|---|---|
| EDU 3053 (Fall) | 3 SH | *EDU 3163 (Fall) | 3 SH |
| **EDU 4433 (Fall) | 3 SH | **EDU 4453 (Fall) | 3 SH |
| EDU 3901 (Fall) | 1 SH | EDU 4101 Fall) | 1 SH |
| EDU 4053 (Spring) | 3 SH | **EDU 4608 (Spring) | 12 SH |
| *EDU 3193 (Spring) | 3 SH | *EDU 4908 (Spring) | 12 SH |
| **EDU 4443 (Spring) | 3 SH | EDU 4341 (Spring) | 1 SH |

**Teacher licensure candidates seeking licensure to teach grades 6-12 or PreK-12 will need a Bachelor of Science or Bachelor of Arts in their major (teaching endorsement area) listed below:**

| Bachelor of Science | Bachelor of Arts |
|---|---|
| Biology 6-12 | English 6-12 |
| Business 6-12 | History & Social Services 6-12 |
| Chemistry 6-12 | Music–Vocal/Choral PreK-12 |
| Mathematics 6-12 | Music–Instrumental PreK-12 |
| Health & Physical Education PreK-12 | Art PreK-12 |
| | Theater PreK-12 |

| First Year | | Second Year | |
|---|---|---|---|
| PSY 1013 (Fall) | 3 SH | EDU 2013 (Fall) | 3 SH |
| EDU 2003 (Spring) | 3 SH | EDU 3801 (Fall) | 1 SH |
| EDU 2212 (Spring) | 2 SH | | |
| EDU 3133 (Spring) | 3 SH | | |

**Teacher licensure candidates may only take the remaining classes if they have been ADMITTED to the Teacher Education Program**

| Third Year | | Fourth Year | |
|---|---|---|---|
| EDU 3901 (Fall) | 1 SH | EDU 3043 (Fall) | 3 SH |
| EDU 3253 (Spring) | 3 SH | EDU 4101 (Fall) | 1 SH |
| | | EDU 4608 (Spring) | 12 SH |
| | | EDU 4708 (Spring) | 12 SH |
| | | EDU 4341 (Spring) | 1 SH |

# COURSES OF INSTRUCTION

## Professional Education

**EDU 0111 Mathematics Skills for Teachers**

This non-credit elective course is designed to give students the opportunity to improve understandings of mathematical concepts needed for success in the Teacher Education Program. Students may take the course if they fail to achieve the minimum score in *Praxis Core Academic Skills for Educators: Mathematics,* an entry-level assessment of basic skills required by the Virginia Board of Education of all students entering an approved teacher education program (8VAC20-542-40). Grading is Pass/Fail. (Upon Demand)

**EDU 2003 Human Growth & Development for Educators**

This course includes a study of human growth and development birth through adolescence. The course focuses on skills that contribute to an understanding of the physical, social, emotional, and intellectual development of children and the ability to use this understanding in guiding learning experiences. The interactions of children with individual differences are incorporated. Includes a 15-hour early field experience. Prerequisites: Background check requirements must be completed prior to enrolling in any EDU course requiring field experience hours. Membership in the Student Virginia Education Association (SVEA) is required. PSY 1013 with a grade of C (2.00) or better. (Fall and Spring)

**EDU 2013 Foundations of Education**

This course is designed to develop an understanding of the historical, philosophical, and sociological foundations underlying the role, development, and organization of public education in the United States. Attention is given to the legal status of teachers and students, including federal and state laws and regulations, school as an organization/culture, and contemporary issues in education. (Fall)

**EDU 2212 Introduction to Instructional Media and Technology**

This is an introductory course in the basics of instructional technology, computers, media, and their education application. The course is designed to meet the technology standards outlined in the Virginia *Standards of Learning*. (Spring)

**EDU 3043 Curriculum, Assessment, and Instruction in Secondary Schools**

This course provides opportunities for students to design and model instruction based on Virginia *Standards of Learning* for their endorsement area, learning theories, and effective school research. Students will construct and interpret various assessment tools for evaluation of pupil learning and use them, as well as the Standards of Learning assessments, to develop differentiated instruction for learners with diverse needs. Students will develop communication strategies to promote family involvement in pupil learning. A 20-hour field experience is required. Prerequisites: Background check requirements must be completed prior to enrolling in any EDU course requiring field experience hours. Membership in the Student Virginia Education Association (SVEA) is required. Formal admission to the Teacher Education Program. (Spring)

**EDU 3053 Reading and Language Arts**

This course is designed as a study of reading and language arts as communication. The course will include methods of teaching writing, spelling, phonics, and grammatical skills and how to include their use in an integrated elementary curriculum. The use of literature will be included as a way of teaching skills such as phoneme awareness, word recognition skills, and comprehension skills. Writing and reading workshops will also be introduced as a way to use writing skills. Methods are presented for working with gifted students

and those with disabilities. Teaching methods and materials are based on requirements found in the Virginia *Standards of Learning* for Reading and English. Includes a 15-hour early field experience. Prerequisites: Background check requirements must be completed prior to enrolling in any EDU course requiring field experience hours. Membership in the Student Virginia Education Association (SVEA) is required. Formal admission to the Teacher Education Program. (Fall)

**EDU 3133 Introduction to the Exceptional Child**
This course is designed as a study the characteristics of students with exceptionalities, including gifted and talented, and to provide for their instruction in an educational setting. Special attention is paid to developmental disabilities and issues such as attention deficit disorder, substance abuse, child abuse, cultural diversity and working with families. The course also includes a study of the legal aspects, regulatory requirements, and expectations associated with identification, education, and evaluation of students with disabilities, addressing the rights and responsibilities of parents, students, teachers, and schools as they relate to individuals with disabilities. Includes a 15-hour early field experience. Prerequisites: Background check requirements must be completed prior to enrolling in any EDU course requiring field experience hours. Membership in the Student Virginia Education Association (SVEA) is required. EDU 2003 with a grade of C (2.00) or better and completion of background check requirements. (Spring)

**EDU 3163 Methods in Teaching PreK-6 Mathematics**
This course will provide students who plan to teach mathematics in grades PreK-6 with strategies for planning and presenting the mathematics content found in Virginia's *Standards of Learning* to a variety of learners. Mathematical content from the PreK-6 *Standards of Learning* and related mathematical concepts will be emphasized. Prerequisite: Formal admission to the Teacher Education Program. (Fall)

**EDU 3193 Teaching Science & Social Studies PreK-6**
This course provides opportunities for students to design and model instruction based on Virginia *Standards of Learning* for elementary science and social studies, along with discipline-specific learning theories, and effective school research. Topics include integrated curriculum, participatory citizenship, scientific inquiry, and safety in the classroom. Students will construct and interpret various assessment tools for evaluation of pupil learning and use them, as well as the *Standards of Learning* assessments, to develop differentiated instruction for learners with diverse needs. Students will develop communication strategies to promote family involvement in pupil learning. Prerequisite: Formal admission to the Teacher Education Program. (Spring)

**EDU 3182 Methods in Teaching Mathematics 6-12**
This course will provide students who plan to teach mathematics in grades 6-12 with strategies for planning, presenting, and assessing the mathematics content found in Virginia's *Standards of Learning* to a variety of learners. Prerequisite: Formal admission to the Teacher Education Program. (Upon demand)

**EDU 3253 Teaching Reading in the Content Area**
This course is a survey of the strategies and materials which facilitate students' reading, thinking, and study skills required in secondary subject areas. The primary emphasis will be on engaging all students regardless of reading ability in reading and writing activities as the means to learning content material. Prerequisite: Formal admission to the Teacher Education Program. (Fall)

**EDU 3801 Pre-Student Teaching Field Experience I**
In this course, the student is placed in a public school classroom for practical experience as an observer/participant under the supervision of classroom teachers and college faculty. Students will attend on campus seminars as scheduled and will spend a minimum of 20 hours in a public school classroom. Prerequisites: Background check requirements must be completed prior to enrolling in any EDU course requiring field experience hours. Membership in the Student Virginia Education Association (SVEA) is required. EDU 2003 with a grade of C (2.00) or better. (Fall and Spring)

**EDU 3901 Pre-Student Teaching Field Experience II**
In this course, the student is placed in a public school classroom for practical experience as an observer/participant under the supervision of classroom teachers and college faculty. Students will attend on campus seminars as scheduled and will spend 25 hours in a public school classroom. Prerequisites: Background check requirements must be completed prior to enrolling in any EDU course requiring field experience hours. Membership in the Student Virginia Education Association (SVEA) is required. EDU 3801 with a grade of C (2.00) or better and formal admission to the Teacher Education Program. (Fall and Spring)

**EDU 4053 Diagnostic & Remedial Reading**
This course is designed to aid teachers in evaluating and identifying students with reading difficulties. The course will include the use of assessment and screening measures for language proficiency, phonemic awareness, decoding, word recognition skills, comprehension skills and other related skills and how to include their use in an integrated curriculum. Teaching methods and materials are based on requirements found in the Virginia *Standards of Learning* for Reading and English. A 15-hour field experience in the public schools will be required as part of the class work. Prerequisites: Background check requirements must be completed prior to enrolling in any EDU course requiring field experience hours. Membership in the Student Virginia Education Association (SVEA) is required. EDU 3053 with a grade of C (2.00) or better and formal admission to the Teacher Education Program. (Spring)

**EDU 4101 Pre-Student Teaching Field Experience III**
In this course, the student is placed in a public school classroom for practical experience as an observer/participant under the supervision of classroom teachers and college faculty. Students will attend on campus seminars as scheduled and will spend 30 hours in a public school classroom. Students will also be required to obtain certification or training in: Emergency first aid, Cardiopulmonary resuscitation (CPR), and the use of automated external defibrillators (AED) in order to meet the requirements for student teaching and licensure. Prerequisites: Background check requirements must be completed prior to enrolling in any EDU course requiring field experience hours. Membership in the Student Virginia Education Association (SVEA) is required. EDU 3801 and EDU 3901 with a grade of C (2.00) or better and formal admission to the Teacher Education Program. (Fall and Spring)

**EDU 4341 Classroom Management**
This course, taken during the semester of student teaching, provides opportunities for students to study theories of classroom and behavior management including current research about classroom behavior, interventions, and case studies. Using analyses of their own classroom experiences and knowledge of effective approaches for students with diverse needs, student teachers will develop a serviceable classroom management plan consistent with the school environment. Co-requisite: Must be taken in the same semester with EDU 4608, EDU 4708, or EDU 4908 (Student Teaching). (Fall and Spring)

**EDU 4433 Assessment and Evaluation in Special Education**
This is a course designed to study the variety of assessment and evaluation techniques and their specific purposes, including eligibility for students with disabilities, instructional decision making, and program improvement. This course explores the relationship among the general curriculum, formal and informal assessment results, and instruction for students with disabilities to support instructional planning, decision-making and self-reflection. A 15-hour field experience in the public schools will be required as part of the class work. Prerequisites: Background check requirements must be completed prior to enrolling in any EDU course requiring field experience hours. Membership in the Student Virginia Education Association (SVEA) is required. EDU 3133 with a grade of C (2.00) or better and formal admission to the Teacher Education Program. (Fall)

**EDU 4443 Teaching Students with Disabilities for Success in the General Curriculum**
This course explores the characteristics and supports needs of students with disabilities in the general education setting and delves into the development of individual education planning and group instruction at the elementary, middle, and high school levels. Specific learning strategies, multisensory approaches, and organizational and environmental considerations will be investigated through the scope and sequence of the general education curriculum. Alternative ways of instruction and assessment will be examined to support student learning needs with effective and student-appropriate strategies and accommodations to promote successful integration with non disabled peers in general education classrooms and, as appropriate, in other instructional settings, representing the continuum of special education services. Prerequisites: EDU 3133 with a grade of C (2.00) or better and formal admission to the Teacher Education Program. (Fall)

**EDU 4453 Collaboration and Transition for Students with Disabilities throughout the Educational Experience**
This course is designed to prepare teacher licensure candidates with the ability to work with students and their families to provide successful student transitions throughout the educational experience. Additionally, teacher licensure candidates will learn strategies for successful consultation, case management and collaboration to address the areas of long-term planning, career development, life skills, community experiences and resources, self-advocacy, and self-determination, guardianship and legal considerations in order to establish an effective school environment and postsecondary training for securing employment and independent living. This course includes a 15 hour early field experience. Prerequisites: Background check requirements must be completed prior to enrolling in any EDU course requiring field experience hours. Membership in the Student Virginia Education Association (SVEA) is required. EDU 3133 with a grade of C (2.00) or better and formal admission to the Teacher Education Program. (Spring)

**EDU 4501, 4502, 4503 Special Topics in Education**
Prerequisite: Junior/Senior Standing.

**EDU 4608 PreK-12 Student Teaching**
Student teaching is a semester of continuous full-time professional activities in a public school under the supervision of public school and college personnel. VCLA and Praxis II (also RVE for *Special Education) must be passed prior to beginning student teaching. 12 semester hours credit. Prerequisites: Background check requirements must be completed prior to enrolling in any EDU course requiring field experience hours. Membership in the Student Virginia Education Association (SVEA) is required. Formal admission to student teaching. (Fall and Spring)

**EDU 4708 6-12 Student Teaching**
Student teaching is a semester of continuous full-time professional activities in a public school under the supervision of public school and college personnel. VCLA and Praxis II must be passed prior to beginning student teaching. 12 semester hours credit. Prerequisites: Background check requirements must be completed prior to enrolling in any EDU course requiring field experience hours. Membership in the Student Virginia Education Association (SVEA) is required. Formal admission to student teaching. (Fall and Spring)

**EDU 4908 PreK-6 Student Teaching**
Student teaching is a semester of continuous full-time professional activities in a public school under the supervision of public school and college personnel. VCLA, Praxis II, and RVE must be passed prior to beginning student teaching. 12 semester hours credit. Prerequisites: Background check requirements must be completed prior to enrolling in any EDU course requiring field experience hours. Membership in the Student Virginia Education Association (SVEA) is required. Formal admission to student teaching. (Fall and Spring)

## MASTER OF ARTS IN EDUCATION (MAEd) GRADUATE PROGRAM

In August, 2013, the School of Education at Bluefield College developed the Master of Arts in Education (MAEd) degree with a specialization in Teaching Excellence. Building on its more than 40-year history of successful program graduates, the MAEd degree program offers a program which emphasizes research that enhances teaching/learning. Licensed teachers, individuals with an inactive teaching license wishing to earn credits for renewal, individuals teaching on a provisional license wishing to complete required **courses** and senior level undergraduate students who meet the required criteria, may apply to the Master of Arts in Education (MAEd).

Beginning in August, 2015, the School of Education at Bluefield College offered the Master of Arts in Education (MAEd) degree with Virginia teacher licensure. The Virginia State Department of Education approved the Bluefield College School of Education to offer teacher licensure with our MAEd degree program for the following endorsement areas:

- Biology
- Career & Technology Education: Business & Information Technology
- History & Social Sciences
- Music Education-Instrumental PreK-12
- Music Education-Vocal/Choral PreK-12
- Theater Arts PreK-12
- Visual Arts PreK-12

Individuals who possess a Bachelor's degree from a regionally accredited institution with a major in, or strongly related to, one of the areas listed above may apply to the Master of Arts in Education (MAEd) with teacher licensure program. Course work in the content area will be evaluated against Bluefield College's state approved undergraduate program. Deficiencies in content requirements must be satisfied through additional course work at the graduate or undergraduate level.

### Program Description

Following the national accreditation of the program through the Teacher Education

Accreditation Council (TEAC) in 2009, the goal to provide a graduate degree in teaching excellence began to take shape to serve not only our graduates, but teachers around the region and beyond. As stated previously, the overall aim of the Teacher Education Program at Bluefield College at the undergraduate level is to prepare competent, caring, and qualified teachers who are reflective practitioners with goals of reflective practice, subject matter knowledge, pedagogical knowledge, caring teaching skills, diversity, technology, and licensure. Those aims continue for the Bluefield College Master of Arts in Education. Students, who already hold a teaching license or credentials for teaching specific to their career, replace the licensure goal with leadership and research. At the graduate level, analyzing research studies and conducting original research forms the basis for a deeper experienced-based understanding and application of the goals as they apply to excellence in teaching and learning.

**Admission Requirements for the MAEd Program without teacher licensure.**

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

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

**Admission Requirements for the MAEd Program with teacher licensure.**

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

- A bachelor's degree from a regionally accredited institution of higher education with a major in, or strongly related to, the following endorsement areas:
  - Career & Technology Education: Business & Information Technology
  - History & Social Sciences
  - Music Education-Instrumental PreK-12

- Music Education-Vocal/Choral PreK-12
- Science-Biology
- Theatre Arts PreK-12
- Visual Arts PreK-12

Individuals who possess a bachelor's degree from a regionally accredited institution with a major in, or strongly related to, one of the areas listed above may apply to the Master of Arts in Education (MAEd) with teacher licensure program. Course work in the content area will be evaluated against Bluefield College's state approved undergraduate program. Deficiencies in content requirements must be satisfied through additional course work at the graduate or undergraduate level.

- **A cumulative grade point average of 3.00 or higher on conferred degree.**
  - Official undergraduate transcript showing degree conferred and major completed must be provided.
  - Official transcripts showing any completed graduate coursework must also be provided.
- Two positive responses from either the Bluefield College web-based reference forms or two letters of recommendation, both from individuals who have observed the applicant in a classroom or professional setting or have knowledge of their work ethic, academic abilities, and teaching proficiency.
- Pre-Self-Assessment of Professional Temperament and Performance completed.
- A completed Master of Arts in Education Application for Admission.

## Background Check Requirements

Most school divisions require background checks be completed prior to anyone fulfilling field observation hours or student teaching placements. Candidates enrolled in the MAEd program must contact the school division where they wish to complete hours associated with course work and student teaching to determine what requirements are needed prior to beginning the field hours. If a negative result is revealed, then the teacher licensure candidate will be counseled about future care divisions.

**Required Assessments**

- Students must complete the following before enrolling in EDU 5553 Field Experience.
  - Passing test results on the PRAXIS Core Academic Skills for Educators Test: Mathematics (57320 OR the PRAXIS I Mathematics assessment (if taken prior to January 1, 2014).
  - Passing test results on the Virginia Communication and Literacy Assessment (VCLA) Reading Subtest (091) and Writing Subtest (092)
- Students must complete the following before enrolling in EDU 5556 Student Teaching Internship.
  - Students must meet the minimum required score on the Praxis II Content Assessment required for Virginia licensure prior to being placed for student teaching.

## Teacher Licensure Requirements

Teacher licensure candidates who complete the approved teacher education program, including: the *Virginia Communication and Literacy Assessment* (VCLA), *PRAXIS II, Reading for Virginia Educators* Assessment (RVE) for PreK-6 and special education

licensure and other state mandated tests, as well as, certification or training in: Child Abuse and Neglect Reporting for Educators, Emergency first aid, Cardiopulmonary resuscitation (CPR), and the use of automated external defibrillators (AED), and Dyslexia Awareness Training, are eligible for a Virginia teaching licensure with an endorsement in a special area of study. All programs at Bluefield College have been approved by the Virginia State Board of Education. The fee for an initial Virginia teaching license is $50 for Virginia residents and $75 for out-of-state residents. The School of Education works with all teacher licensure candidates completing the approved program to facilitate their obtaining a teaching license in Virginia. It is the teacher licensure candidate's responsibility to submit all minimum scores and certifications to the School of Education along with the licensure application and the appropriate license fee. No teacher licensure candidates will be recommended for licensure until student teaching is completed.

### Opportunities to Take Graduate Courses While an Undergraduate

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

- Senior level status in the semester before student teaching or in student teaching
- Course load of 12-15 hours in the semester
- Overall grade point average of 3.50
- Successful completion of all required teacher license assessments

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

### Academic Standing for the MAEd Program

In line with the academic policies of Bluefield College, satisfactory academic standing for the MAEd program will be determined by completion of three graduate semester hours per term with no grade below a C. Students must maintain a minimum grade point average of 2.75 (3.0 for teacher licensure candidates) on a 4 point scale. If a student's GPA falls below 2.75 (3.0 for teacher licensure candidates) 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 Vice President of Academic Affairs, who will convene an ad-hock committee to decide the student's status in the program. If approved to continue in the program, the student must create a plan for completion to be approved by the Dean of the School of Education. Grading, grade appeals and grade changes will be consistent with the institution's existing academic policies and can be found in the Bluefield College Catalog.

### Transfer Credits

Up to six hours of transfer credit, taken within the past five years, from a regionally accredited institution may be counted as credit toward the Master of Arts in Education. In order to receive transfer credit, the student must submit an official transcript, and if requested, a course syllabus and/or course description. All transfer credit is subject to approval by the dean of the School of Education. The School of Education and Bluefield College reserve the right to evaluate all transfer credit in terms of its institutional standards. A minimum of a B (3.00) is required for all transfer work. For teacher licensure: teacher licensure candidates MUST take EDU 5556 Student Teaching Internship at Bluefield College.

### Graduation Requirements for the MAEd Program without teacher licensure.

The graduation requirements for the MAEd program include the completion of 30 required graduate hours of coursework, at least 24 of which must be earned at Bluefield College. Students may transfer no more than six credit hours toward the required 30 hours for completion. Candidates for graduation will be required to have a grade point average of 2.75 or better. Students who successfully complete 6 credit hours per term (fall, spring, and summer) will complete the program in two years.

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

**Master of Arts in Education (MAEd)** **30 SH**

EDU 5113 Advanced Educational Psychology
EDU 5123 Education and Society
EDU 5133 Foundations of Special Education
EDU 5143 Teaching Strategies for Student Learning
EDU 5213 Assessment and Evaluation for Student Growth
EDU 5233 Understanding and Implementation of Curriculum
EDU 5243 Classroom Management and Behavior in a Diverse Society
EDU 5323 Research in Education
EDU 5333 Teachers as Leaders
EDU 5343 Action Research in Education

#### Schedule of Program Requirements

| **First Year** | | **Second Year** | |
|---|---|---|---|
| EDU 5333 (Fall) | 3 SH | EDU 5333 (Fall) | 3 SH |
| EDU 5213 (Fall) | 3 SH | EDU 5323 (Fall) | 3 SH |
| EDU 5133 (Spring) | 3 SH | EDU 5343 (Spring) | 3 SH |
| EDU 5243 (Spring) | 3 SH | EDU 5143 (Spring) | 3 SH |
| EDU 5113 (Summer) | 3 SH | **Total** | **12 SH** |
| EDU 5123 (Summer) | 3 SH | | |
| **Total** | **18 SH** | | |

### Graduation Requirements for the MAEd Program with teacher licensure.

The graduation requirements for the MAEd program include the completion of 36 required graduate hours of coursework, at least 30 of which must be earned at Bluefield College. Students may transfer no more than six credit hours toward the required 36 hours for completion. Licensure candidates for graduation will be required to have a grade point average of 3.0 or better. Students who successfully complete a minimum of 6 credit hours for three terms and 9 credit hours for two terms will have the opportunity to complete the program in two years. The last semester will include student teaching.

In addition to the 36 hours of required coursework, students will be required to complete a self-assessment of professional temperament and performance. In addition, they will submit a professional portfolio based on InTASC standards and a final research project requiring an oral presentation and a scholarly paper. Scores on rubrics must be 3 or above on a 5 point scale to satisfy requirements.

**Master of Arts in Education (MAEd) with teacher licensure.** **36 SH**

EDU 5113 Advanced Educational Psychology
EDU 5123 Education and Society
EDU 5133 Foundations of Special Education
EDU 5213 Assessment and Evaluation for Student Growth
EDU 5223 Content Learning Through Reading and Writing
EDU 5233 Understanding and Implementation of Curriculum
EDU 5243 Classroom Management and Behavior in a Diverse Society
EDU 5323 Research in Education
EDU 5343 Action Research in Education
EDU 5553 Field Experience (100 hours of Field Observation)
EDU 5556 Student Teaching Internship

### Schedule of Program Requirements

| **First Year** | | **Second Year** | |
|---|---|---|---|
| EDU 5233 (Fall) | 3 SH | EDU 5553 (Fall) | 3 SH |
| EDU 5213 (Fall) | 3 SH | EDU 5323 (Fall) | 3 SH |
| EDU 5223 (Spring) | 3 SH | EDU 5343 (Spring) | 3 SH |
| EDU 5243 (Spring) | 3 SH | EDU 5556 (Spring) | 6 SH |
| EDU 5133 (Spring) | 3 SH | **Total** | **15 SH** |
| EDU 5113 (Summer) | 3 SH | | |
| EDU 5123 (Summer) | 3 SH | | |
| **Total** | **21 SH** | | |

### Graduate Program Records Policy

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

### Graduate Program with Teacher Licensure Records Policy

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

## GRADUATE COURSES

**EDU 5113 Advanced Educational Psychology**

This course is an advanced study of the physical, emotional, social, and cognitive characteristics, in addition to speech and language development, of PreK-12 students; principles

of learning theories will be examined as they apply to teaching, learning, motivation, and classroom environment. Prerequisite: PSY 1013 Introduction to Psychology or EDU 2003 Human Growth and Development for Education

**EDU 5123 Education and Society**
This course focuses on the ever-changing landscape of education. Students will develop an understanding of the historical, philosophical, and sociological foundations underlying the role, development, and organization of public education in the United States using research in current events to analyze modern education structures in view of their foundations. Candidates will develop an understanding of the processes of educational policy development and identify and demonstrate strategies for influencing educational policy development at the state, local, and school level.

**EDU 5133 Foundations of Special Education**
This course centers on knowledge of the foundation for educating students with disabilities, including historical perspective, characteristics of children and youth with disabilities, influence of family and community, ethical issues and standards of professional behavior. Students will also gain an understanding and application of the legal aspects, regulatory requirements, and expectations associated with identification, education, and evaluation of students with disabilities.

**EDU 5143 Teaching Strategies for Student Learning**
This course centers on effective teaching for a variety of learners using media, technology, and other educational materials. Students will develop and demonstrate teaching strategies based on education theory, best practice research, and differentiation related to student differences.

**EDU 5213 Assessment and Evaluation for Student Growth**
This course focuses on the relationships among assessment, instruction, monitoring student progress, and student performance measures in grading practices. Students will construct and interpret valid assessments using a variety of formats in order to measure student attainment of essential skills in a standards-based environment. Students will also analyze assessment data to make decisions about how to improve instruction and student performance.

**EDU 5223 Content Learning Through Reading and Writing**
This course centers on understanding language and literacy processes as they apply to teaching and learning of content at the secondary level. Understanding a variety of texts, developing a working vocabulary, developing writings skills for learning and communication, and effective speaking will be emphasized in instructional strategies for the success of all learners. Research perspectives and best practices for literacy instruction will be examined and applied to planning, teaching, and reflecting.

**EDU 5233 Understanding and Implementation of Curriculum**
The course is an advanced application course to guide PreK-12 and 6-12 teachers through the design, implementation, and assessment of a standards-based curriculum from the analysis of standards, creation of assessments, design and delivery of instruction. In order to understand the contextual considerations of instructional design and implementation, the course also examines the changing needs of students in the context of best instructional practices and philosophies of education

**EDU 5243 Classroom Management and Behavior in a Diverse Society**
This course focuses on the understanding and application of classroom and behavior man-

agement techniques and individual interventions based on educational theory and best practice research. Students will develop means of improving communication between schools and families and ways of increasing family involvement in student learning at home and in school. This course will address these approaches within the context of home and community.

**EDU 5323 Research in Education**
In this course, students will examine educational research (both qualitative and quantitative) and statistical methods in light of current research on effective teaching, school practices, and data-driven decision making. Candidates locate, read, and critique research and develop a research proposal relative to important classroom and school issues which will be applied when completing their culminating research project in the research class following this course.

**EDU 5333 Teachers as Leaders**
In this course, students will examine models of teacher-leadership in the classroom, the school, community, and beyond. They will gain strategies for goal-setting, planning, implementing, evaluating, and revising plans for improvement. Communication, networking, and motivation skills will be emphasized within a framework of persistence.

**EDU 5343 Action Research in Education**
Candidates identify a specific classroom, school, or community-based educational problem, then design and conduct a research project written in formal academic APA style that addresses the candidate's integration of the professional knowledge and the School of Education's conceptual framework in the non-thesis graduate program. The project is completed independently in consultation with a project advisor. (Candidates must be eligible to graduate in the subsequent academic term.) Prerequisite: EDU 5323 Research in Education

**EDU 5553 Field Experience Practicum**
Licensure candidates are placed in a public school classroom for practical experience as an observer/participant under the supervision of classroom teachers and college faculty. Licensure candidates will attend class seminars as scheduled and will spend 100 hours in a public school classroom. Prerequisites: EDU 5113 Advanced Educational Psychology and one other graduate level education course. Teacher preparation entry assessments required by the Commonwealth of Virginia must be passed prior to beginning the course (Currently: Praxis Core Math (5732) and Virginia Communication and Literacy Assessment: Reading subtest (091) and Writing subtest (092). Background check requirements must be completed prior to enrolling in any EDU course requiring field experience hours. Membership in the Student Virginia Education Association is required for placement.

**EDU 5556 Student Teaching Internship**
Student teaching internship is a semester of continuous full-time professional activities in a public school under the supervision of public school and college personnel. Licensure candidates assume the role of teacher to plan and implement instruction, to manage the classroom, and to facilitate record-keeping. Licensure candidates also compile a professional teaching portfolio based on the *InTASC Model Core Teaching Standards* developed by the Interstate Teacher Assessment and Support Consortium of the Council of State School Officers (CCSSO), published April, 2011. Prerequisites: License assessments required by the Commonwealth of Virginia must be passed prior to beginning the course. Background check requirements must be completed prior to enrolling in any EDU course requiring field experience hours. Membership in the Student Virginia Education Association is required for placement.

Formal admission to student teaching. Licensure candidates must make at least a C (not C-) in Student Teaching in order to be recommended for licensure. (6 credit hours)

# EARLY CHILDHOOD EDUCATION MAJOR (NON-LICENSURE)

The Bachelor of Science in Early Childhood Education is a non-licensure program within the School of Education beginning in Fall 2014. A bachelor's degree in Early Childhood Education prepares individuals to teach children ages birth to age eight in high-quality, developmentally appropriate settings including Head Start, child care, and day care. PreSchool workers in the field play a vital role in the development of young children. While this major does not result in a teaching license, earning a BS degree in Early Childhood Education provides opportunities in a variety of settings outside the public school system, such as childcare programs, churches, government agencies, non-profit organizations, medical and health related services, and social service agencies. Careers could include directly working with children, supervision and training of staff, support and education for families, and advocacy within the community about the education and needs of children.

## Program Description

The BS in ECE will be delivered in a totally online format with occasional optional offerings in a traditional or seminar format. Courses in ECE will be combined with current course offerings in education to provide a rigorous high quality major. Because this is not a licensure program, students are not required to be admitted to the Bluefield College School of Education Teacher Education Program or pass the Virginia licensure assessments, and with the online format, this program is accessible to a wide variety of potential students.

## Early Childhood Education

**A. General Education and Degree Requirements–52 or 53 hours**

**B. Early Childhood Major Requirements–51 hours**

1. Early Childhood Courses: ECE 2013, ECE 2023, ECE 2033, ECE 2043, ECE 3053, ECE 3063, ECE 3073, ECE 3083, ECE 4093, ECE 4103
2. Education Courses: EDU 2212, EDU 3133, EDU 3163, EDU 3193
3. English Course: ENG 3053
4. Field Experience Courses: ECE 2011, ECE 3113/3133 OR ECE 4123/4143

**C. Minor**

ECE 2013 Foundation of Early Childhood Education
ECE 3083 Observing and Assessing Young Children
ECE 4093 Program Development for Young Children
ECE 4103 Family, School & Community Involvement

*Select one of the following courses:*
ECE 3073 Designing Physical Environments
EDU 3133 Introduction to the Exceptional Child

## EARLY CHILDHOOD EDUCATION ADVISING RECOMMENDATIONS ONLINE PROGRAM

| First Year | Second Year |
|---|---|
| PSY 1013 | ECE 2023 |
| ECE 2013 | ECE 2033 |
| ECE 3063 | ECE 2011 |
| | ECE 3073 |
| | EDU 2212 |

| Third Year | Fourth Year |
|---|---|
| ENG 3053 | ECE 3053 |
| ECE 2043 | ECE 4093 |
| ECE 3083 | ECE 4123 or ECE 3113 |
| ECE 4103 | ECE 4143 or ECE 3133 |
| EDU 3133 | EDU 3163 |
| EDU 3193 | |

## COURSES OF INSTRUCTION

**ECE 2013 Foundations of Early Childhood Development**
An overview of early childhood development for young children and their families. This course includes a study of vital research and philosophies, societal changes, needs of young children, program differentiation, and future trends.

**ECE 2023 Safe & Healthy Settings for the Young Child**
This course is a study of the basic principles of health as they relate to the child in various settings (families, childcare centers, primary classrooms, and the community as a whole). Topics related to the development of learning environments that promote healthy/safe aspects will be explored.

**ECE 2033 Infant/Toddler/Child Development**
This course provides an in-depth study of cognitive, socio-emotional, and physical development of the young children ages' birth to six. Development, care, and guidance issues will also be examined in conjunction with numerous developmental theories. Family and other associated agents will be explored.

**ECE 2043 Guiding Young Children**
The student will develop the skills and techniques necessary in handling behavioral and disciplinary issues of the child from birth through age six. Students will also organize and design creative experiences and activities for children from birth through age six in a variety of professional settings that will focus on social and emotional development of young children.

**ECE 3053 Creative Development**
This course will examine strategies for stimulating the creative capacity of the young child, birth through six years. Understanding and encouraging the young child's capacity for self-expression through art, music, movement, drama, play, and other creative outlets will be a focus.

**ECE 3063 Body-Brain Based Learning**
The purpose of the course is to acquaint college students with information about the brain

development of young children. Emphasis will be placed on the body/brain relationship, physical and emotional development, and the creation of an environment, which supports and encourages learning for all young children.

**ECE 3073 Designing Physical Environments**
The students will learn how to design physical environments for young children focusing on play and the creation of effective learning centers for early childhood classrooms. State licensing standards and environmental rating tools will be explored, as well as the impact that creativity and environmental influences have on learning.

**ECE 3083 Observing & Assessing Young Children**
This course will cover observation and assessment of children from birth to six years of age. Both formal and informal instruments will be discussed with emphasis on tools that can be used by teachers of young children. Considerations in choosing, administering, and reporting results of assessments will also be addressed.

**ECE 4093 Program Development for Young Children**
This course will build on students existing knowledge of the history of early childhood education and introduce numerous theories of learning and development with a concentration on the constructivist theory. Class activities and field experiences allow students to develop an understanding of the relationship between these theories and practices. Students will learn about constructivist theory through readings, discussions, lecture, and practical applications.

**ECE 4103 Family, School, & Community Involvement**
A study of family-child relationships as they evolve from birth through age six. The combination of home and school as this relationship serves to meet the educational needs of children from birth through age six will also be explored. Techniques and strategies for involving families in children's education will be examined and discussed. Early childhood workers must be ready to respond to situations for children, families, and schools as they face a rapidly changing society.

**ECE 2011 Introduction to Early Childhood Field Experience**
The student is placed in a developmentally appropriate environment that serves birth to six years old for practical experience as an observer/participant under the supervision of mentor teachers and/or relevant administrative personnel. Students will attend on-line seminars, as scheduled, and will spend a minimum of 20 hours in the assigned placement.

**ECE 3113/3133 Early Childhood Program Management and Practicum**
This course consists of operational planning and administration for supervisors, administrators and directors of programs for young children in public and private schools. Emphasis is placed on the director's role in staff recruitment, hiring, development and evaluation. Leadership and management techniques are also studied and analyzed. Includes 120-clock hour clinical practicum.

**ECE 4123/4143 Early Childhood Practicum**
This course is a supervised 120-clock hour clinical practicum experience in an approved early childhood program. It provides opportunities for students to put theory into practice while developing their own unique professional style. Planning will be based on an understanding of the constructivist theory, current research and developmentally appropriate guidelines as defined by National Association for the Education of Young Children (NAEYC).

# ENGLISH (ENG)

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

**I. Major in English: Literature Concentration**

A. **General Education & Degree Requirements** (see p. 48) **51 SH**

B. Major Requirements:

**Core Courses:** 9 SH

*Choose four courses (one satisfies general education literature requirement):*
ENG 2003, ENG 2013, ENG 2023, ENG 2033,
ENG 2043, ENG 2053, ENG 2063, 3203, 3213,
3223, 3233, 3243, or 3253

ENG 3033 3 SH

ENG 4403 3 SH

**Total hours for Core Courses** **15 SH**

**Literature Concentration**

ENG 4233, ENG 3073 6 SH

*Choose one of the following:*
ENG 3043, ENG 4063 3 SH

Choose eight (8) additional English courses from the following: 24 SH
ENG 3023, ENG 3053, ENG 2063, ENG, 3203,
ENG 3213, ENG 3223, ENG 3233, ENG 3243, ENG 3253,
ENG 4073, ENG 4213, ENG 4223, ENG 4243, ENG 4253,
ENG 4263, ENG 4683, ENG 4503

**Total hours for Literature Concentration** **33 SH**

**Total hours for the Major** **48 SH**

C. Electives **21 SH**

**Total** **120 SH**

**II. Major in English: Writing Concentration**

A. **General Education & Degree Requirements** (see p. 48) **51 SH**

B. Major Requirements:

**Core Courses:** 9 SH

*Choose four courses (one satisfies general education literature requirement):*
ENG 2003, ENG 2013, ENG 2023, ENG 2033, ENG 2043,
ENG 2053, ENG 2063, 3203, 3213, 3223, 3233, 3243, or 3253

ENG 3033 3 SH

ENG 4403 3 SH

**Total hours Core Courses** **15 SH**

| | |
|---|---|
| **Writing Concentration** | **21 SH** |
| ENG 3023, 3043, 3063, 3113, 4043, 4063, 4073, COM 2073, 3203 | |
| Two additional 3000- or 4000-level English course | 6 SH |
| **Total hours for Writing Concentration** | **33 SH** |
| **Total hours for the Major** | **48 SH** |
| C. Electives | **21 SH** |
| **Total** | **120 SH** |

**III. Minor in English: Literature Emphasis**

| | |
|---|---|
| *Choose two courses (one satisfies general education requirement):* | 6 SH |
| ENG 2013, 2023, 2033, 2043, 2053, 2063, 3203, 3213, 3223, 3233, 3243, or 3253 | |
| ENG 4233, 3073, and 4403 | 9 SH |
| *Choose one*: | |
| ENG 4213, 4223, 4243, 4253, 4263, 4683, or 4503 | 3 SH |
| **Total** | **18 SH** |

**IV. Minor in English: Writing Emphasis**

| | |
|---|---|
| *Choose one:* | 3 SH |
| ENG 4233, 3073, or 4403 | |
| *Choose five:* | 15 SH |
| ENG 3023, 3043, 4043, 4063, 3113, 4073, COM 2053, 2073, 3203 | |
| **Total** | **18 SH** |

## COURSES OF INSTRUCTION

**ENG 3033 History of the English Language**
A study of the major historical, linguistic and grammatical developments of the English language. (Annually) (Every Spring)

**ENG 3043 Introduction to Creative Writing**
A workshop in the development of skills in writing fiction and/or poetry. Creative writing is supplemented by readings. (In rotation with ENG 4043 and ENG 4063)

**ENG 3053 Literature of Children and Adolescents**
This course is designed as a survey of children's and adolescent literature including biographies, fables, myths, non-western literature, traditional and modern fanciful tales and poetry. Students will be introduced to multi-cultural literature in addition to literature designed to help with learning, family, and social needs of children and adolescents. This course fulfills the general education requirement. (Odd Fall)

**ENG 3063 Technical Writing**
An introduction to the principles and procedures of effective technical writing such as description of a device, instructions, interpretation of data, and the formal report. Insofar as possible, students write on subjects pertinent to their chosen careers. (On Demand)

**ENG 3073 Regional and Ethnic Literature**
An introductory survey of literature of American minorities focusing on fiction, poetry, drama, and nonfiction written by African, Asian, Native-American, Chicano(a),

Jewish, and Appalachian authors. This course fulfills the general education requirement. (Every Spring)

**ENG 3111, 3112, 3113 English Internship**
This internship provides the opportunity for juniors and seniors to participate in a career-related professional experience. See Criteria for internships on p. 70. The two primary internships are: 1) Tutoring Writing-the study and practice of tutoring peers through the writing process. In addition to classroom work, students will serve as peer tutors in the Academic Center for Excellence. (Every Semester) 2) Editing a literary magazine-students will select material for, edit, and layout the Bluefield College literary magazine, *The Bluestone Review*. (Every Spring)

**ENG 3203 Literature and Healing**
This course will explore the power of fiction, poetry, memoir and expressive writing to engage the mind, body and spirit; to foster personal growth; to promote personal healing; and to increase empathy and awareness for cultural healing. You will be encouraged to imagine ways to incorporate literature and creative expression into the work you do or will do in educational, community, mental health, medical, pastoral ministry or business settings. The course involves our reading the creative and empirical work of others and our own creative and analytical writing. This courses fulfills the general education literature requirement. (Odd Spring)

**ENG 3213 The Meaning of Myth**
This class will engage the basic mythological themes such as cosmogony, the flood, the hero/heroine, the trickster, the afterlife, and the apocalypse. We will focus on the concept of deity in different traditions ranging from Greek and Roman, to Babylonian and Egyptian, as well as Indian, African, Middle Eastern, Native Northern American and Mesoamerican mythology. This course fulfills the general education literature requirement. (Odd Fall)

**ENG 3223 Literature of the Quest**
This course will explore the themes of journey and quest in world literature with particular attention to the religious dimensions of those themes. Through close reading of literary works from a variety of contexts and genres, we will consider the relationship between interior journeys and journeys through external landscapes, between home and exile, between bewilderment and certainty, and between the religious and aesthetic dimensions of literature. This course fulfills the general education literature requirement. (Even Spring)

**ENG 3233 Fairy Tales**
This course introduces students to the interdisciplinary context of major French and German fairy tales. The literary fairy tale developed as a specific genre in the eighteenth and nineteenth century in France and Germany. This course explores the evolution of fairy tales, emphasizing the transformation this literary genre into various media. Positioning specific fairy tales in their linguistic, national, and sociocultural context will allow students to map both the evolution and cultural impact of these narratives. Fairy tales will be paired with major fairy tale theories, introducing students to different veins of critical thought about these texts. This course fulfills the general education literature requirement. (Even Fall)

**ENG 3243 Science Fiction**
This course is an introductory study of science fiction and is designed to give students an appreciation of this literary genre that is often overlooked by the literary establishment.

The course examines the history of the genre. It is designed to teach students how to define, analyze, and interpret the genres of SF through influential works in novels, short stories, poetry and film. This is an eight week course offered in the online delivery format. This course fulfills the general education literature requirement. Every Fall online term.

**ENG: 3253 Literature and The Life of Faith**
This course is an introductory study of literature and faith and is designed to give students an appreciation of this literary genre that is part of the integration of faith and learning. The course examines diverse works which relate to the themes of faith, good and evil, faith in relation to society and the world. The texts include well established classics from authors like Emily Dickinson, John Donne, Lee Young Li, Wendell Berry, George MacDonald, Flannery O'Connor and C.S. Lewis. It is designed to teach students how to define, analyze, and interpret the literature through influential works in novels, short stories, poetry and drama. This is an eight-week course offered in the online delivery format. This course fulfills the general education literature requirement. (Every Spring online term)

**ENG 3503 Directed Study in English**
This course offers the student the opportunity to explore topics of interest under the direction of a faculty member. Prerequisite: JR Standing. (On Demand)

**ENG 4043 Advanced Creative Writing**
A continuation of the writing workshop begun in ENG 3043. Students will focus on one genre: fiction or poetry. (In rotation ith ENG 3043 and ENG 4063)

**ENG 4063 Creative Nonfiction**
An advanced writing course focusing on creative nonfiction and the personal essay. (In rotation with ENG 3043 and ENG 4043)

**ENG 4073 Studies in Rhetoric**
An introduction to the study of classical and modern rhetoric, including special attention to invention, audience, organization, logic and style in persuasive prose. (On Demand)

**ENG 4213 Medieval Literature**
A study of major English and European writings from the 12th to the 16th centuries, including Chaucer. This course fulfills the general education literature requirement. (On Demand)

**ENG 4223 Renaissance British Literature**
A study of selected authors, themes, and genres in 16th-century England, exclusive of Shakespeare. This course fulfills the general education literature requirement. (On Demand)

**ENG 4233 Shakespeare**
A study of selected major works of Shakespeare, the milieu of the English Renaissance, and issues of Elizabethan stagecraft. This course fulfills the general education literature requirement. (On Demand)

**ENG 4243 Eighteenth-Century British Literature**
A study of fiction, poetry, nonfiction, and drama by such authors as Dryden, Swift, Congreve, Pope, Boswell, and Johnson. This course fulfills the general education literature requirement. (On Demand)

**ENG 4253 Nineteenth-Century British Literature**
A study of Romanticism and the Victorian Age, including poets and prose writers, and novelists. This course fulfills the general education literature requirement. (On Demand)

**ENG 4263 Nineteenth-Century American Literature**
A study of major writers of America's Romantic period, including Dickinson, Emerson, Thoreau, Melville, Whitman, Hawthorne, and others. This course fulfills the general education literature requirement. (On Demand)

**ENG 4283 Twentieth-and Twenty-First-Century Literature**
A study of selected works representing Modernism and Postmodernism worldwide. This course fulfills the general education literature requirement. (On Demand)

**ENG 4403 English Seminar**
A small-group investigation of authors neglected in students' previous coursework, of different methods of literary criticism, of techniques for writing a scholarly critical essay, and of professional issues. (Every Spring)

**ENG 4503 Special Topics in Literature**
An intensive study of specific topics in order to gain in-depth knowledge and understanding. This course fulfills the general education requirement. (On Demand)

## EXERCISE AND SPORT SCIENCE (ESS)

The mission of the Exercise and Sport Science Department is to enable students to pursue career goals in the fields of exercise, sport science, sports management, and leisure studies. Activity classes assist students in adopting a healthy lifestyle and developing lifelong habits of fitness.

The B.S. and B.A. degrees are offered in Exercise and Sport Science. The student may choose from three concentrations within the Exercise and Sport Science major based on career goals. These options include Sports Medicine, Sport Science: Teacher Licensure, and Recreation and Sports Management. For information to teach Physical Education & Health, students major in ESS but take specific courses in addition to education courses. A list of teacher education courses is available on MYBC or may obtained from the Education Office.

## CONCENTRATIONS IN THE EXERCISE AND SPORT SCIENCE MAJOR

**I. Sports Medicine Concentration**

A. **General Education & Degree Requirements** (see p. 48) **53 SH**
ESS majors concentrating in Sports Medicine must complete CHM 1013 OR CHM 1223, CHM 1011 OR CHM 1221, BIO 1113 OR BIO 2013, BIO 1111 OR BIO 211 and PSY 1013 with the grade of C or higher prior to beginning the Sports Medicine curriculum.

B. Core Courses 6 SH
ESS 2603, 4213

C. Concentration Courses 37 SH
ESS 1131, 2063, 2233, 3023, 3061, 3301, 3303, 3341, 3343, 3403, 4206, 4223, 4313, HEA 3513

D. Minor/Electives 30 SH

**TOTAL** **126 SH**

**II. Sport Science: Teacher Licensure Concentration**
See *Teacher Education Handbook*

**III. Sport and Recreation Management Concentration**

| | | |
|---|---|---|
| A. | **General Education & Degree Requirements** (see p. 48)<br>The following must be included in the General Education requirements: BIO 1034, BIO 1114 or 2014 | **51 SH** |
| B. | Concentration Courses<br>ESS 2003, 2203, 2303, 3053, 3623, 3633, 4013, 4023, 4033, 4213, 4216, BUS 2533, 3013, 3903 | 45 SH |
| C. | Minor/Electives | 30 SH |
| | **TOTAL** | **126 SH** |

### Certification

ESS majors concentrating in Sports Medicine will complete academic courses and internships which will prepare them for certification such as the American College of Sports Medicine Health Fitness Specialist or the Certified Exercise Physiologist.

### Exercise and Sports Science Minor

Students desiring a minor in Exercise and Sports Science must first consult with the ESS Department Chair to develop a proposed plan of course work. This plan shall include a minimum of 18 SH of course work with at least 9 SH of classes at the 3000 or 4000 level.

### Off-campus Facilities

Several off-campus facilities are used for the physical activities. These include Mountaineer Bowling Lanes, Winterplace Ski Resort, the Greater Bluefield Community Center swimming pool, and physiological equipment at the Bluefield Regional Wellness Center.

## COURSES OF INSTRUCTION

**ESS 1101 Outdoor Living**
This course develops student proficiency in outdoor recreational activities such as compass reading, camping, and hiking. Classroom and wilderness settings are utilized. (On Demand)

**ESS 1121 Folk and Square Dance**
This course will include a variety of dance styles which may include but not limited to: American Square Dancing, Line Dancing, Folk Dances, Ballroom and Latin dance. (On Demand)

**ESS 1291 Tumbling and Gymnastics**
Students will acquire basic knowledge of tumbling and gymnastics with regards to its history, general safety, biomechanics, teaching tactics, equipment, and skills. (On Demand)

**ESS 1131 Exercise Leadership**
Is a course designed to instruct students of exercise and sport science practical skills necessary to teach group exercise classes. The course focuses on the specific exercises and techniques needed for moving to music, designing choreography, and cueing. Students are also provided the opportunity to explore the most popular varieties of group exercise classes. (Spring)

**ESS 1361 Racquet Sports**
This course provides students with experiences in acquiring the fundamental skills to participate in and instruct racquetball, tennis, table tennis, & badminton. (On Demand)

**ESS 2003 Intro to Sport Management**
This course is an analysis of effective management strategies and the body of knowledge associated with pursuing a career in sport management. The course introduces the student to sport management career opportunities in the sport industry and to sport principles as they apply to management, leadership style, communication, and motivation. (3 credit course offered every Fall)

**ESS 2071, 2072, 2073 Exercise and Sports Science Internship**
Where opportunities are available, the student might help teach courses from the basic activity program, work within some phase of the intercollegiate Athletic program, or assume a position of leadership within an agency. Prerequisites: SO standing and GPA of 2.0. See Criteria for Internships on p. 70. (On Demand)

**ESS 2081, 2082, 2083 Intramural Internship**
The administration, supervision, and practical educational application of all facets of the intramural-recreational sports program at the College. For information and application see the Director of Intramural/Recreational sports. See Criteria for Internships on p. 70. (On Demand)

**ESS 2203 Contemporary Issues in Sport Management**
This course examines contemporary issues and controversies in the world of sports today. This includes topics such as violence in sports, race and ethnicity in sports, economic issues related to sports, youth sports, sports and the media, sports and politics, performance-enhancing substances, and sports and religion. The course will provide an in-depth analysis of these topics and ask the student to explore his/her views on these issues. (3 credit course offered every Fall)

**ESS 2233 Motor Learning**
An examination of the processes underlying the acquisition of motor skill performance and the practical application of motor learning principles in teaching, coaching and exercise science settings. (Spring)

**ESS 2253 Theory of Coaching Basketball and Track**
Basic skills, theories, practices, rules analysis, and techniques for coaching. Prerequisite: ESS 2113. (On Demand)

**ESS 2263 Theory of Coaching Baseball and Football**
Theory and practice in the fundamentals as well as review of the various systems and types of strategies. Prerequisite: ESS 2113. (On Demand)

**ESS 2273 Theory of Coaching Volleyball and Softball**
Theory and practice in the fundamentals as well as review of the various systems of play. Prerequisite: ESS 2113. (On Demand)

**ESS 2303 Sport Governance**
This course is an examination of sport organizations focused on both professional and amateur governance structures and processes. The study of policy in educational, non-profit, professional and international sport venues will also be addressed. (3 credit course offered every Spring)

**ESS 2603 Foundations of Exercise and Sport Science**
This course investigates the scientific underpinnings of Exercise and Sports Science as well as various careers available to Exercise and Sport Science students. (Fall)

**ESS 3003 PE for the Young Child**
Emphasis is given to the growth, development, and characteristics of children as they relate to physical activity. The course includes an in-depth study of fundamental movements, developmental skill levels, and movement education for the young child. (On Demand)

**ESS 3013 Coaching Principles**
The student will engage in class instruction, research and analysis of specific topics with a view to providing a more in-depth knowledge and understanding of such areas of concern. (On Demand)

**ESS 3023 Assessment of Athletic Injuries**
Students will explore the role of the athletic trainer and coaches in the prevention, recognition, and treatment of injuries to athletes. The course will emphasize the immediate care of serious and life threatening injuries and illnesses and recognition, immediate treatment, secondary treatment, and rehabilitation of common athletic injuries. Students will learn various basic techniques of taping, wrapping, bracing, and pad construction, and the use of selected basic treatment modalities. This course will give students a comprehensive foundation and introduction into the basics of athletic training, principles of first aid, safety, and CPR. Prerequisite: ESS 3343/3341.

**ESS 3053 Administration of Sports and Recreation**
This course examines organizational and administrative patterns for conducting a recreation program in a variety of settings. Prerequisite: JR/SR Standing. (Spring)

**ESS 3061 Exercise Testing and Prescription Lab**
This lab covers clinical exercise physiology topics needed to understand and apply the foundational principles for fitness testing in special populations. Prerequisite: ESS 3303, 3301, 3343, 3341. Must be taken concurrently with ESS 3063.

**ESS 3063 Exercise Testing and Prescription**
This course covers exercise physiology and related topics in exercise science needed to understand and apply the foundational principles for fitness testing and exercise programming. In addition, human behaviors related to exercise adherence and proper nutrition are explored. Finally, this course investigates important aspects of program administration associated with personal training. Prerequisite: ESS 3303, 3301, 3343, 3341. Must be taken concurrently with ESS 3061. (Fall)

**ESS 3103 Individual and Dual Sports**
This course assists the student in developing competency in a variety of individual and lifetime sports. It includes organization and administration of individual and dual sports programs. Prerequisite: JR Standing. (On Demand)

**ESS 3153 Team Sports**
This course assists the student in developing competency in a variety of team sports. Students will be tested as to their skill level in a variety of team sports. The course seeks to improve the student's proficiency in these team sports. Prerequisite: JR Standing. (On Demand)

**ESS 3203 Outdoor Recreation**
This course develops student proficiency in outdoor recreational activities such as compass reading, camping, canoeing, and hiking. Classroom and wilderness settings are utilized. Prerequisite: SO Standing. (On Demand)

**ESS 3301 Exercise Physiology Lab**
This course is designed to provide students with experience in basic laboratory techniques for Exercise Physiology. Emphasis is given to physiological adjustments and changes occurring in the human organism as a result of physical activity. Prerequisites: BIO 1113/1111 or BIO 2013/2011 or instructor's consent. Must be taken concurrently with ESS 3303.

**ESS 3303 Exercise Physiology**
This course gives emphasis to physiological adjustments and changes occurring in the human organism as a result of physical activity. The physiology of muscular contraction and the roles of the circulatory and respiratory systems in exercise are included. Prerequisites: BIO 1113/1111 or BIO 2013/2011 or instructor's consent. Must be taken concurrently with ESS 3301. (Spring)

**ESS 3341 Kinesiology Lab**
This course is designed to provide students with experience in basic laboratory techniques for Kinesiology. Emphasis is given to a study of human movement from the point of view of the physical sciences, including the relationship of anatomy to the mechanics of movement. Prerequisites: BIO 1113/1111 or BIO 2013/2011 or instructor's consent. Must be taken concurrently with ESS 3343.

**ESS 3343 Kinesiology**
Emphasis is given to biomechanical factors occurring in the human organism during physical activity. Prerequisites: BIO 1113/1111 or BIO 2013/2011 or instructor's consent. Must be taken concurrently with ESS 3341. (Spring)

**ESS 3403 Tests and Measurements for Exercise and Sports Science**
This course includes experiences in the development and application of various tests and evaluation techniques and their uses in Exercise and Sports Science measurement and evaluation. Prerequisites: MAT 2023 or Instructor's Permission. (Spring)

**ESS 3501, 3502, 3503 Directed Studies in Exercise and Sports Science**
This course offers the student the opportunity to explore topics of interest under the direction of a faculty member. Variable credit. Prerequisites: JR standing and Instructor's Permission. (On Demand)

**ESS 3603 Methods and Curriculum for PE K-12**
This course examines methods along with curriculum development for physical education and sports in the kindergarten, primary grades, middle school, and high school settings. Practicum experiences are required at multiple levels. Prerequisites: ESS 3003 and JR Standing. (On Demand)

**ESS 3623 Facility Design and Management**
This course examines the design and management of recreation and sport facilities. Prerequisite: JR/SR Standing. (Fall)

**ESS 3633 Sport Law**
This course examines state and federal legislation specific to sport with emphasis placed on the ability to identify and apply various areas of law to the sports industry. Prerequisite: JR/SR Standing. (Spring)

**ESS 4013 Sport Communication**
The student will engage in class instruction, research, and analysis of specific topics with a view to providing a more in-depth knowledge and understanding of such areas of concern. Prerequisite: JR/SR Standing (Fall)

**ESS 4023 Sport Marketing**
This course is an analysis of effective management strategies and the body of knowledge associated with pursuing a career in sport management. The course will introduce students to the sport management career opportunities in the sport industry and sport principles as they apply to management, marketing, leadership style, communication, and motivation. Prerequisite: JR/SR Standing. (3 credit course offered every Spring)

**ESS 4033 Sport Finance**
An integrated course that incorporates concepts from economics, finance, statistics and operations research in approaching decision-making in sports management. Prerequisite: JR/SR Standing. (3 credit course offered every Spring)

**ESS 4133 Adapted Physical Education**
This course includes an in-depth study of the characteristics, learning considerations, and adaptations for the exceptional child including the gifted, mentally retarded, visually impaired, deaf or hard of hearing, physically impaired, learning disabled, and emotionally disturbed. This course includes a practicum experience. Prerequisites: EDU 2043 and eligibility for admission to TEP. (On Demand)

**ESS 4206 Sports Medicine Internship**
The student is placed in a clinical, hospital based, and/or wellness and fitness setting under the supervision of an exercise specialist, physical therapist, physician or other professional allied health worker. Observation and guided hands-on practice are provided in the conducting of physiologic assessments, exercise recommendations, and supervised exercise sessions. Textbook and classroom material will emphasize EKG interpretation, metabolic calculations, and applied exercise physiology concepts. This experience is designed to help prepare students for American College of Sports Medicine Certified Exercise Physiologist exam which students are strongly encouraged to take upon course completion. Placement is for 15 weeks. Prerequisites: ESS 2023, 2073, 3303, 3403, 3343, 4223 and possession of an appropriate liability insurance policy. See Criteria for Internships on p. 70. (Spring)

**ESS 4213 Sport Psychology**
An overview of essential psychological considerations involved in athletic participation, athletic training, and in coaching athletic teams. Prerequisite: PSY 1013. (On Demand)

**ESS 4216 Sport Management/Recreation Internship**
This course involves students to seek out a 270 hour internship with a sport, recreation, or fitness organization. They will be assisted by their advisor, and if need be advisor will find them an internship. A student with approval from advisor can obtain hours at any time and work more than one internship if so desired. The class and other requirements to complete the internship will be offered during spring/summer semesters. The prerequisite is JR/SR Standing.

Any student not being able to do an internship may choose to take two of the following classes to fulfill the six credits: ESS 2603, ESS 4503, BUS 1063, BUS 1283, BUS 2073, BUS 2323, BUS 2453, BUS 2512, BUS 3023, BUS 3113, COM 1013, COM 2053, COM 2073.

**ESS 4223 Therapeutic Exercise**
A study of clinical sports therapy techniques used in the rehabilitation and reconditioning of musculoskeletal disorders. The course includes goniometry, manual muscle testing, therapeutic and resistance exercises and proprioceptive neuromuscular facilitation. Prerequisites: BIO 2013 or 1113, ESS 2023, 2073, 3343, 3403 and 3303. (Every Fall)

**ESS 4313 Foundations of Strength & Conditioning**
The study of current principles and procedures essential to strength training and conditioning practices. Emphasis is placed on the development and practical applications of aerobic conditioning, joint flexibility, and muscular strength, power and endurance programs. Prerequisites: BIO 1113 or 2023, ESS 3303 and 3343 or Instructor's Discretion. (Every Fall)

**ESS 4413 Internship in Strength & Conditioning**
This course is offered concurrently with ESS 4313 and involves the placement of the student in a wellness or fitness center under the supervision of a Certified Strength & Conditioning Specialist or NSCA-Certified Personal Trainer. Observation and guided hands-on practice is provided in the area of strength training and conditioning while applying the physiological foundations of strength & conditioning. Prerequisites: BIO 1113 or 2023, ESS 3303 & 3343, and concurrently with ESS 4313, or Instructor's Discretion. (On Demand)

**ESS 4501, 4502. 4503 Special Topics in Exercise and Sports Science**
The student will engage in class instruction, research and analysis of specific topics with a view to providing a more in-depth knowledge and understanding of such areas of concern. Prerequisite: JR/SR Standing. (On Demand)

## FORENSIC SCIENCE

The Bachelor of Science degree in Forensic Science is a demanding interdisciplinary degree that includes coursework from the fields of science and criminal justice. Forensic Science students must complete the general requirements, major requirements, and electives.

**I. Forensic Science Major**

A. **General Education & Degree Requirements not met by major** **32 SH**
(See p. 48)

B. Major Requirements:
*(Some of these courses satisfy the General Education Requirements.)*

| | |
|---|---|
| BIO 1144, 2014, 2024, 4014, 4024 | 20 SH |
| BIO/CHM 3053, 3061, 4081, 4091 | 6 SH |
| CHM 1011, 1013, 1021, 1023, 2014, 2024, 3014 | 20 SH |
| CRJ 2013, 2203, 3033, 3083, 3183, 3303 | 18 SH |
| MAT 1223 or higher, and MAT 2033 | 6 SH |
| PHY 2014, 2024 | 8 SH |
| Information Technology (BUS 2313 or 2323) | 3 SH |
| **Subtotal** | **81 SH** |

C. Electives **7 SH**
**TOTAL** **120 SH**

## FORENSIC SCIENCE ADVISING RECOMMENDATIONS

| First Year | | Second Year | |
|---|---|---|---|
| COR 1012 Inv. to Inquiry | 2 SH | English Literature | 3 SH |
| ENG 1013, 1023 Composition | 6 SH | COR 2012 Character Formation | 2 SH |
| BIO 1143, 1141 Fund. of Biology | 4 SH | CHM 2014, 2024 Organic Chemistry | 8 SH |
| CHM 1013, 1011 Gen. Chemistry I | 4 SH | BIO 2013, 2011, 2023, 2021 A. & P. | 8 SH |
| CHM 1023, 1021 Gen. Chemistry II | 4 SH | CRJ/SOC 2203 Criminology | 3 SH |
| MAT 1223 Precalculus | 3 SH | History Elective | 3 SH |
| COR 2001, 2002 Personal Wellness | 3 SH | MAT 2033 Inferential Statistics | 3 SH |
| CRJ 2013 Intro. to Criminal Justice | 3 SH | **Total** | **30 SH** |
| BUS 2313 or 2323 Inf. Tech. Elective | 3 SH | | |
| **Total** | **33 SH** | | |

| Third Year | | Fourth Year | |
|---|---|---|---|
| CST 1103 Biblical Perspectives | 3 SH | COM 1023 Speech | 3 SH |
| COR 3012 Civic & Global Response | 2 SH | ART/MUS/THR Fine Arts Elective | 3 SH |
| BIO 4014 Genetics | 4 SH | BIO/CHM 3053, 3061 Biochemistry | 4 SH |
| PHY 2014, 2024 Physics | 8 SH | BIO/CHM 4081,4091 Senior Seminar | 2SH |
| CHM 3014 Quant. & Instr. Analysis | 4 SH | CRJ 4123 Subst. Criminal Law | 3 SH |
| CRJ 3033, 3083 Forensic Science | 3 SH | BIO 4024 Molecular Cell Biology | 4 SH |
| CRJ 3303 Criminal Investigation | 3 SH | History Elective | 3 SH |
| CRJ 3183 For. Sci. Internship | 3 SH | Electives | 6 SH |
| **Total** | **30 SH** | **Total** | **28 SH** |

# GEOGRAPHY (GEO)

**GEO 2033 Physical and Cultural Geography**
A broad survey course in geography that includes the use of maps, geographical tools, and technology. Areas of study include the physical processes that shape the earth, physical and human characteristics of places, relationships between human activity and the physical environment, and characteristics and distributions of the earth's ecosystems. (On Demand)

# GRAPHIC COMMUNICATION

The Graphic Communication Major provides professional training and theoretical preparation for either graduate study or employment in digital graphic media.

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

## COURSES OF INSTRUCTION

See Art, p. 81, Communication, p. 120, and Business, p. 98.

# GREEK (GRK)

See Biblical Languages, p. 86.

## HEALTH (HEA)

Minor in Health: HEA 3413; HEA 3513; HEA 3523; HEA 4003; HEA 4503 and one course approved by ESS Department Chair selected from ESS, SOC; PSY, BIO; or CHM. Courses selected from Sociology, Psychology, or Exercise and Sport Science may be selected to replace one of the Health courses listed with permission of ESS Department Chair.

If a student majoring in Exercise and Sport Science elects a minor in health, courses must be added to include courses not required in the major.

### COURSES OF INSTRUCTION

**HEA 2023 Health Psychology (Same as PSY 2023)**
This course will examine cognitive, behavioral, and biological approaches to health psychology. (On Demand)

**HEA 3413 Human Sexuality (Same as PSY/SOC 3413)**
This course examines the biological, social and personal aspects of human sexual identity and behavior. An examination will be made of sex education in the schools. (Fall)

**HEA 3513 Nutrition and Metabolism**
A study of the principles of nutrition and metabolism with emphasis given to understanding the role nutrition plays in the health and wellness of the individual. (On Demand)

**HEA 3523 Stress Management (Same as PSY/SOC 3523)**
This course examines the physiological, psychological, and interpersonal effects of stress. A variety of healthful coping mechanisms are identified with emphasis placed on students' developing effective personal coping strategies. (On Demand)

**HEA 4003 Seminar in Drug and Health Education**
In-depth analysis of pharmacology, the drug user, and drug-related problems in our society. Emphasis is given to the teacher's, coach's, and athletic trainer's role in assisting students and athletes in decision-making processes. (On Demand)

**HEA 4503 Special Topics in Health**
The student will engage in class instruction, research, and analysis of specific topics with a view to providing a more in-depth knowledge and understanding of such areas of concern. Prerequisite: JR/SR Standing. (On Demand)

## HEBREW (HEB)

See Biblical Languages, p. 86.

## HISTORY (HIS)

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

**I. History Major**

A. **General Education & Degree Requirements** (see p. 48) **52 SH**

B. History Major - Core Requirements **12 SH**
(some of these satisfy General Education requirements)
HIS 1033, 1043, 2013, 2023, 2603, 4603

C. Concentration (choose one) **30 SH**

1. Historical Studies Concentration
   a. **General Education & Degree Requirements** (see p. 48)
   b. History Major - Core Requirements
   (some of these satisfy General Education requirements)
   c. Concentration Requirements
   6 hours 3000-4000 level American History
   6 hours 3000-4000 level European/World History
   18 hours of elective History courses (no more than 6 hours below 3000 level or outside of the History department with approval of the History Department Faculty)

2. Teacher Licensure History and Social Science 6-12 Concentration
   a. **General Education & Degree Requirements** (see p. 48)
   b. History Major - Core Requirements
   (some of these satisfy General Education requirements)
   c. Concentration Requirements
   HIS 3193 Virginia History
   HIS 4063 20th Century America
   HIS 4073 Early Modern Europe
   HIS 4093 Europe 1815-Present
   HIS 3023 History of American Government and Politics
   HIS 3093 Renaissance and Reformation
   3 hours in History - Choose from HIS 3073, 3083, 3163, 4123, 4023
   CST 3613 World Religions
   BUS 2513 Principles of Macroeconomics
   3 hours - Choose from CRJ 3133 Minority Issues in Criminal Justice or SOC 3133 Minority Groups in America or PSY 3133 Minority Issues in Psychology
   d. Teacher Licensure Requirements (see Teacher Education Handbook)

D. **Minor and Electives** **26 SH**
**TOTAL** **120 SH**

**II. History Minor**

HIS 1033 OR 1043 AND 2013 OR 2023 **6 SH**
HIS Electives (from within the History area and at least 9 hours at 3000 level or above and taken at Bluefield) **12 SH**
**TOTAL** **18 SH**

For licensure in history and Social Science, see the *Teacher Education Handbook*.

## HISTORY ADVISING RECOMMENDATIONS

| **First Year** | | **Second Year** | |
|---|---|---|---|
| HIS 1033-1043 or 2013/2023 | 6 SH | HIS 1033-1043 or 2013-2023 | 6 SH |
| ENG 1013 & 1023 | 6 SH | Literature | 3 SH |
| MAT 1213 | 3 SH | HIS 2603 or HIS Elective | 3 SH |
| COR 1012 | 2 SH | Science | 4 SH |
| HIS 2603 | 3 SH | Language-1st Year/Electives | 6 SH |
| Gen Ed Requirements | 9 SH | Gen Ed Requirements | 3 SH |
| **Total** | **29 SH** | HIS Elective | 3 SH |
| | | COR 2012 | 2 SH |
| | | **Total** | **30 SH** |

| **Third Year** | | **Fourth Year** | |
|---|---|---|---|
| Language-2nd Year | 6 SH | HIS Electives | 15 SH |
| HIS Electives | 15 SH | Minor Electives | 11 SH |
| Gen Ed or Minor Electives | 6 SH | HIS 4603 | 3 SH |
| BUS 2513 | 3 SH | **Total** | **29 SH** |
| COR 3012 | 2 SH | | |
| **Total** | **32 SH** | | |

## COURSES OF INSTRUCTION

**HIS 1033 World Civilization I**
A basic survey of world civilizations from earliest times to the 16th Century. It includes the political, philosophical, and cultural legacies of ancient American, Asian, African, and European civilizations, emphasizing both their independence and their interaction with one another. (Fall)

**HIS 1043 World Civilization II**
The modernization and expansion of world civilizations since 1500 including Europe, the Americas, Africa and Asia. This course emphasizes the major social, political, and economic contributions of each. (Spring)

**HIS 2013 United States History I**
A dynamic survey of American history from European contact through the end of the Civil War. This course pays particular attention to the establishment of the United States, its political and social distinctives, and the contradictions that culminated in civil warfare and a "new birth of freedom." (Fall)

**HIS 2023 United States History II**
A dynamic survey of American history from the end of the Civil War to the present. This course focuses on the reunification of north and south, western expansion, and the growth of national power through two world wars, closing with a reexamination of American distinctives in light of the American past. (Spring)

**HIS 2603 History and Historians**
This seminar introduces prospective majors and minors to the theory and practice of history. The first half examines historiography, the history of history, including the study of the past in light of Christian belief. The second half concerns methodology, the ways in which historians work, emphasizing practical application of the best practices of the profession. (On Demand)

**HIS 3023 History of American Government and Politics**
James Madison once said that if men were angels, government would be unnecessary. Since the federal government is now in its third century of existence, it seems wise to become better acquainted with this concession to human imperfection. Accordingly, this course provides a comprehensive history of the establishment, structure, functions, and evolution of the government and politics of the United States of America. Starting with the roots of American nationalism and the theory of republican government, it tells the story of the disastrous initial government under the Articles of Confederation and how heated public debate and private bargaining crafted the Constitution which replaced it. Using this blueprint to interpret the governmental structure it created, we learn of the Founders' distaste for political parties and why their formation was inevitable, and how the single biggest constitutional flaw led to civil warfare and a new birth of freedom. As the nineteenth century gives way to the twentieth, we witness the naked ambition and selfless statesmanship of American Presidents, the base partisanship and inspired compromises of American politicians, and the popular delusions and soaring dreams of the American electorate. We explore the role of the media, lobbyists, and special interest groups, the impact of Supreme Court decisions, and the ongoing debate over Constitutional interpretation and civil liberties as the course touches our own day. Designed for future teachers, prospective law enforcement personnel, and aspiring historians, this course bequeaths the knowledge necessary for an informed citizenry in a republic founded on the conviction that ordinary men and women can govern themselves. (Spring, Summer)

**HIS 3073 Ancient History**
An in-depth study of the ancient world, beginning with its roots in the pre-historic period and extending to A.D. 600. This course pays particular attention to Greek civilization and the Roman Republic and Empire. It also touches on the Near Eastern empires and ancient civilizations in Africa and Asia. Prerequisite: HIS 1033 or 1043 or 2013 or 2023 or Instructor's Permission. (Fall Even Years)

**HIS 3083 Medieval History**
A detailed study of the history of the Western World, beginning with Constantine and extending to the beginnings of the Renaissance. Prerequisite: HIS 1033 or 1043 or 2013 or 2023 or Instructor's Permission. (Spring Odd Years)

**HIS 3093 The Renaissance and Reformation**
The course begins with the decline of feudalism and the rise of the Renaissance. It entails a history of the major social ideas leading to 16th century Religious upheaval, the Protestant Reformation and its aftermath, ending with the Treaty of Westphalia. Also included are European exploration and the origins of capitalism and colonialism. Prerequisite: HIS 1033 or 1043 or 2013 or 2023 or Instructor's Permission. (Spring Odd Years)

**HIS 3163 19th Century America**
A detailed examination of the century which transformed the United States from a small confederation of agricultural states to a unified nation on the brink of world power. Coverage includes slavery, civil warfare, western expansion, industrialization; requirements include the examination and discussion of substantial books and a major writing assignment. Prerequisite: HIS 1033 or 1043 or 2013 or 2023 or Instructor's Permission. (On Demand)

**HIS 3193 History of Virginia**
This study traces the history of the Old Dominion from 1607 to the present. Besides emphasizing Virginia's role in the American Revolution and Civil War, it also examines the state's contributions to American political thought and requires detailed reading and dis-

cussion of several state histories, biographies, and journal articles. Prerequisite: HIS 1033 or 1043 or 2013 or 2023 or Instructor's Permission. (Fall)

**HIS 3501, 3502, 3503 Directed Study**
A specialized course of study for qualified students, offered on demand. Prerequisite: HIS 1033 or 1043 or 2013 or 2023 or Instructor's Permission. JR/SR Standing.

**HIS 4023 History of the Middle East**
The course will examine the history and culture of the region, as well as explore fundamental challenges and contemporary developments facing the Middle East today. Prerequisite: 1033 or 1043 or 2013 or 2023 or Instructor's Permission. (On Demand)

**HIS 4063 20th Century America**
This course examines the history of the United States during an era that witnessed two world wars, a global depression, massive social upheaval, and unprecedented prosperity. It requires careful reading and analysis of numerous major topical histories, regular class discussion, and a major writing assignment. Prerequisite: 1033 or 1043 or 2013 or 2023 or Instructor's permission. (Spring)

**HIS 4073 Early Modern Europe, 1648-1815**
Beginning with the scientific revolution of the 17th century, this course surveys European civilization and political developments including the English Civil War, the French Revolution and Napoleon. Prerequisite: 1033 or 1043 or 2013 or 2023 or Instructor's permission. (Fall Odd Years)

**HIS 4083 Europe, 1815-present**
Tracing the effects of the Congress of Vienna and the political developments in Europe, the course includes the unification of Germany and Italy, causes and effects of World Wars I and II, and Europe since 1945. Prerequisite: HIS 1033 or 1043 or 2013 or 2023 or Instructor's Permission. (Spring Even Years)

**HIS 4123 Latin American History**
A study of Latin American History including a review of Native American peoples, the effects of Spanish and Portuguese colonization, and the movements for independence, especially in Mexico. Prerequisite: HIS 1033 or 1043 or 2013 or 2023 or Instructor's permission. (On Demand)

**HIS 4193 The Civil War**
This course examines one of the pivotal events in U.S. history, the Civil War. In addition to dynamic lectures, colorful audio-visual presentations, and lively class discussions of period sources, it also features innovative immersion experiences designed to convey visceral impressions of the conflict. Parade-ground drill and battlefield maneuvers provide a taste of everyday soldiering, as does coffee and hardtack around the campfire at the closing discussion. The smell of burning powder and the recoil of muskets during the live fire exercise add further authenticity, likewise the end-of-the-semester field trip to Appomattox Courthouse. All take their justification from author Shelby Foote's contention that "any understanding of this nation needs to be based—and I mean really based—on an understanding of the Civil War." Prerequisite: HIS 1033, 1043, 2013, 2023, or Instructor's Permission. (On Demand)

**HIS 4201, 4202, 4203 Academic Internship**
Students selected for this internship will assist course instructors through tutoring, showing videos, conducting study sessions, researching course materials, proctoring tests, grading

objective sections of survey exams, and teaching at least one class in a survey course during the semester. The selected students participating in this internship will acquire some practical experience in higher education.

**HIS 4211, 4212, 4213 History Internship**
This is a professional and practical internship experience at a museum, historical site, archive, or other historical application. Students will be required to complete all Internship Program requirements as described in the college catalog. In addition, there will be required meetings with the supervising faculty, written responses to the internship experience, a culminating program, and various readings assigned. Students will be responsible for seeking out their own internships; however, faculty will assist with recommending sites if needed. The purpose of this internship is to provide students with work experience in the field of history prior to graduating from the college. Students should meet with history faculty the semester prior to the internship to make arrangements for the internship site. Prerequisites: History Major, Junior or Senior standing.

**HIS 4501, 4502, 4503 Special Topics**
A specialized course of study for qualified students, offered on demand. Prerequisite: JR/SR Standing. HIS 1033 or 1043 or 2013 or 2023 or Instructor's Permission.

**HIS 4603 Senior Seminar**
A capstone course for history majors to be taken during the senior year. Students integrate themes from coursework, explore various historical authors and works, and complete a research project on an historical topic. (On Demand)

## HONORS PROGRAM (HON)

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

Through the Honors Program, students have the opportunity to:

- take exclusive, small specially focused general education seminars
- participate in an interdisciplinary junior seminar which integrates various area of knowledge culminating in a significant research project in any area of the student's interest.
- join in an interdisciplinary senior seminar highlighting the landscape of your intellectual odyssey
- travel to Washington, D.C. and other urban areas
- attend regional and national Honors conferences

Scholarships are available to all Honors students.

### ADMISSION TO PROGRAM

Incoming Freshman: ACT score of 25 or SAT score of 1100 or eligibility for Presidents Scholarship. Submission of the Bluefield College Honors Program application.

### REQUIREMENTS

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

**HON 3013 Honors Junior Seminar**
3 Hours: In-depth interdisciplinary investigation of issues in students' majors culminating in a term project of the students' design.

**HON 4011 Honors Senior Seminar**
1 Hour: Joint discussion of a central concept that links students' intellectual odysseys.

### HONORS PROGRAM SCHEDULE

- Students will be advised to follow the honors schedule in choosing particular general education courses. Ideally these six courses would be taken during the students' freshman and sophomore years. They will be allowed to complete these requirements by the end of their senior year.
- It is recommended students take two Honors courses their first semester.
- Enrollment in these courses is limited to participants in the Bluefield College Honors Program and students who have received instructor's permission.

## HUMAN SERVICES - Online Program (HUM)

The Human Services major addresses behavioral issues found in the home, workplace, and in the community that influence well-being by examining human behavior as a product of relationships, mental processes, and environmental variables. Emphasis is placed upon the helping relationship and service networks, team partnerships, evidence-based practice, best practices, and the ethical basis for providing human services.

This major examines the following: What motivates individuals, how individuals, couples and families react to stress, what can be done to help people who seek assistance from organizations, and how human service professionals go about helping people to cope and thrive. The breadth and depth of theory, practice, and applied techniques will be explored and the student will critically study the helping relationship with an emphasis upon the ability to relate to others and to further the ability to help others cope with and thrive within their environments.

Using behavioral theories and best practices, students will develop their skill and capacities to consider issues critically, to write clearly, to solve problems effectively, and to address conflicts ethically. In addition, the Human Services major is designed to prepare students to continue graduate study.

Graduates of this major will: Comprehend the contemporary issues and problems that people encounter in the modern world, develop an understanding of normal and abnormal functioning of individuals, groups, and families, acquire skills needed in working with individuals, groups, and families in efforts to enhance mental health, daily functioning, life satisfaction, career development, family harmony, academic performance, and interpersonal relationship, increase their knowledge of ethical considerations in the field, and understand the impact of social structure, social interaction, and social/cultural change on the overall wellness of people.

**I. Major**

A. **General Education & Degree Requirements** (see p. 48) **49 SH**

B. **Core Requirements** **36 SH**

INT 3063 Learning & Research Skills
BHS 3003 Introduction to Human Services
BHS 3043 Human Development for the Human Service Professional
PSY 3033 Theories of Personality
PSY 3043 Abnormal Psychology PSY
3083 Social Psychology
MGT 3103 Business Communication
SOC 3153 Sociology of Work and Occupations
BHS 3053 Family Dynamics for the Human Services Professional
PSY 3093 Social Research Methods
PSY 4013 Tests and Measurements
BHS 4003 Case Management

C. **Elective Courses** **35 SH**

**Total Hours** **120 SH**

## COURSES OF INSTRUCTION

**BHS 3003 Introduction to Human Services**
The Introduction to Human Services is the first in a series of courses in the Human Services Major. It is designed to provide a strong foundation for those who desire to work in a variety of mental health, correctional, educational, and social services settings where the emphasis is upon the helping relationship. As an overview, this course will also address ethics, history and standards, theoretical approaches, processes and skill development, case management and outreach, as it relates to the development of the person, family group and social systems, research, program evaluation, and assessment, the clientele to be served, and, the future trends expected in this emerging applied discipline.

**BHS 3043 Human Development for the Human Services Professional**
Human Development across the life span addresses the nature and needs of individuals throughout all developmental levels from birth to the end stage of life, following a developmental thematic approach (i.e., psychological, sociological, moral, career development, and physiological). Thematic approaches and stage theories are the platform that students will use to explore techniques that may be applied directly in organizations providing human services.

**BHS 3053 Family Dynamics for the Human Services Professional**
Family Dynamics for the Human Services Professional is a broad-based study of the family. It is specifically focused upon relationships, contemporary shifts in marriage, and the modern American family structure as it is faced by human service workers that provide and deliver social services in governmental agencies and in public and private organizations. Significant attention is paid to social historical context, cultural diversity, and economic conditions, stresses and crises that affect healthy family life and also contribute to the circumstances of troubled and dysfunctional families as they seek assistance from Human Service professionals during times of crises.

**BHS 3103 30/50 Introduction to Drug Use and Abuse**
This course serves as an introduction to the phenomenon of drug use and abuse in society, beginning with an historical perspective and continuing to the present day. Psychological, physical, socio-economic, and spiritual ramifications of drug use and abuse are examined. Prescription and recreational drugs are addressed, with special attention to commonly abused drugs. Drug abuse signs and symptoms as well as the role of substance abuse professional in treatment, relapse prevention, and the recovery process are delineated.

**BHS 4003 Case Management**
Case Management (CM) is a process, a best practice, a skill set and a professional self-management tool utilized by human services workers to accomplish tasks in the field. This course covers field methods and techniques such as: documentation, interviewing, taking social histories as administering and interpreting assessment forms, using and applying the current Diagnostic and Statistical Manual (DSM) to special problems, receiving and releasing information, as well as planning for positive changes for clientele. Learners will explore client/consumer planning process; making referrals and assembling a treatment or service record; the recording of recording significant case events using non-judgmental behavioral language; the monitoring of services; and the case termination processes. Finally, this course addresses CM ethics and the self-care necessary for Human Services workers to maintain a healthy professional life in an emotionally demanding occupation.

**INT 3063 Learning & Research Skills**
Learning & Research Skills is designed to provide opportunities for students to experience the application of experiential teaching/learning methods while analyzing, exploring, and developing the core skills needed for academic success in the online program. These skills include, but are not limited to, the development of effective online and traditional research skills and the identification of college resources, as well as the development of strategies for: (a) reading; (b) managing time and stress; and (c) note-taking, studying, test-taking, and writing. Finally this course will emphasize the development of effective writing and style mechanics using the Publication Manual of the American Psychological Association as the platform for written work-products.

**MGT 3103 Business Communication**
Business Communication encompasses all types of communication required to function effectively as a leader in an organization. Communications fundamentals, business English, correspondence, written reports, oral communication, employment communications, and other special communication applications will be emphasized.

**PSY 3033 Theories of Personality**
Theories of Personality is an introduction to the organization and structure of personality. Personality is defined and methods of assessing and studying it are considered. Major theories of personality are investigated. The major theories are used to explore issues including love, hate, gender, culture, religion, stress, adjustment, and health. Students are challenged to apply theories to the personality of a specific historical figure.

**PSY 3043 Abnormal Psychology (Same as CRJ 3043)**
Abnormal Psychology is an introduction to the study of psychopathology. The difficulty of determining whether specific behaviors should be considered abnormal is examined. A history of views about abnormal behavior is discussed as is current thinking on the subject. Models used for explaining abnormal behavior are described and issues related to diagnosis and assessment of psychological disorders are given attention. The

primary emphasis of the course is the study of categories of mental disorders and their symptoms as well as possible causes and recommended treatments for specific disorders. Prerequisites: JR Standing.

**PSY 3083 Social Psychology (Same as SOC 3083)**
Social Psychology is a study of behavior in social contexts, including interpersonal attraction, group dynamics, leadership, conformity, and a host of additional social psychology constructs and theories. It is the intent of this course to introduce the student to those variables and relationships that describe and even predict human behavior as influenced by the presence of others.

**PSY 3093 Social Research Methods for the Online Program only (same as CRJ/ HSE/SOC 3093)**
Social Research Methods introduces the tools and techniques of inquiry applied in the social sciences. During the term the student will be exposed to the vocabulary, the generally accepted yet varied methods, and the potential sources of error associated with the investigation of social phenomena. We will discuss the constructs of sampling, measurement, research design, and data analysis as well as the very important process of forming a meaningful and rigorous research question. Such constructs as reliability, validity, error, etc. will be defined and made useful in the minds and actions of thoughtful scientists and citizens.

**PSY 4013 Tests and Measurements**
Tests and Measurements provides the student of behavioral sciences with a basic foundation in the components of psychological assessment. The course addresses basic psychological assessment concepts and develops an awareness of the variety of assessment instruments that are available. Students become familiar with the components of the assessment of personality and cognitive ability and discuss the professional and ethical standards and social issues in assessment.

**SOC 3153 Sociology of Work and Occupations**
Sociology of Work and Occupations addresses contemporary work issues including specialization, the impact of the technological revolution, rapidly changing roles of men and women at work, and the evolving nature of the global economy. Critical review of research findings based on studies of work, organizational structure and major occupational categories and worker traits will be emphasized.

## INTERDISCIPLINARY STUDIES

**Bachelor of Arts (B.A.) with a major in Interdisciplinary Studies.**
**Bachelor of Science (B.S.) with a major in Interdisciplinary Studies.**

**Requirements**

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

Major: At least three (3) different academic subject areas must be represented in the major by a minimum of 15 semester hours per area. A minimum of thirty-six (36) hours must be at the 3000-4000 level in at least two of the three concentrations. Hours beyond the 45 hours in the major are to be selected to enhance the major chosen and may be chosen from any area of curriculum.

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

## COURSES OF INSTRUCTION

**INT 3063 Learning & Research Skills (the online programs only)**
This course is designed to provide opportunities for students to experience the application of experiential teaching/learning methods while analyzing, exploring, and developing the core skills needed for academic success in the online program. These skills include, but are not limited to, the development of effective online and traditional research skills and the identification of college resources, as well as the development of strategies for: (a) reading; (b) managing time and stress; and (c) note-taking, studying, test-taking, and writing. Finally this course will emphasize the development of effective writing and style mechanics using the Publication Manual of the American Psychological Association as the platform for written work-products.

## MODERN LANGUAGES (French, Spanish)

A proficiency examination will aid the student in determining the language level he/she should take, if he/she has studied language in high school. Otherwise, the student who plans to receive a Bachelor of Arts degree must start at the elementary level. Any students who have successfully passed four years of the same foreign language in high school will have their modern language requirement waived. The six semester hours must be made up in elective credit.

## FRENCH (FRE)

**FRE 1013 Beginning French I**
A beginning course in the fundamentals of speaking, listening, and reading the French language. Emphasis is on vocabulary, grammar, pronunciation and French culture. Students read simple texts and write short essays in French. The class is for students with no previous training in the French language. This course does not count towards the Bachelor of Arts Modern Language Requirement.

**FRE 1023 Beginning French II**
A continuation of FRE 1013. Expanded emphasis on vocabulary, grammar, pronunciation and French culture. Students read texts and write essays in French. Prerequisite: FRE 1013 or placement by exam. (On Demand) This course does not count towards the Bachelor of Arts Modern Language Requirement.

**FRE 2013 Intermediate French I**
A continuation of FRE 1023, with expanded study of French vocabulary, grammar, pronunciation and culture. Students read more complex texts and engage in more in-depth listening and conversation exercises. Prerequisite: FRE 1023 or placement by exam. (On Demand) This course completes three hours of the Bachelor of Arts Modern Language Requirement.

**FRE 2023 Intermediate French II**
A continuation of FRE 2013 with more emphasis placed on conversation and reading of French texts. Prerequisite: FRE 2013 or placement by exam. (On Demand) This course completes the six hours of the Bachelor of Arts Modern Language Requirement.

**FRE 4503 Special topics in French**
An investigation of specific topics in French language or culture. (On Demand)

## SPANISH (SPA)

**SPA 1013 Beginning Spanish I**
A beginning course in the fundamentals of speaking, listening, and reading the Spanish language. Emphasis is on vocabulary, grammar, pronunciation and Hispanic culture. Students read simple texts and write short essays in Spanish. The class is for students with no previous training in the Spanish language. (Every Fall). This course does not count towards the Bachelor of Arts Modern Language Requirement.

**SPA 1023 Beginning Spanish II**
A continuation of SPA 1013. Expanded emphasis on vocabulary, grammar, pronunciation and Hispanic culture. Students read texts and write essays in Spanish. Prerequisite: SPA 1013 or placement by exam. (Every Spring). This course does not count towards the Bachelor of Arts Modern Language Requirement.

**SPA 2013 Intermediate Spanish I**
A continuation of SPA 1023, with expanded study of Spanish vocabulary, grammar, pronunciation and culture. Students read more complex texts and engage in more in-depth listening and conversation exercises. Prerequisite: SPA 1023 or placement by exam. (Every Fall) This course completes three hours of the Bachelor of Arts Modern Language Requirement.

**SPA 2023 Intermediate Spanish II**
A continuation of SPA 2013 with more emphasis placed on conversation and reading of Spanish texts. Prerequisite: SPA 2013 or placement by exam. (Every Spring) This course completes the six hours of the Bachelor of Arts Modern Language Requirement.
SPA 2033 Accelerated Intermediate Spanish I & II in Panama

**SPA 2023 Accelerated Intermediate Spanish I & II**
SPA 2033 combines SPA 2013 and SPA 2023 course requirements in one summer semester. Students will be able to concentrate on their speaking, writing, reading and listening skills during the four week course as they are immersed in the Spanish language as well as Panamanian society and culture. Upon successful completion, SPA 2033 counts towards the Bachelor of Arts Modern Language Requirement.

**SPA 2033 Accelerated Intermediate Spanish II (2033) In Panama**
Students interested in fulfilling their six credit requirements in combination with a study aboard experience in Panama during the summer may register for this course. Prerequisite: SPA 1023 or equivalent.

**SPA 4503 Special topics in Spanish**
An investigation of specific topics in Hispanic language or culture. Topics vary according to demand and need.

# ORGANIZATIONAL LEADERSHIP – Online (MGT)

Trained leaders are in demand by business, government, non-profit organizations, and other employers. This major is designed to prepare graduates to help meet that challenge. Today, managers and leaders must cope with constant change, competition, complexity, diversity, and issues workers bring to the workplace. Management is the process of setting goals and planning and completing the execution of those goals using order and consistency. Leadership is the ability to influence others toward the achievement of a vision or set of goals.

The Organizational Leadership major deals with the realities of the workplace as they relate to strategic planning, to ethics and personal integrity, and to the overall functions of management, including leadership, research, quality assurance, team building, and change management, all within the framework of job performance and organizational commitment.

Students will learn theories and best practices associated with models of Organizational Leadership. The Organizational Leadership major will help students sharpen their current skills while developing new analytic and practical skills that can be applied to everyday problem-solving.

Students will learn to evaluate strategic options, to diagnose problems, and to use models for informed decision-making – the type of decisions that will allow organizations to be flexible and responsive to the changing organizational demands. The Organizational Leadership major is also a good platform for pursuing future graduate academic studies and professional work.

I. Major

A. **General Education & Degree Requirements** (see p. 48) **49 SH**

B. **Core Requirements** **36 SH**

INT 3063 Learning & Research Skills
MGT 3173 Introduction to Leadership
MGT 3103 Business Communication
MGT 3013 Foundations of Management
MGT 3193 Organizational Behavior
MGT 3153 Business Research Methods
MGT 4223 Personal Leadership Strategies
MGT 4133 Quality Assurance
MGT 4163 Human Resource Management
MGT 3113 Management & Finance
MGT 4123 Contemporary Leadership
MGT 4233 Leadership & Change Management

C. **Elective Courses** **35 SH**

**Total Hours** **120 SH**

## COURSES OF INSTRUCTION

**MGT 3013 Foundations of Management**
Foundations of Management is the study of the foundational principles of organizational

management. Primary emphasis is placed on analysis of theory, principles of sound business practice, organizational structure, and managerial functions.

**MGT 3103 Business Communication**
Business Communication encompasses all types of communication required to function effectively as a leader in an organization. Communications fundamentals, business English, correspondence, written reports, oral communication, employment communications, and other special communication applications will be emphasized.

**MGT 3113 Management & Finance**
Management & Finance provides an introduction to entrepreneurship and financial terminology and principles with a focus on both managerial and personal financial decisions. The impact of budgeting, risk, the time value of money, business plans, marketing, and financial analysis will be examined from an entrepreneurial, managerial and personal perspective.

**MGT 3153 Business Research Methods**
Business Research Methods is designed to introduce the use of quantitative and qualitative research tools in conducting action research in organizations. The course will give students an overview of the action research model, as well as other models, types and functions of research. It will also provide students with the methods and tools used to collect, analyze, interpret, and report quantitative data. Students will learn the basic principles of ethical research data analysis and presentation strategies.

**MGT 3173 Introduction to Leadership**
Introduction to Leadership focuses on theories of leadership as applied to adult learners engaged in a variety of experiential and traditional learning activities. An examination of traditional leadership theories will be covered as well as cutting-edge leadership topics. Leadership applications will develop critical thinking skills about leadership concepts. Skill building exercises will foster leadership skills that can be applied in professional and personal lives.

**MGT 3193 Organizational Behavior**
Organizational Behavior focuses on organizational theory and the analysis of structures and environments, resource utilization, power and leadership, cultures, problem diagnosis, and renewal of open system organizations. Students will also examine the roles and functions of managers in leading organizations (planning, organizing, directing, delegating, and evaluating the use of resources) and the roles of organizational development practitioners in helping clients in the organizational renewal process. An examination of the organization and the leader will attempt to provide reason and rationale for why some theories and applications appear to work in one environment but not in another. This course should prepare the student to analyze real-world environments and to select the best alternatives.

**MGT 4123 Contemporary Issues in Leadership**
Contemporary Issues in Leadership is a study cultural, ethical, and philosophical issues which are involved in leadership practices. Written assignments will be applicable to the student's particular occupation or field of interest. The course addresses these issues in the context of a required service learning project. Students will be challenged through these experiential projects to become catalysts for positive change and leadership in their community.

**MGT 4133 Quality Assurance/Management**
History, philosophy, and theory of total quality management as presented by authors such as W. Edwards Deming, Joseph Juran, Philip Crosby, and others. The focus will be on continuous quality improvement, total quality control, advantages, problem solving, teamwork, customer service, and statistical process control. This course will incorporate approaches found in Six Sigma and ISO-9000 programs.

**MGT 4163 Human Resource Management**
Human Resource Management will increase the participant's knowledge of the field of human resources (HR) and provide a current reference to HR practices. Several functional areas to be addressed include: HR Management Practices, General Employment Practices; Recruiting, Selection and Staffing; Human Resource Development; Compensation and Benefits; Employee and Labor Relations; Health, Safety and Security. HMR is the function that assists organizations in achieving goals by obtaining, developing, motivating, and retaining the right people. HRM recognizes the fact that each employee is capable of making a valuable contribution and seeks ways in which individual goals may be in synch with organizational goals.

**MGT 4223 Personal Leadership Strategies**
Personal Leadership Strategies will help the student recognize the qualities that make one a successful leader including attitudes, interpersonal skills, critical thinking and strong ethics. Students will explore strategies for managing, leading, motivating and communicating in a diverse, international environment.

**MGT 4233 Leadership and Change Management**
Organizations are evolving daily. This course focuses on a methodical, rational analysis of change within an organization. It begins with an analysis and diagnosis of the organization, the role of the change agent, defining the problem, preparing the personnel, teams and the organization for change, working with the personnel/ teams to achieve the optimal change, and finally it concludes the evaluation of the change. Change management is an on-going process that is best accomplished by using leadership principles.

## MATHEMATICS (MAT)

For a bachelor's degree in Mathematics, a student must complete the general requirements of the College, the mathematics major requirements, the minor requirements in another area of study, and electives. Mathematics majors must take a comprehensive test in the senior year. A mathematics minor is available to those students majoring in another area. Students interested in obtaining teacher licensure for teaching mathematics in secondary schools should contact the School of Education for a course list.

**I. Mathematics Major**

| | | |
|---|---|---|
| A. | General Education & Degree Requirements | 39 SH |
| | PHY 2014, 2024 | 8 SH |
| | MAT 1514 | 4 SH |
| | **Subtotal** | **51 SH** |

(PHY 2014-2024 meet the General Education Science and B.S. additional science requirements. MAT 1514 meets the Mathematics General Education requirement. Any one of the math courses 1815 or higher required for the Mathematics Major meets the Mathematics B.S. requirement for mathematics majors.)

B. Major Requirements

| | |
|---|---|
| 1. Programming Core | 6 SH |
| BUS 2313, Computer Programming elective (BUS 2433 or 3333) | |
| 2. Mathematics Core Requirements | |
| MAT 1601, 1815, 1825, 2814, 2913, 3003 | 21 SH |
| MAT 2023 or 2033 | 3 SH |
| MAT 3103, 3303, 4203 | 9 SH |
| MAT 4443 | 3 SH |
| 3. Mathematics Internship | |
| MAT 3111-3112-3113 | 3 SH |
| 4. Mathematics Electives | |
| Choose from MAT 3403, 3603, 3813, 4503, 4423 | 6 SH |
| **Subtotal** | **51 SH** |

C. Minor and Electives

| | |
|---|---|
| **Subtotal** | **24 SH** |
| **TOTAL** | **126 SH** |

**II. Mathematics Minor**

| | |
|---|---|
| MAT 1815, 1825 | 10 SH |
| MAT 2814, 2913, 3003 | 10 SH |
| **TOTAL** | **20 SH** |

## MATHEMATICS ADVISING RECOMMENDATIONS

| **First Year** | | **Second Year** | |
|---|---|---|---|
| MAT 1514, 1601, 1815 | 10 SH | MAT 1825, 2814 | 9 SH |
| MAT 2023 or 2033 | 3 SH | MAT 2913 | 3 SH |
| COM 1023 (Speech) | 3 SH | MAT 3003 | 3 SH |
| ENG 1013, 1023 | 6 SH | PHY 2014, 2024 | 8 SH |
| Macroeconomics | 3 SH | BUS 2313, 2433 | 6 SH |
| Fine Arts | 3 SH | Literature | 3 SH |
| Invitation to Inquiry | 2 SH | Character Formation | 2 SH |
| Personal Wellness | 2 SH | **Total** | **34 SH** |
| Personal Wellness Lab | 1 SH | | |
| **Total** | **33 SH** | | |

| **Third Year** | | **Fourth Year** | |
|---|---|---|---|
| MAT 3103 | 3 SH | MAT 4203 | 3 SH |
| Math 3303 | 3 SH | Math Elective | 3 SH |
| Math Elective | 3 SH | MAT 4443 | 3 SH |
| Social Science | 3 SH | CST 1103 | 3 SH |
| History | 6 SH | MAT 3111 | 1 SH |
| Civic & Global Response | 2 SH | Electives/Minor | 16 SH |
| MAT 3111 (x2) | 2 SH | **Total** | **29 SH** |
| Electives/Minor | 9 SH | | |
| **Total** | **31 SH** | | |

### Placement of Mathematics Majors

Students wishing to major in mathematics will have their academic transcripts reviewed by the Mathematics Department to determine the appropriate starting point within the Mathematics Program. Prospective Mathematics majors may be asked to take the ACCUPLACER College Level Mathematics exam and/or to complete other departmental assessment instruments for determining their appropriate placement. Students without prior credit for a college-level precalculus course including trigonometry will be required to complete MAT 1514 before attempting MAT 1815.

Advanced Placement credit in calculus and statistics will be awarded according to the following guidelines.

| Test | Score | Credits | Placement |
|---|---|---|---|
| Calculus AB | 3<br>4-5 | 3 SH General Education Math<br>3 SH First Semester Calculus | MAT 1815<br>MAT 1825 |
| Calculus BC | 3<br>4-5 | 3 SH First Semester Calculus<br>6 SH First Year Calculus | MAT 1825<br>MAT 2814 |
| Statistics | 3-5 | MAT 2023 or 2033 (3 SH) | N/A |

## COURSES OF INSTRUCTION

**MAT 0113 Fundamental Concepts in Mathematics**
A review of basic mathematics concepts including number systems and their properties, fractions and fractional arithmetic, decimal representations, percent, order of operations, and applications to solving simple equations. Carries institutional credit only; cannot be used to meet the 126 hours required for graduation. Students placed in this course must pass this course and MAT 0123 before enrolling in MAT 1213 or higher. Prerequisite: Placement by the Mathematics Department.

**MAT 0123 Foundations of Algebra**
A review of beginning algebra concepts including solving simple equations, inequalities, exponents, polynomial expressions, factoring, rational expressions, roots and radicals. Carries institutional credit only; cannot be used to meet the 126 hours required for graduation. Students placed in MAT 0123 must pass this course before enrolling in MAT 1213 or higher. Prerequisite: MAT 0113 or placement by the Mathematics Department.

**MAT 1213 College Algebra I**
Linear, quadratic, and higher degree polynomial, rational, exponential, and logarithmic functions and equations, and applications of these concepts. Prerequisite: MAT 0123 or placement by the Mathematics Department. (Every Semester)

**MAT 1223 College Algebra II**
Elementary linear and matrix algebra, linear programming, polynomial, rational, and trigonometric functions, elementary sequences and series, and applications of these concepts. Prerequisite: MAT 1213. (Spring Semesters as needed)

**MAT 1233 Mathematics of Finance**
An introduction to the basic mathematics of finance. Topics covered are simple interest,

bank discount, compound interest, annuities and applications of annuities. The course requires the use of a calculator and may involve exercises using an Excel spreadsheet. Prerequisite: MAT 0123 or placement by the Mathematics Department. (Every Semester)

**MAT 1514 Precalculus**
Conic sections, linear, absolute value, quadratic, polynomial, rational, exponential, logarithmic, and trigonometric functions, with the specific intent to provide the foundation to succeed in calculus and later courses. Prerequisite: MAT 1213 or MAT 1223 with a grade of "B" or better, or placement by the Mathematics Department. (Fall Semester as needed)

**MAT 1601 Introduction to CAS**
An introduction to Computer Algebra Systems (CAS) in the context of differential calculus using the software *Mathematica*. Class meets for two hours each week in a computer lab with a lab format. Must be taken concurrent with or after MAT 1815 or an equivalent course. Prerequisite: MAT 1514 or an equivalent course. Corequisite: MAT 1815. (Fall or Spring Semesters as needed)

**MAT 1815 Calculus I**
Limits, continuity, derivatives, differentiation, applications of the derivative, definite and indefinite integrals. Prerequisite: MAT 1514 or equivalent course with a grade of "C" or better, or Instructor's Permission. (Spring Semester as needed)

**MAT 1825 Calculus II**
A continuation of MAT 1815 covering inverse functions, definite and indefinite integrals of transcendental functions (trigonometric, exponential, logarithmic, inverse trigonometric), applications of integration, techniques of integrations (substitution, integration by parts, trigonometric integrals and substitutions, partial fraction decomposition), limits with indeterminate forms, improper integrals, and infinite series. Prerequisite: MAT 1815 or equivalent course with a grade of "C" or better, or Instructor's Permission. (Fall Semester as needed)

**MAT 2023 Introduction to Statistics**
Introduction to descriptive statistics and probability, including graphical representations of data, measures of central tendency, variance, and position, Exploratory Data Analysis, basic probability and counting rules, and discrete and normal probability distributions. Prerequisite: MAT 1213 or placement by the Mathematics Department. (Every Semester)

**MAT 2033 Inferential Statistics**
Continuous probability distributions, confidence intervals, hypothesis testing by the traditional and p-value methods, correlation and regression, chi-square tests, analysis of variance (ANOVA), and nonparametric statistics. Prerequisite: MAT 2023 or MAT 1213. (On Demand)

**MAT 2201, 2202, 2203 Special Topics in Mathematics**
The student will engage in class instruction or analysis of specific topics in Mathematics. Credits to be determined by course content. May be repeated for credit with a change in topic. Prerequisite: Instructor's Permission. (On Demand)

**MAT 2814 Calculus III**
Vector geometry of the plane and space, complex numbers, calculus of parametric representations, calculus in polar coordinates, calculus of vector functions, partial differentiation, multiple integration, cylindrical and spherical coordinate systems. Prerequisites: MAT 1825 or equivalent course with a grade of "C" or better, or Instructor's Permission. (Spring Semester as needed)

**MAT 2913 Elementary Linear Algebra**
Matrices and systems of linear equations, determinants, vectors and vector spaces, and the eigenvalue problem. Prerequisites: Sophomore status or Instructor's Permission. (On Demand)

**MAT 3003 Introduction to Differential Equations**
Introduction to ordinary differential equations, first-order equations, second and higher-order linear equations, and first order systems of linear equations. Prerequisite: MAT 2814 and MAT 2913. (On Demand)

**MAT 3103 Introduction to Mathematical Proof**
An introduction to the techniques or writing mathematical proofs in the context of discrete mathematics and abstract algebra, including propositional calculus, mathematical logic, mathematical induction, elementary set and number theory, equivalence relations, and elementary graph theory. Emphasis is placed on proof-writing, reading, and expository writing in the discipline. Prerequisite: Junior status or Instructor's Permission. (Fall Semester as needed)

**MAT 3111, 3112, 3113 Academic Internship in Mathematics**
This internship provides the opportunity for juniors and seniors to participate in college-related career training. The internship can be completed by participating in a mathematics-related activity requiring the significant use of college level mathematics. One example is tutoring in the ACE during the course of a semester. Students will receive variable credit based on time spent at the activity during the term. The student can collect no more than 10 semester hour credits for this course. Prerequisite: Sophomore standing with completion or prior credit for MAT 1815 and approval of the Mathematics Department Chair. (Every Semester)

**MAT 3303 Abstract Algebra**
Introductory course in groups, rings, fields, and related concepts with emphasis on mathematical proof writing. Prerequisite: MAT 3103 with a grade of "C" or better, and MAT 2913. (On Demand)

**MAT 3403 Introduction to Probability**
An introduction to the mathematical foundations of probability, including axioms of probability and combinatorial methods, conditional probability and independence, distribution functions, discrete and continuous random variables, bivariate and multivariate distributions and limit theorems. Prerequisites: MAT 2814, MAT 3103. (On Demand)

**MAT 3501, 3502, 3503 Directed Study in Mathematics**
Course covers a topic of interest under the direction of a faculty member. May be repeated for credit with a change in subject. Prerequisite: Instructor's Permission. (On Demand)

**MAT 3603 College Geometry**
Study of Euclidean and non-Euclidean geometries. Prerequisite: MAT 2913 and MAT 3103. (On Demand)

**MAT 3813 Vector Calculus**
An introduction to the fundamental concepts of vector calculus, including divergence and curl, vector fields, change of variables, integrals over paths and surfaces, and integral theorems of vector calculus, including Green's Theorem, Stokes' Theorem, Gauss's Theorem, Conservative Field Theorem. Prerequisite: MAT 2814. (On Demand)

**MAT 4203 Real Analysis**
Real number system, theory of sequences, limits, continuity, differentiation, and mathematical proof. Prerequisite: MAT 3103 with a grade of "C" or better, and MAT 2814. (On Demand)

**MAT 4423 Introduction to Numerical Analysis**
Numerical solutions of equations in one variable, interpolation and polynomial approximation, numerical methods of differentiation and integration, and approximate solutions of initial value problems in ordinary differential equations. Prerequisite: MAT 3103 with a grade of "C" or better, MAT 2913, MAT 3003, BUS 2313. (On Demand)

**MAT 4443 Senior Seminar**
A review for mathematics majors in their final year of study. Student will complete a project in an area of Mathematics or application of Mathematics to an area of Mathematics or application of Mathematics to an area outside the discipline, while simultaneously preparing for the GRE (advanced) mathematics subject test, Praxis II, and similar exams. Prerequisite: Senior standing and completion of or current enrollment in either MAT 3303 or MAT 4203. (Fall Semesters)

**MAT 4501, 4502, 4503 Special Topics in Mathematics**
Course covers a selected topic for further study. May be repeated for credit with a change in topic. Credits to be determined by course content. Prerequisite: Instructor's Permission. (On Demand)

## MUSIC (MUS)

The music curriculum is designed to train music educators, performers and church musicians and to help all students gain a better understanding of and appreciation for a variety of musical expressions. This is achieved by providing studies and experiences relevant to a student's background which develop skill in the performance of music, generate insight into the nature of music, and provide for an understanding of the relationship of music to the world in which we live. The Music Department offers the Bachelor of Arts degree with a major or minor in music, as well as a minor in Worship Leadership. The music major will complete the Core Requirements listed below in addition to General Requirements. The music major will also select a concentration in Applied Music, Church Music or General Music (with or without Teacher Licensure). No minor is required in this area although students may elect to pursue a minor if they so desire.

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

**I. Music Major**

A. **General Education & Degree Requirements** (see. p. 48) **45 SH**

B. Music Major – Core Requirements
MUS 1613 Music Theory I
MUS 1631 Ear Training I
MUS 1623 Music Theory II
MUS 1641 Ear Training II
MUS 2613 Music Theory III
MUS 2631 Ear Training III

MUS 2623 Music Theory IV
MUS 2641 Ear Training IV
MUS 2991 Sophomore Review Seminar
MUS 3573 Music History I
MUS 3583 Music History II
MUS 3653 Conducting I
MUS 3663 Conducting II
**Subtotal** **29 SH**

Applied Study (Primary 9, Secondary 6) 15 SH
Ensembles 6 SH
MUS 1810, MUS 2810, MUS 3810 or MUS 3910 (depending on concentration)
MUS 1310 Performing Arts Lab (6 Semesters)
MUS 4810 or 4890 Senior Recital (depending on concentration)
**Total of Core Requirements** **50 SH**

C. Concentration (choose one)

**1. Applied Music Concentration**

a. **General Education & Degree Requirements** (see p. 48) **45 SH**

b. **Core Music Requirements** **53 SH**
(some of these satisfy General Education requirements)

c. **Concentration Requirements** **15 SH**
***Voice Emphasis:***
MUS 3483 Vocal Literature
MUS 4853 Vocal Pedagogy and Diction with Practicum
MUS 4863 Advanced Vocal Pedagogy and Diction with Practicum
Additional Applied Study (6 SH)
MUS 3890 Junior Recital
MUS 4890 Senior Recital II
***Piano Emphasis:***
MUS 3473 Piano Literature
MUS 4833 Piano Pedagogy and Practicum
MUS 4843 The Art of Accompanying and Practicum
Additional Applied Study (6 SH)
MUS 3890 Junior Recital
MUS 4890 Senior Recital II

d. **Electives** **7 SH**
**Total** **120 SH**

**2. Church Music Concentration**

a. **General Education & Degree Requirements** (see p. 48) **45 SH**

b. Core Music Requirements **53 SH**
(some of these satisfy General Education requirements)

c. Concentration Requirements **21 SH**
MUS 2523 Intro to Church Music Ed
MUS 3533 Worship Forms and Practices
MUS 3543 Congregational Christian Song
MUS 3563 Intro to Church Music Administration
MUS 4573 Internship in Church Music Admin.

CST 2213 Introduction to Ministry
CST 2313 Introduction to Christian Theology

d. Elective **1 SH**

**Total** **120 SH**

**3. General Music Concentration**

a. **General Education & Degree Requirements** (see p. 48) **45 SH**

b. Core Music Requirements 52 SH
(some of these satisfy General Education requirements)

c. **Electives** **23 SH**

**Total** **120 SH**

**4. General Music Concentration with Teacher Licensure**

a. **General Education & Degree Requirements** (see p. 48) **45 SH**

b. **Core Music Requirements** **53 SH**
(some of these satisfy General Education requirements)
Music Education – Instrumental PreK-12
Endorsement students will substitute the following
Courses for 4 hours of secondary applied study:
MUS 1111 Brass Methods and Pedagogy,
MUS 1211 Percussion Methods and Pedagogy,
MUS 1311 String Methods and Pedagogy,
MUS 1411 Woodwind Methods and Pedagogy,
***Music Education – Instrumental PreK-12***
Endorsement students will be required to complete
MUS 1810 Piano Proficiency (See Music
Department Handbook for more information)
***Music Education – Vocal/Choral PreK-12***
Students will be required to complete Level Three of MUS 3810
Piano Proficiency or MUS 3910 Vocal Proficiency.
(See Music Department Handbook for more information.)

c. **Concentration Requirements** **6 SH**
MUS 3853 Music Methods and Curriculum PreK-5
MUS 3863 Music Methods and Curriculum 6-12

d. **Teacher Licensure Requirements** **33 SH**
(see *Teacher Education Handbook)*

**Total** **137 SH**

**II. Music Minor**

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

| | |
|---|---|
| MUS 1613 Theory 1 | 3 SH |
| MUS 1631 Ear Training 1 | 1 SH |
| MUS 1623 Theory 2 | 3 SH |
| MUS 1641 Ear Training 2 | 1 SH |
| Applied Music | 6 SH |
| MUS 1810 Piano Proficiency *or* | |
| MUS 3910 Vocal Proficiency) | 0 SH |
| Ensembles | 6 SH |
| MUS 1310 Performing Arts Lab (4 semesters) | 0 SH |
| **Total** | **20 SH** |

**III. Worship Leadership Minor**

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

| | |
|---|---|
| MUS 1603 Fundamentals of Music Theory and Ear Training | 3 SH |
| MUS 3543 Christian Congregational Song | 3 SH |
| MUS 3533 Worship Forms and Practices | 3 SH |
| MUS 3653 Conducting I | 3 SH |
| Ensembles | 4 SH |
| Applied Studies | 4 SH |
| **Total** | **20 SH** |

## COURSES OF INSTRUCTION

**MUS 1111 Brass Methods and Pedagogy**

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

**MUS 1121 Percussion Methods and Pedagogy**

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

**MUS 1131 String Methods and Pedagogy**

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

**MUS 1141 Woodwind Methods and Pedagogy**

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

**MUS 1300 Music Ensemble Non-Credit**

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

**MUS 1310 Performing Arts Lab**

Regular recitals and concerts are presented by faculty, guest artists, and selected students from the studios of applied music instructors. Attendance at these recitals is intended to provide a variety of live music and theater experiences for the student. A specified number of these recitals is required of all music degree candidates for six semesters. P/F grading system will be used.

**MUS 1311 Masterworks Chorale**
Masterworks Chorale is a chorus that combines the talents of both college and community singers. The group presents large-scale choral works, individual selections from renowned sacred and secular choral, opera, and theatre repertoire, and choral presentations of special thematic content and high artistic merit.

**MUS 1321 Concert Band**
A non-auditioned ensemble that performs for on-campus and community events. Open to instrumentalists with high school band experience or equivalent.

**MUS 1331 Bluefield Singers**
A non-auditioned choir performing classical, folk and contemporary church music. Campus concerts plus area performances each year.

**MUS 1341 Instrumental Small Ensemble**
An auditioned ensemble that performs chamber literature for on-campus, local and regional events.

**MUS 1351 Orchestra**
An auditioned orchestra that performs works from standard orchestral literature. This ensemble is open to students and residents of the surrounding communities.

**MUS 1361 Stadium Band**
An auditioned instrumental ensemble whose primary purpose is to perform for and in support of various Bluefield College athletic events.

**MUS 1371 Variations**
An auditioned mixed choral ensemble that performs challenging choral literature of varied styles, with a special focus on Christian sacred music. Performances include on-campus concerts and events, and local and regional venues.

**MUS 1381 Opera Theatre Ensemble**
Opera Theatre Ensemble engages singer/actors in the study, preparation, and performance of scenes and ensembles from selected operatic works. Experience in staging, production, set design and construction, and costuming is included in the course. The semester will culminate in a public performance at Bluefield College. When feasible, the ensemble will also travel to perform in the region for outreach and recruiting.

**MUS 1391 Praise Singers**
An auditioned vocal ensemble and band that performs and leads Christian worship music in a variety of contemporary styles, with emphasis on the practice of worship leadership. Performances include on-campus services, concerts, and events, and local and regional venues.

**MUS 1413 Music Appreciation**
An introduction to the most important forms, styles, and movements of Western music. Designed for non-music majors. Recital and concert attendance required.

**MUS 1603 Fundamentals of Music Theory and Ear Training**
Intensive study of the elements of music including rhythm, notation, scales, intervals, and triads with correlated sight-singing and ear training. Incoming music majors and minors will be placed in either this course or MUS 1613 based on the music theory placement test.

**MUS 1613 Theory 1**
A study of functional harmony, melodic structure, rhythm and form. Includes rudiments, part writing and analysis from various style periods. Incoming music majors and minors will be placed in either this course or MUS 1603 based on the music theory placement test.

**MUS 1623 Theory 2**
A continuation of MUS 1613. Includes the study of counterpoint through the analysis of music from the 16th and 18th centuries. Prerequisite: MUS 1613.

**MUS 1631 Ear Training 1**
The development of comprehensive musicianship skills through exercises in sight singing and aural perception. Should be taken concurrently with Theory 1.

**MUS 1641 Ear Training 2**
A continuation of MUS 1631. Should be taken concurrently with Theory 2. Prerequisite: MUS 1631.

**MUS 2523 Introduction to Church Music Education**
Study and practice of current and traditional philosophies, methods, and materials for use in the educational elements of music ministry. Includes principles of instruction in preschool through youth choirs, as well as hand bell and Orff techniques. Prerequisites: MUS 1613.

**MUS 2613 Theory 3**
A study of advanced harmony. Includes part writing and the study of small forms through the analysis of music from various style periods. Prerequisite: MUS 1613, 1623.

**MUS 2623 Theory 4**
A continuation of MUS 2613. Includes the study of chromatic harmonies and large scale forms through the analysis of music from various style periods. Includes a study of post-tonal theory and serialism compositional techniques. Prerequisite: MUS 2613.

**MUS 2631 Ear Training 3**
A continuation of MUS 1631 and 1641. Should be taken concurrently with Theory 3. Prerequisite: MUS 1641.

**MUS 2641 Ear Training 4**
A continuation of MUS 2631. Should be taken concurrently with Theory 4. Prerequisite: MUS 2631.

**MUS 2991 Sophomore Review Seminar**
Required of all Music Majors in their fourth semester of study. Transfer students must complete by the conclusion of their second semester. Students will research and analyze two repertoire from the primary applied area, including musicological research and writing in preparation for their Sophomore Review. The course will provide guidance and assistance for students as they prepare the written, theoretical and oral components of the Sophomore Review. (Offered every Spring semester and On demand for Fall semesters)

**MUS 3473 Piano Literature**
A study of composers and representative works from the Baroque period to the present. Prerequisite: MUS 1613, 1623.

**MUS 3483 Vocal Literature**
A survey of vocal literature from the Renaissance to the present. Includes a survey of significant operatic vocal literature. Prerequisite: MUS 1613, 1623.

**MUS 3501, 3502, 3503 Directed Study in Music**
A specialized course of study for qualified students. The course is offered on demand, and the credit hours are determined by the nature of the study. Prerequisite: JR/SR Standing.

**MUS 3533 Worship Forms and Practices**
A study of worship forms and practices in the Judeo-Christian tradition from Biblical times

to the present. Includes a study of biblical, theological, philosophical, and historical foundations in liturgy. Includes practical application of those foundations in worship planning for various seasons in the church year.

**MUS 3543 Congregational Christian Song**
A survey of Christian song from the beginning of the Christian Era to the present. Historical analysis of hymns, and other congregational songs of the church with emphasis on their sources, development and application in contemporary worship.

**MUS 3563 Introduction to Church Music Administration**
A study of the principles involved in organizing and implementing a fully age-graded music ministry, including leadership, audio/visuals, seasonal presentations, alternative worship ministries, budgeting, programming, and multiple staff relationships.

**MUS 3573 Music History 1**
A survey of the development of Western music with specialization in the composers, literature, and style movements, from antiquity through the Baroque. Emphasis will be given to stylistic and aural analysis. Prerequisites: MUS 1613, 1623.

**MUS 3583 Music History 2**
A continuation of MUS 3573, focusing on music from the Pre-Classical style period to the present. Emphasis given to aural and stylistic analysis. Prerequisite: MUS 3573 or Instructor's Permission.

**MUS 3653 Conducting I**
An introduction to the basic techniques of conducting, score, reading, interpretation and rehearsal techniques, with an emphasis on instrumental conducting. Prerequisite: MUS 1613.

**MUS 3663 Conducting II**
Advanced conducting and rehearsal techniques are studied with an emphasis on choral conducting. Will include warm-up, rehearsal sequence, concert and contest preparation and the study and interpretation of works for orchestra, wind ensemble, and orchestral/choral works. Prerequisite: MUS 3653.

**MUS 1810 Piano Proficiency Level 1**
Students will receive credit after passing Piano Proficiency Level 1 as indicated in the Music Department Student Handbook available from the Music Department Chair. Required of all music majors whose primary instrument is not piano. Music minors must fulfill this requirement or MUS 3910 Vocal Proficiency. Prerequisite: Instructor's Permission.

**MUS 2810 Piano Proficiency Level 2**
Students will receive credit after passing Piano Proficiency Level 2 as indicated in the Music Department Student Handbook available from the Music Department Chair. Required of all music majors whose primary instrument is not piano except for those whose concentration is General Music with teacher licensure (PreK-12 Instrumental Music endorsement area) Prerequisite: MUS 1810 and Instructor's Permission.

**MUS 3810 Piano Proficiency Level 3**
Students will receive credit after passing Piano Proficiency Level 3 as indicated in the Music Department Student Handbook available from the Music Department Chair. Required of all music majors whose primary instrument is voice or whose concentration is General Music with teacher licensure (PreK-12 Vocal/Choral endorsement area) Prerequisite: MUS 2810 and Instructor's Permission.

**MUS 3843 Introduction to Orchestration**
An introduction to the basics of orchestrating music for instrumental ensembles. Includes proper scoring and production of parts, as well as learning to use notation software. Prerequisite: MUS 1623 or permission of the instructor.

**MUS 3910 Vocal Proficiency**
Students will receive credit after passing Vocal Proficiency as indicated in the Music Department Student Handbook available from the Music Department Chair. Required of all music majors whose primary instrument is piano or organ or whose concentration is Church Music or whose concentration is General Music with teacher licensure (PreK-12 Vocal/Choral endorsement area). Music minors must fulfill this requirement or MUS 1810 Piano Proficiency Level 1. Prerequisite: Instructor's Permission.

**MUS 3853 Music Methods and Curriculum PreK-5**
A study of contemporary teaching strategies and procedures recommended by Jacques-Dalcroze, Orff, Kodaly, and Comprehensive Musicianship. Includes curriculum development for general music class, Choral and instrumental ensembles and recorder are also included. Western and Non-Western musical traditional are examined. Prerequisite: MUS 1613, 1623 or Instructor's Permission.

**MUS 3863 Music Methods and Curriculum 6-12**
A study of contemporary teaching strategies and procedures for choral and instrumental ensembles. Choral arranging techniques, instrumental methods and literature, show choirs and hand bells will also be surveyed. Western and Non-Western musical traditions are examined. Prerequisite: MUS 1613, 1623, 3853 or Instructor's Permission.

**MUS 3873 Survey of Modern Band Methodologies and Marching Band Techniques**
Modern Band Methodologies and Marching Band Techniques will be a comprehensive course covering all aspects of teaching and administering a middle school and high school band program.

**MUS 3890 Junior Recital**
Recommended for Applied pedagogy concentrations. Student will prepare thirty minutes of literature from the standard repertoire representing all style periods. For further guidelines see the Music Student Handbook available from the Music Department Chair. Prerequisites: two years applied study at the college level, Instructor's Permission.

**MUS 4573 Internship in Church Music Administration**
A 135 hour internship in an approved area church under the direct supervision of the minister of music. Significant issues will be discussed in weekly class sessions or through online dialogue if internship is taken as a summer course. Prerequisite: MUS 3563 and Instructor's Permission. SR Standing.

**MUS 4810 Senior Recital I**
Required for Church Music, General Music and Music Education concentrations. Student will prepare 30 minutes of literature from the standard repertoire representing all style periods. For further guidelines see the Music Student Handbook available from the Music Department Chair. It is recommended that the student complete this course before entering their student teaching or church music practicum. Prerequisites: three years applied study at the college level.

**MUS 4833 Piano Pedagogy and Practicum**
The study and application of principles for teaching piano. Includes information and skills needed to establish a private studio. Prerequisite: Instructor's Permission.

**MUS 4843 The Art of Accompanying and Practicum**
The study and application of the principles of vocal and instrumental accompanying. Prerequisite: Instructor's Permission.

**MUS 4853 Vocal Pedagogy and Diction with Practicum**
A study and application of the working of the vocal mechanism and the diagnosis and correction of vocal faults. An introduction to the International Phonetic Alphabet and its use in the study of the pronunciation of English, Latin, and Italian. Prerequisite: SO Standing or Instructor's Permission.

**MUS 4863 Advanced Vocal Pedagogy and Diction with Practicum**
A continuation of MUS 4853. Study of the International Phonetic Alphabet will include German and French. Includes information and skills needed to establish a private studio. Prerequisite: MUS 4853.

**MUS 4890 Senior Recital II**
Required for Applied pedagogy concentrations. Students will prepare 50-60 minutes of literature from the standard repertoire, representing all style periods. For further guidelines see the Music Student Handbook available from the Music Department Chair. Prerequisites: three years applied study at the college level.

## APPLIED MUSIC INSTRUCTION

### Class Instruction

**MUS 1211 Class Voice**
Courses presenting the basics of vocal technique, interpretation, and communication through discussion, listening, and individual coaching. Meets twice a week for one hour. May be taken as an elective for non-music majors. Prerequisite for private voice instruction for non-music majors.

### Private Instruction

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

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

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

# SCHOOL OF NURSING

Education is a journey, and as you continue on this journey within your career trajectory, always remember the time you spend with Bluefield College School of Nursing (SON) will open new doors to many professional opportunities. Today more than ever, you are presented with a myriad of exciting possibilities in the field of nursing and health care. The SON is delighted to provide the educational foundation to support future objectives and a lifelong journey of professional development. The School of Nursing has a passion which exemplifies rigorous scholarship and high expectations of both students and faculty. We believe nursing must be a force for innovation, learning and discovery to prepare culturally proficient providers to meet the complex healthcare needs of a global community.

The SON offers an undergraduate program leading to the Bachelor of Science in Nursing degree. The undergraduate degree offers a BSN completion option for registered nurses with evidence of having earned an Associate's Degree in Nursing from an accredited program.

The SON also offers a Master of Science in Nursing which prepares registered nurses to either practice the art and science of delivering care to rural populations or to educate future academicians and nursing leaders. We recognize that MSN-prepared nurses may practice, teach, and influence the health care needs of our populations, and nurse educators and nursing leaders prepare the nurse to practice at all levels of nursing education and leadership. This transformation is a collaboration of blending all healthcare professions and politics with movement from the grassroots level.

## VISION AND MISSION STATEMENTS (SON)

***Vision***

As a School of Nursing, the vision is to develop leaders in nursing whose actions, discoveries, and voices lead to strengthen and transform the healthcare of individuals and communities worldwide.

***Mission***

The mission of the Bluefield College School of Nursing (BC SON) Program represents the mission of Bluefield College as a Christ-centered liberal arts college with the Baptist General Association of Virginia, which reflects the tripartite nursing roles of teaching, servant leadership, and research through a collaborative learning environment. Faculty are committed to graduating nursing leaders focused on interprofessional roles to improve health care for all populations. By partnering with community leaders, the gap will be bridged between academia and clinical practice. Our graduates are prepared with the breadth and depth of professional nursing knowledge, which reflects a commitment to serve their community with an enhanced focus on health care delivery for a diverse and global populations.

### Transfer Credits

Bluefield College School of Nursing (BC SON) will review student requests for transfer credit of nursing core classes on a case by case basis, and at the recommendation of the registrar. Official evaluation of nursing core transfer credits from other institutions should be presented by students expecting to transfer to the Bluefield College registrar. The student will need to submit a course description, and if available, the syllabus of the course related to the transfer request, to the BC registrar. Transfer credits are accepted with the following conditions:

1. The course requested for transfer must have been successfully completed at a regionally accredited institution.

2. The transfer course must be comparable in content and credit hours to course that is taught at Bluefield College SON.
3. A maximum of 6 semester hours can be transferred.
4. BSN-a minimum grade of C is required for all transfer work.
5. MSN-a minimum grade of B is required for all transfer work.
6. There is a five-year time limit for transfer courses meeting the above conditions.

## Withdrawal and Transfer from the SON

Students who voluntarily withdraw from the program and desire to be readmitted at a later date must follow the same admission procedure as newly applying candidates. The Bluefield College School of Nursing reserves the right to request, at any time, the withdrawal of a student from the program whose health, conduct, or level of achievement makes such action advisable. Students who are involuntarily withdrawn from the program cannot reapply.

The School of Nursing discourages transfers from its MSN program. In the event of a transfer, the student is responsible for all arrangements and expenses. Written notification of intent to transfer should be provided to the dean of the School of Nursing. The MSN program will file a copy of the student's academic and clinical transcript with the necessary agencies.

## Course Repeat Policy

### RN-BSN Program

The student may repeat one nursing course while enrolled in the RN-BSN program, and its contingent on available space. Students enrolling in any nursing course for the first time receive priority. If there is a second failure of the same* or another nursing course in the program (a grade less than a "C-"), the student will be dismissed from the program.

*Repeat of the same course: student's submission of the same work (from the previous attempt of the course) will not be accepted.

### MSN Program

The student may repeat one nursing course while enrolled in the MSN program, and is contingent on available space. Students enrolling in any nursing course for the first time receive priority. If there is a second failure of the same* or another nursing course in the program (a grade less than a "B-"), the student will be dismissed from the program.

*Repeat of the same course: student's submission of the same work (from the previous attempt of the course) will not be accepted.

## Clinical Compliance Requirements

To both ensure student well-being as well as to meet clinical agency regulation, students must submit and complete a variety of compliance requirements. These include but are not limited to evidence of: current and unrestricted and unencumbered RN License, CPR and immunizations with a current Tdap, negative TB skin test, a flu vaccine, a criminal background check and drug screen. A clinical agency may articulate additional requirements that must be met. Students will not be able to begin their clinical rotations if compliance requirements are not met.

# REGISTERED NURSE TO BACHELOR OF SCIENCE IN NURSING UNDERGRADUATE PROGRAM

The Bluefield College School of Nursing BSN program builds on the academic core foundation of the associate degree program. The program is accredited by the Commission on Collegiate Nursing Education (CCNE), CCNE is recognized by the Department of Education and is a specialized/professional accrediting agency that strives to ensure the quality and integrity of baccalaureate and graduate nursing programs. CCNE accreditation evaluation reviews the program mission, goals, and expected outcomes; and an assessment of the performance of the program. The BSN program is evidence-based and developed according to the Essentials of Baccalaureate Education for Professional Nursing Practice from the American Association of Colleges of Nursing (AACN). The graduates are prepared to function in new roles as members of interprofessional teams in a variety of settings. The program is designed to expand the knowledge, skills, and critical thinking in areas of leadership, community concepts, research, cultural diversity, ethics, and professional practice related to current trends and issues in global society. The program requires 37 hours in the nursing core courses and is designed to complete these courses in three academic semesters, with two eight-week sessions declared as an academic semester and the total graduation requirement of 120 hours.

The RN-BSN degree program in nursing at Bluefield College is accredited by the **Commission on Collegiate Nursing Education**, 655 K Street, NW, Suite 750, Washington, DC 20001, 202-887-6791

### Bluefield College Admission Requirements:

Submit an application to Bluefield College Admissions Office.

Have official copies of transcripts from every institution attended sent to Bluefield College.

Be admitted to Bluefield College by meeting the general requirements for admission as an online degree student.

### RN to BSN Admission Requirements:

- Submit online BSN application, through the online program.
- GPA of 2.5
- Present evidence of having earned an Associate Degree in Nursing from a nationally accredited program.
- Have a current, unrestricted and unencumbered registered nurse license (RN).
- Students must complete Anatomy and Physiology I & II as a pre-requisite with a grade of C or better before matriculation.
- The holistic admission process can be used by students with less than a 2.5 GPA.

### Core Requirements

| Course | Title | Credit Hours |
|---|---|---|
| NUR 3003 | Concepts of Professional Nursing | 3 |
| | (Must be taken term I semester I of Nursing core courses) | |
| NUR 3001 | Health Tech & Informatics for Professionals | 1 |
| | (Must be taken term I semester I of Nursing core courses) | |
| NUR 3303 | Health Assessment Across the Lifespan | 3 |
| | (Must be taken term I semester I of Nursing core courses) | |
| NUR 3103 | Transcultural Nursing | 3 |
| | (Must be taken term II semester I of Nursing core courses) | |
| NUR 4003 | Nursing Research and Theory | 3 |
| | (Must be taken term II semester I of Nursing core courses) | |
| NUR 4303 | Nursing Leadership | 3 |
| NUR 3403 | Nursing Care of Older Adults | 3 |
| NUR 3503 | Women's Health | 3 |
| NUR 3203 | Pathophysiology | 3 |
| NUR 4205 | Nursing Care of Communities* | 5 |
| | (Must be taken term I semester III of Nursing core courses) | |
| NUR 4104 | Evidence-based Complex Nursing Practice* | 4 |
| | (Must be taken term II semester III) | 4 |
| NUR 4403 | Professional Nursing Synthesis/Capstone | 3 |
| | (Must be taken term II semester III of Nursing core courses) | |
| Total Nursing Core | | 37 |
| RN License | | 40 |
| Electives | | 1 |
| Students are required to take the following at BC: | | |
| 3 of the 6 hours of Christian Studies | | |
| General Education Requirements (see p. 48) | | 42 |
| **TOTAL** | | **120** |

*Clinical hours required

## COURSES OF INSTRUCTION

**NUR 3003 Concepts of Professional Nursing**

This course facilitates the transition of students into professional nursing. Students, registered nurses, are introduced to the values and concepts germane to professional nursing practice included in the Essentials of Baccalaureate Education for Professional Nursing Practice, ANA Social Policy Statement, ANA Clinical Standards, Code of Ethics with Interpretative Statements, and the professional roles of designers of care, coordinators of care, & managers of care. Included in the course, is a current update on the profession of nursing and health care delivery in the United States from a comprehensive array of perspectives & the importance of the Bluefield College's Department Nursing mission, purposes, program objectives, and expected program outcomes. Utilization of simulated and actual case studies will be emphasized.

**NUR 3001 Health Tech & Informatics for Professionals**

The course prepares the student to acquire and apply knowledge and skills from information and computer science to nursing and the health care delivery system. The course intro-

duces students to application of information systems in health care practice, education, and research. Hardware, software, databases, communication application, computer developments, and associated legal and ethical issues are addressed. Students learn a wide range of appropriate clinical interaction with clinical information systems for making decisions and mitigating error, use of the Internet to inform themselves, peers, and their clients; and facilitate using the email to communicate and coordinate with the interdisciplinary team, clients and peers.

**NUR 3303 Health Assessment Across the Lifespan**
The course prepares the student to perform a comprehensive health assessment. Emphasis is focused on acquisition, processing, and interpretation of data collected from clients across the lifespan. A physical, psychological, spiritual, and sociocultural approach is used that incorporates the client's needs, developmental level, response to life experiences, and state of wellness.

**NUR 3103 Transcultural Nursing**
This course facilitates students' expanding view of persons as individuals, families, groups, communities, and populations to enhance the quality of culturally, congruent, competent and equitable care that results in improved health and wellbeing. There will be a focus on the differences and similarities among cultures with respect to human care, health, and illness based on people's cultural values, beliefs, and practices.

**NUR 4003 Nursing Research and Theory**
This course examines the role of theory and research in nursing practice and health care. There is an overview and analysis of the research process including principles and concepts in using both quantitative and qualitative approaches with a continued focus on evidenced-based practice. The professional skills address valuing research as a foundation for professional practice, knowing the research proposal structural components, being consumers of research in developing the ability to critically read and evaluate research findings, and participating and collaborating as users of research.

**NUR 4303 Nursing Leadership**
The course focuses on the nurse as a leader and change agent in the profession and health care delivery with special emphasis on rural health. The student will examine the evolution of nursing, nursing leaders as the vanguards of the profession, professional nursing organizations, group process, power, contemporary health care delivery including financial considerations, change theory, application of critical thinking skills, and responsibility and accountability of professional roles in healthcare delivery. Leadership and management principles will be investigated for application in professional nursing practice. Clinical experiences afford students the opportunity to apply leadership principles in variety of clinical settings.

**NUR 3403 Nursing Care of Older Adults**
This course focuses on the normal aging process including healthy adults and frail adults. A holistic approach is used in addressing the psychological, sociocultural, physical, and spiritual factors in the context of the individual, family, group, community and population in providing care in a variety of settings where adults reside. The challenge of providing care for increasing aging populations will be examined.

**NUR 3503 Women's Health**
This course focuses on the current healthcare challenges and issues of women's health

with implications for professional nursing practice. Women's roles and responsibilities in society will be examined from a multi-dimensional viewpoint to facilitate self-awareness as health care providers and consumers.

**NUR 3203 Pathophysiology**
The course prepares the student to systematically approach complex clinical situations. Emphasis is focused on integration and application of pathophysiological concepts to holistic health care when clients and their families are experiencing stress. The nursing process of assessment, planning, implementation, and evaluation serves as the basis for examining individuals with pathologies requiring multiple and complex dimensions of professional nursing care.

**NUR 4205 Nursing Care of Communities**
This course is directed to care for the community and aggregates as recipients of nursing care with a focus on rural communities. The course addresses the preventive health needs of at-risk populations and other aggregates in various community practice settings. Current public health problems, epidemiology, family and community crisis, trends in health care delivery and community resources are examined. Students analyze the sociocultural, physical, political, economic, ethical and environmental variables that influence community and global health. Application of concepts and skills are demonstrated in clinical experiences working with clients in community clinical agencies.

**NUR 4104 Evidenced-based Complex Nursing Practice**
This course focuses on the complex nursing needs of clients including individuals, families, and groups, experiencing acute and chronic health alterations and the use of the nursing process as a framework for providing and managing nursing care in a variety of clinical settings. Students will examine the theoretical and research findings to critically appraise and establish the best practices based on evidence influencing the planning, delivery and outcomes of nursing care. Emphasis is on enhancing critical thinking skills to provide the highest quality of care in meeting the multifaceted needs of clients.

**NUR 4403 Professional Nursing Synthesis/Capstone**
This course as the senior capstone course focuses on trends and issues addressing the transition of students into professional nursing practice. The course will synthesize the essential affective, knowledge, and psychomotor domains, and clinical experiences acquired in the nursing courses and general education throughout the program to increase their responsibility and accountability in professional nursing practice. Through culminating learning experiences, students will assess their required competencies as the final program outcomes.

# MASTER OF NURSING (MSN) GRADUATE PROGRAM

Bluefield College initiated a hybrid MSN degree program in January 2017. The MSN has concentrations in Leadership/Education (L/E) and Family Nurse Practitioner (FNP), offering full-time and part-time progression and graduate certificates in both FNP and L/E tracks.

**Program Description**

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

The MSN degree will require 26 core course hours over five academic semesters each. The FNP has 20 specialty hours and the L/E has 18 specialty hours. The 26 core hours include five core research hours culminating in a research project in the NUR 5061 Capstone in which L/E and FNP students present their projects. The curriculum builds upon the foundation of competencies attained by the licensed registered nurse with a baccalaureate degree, and expands pedagogical knowledge, leadership skills, and reflective practice to promote positive patient outcomes by delivering patient care in advanced nursing practice, nursing leadership and/or education.

*The MSN degree and post-graduate APRN certificate program in nursing at Bluefield College is pursuing initial accreditation by the Commission on Collegiate Nursing Education, 655 K Street, NW, Suite 750, Washington, DC 20001, 202-877-6791. Applying for accreditation does not guarantee that accreditation will be granted.*

**Bluefield College Admission Requirements:**

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

**MSN Admission Requirements:**

Admission to the MSN program will be competitive and limited to candidates capable of performing at the graduate level. Applicants must possess or provide the following:

- Completed admission application;
- A minimum cumulative GPA of 3.0 on a 4.0 scale in undergraduate study that includes the following undergraduate courses with a course grade of "C" or better with 3 hours minimum: nursing research, health assessment, pathophysiology, microbiology and statistics;
- A bachelor's degree in nursing from a regionally accredited institution of higher educaiton;
- An unencumbered RN license in a U.S. jurisdiction;

- At least 2,000 hours of registered nurse experience (equivalent to one year of full time clinical experience)
- A Personal Statement of Goals and Objectives−typed (limited to two pages, APA style);
- All official undergraduate transcript(s) and current vita/resume to the registrar;
- Three satisfactory recommendations (two professional from nursing colleagues and one personal);
- Interview;
- Payment of applicable fees; and
- Computer literacy (ability to use Microsoft Word, to navigate the Internet, to retrieve information from websites, and to engage online).
- The holistic admission process can be used by students with less than a 3.0 GPA.

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

**Program Completion**

1. A full-time program of study can be completed in 5 semesters.
2. A part-time program of study is completed in greater than 5 semesters per student discretion.
3. All students must complete program requirements within five calendar years from the date of first graduate enrollment. Failure to meet this time requirement may result in the student's being required to repeat some coursework.

**Policy on Required Licensure**

Students fulfilling the clinical practicum requirement in Virginia must have a current unrestricted license as a registered nurse in a U.S. jurisdiction and a Virginia license. Students who live in another state in which they plan to fulfill their clinical practicum requirement must provide evidence of current unrestricted licensure in that state. Documentation of this licensure must be in the student's file.

**Policy on Admission Physical Examination**

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

The student who requires ongoing medications must provide a copy of all prescriptions of required medications. The student must provide a formal letter from the student's primary health care provider stating the purpose for the medications, dosage and intervals, duration of treatment, and alternative therapies. This must be done every time a student's medication changes. The exception is Oral Contraceptive Agents (birth control).

**Academic Standing for the MSN Program**

In line with the academic policies of Bluefield College, satisfactory academic standing

for the MSN program will be determined by completion of three graduate semester hours per term with no grade below a B. Students must maintain a minimum grade point average of 3.0 on a 4 point scale. If a student's GPA falls below 3.0 at the end of any semester, the student will not be allowed to continue in the program. In order to continue in the program, students must petition the Vice President for Academic Affairs, 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 Nursing. Grading, grade appeals and grade changes will be consistent with the institution's existing academic policies.

**Core Course Requirements**

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

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

**The core curriculum of 26 credit hours for the Leadership/Education and Family Nurse Practitioner specialty areas in the MSN program is as follows:**

| Course | Title | Credit Hours |
|---|---|---|
| NUR 5003 | Foundations for Advanced Practice | 3 |
| NUR 5022 | Advanced Nursing Research Strategies I | 2 |
| NUR 5103 | Advanced Pathophysiology | 3 |
| NUR 5113 | Advanced Pharmacology | 3 |
| NUR 5112 | Health Assessment Didactic | 2 |
| NUR 5111 | Health Assessment Practicum | 1 |
| NUR 5013 | Health Care Informatics | 3 |
| NUR 5021 | Advanced Nursing Research Strategies II | 1 |
| NUR 5002 | Human Diversity, Health Promotion & Disease Prevention | 2 |
| NUR 5032 | Advanced Nursing Research Analysis | 2 |
| NUR 5053 | Financial, Ethics, Organizational Behavior, & Health Policy Management | 3 |
| NUR 5061 | Capstone | 1 |
| **Total:** | | **26** |

## Concentration Requirements

**Family Nurse Practitioner Specialty**

The FNP concentration has 20 hours in addition to the 26 credit hours in the core classes (4:1 ratio of clinical to classroom hours).

| Course | Title | Credit Hours |
|---|---|---|
| NUR 5123 | Primary Care of Infants, Children, and Adolescents Didactic | 3 |
| NUR 5124 | Primary Care of Infants, Children, and Adolescents Practicum | 4 |
| NUR 5133 | Primary Care of Adults in Families Didactic | 3 |
| NUR 5134 | Primary Care of Adults in Families Practicum | 4 |
| NUR 5144 | Primary Care Across the Lifespan Practicum | 4 |
| NUR 5042 | Transition into Leadership for the Nurse Practitioner | 2 |
| **Total Program Units:** | | **20** |

**Leadership/Education Specialty**

The Leadership/Education concentration has 18 hours plus 26 core curriculum hours (4:1 ratio of clinical to classroom hours).

| Course | Title | Credit Hours |
|---|---|---|
| NUR 5303 | Management Theory & Leadership | 3 |
| NUR 5203 | Strategies for Curriculum and Instruction | 3 |
| NUR 5323 | Seminar in Leadership | 3 |
| NUR 5223 | Strategies for Effective Instruction | 3 |
| NUR 5233 | Practicum in Teaching | 3 |
| NUR 5333 | Practicum in Leadership | 3 |
| **Total Program Units:** | | **18** |

**Master of Science in Nursing, Curriculum for Leadership/Education Certificate**

| Course | Title | Credit Hours |
|---|---|---|
| NUR 5303 | Management Theory & Leadership | 3 |
| NUR 5203 | Strategies for Curriculum and Instruction | 3 |
| NUR 5323 | Seminar in Leadership | 3 |
| NUR 5232 | Practicum in Teaching | 3 |
| NUR 5332 | Practicum in Leadership | 3 |
| **Total Program Units:** | | **18** |

**Core Courses if already taken do not need to be repeated, but will be assessed on an individual basis.**

| Course | Title | Credit Hours |
|---|---|---|
| NUR 5003 | Foundations for Advanced Practice | 3 |
| NUR 5022 | Advanced Nursing Research Strategies I | 2 |
| NUR 5103 | Advanced Pathophysiology | 3 |
| NUR 5113 | Advanced Pharmacology | 3 |
| NUR 5112 | Health Assessment Didactic | 2 |
| NUR 5111 | Health Assessment Practicum | 1 |
| NUR 5013 | Health Care Informatics | 3 |
| NUR 5021 | Advanced Nursing Research Strategies II | 1 |
| NUR 5002 | Human Diversity, Health Promotion & Disease Prevention | 2 |
| NUR 5032 | Advanced Nursing Research Analysis | 2 |
| NUR 5053 | Financial Ethics, Organizational Behavior & Health Policy Management | 3 |
| NUR 5061 | Capstone | 1 |
| **Total:** | | **26** |

**Master of Science in Nursing, Curriculum for Family Nurse Practitioner Certificate**

| Course | Title | Credit Hours |
|---|---|---|
| NUR 5123 | Primary Care of Infants, Children, and Adolescents Didactic | 3 |
| NUR 5124 | Primary Care of Infants, Children, and Adolescents Practicum | 4 |
| NUR 5133 | Primary Care of Adults in Families Didactic | 3 |
| NUR 5134 | Primary Care of Adults in Families Practicum | 4 |
| NUR 5144 | Primary Care Across the Lifespan Practicum | 4 |
| NUR 5042 | Transition into Leadership for the Nurse Practitioner | 2 |
| **Total:** | | **20** |

**Core Courses if already taken do not need to be repeated, but will be assessed on an individual basis.**

| Course | Title | Credit Hours |
|---|---|---|
| NUR 5003 | Foundations for Advanced Practice* | 3 |
| NUR 5022 | Advanced Nursing Research Strategies I | 2 |
| NUR 5103 | Advanced Pathophysiology | 3 |
| NUR 5113 | Advanced Pharmacology | 3 |
| NUR 5112 | Health Assessment Didactic | 2 |
| NUR 5111 | Health Assessment Practicum | 1 |
| NUR 5013 | Health Care Informatics | 3 |

| | | |
|---|---|---|
| NUR 5021 | Advanced Nursing Research Strategies II | 1 |
| NUR 5002 | Human Diversity, Health Promotion & Disease Prevention | 2 |
| NUR 5032 | Advanced Nursing Research Analysis | 2 |
| NUR 5053 | Financial Ethics, Organizational Behavior & Health Policy Management | 3 |
| NUR 5061 | Capstone | 1 |
| **Total:** | | **26** |

***This course, if transferred in, will need to be evaluated to be at the FNP level.**

## GRADUATE COURSES

**NUR 5002 Human Diversity, Health Promotion and Disease Prevention**
This course applies theories of professional nursing: the promotion and maintenance of health among aggregates, (i.e., families, at-risk populations, and communities) within a healthcare/nursing framework. Basic epidemiological principles are addressed and applied to the planning of care and the development of policy for aggregates with quality and safety. This course has a focus on families and spiritually as well in diverse populations with cultural health care and spiritual needs.

**NUR 5003 Foundations for Advanced Practice**
This course introduces the concepts of roles, issues, ethics, and nursing/health care theories. The course will focus on current issues and trends guiding advanced nursing/health care practice. Discussion of ethical, practice, & family theories that may influence advanced practice will be held. The theory component addresses the theoretical basis for nursing/health care practice and the analysis and development of nursing/health care theory.

**NUR 5013 Health Care Informatics**
This course will assist in the development of a foundation of knowledge, and understanding of the impact of technology and informatics on the delivery of care. It will include and introduction to current and emerging technologies while exploring the impact on patient outcomes. This course will include a review of the science and practice of informatics involving the management of health information and integrating that with clinical technologies to improve the health of our communities. The student will also experience a broad examination of the core areas of informatics work, including creating and managing the development, design and implementation of communication and information technology, an evidence-based practice approach to informatics, research and education, system life cycle and project management.

**NUR 5021 Advanced Nursing Research Strategies II**
The Literature review is further refined and a problem and purpose is presented.

**NUR 5022 Advanced Nursing Research Strategies I**
The role of advanced practice nurse will proceed in this course by examining a wide variety of methods for the ethical conduct of research in nursing. Students will evaluate published research for sources of bias, as well as to determine strengths and weaknesses of different research designs. Skills in critical appraisal, information literacy, and written communication are developed. Students will produce the beginning components of an evidence-based project.

**NUR 5032 Advanced Nursing Research Analysis**
This course is a continuation of NUR 5022 and 5021. Students will further develop critiquing and writing skills. Strategies for producing, evaluating, analyzing, and interpreting data are introduced. A formal proposal for a research project will be produced.

**NUR 5053 Financial, Organizational Behavior, & Health Care Policy Management**
This course teaches the application of accounting, economic principles, and financial management strategies to the management of health care resources in health care organizations. While teaching these applications, this course explores focuses on healthcare policy that affects financing, organization and delivery of health care services. This course also introduces students to modern concepts of organizational behavior, theories of motivation, contemporary leadership skills, interdisciplinary teams, and managing organizational change. The course builds upon the competencies of the baccalaureate nurse in organizational behavior to include topics such as diversity and cultural competency, workplace communication, attribution theory and motivation, power, politics, influence, stress management in the workplace, decision making, conflict management and negotiation skills.

**NUR 5061 Capstone**
Provides students the opportunity to synthesize their learning throughout the program. Students will complete projects begun in earlier semesters and present in both oral and written form.

**NUR 5103 Advanced Pathophysiology**
Physiology is the study of the fundamental processes responsible for the normal function of cells, tissues, and organs, including the chemical and physical factors involved in these processes. Pathophysiology is the study of the physiological changes associated with illness and the mechanisms through which the body attempts to maintain homeostasis when confronted by disease. It is perhaps the most highly integrative basic science taught as part of medical education, involving aspects of anatomy, microanatomy, biochemistry, mathematics and physics. At the heart of physiology is the development of problem-solving skills, the ability to analyze data from various sub-disciplines that physiology comprises and come to some conclusion regarding the physiological state of the patient in question. Pathophysiology is more explanatory than descriptive-the ability to describe why the signs, symptoms and treatments are what they are.

**NUR 5111 Health Assessment Practicum**
NUR 5111 The Physical Exam Skills module provides instruction and demonstration in the principles and practical skills required to perform a complete physical examination (adolescence to old age) with interpretation of the findings. Normal physical findings will be emphasized throughout the course. Variants of normal and common abnormal physical findings will be introduced.

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

**NUR 5113 Advanced Pharmacology**
The goals of pharmacology are to provide the students with a basic knowledge and understanding of the actions of drugs to enable them to utilize therapeutic agents in a rational and responsible manner in the treatment of patients. Initially, basic principles of pharmacology will be presented, including absorption, distribution, metabolism, and excretion of drugs by the body. The concept of drug – drug interactions will also be presented with appropriate examples. Following the presentation of basic concepts, the pharmacology of the autonomic nervous system, central nervous system, gastrointestinal system, cardiovascular system, respiratory, endocrine and reproductive systems will be presented. Antimicrobial and Antiviral agents will also be discussed as well as various miscellaneous but important other drugs (e.g. NSAIDS).

**NUR 5123 Primary Care of Infants, Children and Adolescents Didactic**
A lecture/discussion course covering the primary care management of infants, children and adolescents across the health-illness continuum. It emphasizes health maintenance and illness prevention and also covers major causes of morbidity. A family-centered developmental perspective is used in the assessment and management of common acute and chronic conditions from infancy through your adulthood. The focus is on strategies for this population in rural and underserved areas.

**NUR 5124 Primary Care of Infants, Children and Adolescents Practicum**
A clinical course covering the primary care management of infants, children and adolescents across the health-illness continuum. It emphasizes health maintenance and illness prevention and also covers major causes of morbidity. A family-centered developmental perspective is used in the assessment and management of common acute and chronic conditions from infancy through young adulthood. The focus is on strategies for this population in rural and underserved areas. This is the first of three sequential courses that apply the nursing process through communication and assessment skills, interpretation of findings, application of diagnostic methods, developing plans of care and implementing nursing strategies to promote personal, cognitive, and physical health. Clinical hours are completed in pediatric settings (180 hours) and women's health settings (60 hours).

**NUR 5133 Primary Care of Adults in Families Didactic**
This course further develops the student's ability to perform diagnostic and therapeutic procedures and interpret the results. It covers the primary care management of healthy adults through the life span with a focus on health maintenance and disease prevention. It provides the student the skills and procedures necessary for the clinical-management of selected clients. It focuses on evaluation and management of common acute and chronic adult health care problems. This course places emphasis on thorough communication and assessment skills interpreting findings, applying laboratory diagnostic methods, developing plans of care, and implementing nursing strategies to promote personal, cognitive, and physical health. The focus is on strategies for the young, middle and older adult in rural or underserved areas. The course is focused on disorders or the adult population and women's health in middlescence and senescence.

**NUR 5134 Primary Care of Adults in Families Practicum**
This course focuses on developing proficiency in basic diagnostic and therapeutic procedures and the interpretation of the results. It is a clinical course covering the primary care management of healthy adults through the life span with a focus on health maintenance and disease prevention. It provides the student the skills and procedures necessary for the

clinical-management of selected clients. It focuses on evaluation and management of common acute and chronic adult health care problems. It is the second of three sequential courses that apply the nursing process through communication and assessment skills, interpreting findings, applying laboratory diagnostic methods, developing plans of care, and implementing nursing strategies to promote personal, cognitive, and physical health. The focus is on strategies for the young, middle and older adult in rural or underserved areas. The course is focused on disorders of the adult populations and women's health issues in middlescence and senescence. Clinical hours are completed in adult settings (240 hours) unless women's health is not completed in NUR 5124. Then clinical hours are completed in adult settings (180 hours) and women's health setting (60 hours).

**NUR 5144 Primary Care Across the Lifespan Practicum**
This course is a practicum that is an accumulation of NUR 5123, NUR 5133, and NUR 5112 for a total of 240 hours.

**NUR 5042 Transition into Leadership for the Nurse Practitioner**
This course focuses on preparing the Nurse Practitioner student to explore and refine the strategies of entrepreneurship by synthesizing knowledge from Health Policy, Leadership, Organizational Behavior, Informatics, & Ethics to prepare a business plan to establish an independent practice. Types of challenges in health care will be discussed and possible solutions provided. One hour for practicum and one didactic.

**NUR 5203 Strategies for Curriculum and Instruction**
Strategies for effective classroom, clinical, and online instruction are explored. Students develop a lesson plan based on objectives and expected outcomes.

**NUR 5232 Practicum in Teaching** Under the supervision of an approved mentor, students complete 150 hours in an educational setting that provides opportunities to develop, deliver, and evaluate an instructional unit integrating previously learned theories. Students will engage in professional role development and the acceptance of faculty responsibilities.

**NUR 5303 Management Theory and Leadership**
Philosophical and theoretical underpinnings of leadership and management are explored, and used to develop the framing documents (philosophy, purpose, mission statement) of a health care agency.

**NUR 5323 Seminar in Leadership**
This course addresses the process of evaluation for the various components of a health care agency. Methods and techniques of evaluation are explored. The role of a nurse leader in a health care setting is addressed.

**NUR 5332 Practicum in Leadership**
Under the supervision of an approved mentor, students complete 150 hours in a practice setting that provides opportunities to participate in the various aspects of the leadership role, integrating previously learned theories. Students will engage in professional role development.

**Special Topics: Evidence-based Project Sustaining**
The research course is an elective that is offered if the student does not complete the EBP project in preparation for the NUR 5061 Capstone. This course allows the student time to compete the final EBP project. This one credit can be repeated until EBP is ready for Captstone.

## PHYSICAL SCIENCE (PHS)

**PHS 1031 Introduction to the Physical Sciences Lab**
Laboratory course to accompany PHS 1033. Experiments and other laboratory activities designed to illustrate or reinforce concepts taught in PHS 1033. (Every Semester)

**PHS 1033 Introduction to the Physical Sciences**
A study of Earth and space sciences with aspects of physics and chemistry included. (Every semester)

**PHS 2501, 2502, 2503, 2504 Special Topics in Physical Science**
The student will engage in class instruction, research, and analysis of specific topics with a view to providing a more in-depth knowledge and understanding of these topics. (On Demand)

## PHYSICS (PHY)

**PHY 2014 General Physics I**
General college physics for students in curricula where calculus is not required. First semester covers classical mechanics, including one and two-dimensional kinematics, mechanical forces, Newton's Laws, gravitation, circular motion and torque, conservations laws, and additional topics as time allows. Three lecture hours and three laboratory hours each week. Prerequisite: MAT 1223 or MAT 1543 or equivalent; a background in trigonometry is necessary and expected. (Every Fall)

**PHY 2024 General Physics II**
A continuation of PHY 2014. Second semester covers electrostatics, electric currents and DC circuits, magnetism and electromagnetic induction, and additional topics as time allows. Prerequisite: PHY 2014 or equivalent. (Every Spring)

**PHY 3021, 3022, 3023 Academic Internship**
The student will assist course instructors through tutoring, preparation and performance of laboratory exercises, and supervision of exams and video presentations. The student may also teach a class session. Prerequisite: JR/SR Standing and Permission of the Department Chair.

## POLITICAL SCIENCE (PLS)

**PLS 1013 American Government and Politics**
Theory and practice of American government and politics: federal-state relations; the separation and interrelationships of the executive, legislative, judicial branches of government; judicial review; the role of political parties and public opinion; the formulation and execution of domestic and foreign policy; civil liberties. (On Demand)

**PLS 2013 Comparative Government and Politics**
A survey of politics in Western Europe; transitions from totalitarian to democratic governments in Russia and Eastern Europe; a case study of political development in Africa; a comparison of democratic and communist governments in Japan and China; the role of the military in developing nations. (On Demand)

**PLS 2043 State and Local Government**
A study of various aspects of state and local government with some focus on VA and WV. (On Demand)

**PLS 3023 International Relations**
A study of foreign policy making process, the management of international crisis, and the politics of an interdependent world. Prerequisite: PLS 1013. (On Demand)

**PLS 3033 Criminal Law (Same as CRJ 3033)**
A survey of criminal and common law with emphasis upon definitions and interpretations by the courts.

**PLS 3063 Contemporary Political Issues**
An analytical introduction to current political problems and conflicts and how they are studied by the political scientists. Emphasis will be placed on the American political system. Classroom discussion and debate will be stressed. (On Demand)

**PLS 3073 Constitutional Law (Same as CRJ 3073)**
A survey of the development of the United States Constitution. It includes the origins, amendments, and interpretations, and will examine the constitutional basis of legislative, executive, and judicial powers, as well as issues of civil liberties and the guaranteed rights of equality. Prerequisite: PLS 1013 or Instructor's Permission.

**PLS 3501, 3502, 3503 Directed Study in Political Science**
A specialized course of study for qualified students. The course is offered on demand and the credit hours are determined by the nature of the study. Prerequisite: JR Standing or Instructor's Permission.

**PLS 4501, 4502, 4503 Special Topics in Political Science**
The student will engage in class instruction, research, and analysis of specific topics with a view to providing more in-depth knowledge and understanding of such areas of concern. Prerequisite: JR/SR Standing or Instructor's Permission.

## PRE-PROFESSIONAL PROGRAMS

Students who anticipate seeking admission to professional schools in such fields as law, medicine, pharmacy and dentistry should complete the requirements for an undergraduate degree before entering their professional studies.

Professional schools expect a high quality of college work for entrance. Students are encouraged to refer to catalogs of prospective professional schools early in their college studies to determine specific course requirements.

### Pre-Medical, Pre-Dental, Pre-Veterinary, and Pre-Pharmacy

Medical, dental, veterinary, and pharmacy schools desire students who have demonstrated superior abilities in science fields combined with the broad base supplied by the General Education courses. Most students doing well in a Bluefield College science major can expect to be competitive when applying to professional schools. For the bachelor's degree, it is recommended that a student complete a major in Biology with the Pre-Health Professions Concentration.

### Pre-Nursing Program

Students interested in pursuing a career in nursing can take their general requirement courses at Bluefield College before transferring to a nursing program. Students should consult the academic catalogs of nursing schools to determine the specific course requirements of the programs of interest. The academic advisor at Bluefield College will assist the student in designing a class schedule to meet the student's individual needs.

### Pre-Law

Bluefield College, in agreement with the Association of American Law Schools, does not believe that any single series of courses can conform to the needs of every student who intends to enter law school. However, emphasizing a liberal arts education with specific pre-professional courses, a curriculum is designed for the student who intends to enter law school as well as the student who may seek a law-related career. For the bachelor's degree, it is recommended that a student complete a major in one of the fields listed below.

Criminal Justice Psychology
Business English
History

**The following specific courses are recommended regardless of major:**

CRJ 3203 Legal Internship
CRJ 3073 Constitutional Law
BUS 2533 Accounting I
BUS 2543 Accounting II
BUS 3113 Legal Environment of Business
BUS 3123 Business Law
COM 4003 Media Law
CRJ 4503 Special Topic, (e.g., Evidence or Legal Research)
HEA 3523 Special Topic-Stress Management

These are just guidelines and students interested in a professional career in one of these fields should consult an academic catalog from the school of their choice once preliminary work has been completed at Bluefield College.

## PSYCHOLOGY (PSY)

The psychology department supports the mission of the College to transform students' hearts, minds, and lives as it engages them in the scientific study of behavior and mental processes. Students develop a broad based appreciation for the multiple perspectives currently active in the discipline, develop the intellectual ability to evaluate the potential of psychological constructs to inform real life decisions, and prepare to pursue graduate study if they so choose.

**We enable students to pursue their vocational calling through the behavioral sciences.**

### Program Outcomes

- Identify and describe the predominant schools of thought or perspectives found in the modern and historical activities of the discipline. In effect, students will become broadly knowledgeable of the major concepts and perspectives in psychology.
- Apply appropriate research methods and principles of statistical analysis to problems found in the discipline's environment.
- Demonstrate the ability and the disposition to think critically about any academic or social issue and an ability to participate in public discourse.
- Articulate their personal understanding of psychology and its integration into their personal system of beliefs.

**I. Psychology Major (46 Semester Hours):**

A. **General Educations & Degree Requirements** (see p. 48) **52 SH**

B. **Major Requirements** **46 SH**
(Some of these meet general education requirements)
BIO 1034 or 1114, PSY 1013, 2043, 3013,
3033, 3043, 3053, 3083, 4013, 4033, 4043, 4603
9 hours chosen from the following:
PSY 2033, 2053, 2063, 3073, 3143, 3153, 3413, 3503,
4053, 4063, 4073, 4083, 4093, 4203, 4503

C. **Minor/Electives** **28 SH**

**TOTAL** **126 SH**

**II. Psychology Minor:**
PSY 1013, 2043, 3083, 4043 12 SH
6 Hrs. from the following Psychology courses:
2033, 2053, 2063, 2073, 3013, 3033, 3043, 3053, 3073, 3143, 3153,
2503, 3413, 4013, 4033, 4053, 4083, 4093, 4503 6 SH

**TOTAL** **18 SH**

## PSYCHOLOGY ADVISING RECOMMENDATIONS

| First Year | | Second Year | |
|---|---|---|---|
| COR 1012 | 2 SH | COR 2012 | 2 SH |
| ENG 1013-1023 | 6 SH | COR 2002, 2001 | 3 SH |
| CST 1103 | 3 SH | Literature | 3 SH |
| COM 1023 | 3 SH | BIO 1034 or 1114 | 4 SH |
| HIS US & World | 6 SH | PSY 3033 | 3 SH |
| MAT 1213 or above | 3 SH | PSY 3043 | 3 SH |
| PSY 1013 | 3 SH | BUS 2513 | 3 SH |
| PSY 2043 | 3 SH | PSY 3083 | 3 SH |
| Fine Arts | 3 SH | Science and/or Math (BS) | 6 SH |
| Total | 32 SH | Intermed. Language (BA) | |
| | | Electives | 3 SH |
| | | Total | 33 SH |

| Third Year | | Fourth Year | |
|---|---|---|---|
| COR 3012 | 2 SH | PSY 4033 | 3 SH |
| PSY 3013 | 3 SH | PSY 4043 | 3 SH |
| PSY 3053 | 3 SH | PSY 4603 | 3 SH |
| PSY 4043 | 3 SH | PSY Electives | 6 SH |
| MAT 2023 | 3 SH | Minor or Electives | 15 SH |
| Minor or Electives | 18 SH | Total | 30 SH |
| Total | 32 SH | | |

## COURSES OF INSTRUCTION

**PSY 1013 Introduction to Psychology**
An introduction to psychology as a scientific and applied discipline including the findings, concepts, theories, methods, and applications of psychology. This course is a prerequisite to all following psychology courses.

**PSY 2033 Positive Psychology**
This course will provide an introduction to positive psychology. Happiness, or subjective well-being, will be studied along with the strengths and virtues that allow individuals and communities to thrive. A strong experimental component in this class will facilitate students' understanding of concepts related to well-bring such as gratitude, forgiveness and service to others. Students will be challenged to consider the Christian perspective on happiness and ways their personal faith impacts their subjective well-being. (Odd Fall)

**PSY 2043 Child and Adolescent Development**
This course includes the study of growth and development from birth through adolescence. Methods of studying child development are examined and theoretical approaches used in the field are explained. There is attention to genetic and prenatal development with most of the course focusing on physical, cognitive, and social and personality development during infancy, early childhood, middle childhood and adolescence. (Spring)

**PSY 2053 Marriage and Family (Same as SOC 3013)**
This course is a broad based study of the family that specifically focuses on contemporary shifts in the modern American family structure. Significant attention is paid to social historical context, cultural diversity, and economic conditions that bear on family life. The emotional and behavioral aspects of marriage and family life such as love, communication, and conflict are considered, and problems including intimate violence, child abuse, poverty, separation, and divorce are explored. The decision to have children is discussed as is the experience of parenthood including roles and relationships of parent and children. (Spring)

**PSY 2063 Adulthood and Aging (Same as SOC 3113)**
This is a comprehensive course investigating the social dimensions of aging and its links to historical, demographic and cross-cultural patterns. Current theories of aging are studied, as well as crucial issues impinging on the daily lives of older adults. (Odd Fall)

**PSY 2073 Professional Ethics in Psychology**
Professionals in psychology-related fields are likely to encounter ethical dilemmas on a frequent, if not daily, basis. In this course, students will examine the role of ethics in psychological research, publication, education and practice. Attention will be given to: the evolution of ethical principles from the Declaration of Helsinki through contemporary professional codes of ethics; the process of ethical decision-making; and the ethical safeguards (such as Institutional Review Boards) that support psychological professionals in "doing the right thing." Prerequisite: PSY 1013. (Odd Year Fall)

**PSY 3013 Social Research Methods - Traditional Program (same as CRJ/SOC 3013)**
This course serves as an introduction to the concepts and methods associated with the practice of modern social inquiry. Concepts addressed include but are not limited to sampling, construct operationalization, research design, data collection, methods of analysis, and the dissemination of results. Also discussed are such enduring issues as reliability, validity, and research ethics. Prerequisite: PSY/SOC 1013, MAT 1213 or above and Co-requisite or Prerequisite: PSY 4013 (Spring)

**PSY 3033 Theories of Personality**
This course is an introduction to the organization and structure of personality. Personality is defined and methods of assessing and studying it are considered. Major theories of personality are investigated. The major theories are used to explore issues including love, hate, gender, culture, religion, stress, adjustment, and health. Students are challenged to apply theories to the personality of a specific historical figure. (Odd Spring)

**PSY 3043 Abnormal Psychology (Same as CRJ 3043)**
This course is an introduction to the study of psychopathology. The difficulty of determining whether specific behaviors should be considered abnormal is examined. A history of views about abnormal behavior is discussed as is current thinking on the subject. Models used for explaining abnormal behavior are described and issues related to diagnosis and assessment of psychological disorders are given attention. The primary emphasis of the course is the study of categories of mental disorders and their symptoms as well as possible causes and recommended treatments for specific disorders. Prerequisites: JR Standing. (Fall)

**PSY 3053 Biological Psychology**
This course is a study of how biological processes, especially activity in the brain and nervous system, relate to behavior. (Odd Fall)

**PSY 3073 Psychology of Religion**
This course will apply the predominant constructs and methods of inquiry associated with the science of psychology to the domain broadly considered as religion. Students will investigate the varied ways in which an individual's faith system influences their behavior and mental processes. Positions on religion by major theorist in the discipline will be considered and evaluated. Prerequisite: PSY 1013 (Even Fall)

**PSY 3083 Social Psychology (Same as SOC 3083)**
This course is a study of behavior in social contexts, including interpersonal attraction, group dynamics, leadership, conformity, and a host of additional social psychology constructs and theories. It is the intent of this course to introduce you to those variables and relationships that describe and even predict human behavior as influenced by the presence of others. (Spring)

**PSY 3093 Social Research Methods for the Online Program only (same as CRJ/HSE/SOC 3093)**
It is the intent of this course to introduce you to the tools and techniques of inquiry in the social sciences. During the term you will be exposed to the vocabulary, the generally accepted yet varied methods, and the potential sources of error associated with the investigation of social phenomena. We will discuss the constructs of sampling, measurement, research design, and data analysis as well as the very important process of forming a meaningful and rigorous research question. Such constructs as reliability, validity, error, etc. will be defined and made useful in the minds and actions of thoughtful scientists and citizens.

**PSY 3133 Minority Issues in Psychology for the Online Program only**
This course provides students the opportunity to investigate characteristics of minority issues. It is a broad introduction to the field of race relations in America. Course work includes theoretical perspectives in intergroup relations and social psychological elements present in minority-majority interactions. The social history of selected minority group experiences in the United States will be studied, along with current issues in American race relations.

**PSY 3143 Psychology of Criminal Behavior (same as CRJ/HSE 3143)**
This course will provide the student with psychological and psychosocial explanations of crime. Students will explore specific psychological aspects that contribute to criminal and deviant behavior such as personality disorders, impulse control disorders, developmental disorders, and substance abuse disorders. Prerequisite or Co-requisite: CRJ 2013 or CRJ 2203.

**PSY 3153 Psychology of Leadership**
This course addresses the major theories of leadership from the perspective of the dis-

cipline, psychology. Emphasis will be placed on developing an appreciation as well as a working knowledge of contemporary leadership theories and in the broadening of this knowledge through the juxtaposition of psychological principles such as social influence, personality, and group dynamics. (Odd Spring)

**PSY 3413 Human Sexuality (Same as HEA 3413)**
This course is a study of the biological, social, and personal aspects of human sexual identity and behavior. (Fall)

**PSY 3501, 3502, 3503 Directed Study in Psychology**
This is a specialized course of study for qualified students. Prerequisites: JR standing, and instructor's approval.

**PSY 4013 Tests and Measurements**
This course provides the student of behavioral sciences with a basic foundation in the components of psychological assessment. The course addresses basic psychological assessment concepts and develops an awareness of the variety of assessment instruments that are available. Students become familiar with the components of the assessment of personality and cognitive ability and discuss the professional and ethical standards and social issues in assessment. Prerequisites: PSY/SOC 3013 and MAT 2023. (Even Fall)

**PSY 4033 Learning and Cognition**
This course will provide a broad yet detailed study of the learning process, learning theory in its historical perspective, and will develop skills in the application of learning theory to current issues. This study is augmented by integrating learning theory with multiple constructs found in cognitive psychology including judgment, memory, perception, attention, categorization, and problem solving. JR standing. (Even Fall)

**PSY 4043 History and Systems**
This course is a study of the historical development and contemporary status of psychology. Prerequisites: JR standing. (Even Spring)

**PSY 4053 Counseling and Psychotherapy**
This course is an overview of the major theories of counseling as well as practical techniques and information for the counselor-in-training. Personal attributes of counselors are considered as are important theoretical issues. As each theoretical approach is discussed, its strengths and limitations are identified in general and as they relate to multicultural situations. Students in this class are expected to become knowledgeable about the various theoretical approaches and begin to apply them to a hypothetical client. Prerequisites: PSY 3043 and JR standing. (Odd Spring)

**PSY 4063 Group Dynamics**
This class is a study of the history, processes, and dynamics involved in groups. It will review the theories of group intervention, the stages of group development, the necessary group leadership skills, and the process of leading groups for special populations. Ethical issues in group counseling will be emphasized and the application of group counseling approaches in school and multicultural contexts will be considered. (Even Fall)

**PSY 4071, 4072, 4073 Psychology Vocations Internship**
See criteria for internships on p. 65. Prerequisites: SR standing and instructor's approval.

**PSY 4083 Multicultural Counseling**
This course will examine the role of culture in our lives and in the counseling relationship.

Students will come to understand how their culture affects them and their attitude toward others. Individuals and families from other ethnic and social groups will be better understood based on students' study of their cultures. (Even Fall)

**PSY 4093 Advanced Research Methods**
This course applies the methods and constructs learned in PSY/CRJ/SOC 3013 as the student designs, constructs, and presents a significant social research project. Students will present their findings at the end of the semester to the college community and may submit their work for consideration by appropriate professional associations. Prerequisite: PSY 3013 and PSY 4013 (Fall)

**PSY 4201, 4202, 4203 Academic Internship**
Students selected for this internship will assist course instructors through tutoring, showing videos, conducting study sessions, researching course materials, proctoring tests, grading objective sections of survey exams, and teaching at least one class in a survey course during the semester. The selected students participating in this internship will acquire some practical experience in higher education.

**PSY 4501, 4502, 4503 Special Topics in Psychology**
A subject of special interest may be selected; may be repeated for credit with different topic. Prerequisites: PSY 3013, JR standing and instructor's approval.

**PSY 4603 Senior Seminar**
This is the capstone course for Psychology majors taken during the senior year. Students review their personal development, investigate the interface between religion and science, and articulate their personal understanding of the integration of their faith and the discipline of psychology. (Spring)

## SOCIOLOGY (SOC)

A minor in sociology may earned by completing 18 semester hours in sociology. Students must complete SOC 1013 and fifteen additional hours, with at least three courses at the 3000 level or higher.

### COURSES OF INSTRUCTION

**SOC 1013 Introduction to Sociology**
A broad overview of the field of sociology stressing terms, concepts, and major contemporary theoretical perspectives in the discipline. Emphasis on American society, social change, culture, social structure, and on the sociological imagination.

**SOC 1023 Social Problems**
The course will lay the foundation for assessing the problematic nature of meanings and actions concerning social problems and their proposed solutions. It also explores a variety of contemporary social problems.

**SOC 2203 Criminology (same as CRJ 2203)**
The course deals with the nature of crime, statistics, etc. Prerequisite: SOC 1013 or CRJ 2013.

**SOC 3013 Sociology of the Family (Same as PSY 2053)**
This course is a broad based study of the family that specifically focuses on contemporary shifts in the modern American family structure. Significant attention is paid to social historical context, cultural diversity, and economic conditions that bear on family life. The emotional and behavioral aspects of marriage and family life such as love, communica-

tion, and conflict are considered, and problems including intimate violence, child abuse, poverty, separation, and divorce are explored. The decision to have children is discussed as is the experience of parenthood including roles and relationships of parent and children. Prerequisites: PSY 1013. (Spring)

**SOC 3014 Social Research Methods - Traditional Program (same as CRJ/PSY 3014)**
An introduction to the concepts and methods associated with the practice of modern social inquiry. Concepts addressed include but are not limited to sampling, construct operationalization, research design, data collection, methods of analysis, and the dissemination of results. Also discussed are such enduring issues as reliability, validity, and research ethics. Prerequisite: PSY/SOC 1013 and Co-requisite or Prerequisite: MAT 2023

**SOC 3023 Theories in Social Deviance (Same as CRJ 3023)**
A survey of contemporary theories and concepts used to analyze, understand, and explain social deviance and its consequences for individuals and society. Includes a presentation of several contemporary forms of deviant behavior that currently attract the attention of major societal institutions.

**SOC 3083 Social Psychology (same as PSY 3083)**
This course is a study of behavior in social contexts, including interpersonal attraction, group dynamics, leadership, conformity, and a host of additional social psychology constructs and theories. It is recommended that an introductory course in psychology be taken before this course. It is the intent of this course to introduce you to those variables and relationships that describe and even predict human behavior as influenced by the presence of others. Clearly we are social beings desiring interaction with others and sometimes avoiding this same interaction. We are motivated to provide a helping hand to some while equally energized to act aggressively toward others. We form opinions and attitudes about other individuals and groups with limited amounts of information, yet we often work very hard to insure that others form a desirable opinion of us by feeding excessive amounts of information into our social settings. We seek to persuade and to lead and are also persuaded and led. We find ourselves attracted to some but not to others. This course will address all of these issues and more as we review the accumulated knowledge about human behavior as constructed by social psychologists through the application of the scientific method. Prerequisites: PSY 1013. (Spring)

**SOC 3093 Social Research Methods for the Online Program (Same as CRJ/HSE/ PSY/SOC 3093)**
It is the intent of this course to introduce you to the tools and techniques of inquiry in the social sciences. During the term you will be exposed to the vocabulary, the generally accepted yet varied methods, and the potential sources of error associated with the investigation of social phenomena. We will discuss the constructs of sampling, measurement, research design, and data analysis as well as the very important process of forming a meaningful and rigorous research question. Such constructs as reliability, validity, error, etc. will be defined and made useful in the minds and actions of thoughtful scientists and citizens. Prerequisites: PSY 1013.

**SOC 3113 Sociology of Aging (Same as PSY 2063)**
A comprehensive course on the social dimensions of aging and its links to historical, demographic and cross-cultural patterns. Current theories of aging are studied, as well as crucial issues impinging on the daily lives of older adults. Prerequisites: PSY 1013. (Odd Fall)

**SOC 3123 Death and Dying**
The course provides a sociological assessment of issues of death and dying. It covers social and cultural meanings of death, funeral customs, mortality and morbidity statistics, contemporary issues and modern treatment of dying persons (including hospice), and processes of grief and bereavement.

**SOC 3133 Minority Groups in America**
A broad introduction to the field of race relations in America. Course work includes theoretical perspectives in intergroup relations, and social psychological elements present in minority-majority interactions. The social history of selected minority group experiences in the U.S. will be studied, along with current issues in American race relations.

**SOC 3153 Sociology of Work and Occupations**
This course addresses contemporary work issues including specialization, the impact of the technological revolution, rapidly changing roles of men and women at work, and the evolving nature of the global economy. Critical review of research findings based on studies of work, organizational structure and major occupational categories and worker traits will be emphasized.

**SOC 3523 Stress Management (same as HEA/PSY 3523)**
This course examines the physiological, psychological, and interpersonal effects of stress. A variety of healthful coping mechanisms are identified with emphasis placed on students' developing effective personal coping strategies.

**SOC 4013 Sociological Theory**
The course offers students' knowledge of several major theoretical orientations in the development of sociology in Europe and America. It will establish linkage between competing major theoretical paradigms, past and present, between micro and macro levels of analyses, and between contemporary major theorists and their historical antecedents.

**SOC 4501, 4502, 4503 Special Topics in Sociology**
A specialized course of study for qualified students, offered on demand. Prerequisite: JR/SR Standing.

**SOC 4701, 4702, 4703 Behavioral Science Internship**
Senior status and approval of faculty.

## SPANISH (SPA)

See Modern Languages on p. 191.

## THEATRE (THR)

The Bluefield College Theatre Department has a two-fold purpose. First, the department offers classroom training in both the practical performance aspects of theatre and the academic areas of theatre history and dramatic literature. Second, through regularly scheduled theatrical productions, the department provides working, hands-on training for all students. The Theatre major is designed for students who desire a field of study covering traditional theatre, for students seeking a career in the professional theatre or preparing for graduate study in either performance or academic theatre.

The Theatre minor may be earned by completing a minimum of 18 hours in Theatre courses. The selection of these courses must include the following: THR 1413, 1023, 3013, 3023.

**I. Theatre Major**

| | | |
|---|---|---|
| **1.** | **General Education & Degree Requirements** (see p. 48) | **51 SH** |
| **2.** | **Core Studies** | **30 SH** |
| | (some of these satisfy general education requirements) | |
| 3. | THR 1413 Theatre Appreciation | |
| 4. | THR 1023 Acting I | |
| | THR 2023 Acting II | |
| | THR 3013 Stagecraft | |
| | THR 3023 Directing I | |
| | THR 4023 Directing II | |
| | THR 3053 Theatre History I | |
| | THR 3063 Theatre History II | |
| | THR 4033 Survey of Dramatic Literature | |
| | THR 4053 Senior Project | |
| **3.** | **10 SH THR 1011, 1012, 1013 Theatre Practicum** | **10 SH** |
| **4.** | **15 SH from the following list:** | **15 SH** |
| | THR 2013 Oral Interpretation | |
| | THR 2033 Stage Makeup | |
| | THR 2043 Voice and Movement | |
| | THR 2573 Scene Work | |
| | THR 3033 Drama in Ministry | |
| | THR 3043 Children's Theatre | |
| | THR 3073 Intro to Stage Design | |
| | THR 3123 American Musical Theatre | |
| | THR 3133 Acting for Musical Theatre | |
| | THR 3311, 3312, 3313 Internship in Theatre | |
| | THR 3501, 3502, 3503 Directed Study in Theatre | |
| | THR 4063 Script Writing | |
| | THR 4213 Improvisation | |
| | THR 4363 Stage Management | |
| | THR 4503 Special Topics in Theatre | |
| **5.** | **Electives** | **20 SH** |
| | **Total** | **126 SH** |

## COURSES OF INSTRUCTION

**THR 1023 Acting I**
A fundamental approach to the art through vocal and physical exercises, theatre games, and improvisations. (Every Year)

**THR 1031, 1032, 1033 Practicum in Theatre**
Applied theatre work at the discretion of the instructor (On Demand)

**THR 1413 Theatre Appreciation**
Both the historical background and organizational components of theatre are examined within the context of its role as an art form that has influenced mankind since its origins. (Every Year)

**THR 2013 Oral Interpretation (same as COM 2013)**
Performance oriented development of skills in oral reading of dramatic literature, prose, and poetry. (Alternate Years)

**THR 2023 Acting II**
More advanced techniques in scene work and character development, building on the foundations of Acting I. Prerequisite: Acting I or Instructor's Permission. (Every Year)

**THR 2033 Stage Makeup**
A study of the theory and techniques of stage makeup. (Alternate Years)

**THR 2043 Voice and Movement**
A study of techniques and methods for freeing the voice and body, providing the student with a broader range of flexibility and expressiveness. (Alternate Years)

**THR 2573 Scene Work**
Scene Work is designed to further the acting student's techniques in character development through scene work. Prerequisite: Acting I and II or instructor's permission. (Alternate Years)

**THR 3013 Stagecraft**
Techniques involved in scene construction, lighting, and costuming for the theatre. Required lab work on a main stage production. (Alternate Years)

**THR 3023 Directing I**
Basic techniques in analyzing and staging plays. Instruction will include training in stage management. (Alternate Years)

**THR 3033 Drama in Ministry**
A study of the use of various forms of drama in worship and outreach ministries. (On Demand)

**THR 3043 Children's Theatre**
Techniques of writing, directing, and performing theatre for children. Class will culminate in the creation of a children's theatre production. (Alternate Years)

**THR 3053 Theatre History I**
A study of the history of the theatre from its beginnings through the Elizabethan era. Methods of staging, theatre architecture, and the influence of political and social movements are emphasized. (Alternate Years)

**THR 3063 Theatre History II**
The development of theatre from the rise of the Neo-classical ideal to the modern American theatre. The effect of the cultural and social changes of each era upon the theatre is emphasized. (Alternate Years)

**THR 3073 Introduction to Stage Design**
An introduction to scene, lighting, costume, and makeup design. (Alternate years)

**THR 3123 American Musical Theatre**
A survey of the history of American musical theatre and the composers, librettists, directors, and choreographers that contributed to the development of this distinctive theatrical form. (Alternate Years)

**THR 3133 Acting for Musical Theatre**
Acting for Musical Theatre is an experiential learning-based class involving class discussion, group and solo exercises, and scene work to prepare the student for musical theatre roles. Prerequisite: basic understanding of acting and singing. (On Demand)

**THR 3311, 3312, 3313 Internships in Theatre**
See criteria for internships in this catalog (On Demand)

**THR 3501, 3502, 3503 Directed Study in Theatre**
This course offers the student the opportunity to explore topics of interest under the direction of a faculty member. Variable credit. Prerequisite: JR Standing. (On Demand)

**THR 4023 Directing II**
Advanced play analysis, theory and performance culminating in the direction of a play. Prerequisite: Directing I or Instructor's Permission (Alternate Years)

**THR 4033 Survey of Dramatic Literature**
An analysis of selected great plays from the classic Greek to contemporary experiment. Prerequisite: JR Standing or Instructor's Permission. (Alternate Years)

**THR 4053 Senior Seminar**
A semester long capstone project (selected in cooperation with the faculty) and written papers/presentations designed to demonstrate the graduating senior's mastery of the knowledge and skills expected of a theatre program graduate. (On Demand)

**THR 4063 Script Writing**
Theory and practice in writing dramatic scripts. Prerequisite: JR Standing and Instructor's Permission. (On Demand)

**THR 4213 Improvisation**
Exploring fundamental techniques of improvisation through the use of games and exercises to sharpen the student actor's sensory awareness of self and others. Prerequisite: Acting I and Acting II or permission of instructor. (On Demand)

**THR 4363 Stage Management**
A project-oriented discussion class designed to introduce the student to the field of stage management. (Alternate Years)

**THR 4501, 4502, 4503 Special Topics in Theatre**
An intensive study of special topics in order to gain in-depth knowledge and understanding. (On Demand)

# FACULTY DIRECTORY

**Adrian Ayersman,** Instructor of English, B.A., Bluefield State College, M.A. Marshall University.

**Michael Bandy,** 2018. Assistant Professor of Accounting. B.S., Bluefield State College and M.S., Old Dominion, University.

**Cynthia Bascom,** 2005. Professor of Communication; Department Chair Communications and Graphic Communication. B.F.A., Denison University; M.B.A., Ph.D., Ohio University.

**Paula Beasley,** 2011. Assistant Librarian. B.A., Bluefield College; M.A.L.I.S., University of South Florida.

**Wendy Stallard Beavers,** 2000. Assistant Professor of History; Department Chair of History. B.A., B.S., Bluefield College; M.A., Virginia Tech.

**Paul W. Bennett,** 2016. Assistant Professor of Economics. B.A., Oxford University; M.A., Oxford University; Ph.D., George Mason University.

**Thomas M. Brewster,** 2016. Associate Professor of Education. Dean of the School of Education, B.A., Bluefield State College; M.S. Radford University; Ed.D., Virginia Tech University.

**Lewis Brogdon,** 2018. Dean of Instructional Effectiveness and Research. B.A., Bluefield College; M.Div., Louisville Presbyterian TheologicalSeminary; Ph.D., Regent University.

**Shellie Brown,** 2017. Assistant Professor of Education. B.S., Bluefield State College; M.A., Bluefield College.

**Lewis A. Buterakos,** 2002. Associate Professor of Mathematics; Department Chair of Mathematics. B.S., M.S., Ph.D., Virginia Tech.

**Henry Clary,** 2016. Campus Pastor. B.A., University of North Florida; M.Div., Ph.D., Southwestern Baptist Theological Seminary.

**Yosely Cruz-Fernandez,** Assistant Dean of Nursing, Director of Undergraduate Nursing, Assistant Professor of Nursing, B.S.N. University of Massachusetts; M.S.N. Wayne State University.

**Nancy Davidson,** 2016. Professor of Nursing. B.S.N., M.S.N., West Virginia University; M.B.A., University of Dallas; D.N.P. Radford University.

**LeAnn Deel,** 2018. Assistant Librarian for Research and Reference. B.A., Bluefield College, M.A., Concord University and M.L.S., University of South Carolina.

**Bonny K. Dillon,** 2013. Associate Professor of Psychology. B.A., University of Virginia; M.Div., Southern Baptist Theological Seminary; S.T.M., Union Theological Seminary, NYC; Ph.D., Southern Baptist Theological Seminary.

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

**Kevin W. Downer,** 2011. Assistant Professor of Exercise and Sport Science. B.A., California University of Pennsylvania; M.S., West Virginia University.

**Kimberly P. Farmer,** 1989. Professor of Criminal Justice; Department Chair of CRJ; Pre-Law Advisor. B.A., J.D., West Virginia University.

**Richard Farmer**, 2017. Assistant Professor of Psychology. M.A., West Virginia University; M.Div., D.Min., Pittsburg Theological Seminary.

**Diana Foley,** 2016. Professor of Nursing. B.S.N., Radford University; M.S.N., University of Virginia; Ed.D. Wilmington University.

**Mark K. Gettle,** 2009. Assistant Professor of Management & Leadership; Department Chair of Management and Leadership. B.S., Virginia Commonwealth University; M.A., Strayer University; Ph.D., Capella University.

**Lewis Hatcher,** 2018. Director of Academic Support and the ACE Center. B.A., North Carolina State University; M.A., Wake Forest University; Ph.D., Idaho State University.

**Abigail Heiniger,** 2015. Assistant Professor of English; B.A., University of Louisville; M.A., University of Louisville; Ph.D., Wayne State University.

**David Hite,** 2016. Assistant Professor of Business Administration. A.S., Northeast State Technical Community College; B.S., M.S., University of Tennessee.

**Crystal W. Kieloch,** 2000. Instructor of English; Director of QEP. B.S., Bluefield College; M.A., Union Institute and University.

**Thomas A. Kinney,** 2004. Professor of History. B.A., University of Maine; M.A., Ph.D., Case Western Reserve University.

**Emily A. Lambert,** 2010. Associate Professor of Biology; Dean of the College of Sciences; Department Chair of Biology. B.S., Concord College; Ph.D., Virginia Tech University.

**Werner A. Lind,** 1992. Librarian; B.A., Bethel College; M.A., Eastern Mennonite Seminary; M.L.S., Indiana State University.

**Pamela H. Linkous,** 2013. Assistant Professor of Nursing; Assistant Dean, School of Nursing. A.D.N., Bluefield State College; B.S.N., West Virginia University; M.S., M.S.N, Marshall University.

**Rebecca McCoy-Reese,** 2001. Assistant Professor of Theatre & Technical Director & Artist in Residence; Department Co-Chair of Theatre. Artist in Residence. B.A., Georgetown College; M.R.E., Southern Baptist Theological Seminary.

**Robert C. Merritt, Jr.,** 1990. Professor of English; Department Chair of English; Dean of College of Arts and Letters; Director of Honors Program. B.A., M.A., University of North Carolina, Chapel Hill; Ph.D., University of Kentucky.

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**Sharon Perot,** 2014. Associate Professor of Business; Executive Director of the MBA; B.A., Lake Forest College; M.B.A., DePaul University; Ph.D., Northern Illinois University.

**Charles Priest,** 2010. Associate Professor of Music; Department Chair of Music; B.A., Bryan College; M.M., New Orleans Baptist Theological Seminary; D.M.A., Southern Baptist Theological Seminary.

**Charles M. Reese,** 2001. Professor of Theatre; Department Co-Chair of Theatre; Artistic Director. B.A. Samford University; M.F.A. University Tennessee; further study, Florida State University.

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**Gregory Allen Roberts,** 2014. Assistant Professor of Graphic Communications. B.A., Concord University; M.A., West Virginia University.

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## ADJUNCT FACULTY

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**Ruth Blankenship,** Vice President for Finance, Administration, and Advancement
**Marshall Flowers,** Vice President for Academic Affairs and Athletics
**Michael J. White,** Vice President for Enrollment Management and Student Development

## COLLEGE LEADERSHIP TEAM:

**David W. Olive,** President
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**Marshall Flowers,** Vice President for Academic Affairs and Athletics
**Michael J. White,** Vice President for Enrollment Management and Student Development
**Lewis Brogdon,** Dean of Institutional Effectiveness and Research
**Chris Catron,** Director of Major Gifts
**Henry Clary,** Dean of Spiritual Formation
**Patricia Neely,** Dean of Online and Distance Education
**Martin Offield,** Faculty President
**Richard Farmer,** Faculty President-elect
**Diane Shott,** Assistant to the President
**Kelley St. Clair,** Director of Finance and Administration
**Mike White,** Athletic Director

## STAFF:

**Katrina Allen,** Student Accounts Assistant
**Bailey Angle,** Assistant Sports Information Director
**Esteban Apodaca,** Assistant Athletic Trainer
**Josh Arnold,** Associate Vice President for Student Development
**Benjamin Ayers,** Interim Web Site Coordinator
**Andrew Bailey,** Head Softball Coach
**Samantha Bales,** BC Central Advocate (Student Accounts)
**BJ Bauer,** Head Golf Coach
**Josh Beckett,** IST Systems Administrator
**Erika Bell,** Head Athletic Trainer
**Kevin Bowers,** Head Tennis Coach
**Valerie Burrell,** Enrollment Counselor
**Nikki Byrd,** Advising and Student Success Coach
**Michael Callaghan,** Interim Women's Soccer Head Coach
**Summer Callaghan,** Traditional Financial Aid Advisor
**Chris Catron,** Director of Major Gifts
**Nicole Chicklo-Kaklis,** Assistant Director of Development and Alumni Relations
**Henry Clary,** Dean of Spiritual Formation
**Quentin Crewshaw,** Bus Driver
**Susan Davis,** Assistant Director of Financial Aid
**Jordan Dillon,** Campus Events & Enrolllment Coordinator
**Caroline Dixon,** Human Resource Specialist/Accounts Payable Manager
**Josh Dye,** Assistant Project Manager
**Jeffrey Ellison,** Campus Safety Officer
**Bryan Frazier,** Dean of Registration Services
**Lelia Fry,** Dean of Student Success
**Charles "Buddy" Gallemore,** Head Volleyball Coach
**Sara Goodson,** Head Cheerleading Coach

**Joshua Grubb,** Director of Development and Alumni Relations
**Matt Hamilton,** Director of Traditional Admissions
**Kendall Haynes,** Head Cross Country Coach
**Alandra Hinkle,** Music Accompanist
**Rod Howard,** Assistant Football Coach
**Thomas Huddleston,** Assistant Football Coach/Game Day Assistant
**Dino Kaklis,** Assistant Football Coach
**Hal Keene,** Director of Planned Giving and Major Gifts
**Steve Kessinger,** Director of Information Services & Technology
**Mike Ketchum,** Assistant Football Coach
**Jacob Key,** Division Manager of Athletics
**Shelby Key,** Assistant Women's Basketball Coach
**Beth Kinser,** Campus Store Manager
**Amber Kinzer,** Financial Aid Advisor - Online
**Jennifer Lamb,** College Registrar
**Jon Leftwich,** Campus Safety Officer
**Eric Lester,** Administrative and Academic Systems Analyst
**Ann Looney,** Director of Academic Programs
**Dewey Lusk,** Head Football Coach
**Gil Lusk,** Assistant Football Coach
**Alisha Maloyed,** Enrollment Technology and Automation Specialist
**Amber Mason,** Enrollment Data Processor - Traditional
**Eric Mason,** Enrollment Counselor for Online Programs
**Burma McChesney,** FACS Coordinator
**Chelsie Meadows,** Financial Aid Advocate
**Dena Monroe,** BC Central Advocate/ Assistant Registrar
**Carly Moody,** Enrollment Data Processor
**Ryan Moody,** Assistant Men's Basketball Coach
**Richard Morgan,** Head Men's Basketball Coach
**Sherelle Morgan,** Director of Online Admissions
**Justin Morton,** Head Men's Soccer Coach
**Katie Morton,** Residence Hall Director
**Raegan Moss,** Traditional Admissions Counselor
**Jessy Mounts,** Finance Assistant and Book Rental Manager
**Carrie Mullins,** Campus Store Assistant
**Corey Mullins,** Head Women's Basketball Coach
**Shirley Mutter,** Controller
**Tyler Myers,** Campus Safety Officer
**Cathy Payne,** Student Success Coach
**Dave Pedde,** Director of the Center for the Worship Arts
**Judy Pedneau,** Director of Human Resources
**Anne Pelchar,** Director of Student Engagement
**Wayne Pelts,** Assistant Director of ACE
**Scott Polhamus,** Assistant Director of Admissions
**Rachel Price,** Administrative Assistant for School of Nursing
**Tabitha Price,** Assistant Registrar/Operations
**Milan Rasic,** Transfer and International Admissions Counselor
**Bob Redd,** Sports Information Director
**Tim Robinette,** Database Administrator and Ingegrations Specialist
**Gary Ruth,** Coordinator of Campus Safety and Title IX Investigator
**Garrett Schilling**, Assistant Baseball Coach/Head JV Coach

**Vanessa Scruggs,** Institutional Advancement Office Manager
**Jacob Sharkey,** Residence Hall Director
**Diane Shott,** Assistant to the President
**Josh Shroyer,** Associate Athletic Trainer
**Linda Shroyer,** Gallery Director
**Alan Smith,** Traditional Admissions Counselor
**Jess Smith,** Director of Residence Life
**Kelley St. Clair,** Director of Finance and Administration
**Madeline Surles,** Technical Director - Theatre
**Jennifer Thorn,** Coordinator of Teacher Education Data and Reports
**Ray Vance,** Head Men's Volleyball Coach
**Hilda Wade,** ACE Tutor
**Jason Waelti,** Head Wrestling Coach
**Michele White,** Student Accounts Manager
**Mike White,** Athletic Director; Head Baseball Coach
**Michael White,** Vice President Enrollment Management and Student Development
**Rod White,** Assistant Football Coach
**Bobby Whitt,** IST Support Specialist
**Wardell Wilborn,** Campus Safety Officer
**Ashley Williams,** Assistant Athletic Trainer
**Courtney Williams,** Director of the New Opportunity School for Women
**Kelsey Wimmer,** Manager of InfoSec & Network Services
**Eric Wohlford,** Manager of Network and InfoSec Services
**Brenda Workman,** Regional Partnership Manager
**Will Workman,** Traditional Admissions Counselor
**Cary Wright,** Director of Financial Aid

# COMMUNICATIONS WITH THE COLLEGE

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***www.bluefield.edu***

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Toll Free 800.872.0175

## OTHER DEPARTMENTS

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Advancement ..... 276.326.4370
Alumni ..... 276.326.4208
Athletics ..... 276.326.4330
BC Central ..... 276.326.4215
(registrar, transcripts, student accounts, and financial aid)
Campus Store ..... 276.326.4260
Campus Ministry ..... 276.325.4471
Campus Safety ..... 304.887.1795
Enrollment Management ..... 276.326.4231
Online Program ..... 276.326.4305
Office of the President ..... 276.326.4201
Public Relations ..... 276.326.4212
Residential Life ..... 276.326.4473
Student Development ..... 276.326.4207

# DRIVING DIRECTIONS TO THE COLLEGE

### *Traveling Interstate 77 North*

1. Take Exit 1 from I-77 North immediately after passing through East River Mountain Tunnel (the Bluefield, Route 52 North exit).

2. Turn right on to Route 52 North (John Nash Boulevard).

3. Travel 2.4 miles and take Route 460 West exit to Bluefield.

### *Traveling Interstate 77 South*

1. Take Exit 1 from I-77 South (the Bluefield, Route 52 North exit).

2. Turn right on to Route 52 North (John Nash Boulevard).

3. Travel 2.4 miles and take Route 460 West exit to Bluefield.

### *Traveling Route 460 West*

1. Travel Route 460 West 5.5 miles from Route 52 North/John Nash Boulevard to the Virginia state line.

2. After passing into Virginia, go immediately through the first traffic signal to a second traffic signal. At the second traffic light, exit right off Route 460 onto Commerce Drive

3. Go 0.3 miles to the second traffic signal on Commerce Drive and turn right onto College Drive. The entrance to the College is 0.3 miles ahead on the left.

### *Traveling Route 460 East*

1. From Tazewell, Virginia, nearing Bluefield, watch for the Pocahontas exit.

2. Travel 1 mile past the Pocahontas exit to a traffic signal on Route 460 East (with Lowe's Home Improvement Center located on the left).

3. Exit left at the light off Route 460 East onto Commerce Drive.

4. Go 0.3 miles to the second traffic signal on Commerce Drive and turn right onto College Drive.

5. The entrance to the College is 0.3 miles ahead on the left.

BLUEFIELD COLLEGE
CAMPUS MAP
COLLEGE AVENUE
MAIN ENTRANCE
TO MITCHELL STADIUM & BOWEN FIELD
STADIUM DRIVE
BC CAMPUS
26. Bowen Field
27. Mitchell Stadium
1. Dome Gymnasium
2. Missionary House
3. Faculty Row
4. Athletics Department
5. Student Development
6. MacMillan Center/ Campus Safety
7. Married Housing
8. Guest Cottage
9. Alumni Hall
10. Rish Hall
11. Harman Chapel
12. Lansdell Hall
13. Science Center
14. Shott Hall
15. Cruise Hall
16. East River Hall
17. Easley Library
18. Quad
19. Annex
20. Maintenance
21. Tennis Courts
22. Bluestone Commons
23. Cox Visual Arts
24. Future Athletic/Recreation Fields
25. Alumni/Advancement

RAMS
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