



ACADEMIC BULLETIN  
& STUDENT HANDBOOK  
2017-2018

The question for us to study is,  
“What is truth—the truth that  
is to be cherished, loved,  
honored, and obeyed?”  
—Ministry of Healing 456

Weimar Institute Bulletin & Student Handbook, 2017-2018

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# 2017-2018 Academic Calendar

## Fall Semester

<i>August 13-17</i>	New Student Orientation
<i>August 17</i>	Registration
<i>August 18</i>	First Day of Classes
<i>August 18</i>	Late Registration Fee Applies
<i>August 21-25</i>	Week of Spiritual Emphasis
<i>August 28</i>	Last day to Register
	Last Day to Add/Withdraw without Charge
	Last Day to Change to Audit without Charge
<i>August 29</i>	Change in Course Enrollment Fee Applies (see page 75)
<i>October 18</i>	Midterm Grades Due
<i>October 19-22</i>	Fall R&R
<i>October 27-29</i>	Alumni Weekend
<i>November 1</i>	Last Day to Withdraw with "W" or Audit
<i>November 20-26</i>	Thanksgiving Break
<i>December 11</i>	Last Day of Class
<i>December 12-14</i>	Finals
<i>December 22</i>	Final Grades Due

## Spring Semester

<i>January 10</i>	Orientation
<i>January 11</i>	Registration
<i>January 12</i>	Late Registration Fee Applies
<i>January 15</i>	First Day of Classes
<i>January 15-20</i>	Week of Spiritual Emphasis
<i>January 23</i>	Last Day to Register
	Last Day to Add/Withdraw without Charge
	Last Day to Change to Audit without Charge
<i>January 24</i>	Change in Course Enrollment Fee Applies (see page 75)
<i>March 14</i>	Mid-term Grades Due
<i>March 12-18</i>	Spring Break
<i>March 28</i>	Last Day to Withdraw with "W" or Audit
<i>April 19-22</i>	Spring R&R
<i>May 7</i>	Last Day of Class
<i>May 8</i>	Study Day
<i>May 9-11</i>	Finals
<i>May 11-13</i>	Graduation Weekend
<i>May 23</i>	Final Grades Due

# Philosophical & Educational Foundations

## Fundamental Principles of Scripture

As a supporting ministry of the Seventh-day Adventist Church, Weimar Institute administration, faculty, and staff hold the Biblical perspective that is reflected in all 28 of the official fundamental beliefs, which are available at <http://www.adventist.org/beliefs/fundamental/index.html>

These beliefs can be organized into the following six categories—the doctrines of God, man, salvation, the church, the Christian life and last day events.

### *We Believe that God Loves*

God is love, power, and splendor—and God is a mystery. His ways are far beyond us, but He still reaches out to us. God is infinite yet intimate, three yet one, all-knowing yet all-forgiving.

### *We Believe that God Creates*

From neurons to nebulae, DNA to distant galaxies, we are surrounded by wonder. Yet the beauty is broken.

### *We Believe that God Redeems*

Love. Harmony. Perfection. Once, all creation sang the same glorious song.

### *We Believe that God Inhabits*

Jesus left His followers with an epic mission: tell the world of His love and His promise to return. Also, they should love people the way He loved them.

### *We Believe that God Transforms*

God's law in the Ten Commandments show us how to live and make clear our need for Jesus. Though the law shows us the path to follow and convicts us of sin, it's about far more than just toeing the line.

### *We Believe that God Triumphs*

From the Garden of Eden to the Tower of Babel, the destruction of Sodom to the Exodus from Egypt, God has always investigated before taking action.

## **Lifestyle Commitments**

Weimar Institute faculty, staff, and students participate in the mission of Weimar Institute through the following Lifestyle Commitments:

1. I have a settled conviction that a life in harmony with Jesus Christ is the fulfillment of my life's goals. I may not have fully matured in all aspects of life, but I have settled the question of who has my allegiance, and I am actively seeking a living connection with Jesus Christ.
2. I recognize the importance of personal commitment to Weimar Institute, its purposes, people, and practices. As I develop my God-given individuality, I will remain committed to the well-being of the group and a supportive member of the school family.
3. I am committed to academic excellence. I value the deeply Biblical, intellectually challenging emphasis given to course work at Weimar Institute. My highest motivation for excellence in learning is to glorify God. My motive cannot be to bring recognition to myself.
4. I desire to be actively involved in personal service and witnessing for my faith as an important part of my educational experience at Weimar Institute. I recognize that my own personal growth is directly related to the use of my spiritual gifts on behalf of others.
5. I am willing to follow God's lead in coming to Weimar Institute and will do everything within my power to achieve His goals for me, even as unexpected circumstances or challenges arise.

## Our Vision

Weimar Institute envisions a place of:

- **Cooperation.** Faculty and staff are working together so closely that every staff member on campus sees their position as that of a faculty member—an integral part of the students' education.
- **Family.** Students not only feel that they are a part of the decision-making process, they also see the faculty and staff as family. Family members of the students also feel comfortable coming to campus and spending time learning and growing.
- **Mentorship.** Using the model of Jesus' school, students work closely with a mentor. Each of the mentors have several students who work more closely with them in planning and help in leadership roles.
- **Manual Trade.** As part of the work education program at Weimar Institute, students are trained in various trades and skills. Some work in the NEWSTART Lifestyle Center, and some work in other areas of campus such as plant services, custodial, auto shop, organic farm, cafeteria, etc.
- **Application.** While lectures and classroom discussions still happen, much of the learning that is documented and counted towards the completion of a degree happens in real-life settings. These settings allow students to apply the things they have learned in the classroom and thus obtain a deeper, more lasting understanding. They use these opportunities to share what they have learned with others and show how they have applied the learning to their own lives.
- **Source Learning.** Students spend time researching in both nature and revealed knowledge—Scripture. While they have not eliminated the learning of facts and concepts, they focus on thinking—they contemplate their duty and destiny, they question why, and they find answers from God through heaven-appointed sources—useful work, study of Scripture and nature, and the experiences of life.
- **Alternative Assessment.** Weimar Institute reports student progress using a more highly detailed system than just reporting a letter grade. We envision a learner-centered, outcomes-based campus that values and reports on learning that come through all types of learning, including experiential, activity-based learning.

## Mission of Weimar Institute

### *Institutional Vision:*

The Weimar Institutional Vision statement describes, broadly, the “reason” for the Institute’s existence:

To Heal a Hurting World

### *Institutional Mission:*

The Weimar Institutional Mission statement clarifies our Vision by articulating “what we do” (in measurable terms) to realize this vision:

To follow Jesus by developing leaders in comprehensive health evangelism through competent modeling and education, in both theory and practice

### *Institutional Direction:*

The Weimar Institutional Direction statement clarifies our Vision even further by describing “how” we intend to accomplish our Vision:

Through an institution of higher education committed to the biblical principles and inspired ideals of Seventh-day Adventist education.

## Institutional Core Values

### *Truth*

### *Character*

### *Service*

**Truth** is not only a common pursuit in research, it is a goal to be reached in our everyday interactions. To help students develop a lifelong commitment of discerning truth, clearly, is a primary goal of education.

**Character** is needed in men and women in every sector in life, from flipping a classroom to flipping a burger, from leading a home to leading a country. Martin Luther King, Jr. once said, “Intelligence plus character—that is the goal of true education.” We agree, character must be an essential goal of education.

In the world of capitalism, **Service** is an essential ingredient for continued growth and success. In fact, “The best way to find yourself is to lose yourself in the service of others” (Mahatma Gandhi). We see selfless service as a wise response of free choice to the study of truth and the development of character. Thus, service is a primary goal of education.

Thus, our goal for each individual—and consequently, our corporate goal—is to discern **Truth**, develop **Character** and dedicate one’s self to a life of **Service**.

## **Institutional Student Learning Outcomes (ISLOs)**

The following Institutional Student Learning Outcomes (ISLOs) contain a description of the characteristics expected of the Weimar Institute graduate (BA or BS). Each ISLO includes the following components:

- First, a descriptor that completes the phrase “Students follow Jesus as....”
- Second, a broad description of the knowledge, skills and attitudes desired for every graduate which includes measurable description of the desired student ability.

### *Students follow Jesus as...*

#### **• ISLO #1. Spiritual Leaders**

Students follow Jesus Christ’s example of faith-filled leadership, by rendering love-motivated church ministry that magnifies the universal principles of the biblical Ten Commandments in speech and action.

#### **• ISLO #2. Health Evangelists**

Students practice and promote physical, emotional, mental, and spiritual healing by leading in collaborative, community-based programming among diverse people groups domestically or internationally.

#### **• ISLO #3. Critical Thinkers**

Students investigate a controversy, problem or question related to their major field where diverse perspectives are assembled, analyzed and used to draw an informed conclusion that considers the influence of context, possible sources of bias and a priori assumptions.

#### **• ISLO #4. Integrative Learners**

Students develop a biblical worldview perspective as they effectively identify and integrate one or more of the key examples, facts, theories or concepts of their major field as they relate to Scripture and the Spirit of Prophecy.

#### **• ISLO #5. Effective Communicators**

Students communicate the key (threshold) concepts of their field in both written and oral forms.

#### **• ISLO #6. Quantitative Reasoners**

Students solve quantitative problems and clearly communicate their findings by interpreting and representing quantitative information in two or more forms (e.g., symbolical, graphical, numerical, etc.).

#### **• ISLO #7. Principled Workers**

Students display a professional commitment to strong moral principles "on the

job" and in practical learning experiences by consistently producing quality work, and exercising self-discipline, self-control and diligence.

## **History of Weimar Institute**

The Seventh-day Adventist Church has been committed to education since the late 1800's. This commitment has led to the opening of primary and secondary schools, institutes, and universities around the world. In addition to church-sponsored schools, hundreds of smaller, self-supporting institutions have helped to perpetuate principles of true education. Weimar Institute is such an institution.

Weimar Institute traces its history to the late 1970's when a group of lay people studied Ellen G. White's writings on health and education. From this study emerged a vision for an institution that would combine innovative health care and practical education. But where should it be located and how would they ever afford it? God was soon to answer both of these concerns.

Through a series of miracles, they were able to purchase an abandoned tuberculosis center located in Weimar, California. In addition to being used for tuberculosis patients during the early to mid 1900's, it had also operated as a county hospital and refugee relocation center.

In 1978, Weimar Institute began educating youth for a life of Christian service. Two men became the Institute's first graduates on July 13, 1981. As of May 2014, 362 students have received Baccalaureate or Associate degrees from Weimar Institute.

Through the years, Weimar Institute graduates have gained a reputation as hard-working, mission-minded young people prepared in head, heart and hand to follow God. Many have served the Seventh-day Adventist Church within their chosen field. Graduates have served as missionaries both overseas and in their home country. Still others have sought out new ways to share Christ in their secular career. Weimar Institute is thankful for the positive contribution its alumni are making to the soon return of Jesus.

## **Commitment to Equal Opportunity**

Weimar Institute is committed to providing equal education and employment opportunities to all qualified persons of any race, gender, color, nationality, or ethnic origin in administration of its educational, admissions, and loan policies, or other Institute-administered programs. Weimar Institute is approved with the Bureau of Private Postsecondary Education and is authorized by the State of California to grant four-year degrees.



## State Approval

Weimar Institute is a private institution approved to operate by the State of California Bureau for Private Postsecondary Education. Approval to operate means compliance with state standards as set forth in the California Private Postsecondary Act of 2009. Any questions a student may have regarding this catalog that have not been satisfactorily answered by the institution may be directed to the ***Bureau for Private Postsecondary Education*** at 2535 Capitol Oaks Drive, Suite 400, Sacramento, CA 95833, [www.bppe.ca.gov](http://www.bppe.ca.gov), toll free: (888) 370-7589, fax (916) 263-1897.

Weimar Institute does not have a pending petition in bankruptcy, is not operating as a debtor in possession, has not filed a petition within the preceding five years, and has not had a petition in bankruptcy filed against it within the preceding five years that resulted in reorganization under Chapter 11 of the United States Bankruptcy Code (11 U.S.C. Sec. 1101 et seq.).

# Admissions

## Is Weimar for You?

Will you go to college? If the answer is “yes”, where will you go to college? These are huge decisions and should be considered prayerfully—especially when we see the evidence of our Lord’s soon return.

At Weimar Institute, the inspired Word of God is the lens through which all knowledge will be viewed. But, before choosing Weimar Institute, we challenge you to prayerfully answer two questions:

1. Why are you seeking an education?
2. What is your overall purpose in life?

If you can honestly say that you are eager to be a part of God’s work, then Weimar Institute can be a training ground for you.

The broad education provided by the Core of Four (Quality Academics, Work and Physical Development, Ministering and Modeling Health, and Evangelism) at Weimar Institute will prepare you for your life goals.

A decision to apply to Weimar Institute should be weighed carefully. Being a student at Weimar Institute is both rewarding and challenging. Success requires personal maturity and a willingness to accept responsibility for one’s actions. Agreement with the essential Lifestyle Commitments (see page 9) will help indicate your readiness to be a student at Weimar Institute. If you feel that the Lifestyle Commitments are true for you and you would like to apply to be a student at Weimar Institute, please review the following pages for more information on the application process and our academic standards.

## The Admission Process

To make the application procedure as easy as possible, please follow the steps listed below. For questions or to start your application, please call (530) 422-7950, email [admissions@weimar.edu](mailto:admissions@weimar.edu), or visit [www.weimar.edu](http://www.weimar.edu).

For specific requirements to the AS in Nursing Program, you may contact the nursing department at (530) 422-7999, [winursing@weimar.edu](mailto:winursing@weimar.edu), or visit <http://weimar.edu/academics/academic-departments/nursing/>

### *Step 1: Get Information*

- c. Visit the website at [weimar.edu](http://weimar.edu) for more information

- d. Email ([admissions@weimar.edu](mailto:admissions@weimar.edu)) or call an Admissions Representative at (530) 422-7950 to ask questions or schedule a talk with an Academic Advisor.
- e. Start your online application at [weimar.edu/admissions/apply-online/](http://weimar.edu/admissions/apply-online/)
- f. Read the student handbook which can be found at <http://weimar.edu/admissions/>

### ***Step 2: Submit Your Application***

The online application must have all components completed in order to submit. If there are components which you need extra time to complete, contact Admissions Representative either by email ([admissions@weimar.edu](mailto:admissions@weimar.edu)) or phone (530) 422-7950. Please visit our website <http://weimar.edu/admissions/apply-online/> so you can begin to submit the following as part of your application:

- \$50 Application Fee
- General Information
- 3 References
- Transferability Notice
- Financial Plan Worksheet
- Parent/Guardian Financial Support Agreement
- Official High School Transcripts
- SAT/ACT scores
- College Transcript(s)

### ***Step 3: Admissions Interview***

The assigned interviewer and the applicant arrange a time (typically 30-90 minutes) to interact with each other and clarify any questions. The advisor will have a list of questions to help determine your fit for Weimar Institute based on available program openings, previous educational experience, life goals, and other areas.

### ***Step 4: Admissions Committee***

When your application is complete with all required documents, and the Admissions Interview is complete, it will be given to the Admissions Committee. The following decisions may be reached:

- Application is accepted

- More information is needed. Common reasons: finances are not complete, transcripts are in process, or additional references are required.
- Application denied. This is always a difficult conclusion. Be assured that each decision is made with much prayer.

### ***Step 5: Acceptance***

Once your application for enrollment at Weimar Institute has been accepted, you will be sent confirmation via email and postal letter (if your address is within the U.S.) along with the name and contact information for your academic advisor. You are strongly encouraged to contact him/her with your contact information and to keep him/her apprised of your plans.

The \$150 commitment fee is paid to guarantee a place in the dormitory. This fee is non-refundable and will not be refunded if you do not enroll the following term. International students pay an International Student Deposit in lieu of the commitment fee (see page 106).

Should you need further assistance, please contact Admissions Representative by phone (530) 422-7950 or e-mail ([admissions@weimar.edu](mailto:admissions@weimar.edu)).

As a prospective student, you are encouraged to review this catalog prior to signing an enrollment agreement. You are also encouraged to review the School Performance Fact Sheet, which must be provided to you prior to signing an enrollment agreement. To access the school performance fact sheet visit <http://weimar.edu/admissions/>.

## **Admission Standards**

Regular academic standing is granted to applicants who have acceptable character recommendations, are 17 years of age by August 30 of the year they plan to begin and who meet one of the following criteria:

- Are a graduate from an approved high school or academy with a grade point average (GPA) of at least 2.5.
- Have a General Educational Development (GED) certificate with an average standard score of 150 on all sections or have an equivalent certificate.
- Received a minimum SAT score of 1100 or a minimum ACT score of 21. If the SAT was taken prior to March 2016, a minimum score of 1500 is required.

Students with a California High School Proficiency examination may apply and consideration will be given based on maturity and College potential. Persons

younger than age 17 may be interviewed to determine readiness for college work and campus life.

Students who fail to meet any of the above criteria may still apply. They will be considered for possible acceptance with an academic probationary standing.

### *Admission Policy for Homeschooled Students*

Weimar Institute is “homeschool friendly” and welcomes students who have completed high school at home. For further information on homeschool admissions, Weimar Institute encourages families to speak to the Admissions Representative (530-422-7950). The following admission policies apply:

1. Completed application.
2. Transcripts must be submitted. If official transcripts from traditional high school(s) are not available, an unofficial transcript (created by the parent) of all class work completed during high school may be submitted. This should include: course name, year completed and grade received.
3. ACT or SAT scores must be submitted.

### *Ability-to-Benefit (ATB) Examinations*

California Education Code (CEC) §94811 defines an ability-to-benefit (ATB) student as a student who does not have a certificate of graduation from a school providing secondary education, or a recognized equivalent of that certificate. Under CEC §94904 (a), an institution is required, prior to executing an enrollment agreement with an ATB student, to have the student take and pass an independently administered examination from the list of examinations prescribed by the United States Department of Education (USDE).

### *ATB Passing Test Scores*

Students must achieve a passing score on all skill assessments in a single testing session to be considered passing. Please note that Weimar Institute will accept test score reports from tests taken at any official Assessment Center.

**CPAT:** Language Usage 45, Reading 45, and Numerical 43.

**COMPASS:** Numerical Skills/Pre-algebra 27, Reading 65, and Writing Skills 35.

**ASSET:** are Reading 36, Writing 35, and Numerical 36.

**Wonderlic Basic Skills Test:** Verbal 205 and Quantitative 215.

### ***Married Student or Single Parent Enrollment Policy***

Married students or single parents may apply to enroll in a full-time educational program at Weimar Institute under the following conditions:

1. The applicant(s) must meet the same admissions standards as all other students.
2. The applicant(s) must be able to secure housing close enough to permit regular class attendance and participation in campus activities.
3. The applicant(s) must commit themselves to a full understanding of the philosophy of education at Weimar Institute and be willing to abide by this philosophy when entertaining other students in their home.

### ***Non-degree Seeking Students***

Students who wish to take classes at Weimar Institute without pursuing a particular degree may do so provided they demonstrate that they are able to take college-level courses. This requirement also applies to students who are seeking a degree from another institution. The same admission process is required for this student status as for those pursuing a degree.

### ***Entrance Exams***

All incoming students are required to take a math placement entrance exam prior to the beginning of their first semester, with exception to those who have already taken college level Pre-Calculus I with a passing grade.

All incoming pre-natural science majors are required to take a chemistry entrance exam prior to the beginning of their first semester.

All incoming pre-nursing majors are required to take both a survey of chemistry exam and math placement entrance exam in the spring semester prior to the beginning of their first semester.

### ***Transfer Credits***

Students enrolling at Weimar Institute may transfer a limited number of credits for courses taken at other schools to their current program.

To determine eligibility of transfer, students must provide the following:

- Complete official transcripts are submitted from each institution where work was done.
- Course syllabi are submitted for each class presented for transfer.

- The credits presented for transfer are for college level courses in which the student has earned a grade of C or higher.

Once the documentation is submitted to the registrar, the information will be evaluated by the registrar and respective department instructors.

Criteria for evaluation include:

- Quality of academic content—not only the range of topics covered but also the depth of knowledge presented
- Credibility of instructors
- Quantity of course time—including in-class and out-of-class study (this will determine amount of credits that can be transferred for each course)
- Applicability of course to the student's academic program or degree track

After review, the Registrar will inform students of approval or disapproval of courses, what courses they will apply towards in their degree track, and how many credits will transfer. Courses that do not have a direct correlation to classes offered by Weimar Institute may be accepted as elective credits if approved by the Registrar.

The maximum transfer credits are 90 for a four-year degree. See General Graduation Requirements section on page 93 for further information. Weimar Institute reserves the right to accept or reject credits earned at other institutions.

## ***Credit for Prior Learning***

### **1. *Advanced Placement (AP)***

High school Advanced Placement (AP) courses by College Board are not accepted as credits at Weimar Institute. Students seeking to gain credit from previous learning should explore Challenge Exams, CLEP, or Experiential Learning (EL) as listed below.

### **2. *Challenge Examinations (CE)***

Challenge examinations will be offered at the discretion of the department concerned, with the approval of the Academic Standards Committee. Due to the nature of the course, Speech Communication can not be challenged. Students will be charged an up-front, non-refundable processing fee of \$75 for taking a challenge examination, which must be paid before exam is administered. No charge will be made for the credits. The total credits by challenge examination or directed study should not exceed ten (10). Credits earned by challenge examination are available for lower-division courses only. A request in writing must be approved by the Academic Standards Committee before making arrangements for the examination with the teacher. Grades of a B or higher earned on a challenge examination will be recorded as “Pass” (P) on the student’s transcript and will not count toward the grade point average. The student who receives a B- or lower grade will not earn challenge credit and the grade will not be recorded or computed in the grade-point average. The student who has taken or attempted to take a course at Weimar Institute may not change that grade by challenge examination. Any challenge examination credits must be completed and approved at least one full semester prior to the final semester of the student’s anticipated graduation. No further credit(s) will be accepted after that time.

### **3. *College Level Examination Program (CLEP)***

CLEP is based on the premise that some individuals enrolling in college have already learned part of what is taught in college courses through noncredit adult courses, job training, independent reading and study, and advanced high school courses. CLEP provides these individuals the opportunity to demonstrate their college-level learning by taking examinations that assess the knowledge and skills taught in college courses. All course descriptions can be reviewed at: <http://clep.collegeboard.org/exam>



- **Permission:** Prior to registering for a CLEP exam, current students must fill out a form and obtain signatures from Registrar, Department Chair and Vice President of Academic Affairs.
- **Deadline:** CLEP examinations must be completed and recorded at least one full semester prior to the final semester of the student's anticipated graduation.
- **Restrictions:**
  - Sociology is the only course exam that is accepted for credit.
  - Test score must be 50 or higher for acceptance.
  - Student may not CLEP a class they are currently enrolled in or have taken previously.

#### 4. ***Experiential Learning (EL)***

Weimar Institute recognizes that learning is a lifelong process that occurs in many environments both inside and outside of classrooms. The Institute will accept limited credit for prior college level experiential learning, which has both a theoretical and practical element that has been demonstrated to be transferable to a situation other than that in which it was learned—the learning of principles.

Each college level learning experience for which credit is sought shall be documented by the student in writing by completing the Experiential Learning Credit Request Form, which asks the student to document and provide evidence for the learning experiences. The form should be submitted to the Registrar's Office along with a non-refundable \$100 assessment fee. A recording fee of \$75 per credit earned will be charged if credit is granted for the student's experiential learning.

Each college level learning experience shall be evaluated by faculty qualified in that specific subject area who shall ascertain (1) to what college or university level learning the student's prior experience is equivalent and (2) how many credits toward a degree may be granted for that experience.

Weimar Institute will grant credit to a student for prior experiential learning only if:

1. The prior learning is equivalent to a college level of learning;
2. The learning experience demonstrates a balance between theory and practice;

3. The credit awarded for the prior learning experience directly relates to the student's degree program and is applied in satisfaction of some of the degree requirements.

Experiential learning credit will not be granted for foreign language or for any course in which the student has previously earned a passing grade. Experiential learning credit cannot apply to any nursing courses.

If the student desires to appeal a decision made by the evaluating faculty regarding experiential learning credit, he or she may submit a written appeal to the Registrar to be acted upon by the Academic Standards Committee. The Academic Standards Committee will provide a response to the student in writing within ten days of receipt of the written appeal.

In the case that experiential learning credit is granted to the student by approval of the evaluating faculty, no letter grade will be entered on the student's transcript; a "P" will be assigned, and it will not count toward the student's grade point average. Also, courses for which experiential learning credit has been earned will be recorded on the student's transcript with the "EL" notation. Experiential learning credit earned will neither count toward the current semester course load nor meet the Weimar Institute student residency requirements.

A maximum of 10 credits may be considered for prior experiential learning.

The transferability of experiential learning credit earned at Weimar Institute is at the discretion of the institution to which the student desires to transfer.

Credit earned through an assessment of experiential learning must be unique coursework to the students program and cannot be duplicated through other mechanisms for earning credit.

Any credits earned by experiential learning must be submitted and approved at least one full semester prior to the final semester of the student's anticipated graduation. No further credit(s) will be accepted after that time.

## 5. *Dual Enrollment (DE)*

Weimar Institute, in partnership with Weimar Academy, provides the opportunity for Academy students to earn both high school and college credit for select courses taught by college faculty.

Weimar Academy students seeking for dual enrollment should meet with the Academy Registrar to obtain a registration form.

For each semester of dual enrollment, there is a technology fee of \$35, in addition to a recording fee of \$65 per course. Fees will be charged to the student account at the beginning of the semester.

Successful completion of the course(s) and the granting of credits are based on the fulfillment of the syllabus requirements, which serves as a contract between instructor and students. Sufficient hours must be completed both inside and outside of class, based on the Institute's credit hour policy on page 93.

Upon completion, the college credit courses will be recorded onto the student's Weimar Institute transcripts. A student can request unofficial/official college transcripts through the college website at <http://weimar.edu/academics/registra>

Admissions Requirements:

- Must be Junior or Senior status
- Maximum of 2 courses per semester

## **Admission of International Students**

Weimar Institute welcomes students of any race, sex, color, nationality, or ethnic origin. Applicants from outside the United States should expect the application process to take more time since it is done in cooperation with the Immigration and Naturalization Service. Matters such as class load, on-campus employment (a maximum of 20 hours per week), financial accountability, and definite plans to return to one's own country must be arranged in advance.

### ***Entrance Requirements***

International students applying to Weimar Institute must have satisfactorily completed the equivalent of a United States high school (secondary) education or have met the college or university entrance requirements of their native country.

Please note that all course instruction at Weimar Institute is given in English. English language services are not provided at Weimar Institute. If English is not their native language, international students must demonstrate the ability to pursue studies in the English language by passing the Test of English as a Foreign Language (TOEFL) iBT (Internet-Based Test) with a minimum score of 80.

### ***Additional Information on the TOEFL iBT***

The TOEFL iBT is made up of four sections: reading, listening, speaking, and writing. The student must achieve an overall score of at least 80 and meet the following minimum requirements in each area: Reading – 19, Listening – 18, Speaking – 18, Writing – 18.

### ***International Student Charges***

The International Student Deposit is \$2,700 USD.

Of this amount, \$200 is a processing fee; \$1,250 goes into a permanent trust fund, which is refundable upon leaving the Institute, provided all other charges are paid; the remaining \$1,250 is credited to the student's tuition account.

International students may go to [www.collegiaterisk.com](http://www.collegiaterisk.com) to purchase hospitalization insurance or bring evidence of insurance purchased in their home country. For more information on student visas, please contact the International Student Advisor at Weimar Institute.

### ***Obtaining a Student Visa***

Applying for a student visa must be done after you have been accepted to Weimar Institute, paid the \$2,700 International Student Deposit, and received your official Acceptance Letter and an I-20 document. Prospective students will use the received I-20 to apply for a F-1 visa from their local US Embassy. Weimar Institute does provide verification of student status through SEVIS. However, Weimar Institute does not provide visa services. Students should complete the admissions process early, as it takes time to obtain the student visa. The I-20 document can be issued as early as 120 days prior to the first day of school. In order to qualify for a visa you must:

1. Be willing to take a class load of at least 12 credits per semester.
2. Work on campus no more than 20 hours per week while school is in session and no more than 40 hours per week during vacations.
3. Provide evidence that you have a way to pay for your study before you come to this country.
4. Have definite plans to return to your home country.
5. Please also consult the section for international students under Financial Information (*see Financial Information on page 101*).

# Approach to Learning

## Core Competencies - HEAL

The Core Competencies are a way of expressing our educational philosophy and focus. We use these concepts to guide everything we do, from curriculum development, to student scheduling, to recreation. It is through the Core Competencies that we find expression for the principles of excellence in education provided by God through the Spirit of Prophecy.

### *Health and Wellness*

Whole person education underlies our curriculum. We emphasize student involvement in the educational process and health education is no exception. From the healthy mountain environment, to over 400 acres of trails, to our rigorous work education and balanced study program, we strive to present a well-rounded program that includes physical as well as mental development.

While the health and physical improvement of our students is a priority, we also seek to train our students to be effective medical missionaries, sharing their health knowledge for the benefit of others. Our campus is home to the NEWSTART® Lifestyle program, providing the perfect opportunity for students to interact with people who need the knowledge of health our students are trained to share. Other off-campus health outreach initiatives are also scheduled.

### *Evangelism*

As part of our desire to "heal a hurting world", each faculty member and student is actively involved in local soul winning activities in the greater Sacramento area and/or in missions abroad. To facilitate these activities, one afternoon per week has been set aside for students and faculty to work together in finding and meeting the needs of those in our own and other surrounding communities. Toward this end, Total Campus Involvement (TCI) is a multi-faceted evangelism initiative patterned after Christ's method of evangelism:

*Christ's method alone will give true success in reaching the people. The Saviour mingled with men as one who desired their good. He showed His sympathy for them, ministered to their needs, and won their confidence. Then He bade them, "Follow Me."*

*-The MInistry of Healing, 143*

The HEALTH Program provides practical means for a continuing emphasis on evangelism. HEALTH (Health Evangelism and Leadership Training for Him)

is located on the Weimar Institute campus. It is a semester long program that involves practical training in health evangelism

### *Academic Excellence*

We strive for the highest academic standards. We do this through our carefully chosen and highly qualified faculty who are committed to excellence and constant improvement. We search for instructors who employ innovative teaching methods, who have broad practical experience, and who are dedicated to biblical educational principles as outlined in the Spirit of Prophecy. While traditional education too often focuses on a narrow part of the mind (memory), we emphasize whole person education and strive to help our students find a context for their knowledge—knowing God better through all their academic studies.

### *Labor and Service*

Our work-study program provides students with practical skills as well as opportunities for earning tuition. Not only do our students experience the beneficial effects of practical labor, our faculty join the students in their work providing uncommonly close connections between staff and students. This allows for the formation of mentoring relationships that lead to a better understanding of the academic material presented in classes. It's part of our strategy for better learning based on the harmonious development of the whole person.

# Explaining College Degrees

Thinking about obtaining credentials from an institution of higher education can be daunting, especially when you are unfamiliar with the terms. While the readings, tests, quizzes and projects will sound familiar from high school, the terms that define the types of degrees can be somewhat confusing.

To help clear up some of the confusion, Weimar Institute has provided the following organization and explanation of credentials and how they fit into the categories below:

1. Certificate programs
2. Associate degree programs
3. Baccalaureate degree programs

## Certificate Programs

Certificate programs typically last between a few weeks to a few semesters. Weimar Institute currently offers the following two certificate programs:

- HEALTH (Health Evangelism and Leadership Training for Him) program that runs for 4 months during each fall semester
- MAP (Medical Assistant Program) that runs for 4 months during each spring semester

## Associate Degree Programs

Currently Weimar Institute offers the Associate Degree in Nursing. It is a 50.5 credit program offered in 2 years following 33 credits of General Education requirements, usually completed in 1 year.

## Baccalaureate Degree Programs

The traditional college degree is the 120 semester credit, 4-year, Baccalaureate degree. They are organized as either a Bachelor of Science (BS) or a Bachelor of Arts (BA). Typically, these degrees allow a level of flexibility for a selection of majors (usually around 60 credits) and minors (usually 20 credits) with a required General Education component (62 credits).

## Departments Introduction

The following sections describe the academic departments:

### 1. *Department of Business*

At Weimar, we believe to first lead you must follow and serve God. The Bachelor of Business Administration program (pending WASCUC approval) is based on that model of commitment and service to God. We have a product and mission- to spread the gospel. But to reach more souls it is necessary to use your unique God given talents and develop them for work in different spheres. The business program at Weimar is for those who are interested in integrating their faith in business to further the kingdom of God. There are two track options within the Bachelor of Business Administration: Healthcare Administration and Organizational Leadership. This program prepares students to work in a variety of different business areas.

### 2. *Department of Education*

The ***Christian Education program*** includes one major (BA) and one minor within the Department of Education. These are both designed for students interested in understanding and being prepared to minister within Christian educational environments with a focus on preparation for small-schools or homeschooling. Students interested in teaching in an elementary setting normally major in Christian Education, and those who choose a minor are either picking up a second minor or are interested teaching at a secondary level (see ***page 46*** for details).

### 3. *Department of Health Sciences*

The Department of Health Sciences includes one major and several minors. The major (BS) is called ***Natural Sciences***. This program is a major for those interested in earning advanced professional degrees in Medical School, Physical Therapy, etc. Additionally, students interested in teaching science at the secondary level have taken this degree as training for the teaching of science (see ***page 53*** for details). Minors within this department can be found on ***pages 62-64***.



### 4. *Department of Religion*

The Department of Religion offers a single major towards a BA in **Religion** as well as a Religion minor. The major in Religion has two options: Religion Studies and Theology (see **page 69** for details).

### 5. *General Education Department*

The **General Education (GE) program** is a component of all BA and BS programs. These degrees have a major as well as GE requirements (additional minors may be required also). Thus, the GE program is required for graduation (see **page 26** for details) for all Baccalaureate degrees. Typically, students choose a major and minor, but the GE program is for all BS or BA students. They must complete the major and minor requirements as well as the requirements for the General Education program.

# General Education Department

The General Education Program has been developed to prepare students for a life of service through “the harmonious development of the physical, spiritual, and intellectual aspects of students” (Ed 13). From this, the Program Goals derive primary student goals to discern truth, develop character and dedicate one’s self to a life of service. For this reason the General Education Program covers a wide variety of subjects and experiences.

Here, service is defined as helping and blessing others. Since this desire defined the character that Christ (AA 551), the Creator, revealed while He was on earth, we understand that the greatest meaning and happiness comes from the restoration of His character of love in us. This requires more than the “pursuit of a certain course of study” (Ed 13). As Christ was completely developed, physically, spiritually, and mentally, so also we are to be restored from the narrowing effects of separation from Christ.

## Program Student Learning Outcomes

- **PSLO #1: Spiritual Leaders**

Students follow Jesus Christ’s example of faith-filled leadership, by rendering love-motivated church ministry that magnifies the universal principles of the biblical Ten Commandments in speech and action.

- **PSLO #2: Critical Thinkers**

Students investigate a controversy, problem or question related to their major field where diverse perspectives are assembled, analyzed and used to draw an informed conclusion that considers the influence of context, possible sources of bias and a priori assumptions.

- **PSLO #3: Integrative Learners**

Students develop a biblical worldview perspective as they effectively identify and integrate one or more of the key examples, facts, theories or concepts of their major field as they relate to Scripture and the Spirit of Prophecy.

- **PSLO #4: Effective Communicators**

Students communicate the key (threshold) concepts of their field in both written and oral forms.

- **PSLO #5: Quantitative Thinkers**

Students solve quantitative problems and clearly communicate their findings by interpreting and representing quantitative information in two or more forms (e.g., symbolical, graphical, numerical, etc.).

# Baccalaureate Degree Requirements

The general requirements are the minimum required to receive a baccalaureate degree. Because departments often have additional requirements, please see the Department Chair for more information. The minimum, general standards are listed below.

## Credit Requirement

- A minimum of 120 semester credits must be earned and applied toward the degree.

## Course Requirements

- *Bachelor of Arts or Bachelor of Science degrees.* Students must complete required courses including the following: General Education requirements plus the requirements for a major, a minor (if required), and specified cognates (or related courses).
- *All baccalaureate degrees.* Students must complete a minimum of 30 semester credits from courses numbered 300 or above.

## Residence Requirements

- A minimum of 30 of the last 36 semester credits applied to a baccalaureate degree must be earned through Weimar Institute.

## Grade Requirements

- Overall GPA: A GPA of at least 2.00 (C) is required in all credits.
- Major GPA: A GPA of at least 2.25 is required in all credits.
- Minor GPA: A GPA of at least 2.00 is required in all credits
- No course with a grade below C- may count toward a major or minor.

## Required Courses

<i>Religion</i>			<i>9 credits</i>
RELB	101	<i>Life and Teachings of Jesus</i>	3
RELB	301	<i>Daniel</i>	3
CHOICE OF EITHER			
RELB	302	Revelation	3
RELH	203	SDA Church History	3
<i>Language/Communication</i>			<i>9 credits</i>
ENGL	101	<i>College English I</i>	3
ENGL	102	<i>College English II</i>	3

COMM 202 *Speech Communication\** 3  
OR

RELP 308 *Biblical Preaching and Homiletics\** 3

\*SPEECH REQUIRED FOR NURSING MAJORS, HOMILETICS REQUIRED FOR RELIGION/THEOLOGY MAJORS

***Fine Arts & Humanities*** **6 credits**

HIST 101 *Survey of World History* 3

TAKE 3 CREDITS FROM FOLLOWING (MIN. OF 1 CR. FROM MUSIC): 3

*Art Elective (Generally offered as 1 cr; can be taken twice)*

*Music Elective (Generally offered as 1 cr; can be taken twice)*

***Life/Physical Sciences*** **7 credits**

HLED 111 *Optimize Your Brain* 1

HLED 324 *Principles of Health* 3

*\*Science Elective* 3

\*NATURAL SCIENCE MAJORS DO NOT NEED TO TAKE SCIENCE ELECTIVE

***Mathematics*** **3 credits**

CHOICE OF EITHER

MATH 121 *Precalculus I\** 3

MATH 110 *Survey of Applied Mathematics* 3

\*REQUIRED FOR NATURAL SCIENCE MAJORS

***Social Sciences*** **10 credits**

EDUC 124 *Philosophy of Christian Education* 3

PSYC 101 *General Psychology* 3

SOCI 214 *Christian Marriage & Family* 3

*Leadership Elective (LEAD 101 or above)* 1

***Practical/Applied Arts*** **18 credits**

WKED 101 *Work Education* 16\*

WKED 190 *Vocational Training* 1

AGRI 110 *Character, Development, and Agriculture* 1

\*2 CREDITS REQUIRED PER SEMESTER

**TOTAL CREDITS FOR GENERAL EDUCATION (BA/BS) 62 CREDITS**

## Required Competencies & Experiences

The general requirements are the minimum required to receive a baccalaureate degree. Because Weimar Institute desires that all of its students obtain a well-

rounded education prior to graduating, the general requirements include the following competencies and experiences:

### ***Required Competencies***

- Office Applications
- Information Literacy

### ***Required Experiences***

- Baccalaureate Reading List
- Total Community Involvement
- Church Involvement
- Colloquia Attendance

All competencies and experiences are recorded on Populi and student transcripts as 0 credit “courses” graded by Pass or Fail. Completion of competencies and experiences are based on the student’s submission of evidence through Populi in connection with the registrar. For further details see academic advisor or registrar.

### ***OFFICE APPLICATIONS (OA 000)***

#### ***Criterion***

Students must demonstrate a functional knowledge of common computer office applications—word processing, spreadsheet, presentation software—using either Microsoft Office or Apple iWorks.

#### ***Evidence***

- Completion of a Computer Skills Course, or Evaluation Exam by the end of a student's freshman year

### ***INFORMATIONAL LITERACY (IL 000)***

#### ***Criterion***

Students must demonstrate competency in library information literacy.

#### ***Evidence***

- Completion of Library Information Literacy Course (IL 000)

**BACCALAUREATE READING LIST (BRL 000)*****Criterion***

The reading requirement for each student graduating from Weimar Institute is to read the entirety of Scripture (Old and New Testaments) with his or her particular field of study in mind.

***Evidence***

Students are encouraged to find opportunities, casual or formal, to discuss the insights found in Scripture as they relate to their academic area of study. Program faculty are encouraged to provide a means for students to demonstrate their learning through the Capstone course or a similar venue. It is recommended that students have a Bible specifically set aside for this purpose so that key evidences can be highlighted and/or annotated.

**CHURCH INVOLVEMENT (CHI 000)*****Criteria***

Participation in church activities, including prayer meetings, vespers, Sabbath school, and church. Evidence for these criteria should be documented each semester for every year in attendance at Weimar. The review will take into account the length of attendance at Weimar Institute.

Possible areas of involvement:

- Sabbath School Instruction
- Song Service
- Offertory
- Children's Story
- Mission Report
- Sermon
- Welcome/Announcements
- Special Music
- Evangelism

***Example of Evidence***

- Students are to submit a completed and signed checklist from the church verifying involvement in a variety of church activities.

## **TOTAL COMMUNITY INVOLVEMENT (TCI 000)**

### *Criteria*

Total Community Involvement will take place 5 hours each week during the academic year. The integration of outreach into each academic week is designed to provide the the students with a hands on, practical experience in winning souls to the kingdom through domestic mission work. Eighty percent attendance is required each semester to meet the evidence requirements, these days must be excused absences. If this percentage is not met at the end of each semester, the student will need to make up the difference in days missed in order to complete this competency. The review will take into account the length of attendance at Weimar Institute.

### *Example of Evidence*

- Submission of TCI survey at the end of each semester
- Attendance and participation in TCI events

## **COLLOQUIA ATTENDANCE (COLL 000)**

### *Criteria*

Colloquia will be offered throughout the year and will be taught by on- and off-campus experts. A typical colloquium will take place over a few days or a weekend. Students must demonstrate attendance of one colloquium per year. The review will take into account the length of attendance at Weimar Institute.

To provide the students additional opportunities to enhance their intellectual pursuits, spirituality, and professionalism, topics will be cycled through every four years.

### *Example of Evidence*

- Submission of COLL 000 survey after completion of Colloquium

## **Agriculture Education**

It is the sincere desire of Weimar Institute to assist all students in obtaining a knowledge of truth. This knowledge, we understand, cannot be gained through the study of books alone, but also through practical, physical, selfless effort. At Weimar Institute, students will have opportunities to gain physical, mental, and spiritual growth by learning manual skills, especially in the cultivation of the soil (6T 179). Consequently, we have developed our hands-on agriculture program.

For graduation, students enrolled in baccalaureate degree program are required to complete a semester of AGRI 110, Character Development & Agriculture.

## Work and Physical Development

At Weimar Institute, the learning that takes place in the classroom is integrated with Work and Physical Development. The Work and Physical Development program aims to give students a sense of accomplishment, contribute to character building, and prepare them for the reality of life through the learning of practical skills. Weimar Institute will provide the cognitive and practical tools to successfully address life's challenges and opportunities.

Students are given instruction and experiences in the value of work and will receive academic credit for 6 hours of work experience each week. Their work and progress will be evaluated monthly. Students should see this experience as an opportunity to gain a recommendation for their future employment.

### *Work Education Program Goals*

- **Self-sufficiency:** Learning how to produce more than you consume.
- **Missionary Mindset:** Learning flexibility and evangelistic effort in the work place.
- **Understand Spiritual and Natural Processes:** Seeing the relation between work and spiritual truth.
- **Work Ethic:** Learning to be a good steward of God's talents.
- **Practical Life Skills:** Gaining the ability to complete common necessary work.
- **Balanced Life:** Learning the habit of balancing physical and mental labor.
- **Valuable Use of Time:** Developing efficiency in learning, in energy, and integration as a lifestyle.
- **Trade:** Learning the skills needed to work in a specific field.

### *Work Education Requirements*

- All full-time students attending Weimar Institute will be required to take 2 credit hours (6 hours per week) of work education per semester of attendance. Note: Since students are capped at 18 credits per semester, this would limit students to 16 credits of regular courses. Academic probation students can now take a work load of 14 credit hours.

- After completion of the work education course requirements, students will receive a scholarship of \$750 credited to their bill. Consequently, the student will



not pay taxes (as they have previously) and the scholarship need not be reported as taxable income.

- Students must complete the class with a C or higher in order to receive the \$750 scholarship.
- Students will receive an A, B, C, etc grade for their work education course.
- Students may be permitted to work more than 6 hr per week (at any job); however, to work more than 6 hr per week at a campus job, students must receive approval from their academic advisor and the Student Affairs Committee.
- Students with extenuating circumstances may petition to complete their required work hours through an “audit” with approval from their academic advisor and the SAC.
- Students in the associates Nursing Program may choose to complete the Work education course during the semester and receive the \$750 scholarship, but they are not required to do so.

# Business Department

*Pending WSCUC Approval*

## Programs Offered

- Bachelor in Business Administration
  - Healthcare Administration Emphasis
  - Organizational Leadership Emphasis

## Bachelor of Business Administration

### *Program Mission Statement*

The institution's mission To Heal a Hurting World is a fitting purpose statement for a distinct, baccalaureate program focusing on Business.

### ***Why the Business program at Weimar Institute exists:***

*To develop leaders in comprehensive health evangelism with a specialty in business.*

*“There is no branch of legitimate business for which the Bible does not afford an essential preparation. Its principles of diligence, honesty, thrift, temperance, and purity are the secret of true success.”*

### ***How we intend to accomplish this:***

*Through a whole-person focused baccalaureate program committed to the ideals of the Seventh-day Adventist church.*

### ***What we do:***

*Follow the Bible's method of business by blending the practical with the theoretical to develop Christian business people with a deep experience and the knowledge and abilities to expand the gospel's reach.*

### ***Why Pursue Business at Weimar?***

Because of Weimar Institute's unique mission, “To Heal a Hurting World,” a business program (e.g., healthcare administration and organizational leadership) that recognizes the shortfalls in business practices, in both a secular and sacred context, can help better prepare students to become savvy business professionals in line with medical missionary work. Weimar Institute leadership

1 E. G. White, Education (Nampa, ID: Pacific Press, 1952), p. 135.

recognizes an organization suffers (and ultimately fails to reach its full potential) when individuals do not subscribe to moral, ethical, and legal principles in their business practices, such that the ways of God are brought into embarrassment. We believe if this loose way of doing business is permitted to continue, it will not only engender long-term failure due to lack of resources, but it will also result in business professionals who lack integrity and fail to foster trust in all their doings. Likewise, external agents will lose confidence in those at the head of the work, who have been entrusted with the weighty responsibility of ensuring the organization moves in a proper direction in an uncompromising manner. The focus of our business program is to be not only a program for graduates to exercise their skills in the community, the church, and the world, but more so to be an example for all organizations to emulate, because of its central focus—a strict adherence to biblical principles, notwithstanding the external pressures to capitulate.

*“The greatest want of the world is the want of men- men who will not be bought or sold, men who in their inmost souls are true and honest, men who do not fear to call sin by its right name, men whose conscience is as true to duty as the needle to the pole, men who will stand for the right though the heavens fall.”<sup>2</sup>*

### ***Program Features***

The group of business leaders that came to Weimar and served on our Business Advisory Council shared with us their ideas of what we need to integrate into this program to have the students better prepared for the workforce. One hospital president shared with us that he spends thousands of dollars on professional training, noting some business graduates seem to be lacking in certain areas. These areas include: personal accountability, goal achievement, self-management (organizing and executing around priorities), understanding team health, futuristic thinking, critical thinking, clear thinking, teamwork, problem solving, persuasion, leadership, interpersonal skills, customer focus, flexibility, emotional intelligence, and mastering feedback, both giving and receiving.

We have intentionally designed the program in such a way to cover those topics. There will be team projects throughout the business program, so that students learn how to work well with others and problem solve together. The students will nominate a leader for the group and work together to complete each project. The art of persuasion will be demonstrated in speech class and during group projects as the leader of the group project has to persuade fellow students to his/her side, gaining their support. There will be 12 credits of leadership classes offered to

2 E.G. White, Education (Oakland, CA: Pacific Press, 1903), p. 57.

those who have a passion to be effective leaders. The communication class will teach students to have solid interpersonal skills. When life gets busy, people can get self-focused, and their interpersonal skills deteriorate, but part of being at Weimar College is serving the community, which helps students develop their interpersonal skills. Futuristic, critical, and clear thinking will be emphasized in Business Finance and Business Strategies using case study analysis. Each year on the Weimar campus, there is an Emotional Intelligence (EQ) summit. Students in the business program will be able to attend the EQ lectures. People from around the globe come for the EQ summit, getting CEUs and CMEs while improving their Emotional Intelligence. This will be a valuable experience for the students to improve how they interact with others. During business communication class and group projects, students will get the opportunity to evaluate each other with constructive feedback.

The BBA in Healthcare Administration and Organizational Leadership provides the following resources and experiences:

1. External internship opportunities to gain practical experience.
2. Shadowing throughout different domains of Weimar Institute
3. Unique-to-Weimar practical experiences in the NEWSTART lifestyle program, designed to expose students to practical medical evangelism work.

In addition to our balanced program of rigorous academic requirements and practical experience, we also acknowledge the sovereignty of God, value biblical truth, hold to the inspired validity of Scripture, and believe in the inspired writings of Ellen G. White—all of which are central to business.

### *Program Student Learning Outcomes & Learning Expectations*

We expect graduates from the BBA in Healthcare Administration and Organizational Leadership programs to be:

#### **PSLO #1: Ethically Grounded Business People**

Students follow Jesus Christ's leadership example as they integrate His teachings into ethical business practices.

#### **PSLO #2: Critical Thinkers**

Students evaluate a controversy or problem related to business practices or related problems where diverse perspectives of the controversy are assembled, analyzed, and used to draw a biblically consistent conclusion of judgment.

#### **PSLO #3: Effective Communicators**

Students effectively lead others by persuasively communicating “threshold concepts” in organizational leadership or healthcare administration in both written and oral forms.

#### **PSLO #4: Proficient Administrators**

Students demonstrate the best business practices by living a principled life and successfully drawing biblically-based conclusions to sound business practices.

### ***Program Methods***

The business program will teach students how to integrate their faith into their business practices. Students will gain hands-on learning experience through internships and shadowing with various businesses. This experience gained will better prepare students for the workforce, more than just solely relying on the textbook material. When possible, the textbooks that are selected have Christian faith-based principles to help the students strengthen their walk with Jesus Christ. In addition to reading textbooks, students will be required to read case studies, listen to presentations from a variety of business leaders, attend classes, and read selections of the Spirit of Prophecy. These methods of instruction will create well-rounded business leaders.

### ***Who Should Attend This Type of Program?***

The target demographic for the incoming students for this business program are 18- to 25-year-olds who have the desire to use business to demonstrate their faith to others, as well as to transform organizations into having sound business practices using faith-based principles. The degree nomenclatures are Organizational Leadership and Healthcare Administration, both of which would be a Bachelor of Business Administration. This program will prepare students to go into the workforce or for an advanced degree.

### ***Program Requirements***

Students intending to complete a BBA in Healthcare Administration or Organizational Leadership are required to meet the following criteria as it is noted in the general admissions policy of Weimar Institute (see section on General Education). Admission requirements include minimum levels of prior education, preparation, or training.

### ***Admission Requirements***

A business graduate must have a dedication to excellence, professionalism, and an upright character, as well as intellectual predispositions and a high emotional

intelligence. Ethics, character, values, and lifestyle are observed through the application process and the program.

Students will submit an application requesting official admittance into the BBA for Healthcare Administration or Organizational Leadership degree programs during the middle of their second year. If denied, students may submit more than one application. The Business Department faculty together with the Academic Standards Committee will determine whether or not the student qualifies for the program.

Criteria for admission to the program include, but are not limited to the following:

- Spiritual commitment
- Dedication to service
- High ethical standing
- Dedication to a healthy lifestyle, as enumerated by the NEWSTART acronym
- Academic eligibility (2.75 GPA or higher.)

### ***Graduation Requirements***

A minimum of 120 semester credits is required for the Healthcare Administration track and 130 for the Organizational Leadership track. The student pursuing the BBA will fulfill the general education requirements, including the practical, work education, and the ministry-related components (see General Education section). In addition, students will take the specific core, cognate, and emphasis-related courses listed below.

### ***Required Classes***

<b><i>Lower Division</i></b>			<b><i>23 credits</i></b>
<b>FINA</b>	<b>101</b>	<i>Personal Finance</i>	3
<b>ACCT</b>	<b>111</b>	<i>Principles of Accounting I</i>	3
<b>ACCT</b>	<b>112</b>	<i>Principles of Accounting II</i>	3
<b>CPTR</b>	<b>155</b>	<i>Computer Concepts</i>	2
<b>ECON</b>	<b>201</b>	<i>Principles of Macroeconomics</i>	3
<b>ECON</b>	<b>202</b>	<i>Principles of Microeconomics</i>	3
<b>BSAD</b>	<b>220</b>	<i>Business Communications/Speech</i>	3
<b>BSAD</b>	<b>245</b>	<i>Operations Management</i>	3
<b><i>Upper Division Core</i></b>			<b><i>29 credits</i></b>
<b>ACCT</b>	<b>300</b>	<i>Managerial Accounting</i>	3

## BUSINESS DEPARTMENT

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BSAD	310	Business Law	3
BSAD	320	Human Resource Management	3
BSAD	355	Principles of Management	3
BSAD	400	Business Seminar	2
FINA	401	Business Finance	4
BSAD	405	Business Research	4
BSAD	410	Preparing to Meet the Firms	1
BSAD	415	Advertising Management	3
BSAD	490	Capstone Business Strategies	3
<b>Cognates</b>			<b>6 credits</b>
RELP	385	Christian Ethics	3
STAT	314	Introduction to Statistics	3
<b>Healthcare Administration Emphasis</b>			<b>10 credits</b>
BSAD	335	Healthcare Administration	4
BSAD	370	Internship	6
<b>Organizational Leadership Emphasis</b>			<b>12 credits</b>
BSAD	330	Leadership & Organization	3
BSAD	340	Leader as Agent & Guide	3
BSAD	350	Communication & Decision Making	3
BSAD	490	Organizational Theory & Diagnosis	3
<b>TOTAL CREDITS FOR BBA WITH HA EMPHASIS</b>			<b>68 CREDITS</b>
<b>TOTAL CREDITS FOR BBA WITH OL EMPHASIS</b>			<b>70 CREDITS</b>

### Notice to Prospective Degree Program Students

This institution is approved by the Bureau for Private Postsecondary Education to offer degree programs. To continue to offer degree programs, this institution must meet the following requirements:

- Become institutionally accredited by an accrediting agency recognized by the United States Department of Education, with the scope of the accreditation covering at least one degree program.
- Achieve accreditation candidacy or pre-accreditation, as defined in regulations, by July 1, 2017, and full accreditation by July 1, 2020.

If this institution stops pursuing accreditation, it must:

- Stop all enrollment in its degree programs, and
- Provide a teach-out to finish the educational program or provide a refund.

An institution that fails to comply with accreditation requirements by the required dates shall have its approval to offer degree programs automatically suspended.



## Education Department

The Education Department emphasizes helping students obtain a deeper, experiential knowledge of God through the study of educational processes and the rigorous study of both Scripture and nature. Students will learn more about the fundamental beliefs, worldview, and mission of the Seventh-day Adventist church. This major also provides for unparalleled opportunities to integrate with the NEWSTART® Lifestyle Program and with local, national, and international mission experiences. Combined with our General Education coursework, this program will help develop a student holistically—mind, body and spirit.

### Programs Offered

- BA in Christian Education
- Christian Education minor

*And these words which I command you today shall be in your heart. You shall teach them diligently to your children, and shall talk of them when you sit in your house, when you walk by the way, when you lie down, and when you rise up.*  
—Deuteronomy 6: 6,7, NKJV

## **BA in Christian Education**

### ***Program Mission Statement***

The institute's mission To Heal a Hurting World is a fitting umbrella purpose for a distinct baccalaureate program focusing on Christian Education.

### ***Why the Christian Education program at Weimar Institute exists:***

*To develop leaders in comprehensive health evangelism with a speciality in Christian Education.*

### ***How we intend to accomplish this:***

*Through a whole-person focused baccalaureate program committed to the ideals of Seventh-day Adventist education.*

### ***What we do:***

*Follow Jesus' methods of education by blending the practical with the theoretical to develop Christian educators with a deep experience and the knowledge and abilities to facilitate a small, close-knit community of learners.*

The Christian Education program at Weimar Institute is designed to prepare students to competently understand and implement a Biblical education paradigm in an elementary school, high school or homeschool environment. Some students may find opportunities as Youth Ministry Directors or missionaries, as well as educational administrators within Seventh-day Adventist Church. Additionally, student may choose to pursue graduate education within selected Adventist institution.

### ***Why Pursue Christian Education***

Weimar Institute has developed a program focused on the broad spectrum of Christian Education, based on biblical ideas, expanded through the writings of Ellen G. White, and informed by the integration of current educational research and theory. It is a unique program of learning immersed with Christ in the classroom, practical observation and on-site experience that will equip and empower students with the tools for a life of learning.

## ***Program Features***

The BA in Christian Education program provides the following resources and experiences:

1. Coursework to prepare students for North American Division teacher certification. These are listed under Professional Education and Cognate coursework required. (Note: These classes by themselves may not count for NAD teacher certification until Weimar Institute achieves a level of regional accreditation and thus may need to be retaken at a regionally accredited institution for NAD approval.)
2. A significant level of practical and experiential learning opportunities within multiple education environments both as stand-alone experiences and integrated into coursework.
3. One full school-year of required student teaching built into the third or fourth year of the program.

In addition to our balanced program of rigorous academic requirements and practical experience, we also acknowledge the sovereignty of God, value biblical truth, hold to the inspired validity of Scripture, and believe in the inspired writings of Ellen G. White—all of which we believe are central to the study of true Christian education.

## ***Who should attend this type of program?***

This program is designed to prepare qualified and motivated students who desire to work in small Adventist schools, as a preparation for graduate work in education or to lead in home schooling environments. The program faculty encourages students to attend graduate school for certification or for further graduate study in curriculum, instruction, and/or assessment. Students who desire to be professors or educational administrators should plan to pursue further education.

Further, students intending to use the BA in Christian Education degree to teach in a public school should plan to complete a Master of Arts in Teaching (or equivalent) at an accredited institution to obtain state approved teacher credentialing and a degree from an accredited institution or seek alternative certification approaches.

Please note that graduates from Weimar Institute have been accepted at other accredited Adventist and non-Adventist institutions of higher learning. Weimar Institute is not currently accredited, but is pursuing accreditation for the future. Entrance into any graduate-level professional degree is at the discretion of the

graduate institution. Students should contact the Program Director regarding their future goals.

### *Program Student Learning Outcomes & Learning Expectations*

Outcomes for the Christian Education program are stated in terms of Program Student Learning Outcomes (PSLOs). A comprehensive listing of PSLOs including the rubrics and a description of the expected levels of student performance can be obtained from the Chair of the Education Department.

After successful completion of the BA in Christian Education, our graduates will follow Jesus as:

#### **PSLO #1: Spiritual Leaders**

Students integrate the universal principles of the biblical Ten commandments in their profession by following their call to be a teacher and articulating their philosophy of Christian education.

#### **PSLO #2: Health Educators**

Students model a lifestyle of holistic wellness and engage in health education and evangelism of children and youth among diverse people groups domestically or internationally.

#### **PSLO #3: Critical Thinkers**

Students investigate a controversy, problem or question related to Christian education (purpose, curriculum, instruction, assessment, etc.) where diverse perspectives are assembled, analyzed and used to draw an informed conclusion that considers the influence of context, possible sources of bias and a priori assumptions.

#### **PSLO #4: Integrative Learners**

Students develop a biblical worldview perspective as they effectively identify and integrate one or more of the key examples, facts, theories or concepts of Christian education as they relate to Scripture and the Spirit of Prophecy.

#### **PSLO #5: Effective Communicators**

Students communicate the key (threshold) concepts of Christian education in both written and oral forms.

#### **PSLO #6. Quantitative Reasoners**

Students explore education-related quantitative problems and clearly communicate their findings by interpreting and representing quantitative information in two or more forms (e.g., symbolical, graphical, numerical, etc.).

### *Program Methods*

While this program uses a significant quantity of classroom instruction, it also includes a substantial amount of practical hands-on experience and field

trips. This approach will help students to solidify their interest in teaching and continue to develop their study in ideas, theories, and practices of Christian Education.

### ***BA in Christian Education Program Requirements***

Students intending to complete a BA in Christian Education are required to meet the following criteria as it is noted in the general admissions policy of Weimar Institute (see section on General Education). Admissions requirements include minimum levels of prior education, preparation, or training.

### ***BA in Christian Education Admission Requirements***

As the molder of the mind and character, educators must have developed a reputable character and a deep commitment to ministry and service. Additionally, a dedication to spirituality, healthy lifestyle, and ethical conduct is expected. These components are assessed in the initial application process as well as throughout the program.

Application for formal admission to the BA in Christian Education degree program is generally open to students during the middle of their second year (see updated requirement checklist at the Education Department office). Students will submit an application requesting admittance into the program. If denied, students may submit more than one letter. The Education Department faculty will determine whether or not the student qualifies for the program. Criterion for successful candidacy includes, but is not limited to, the following:

- Spiritual commitment
- Ethical and social standing
- Academic ability (expected at 3.0 GPA or higher)
- Emotional balance
- Dedication to service & ministry
- Social and professional competence
- Love for young people

### ***BA in Christian Education Graduation Requirements***

A minimum of 120 semester credits is required for the degree. Students pursuing the Bachelor of Arts in Christian Education must take the Professional Education, Cognate and Educational Observation & Experience required courses listed below; fulfill all General Education requirements, including the practical, work education, and ministry-related components; and complete at

least one minor. A GPA of 3.0 or above for Professional Education courses is required for graduation.

### ***Required Minor***

Students are required to complete a minor in order to fulfill the requirements for the Christian Education degree. For students interested in pursuing future teacher certification, two minors are recommended.

### ***Christian Education Course Requirements***

<b><i>Professional Education</i></b>			<b><i>27 credits</i></b>
EDUC	124	<i>Philosophy of Christian Education*</i>	(3)
EDUC	131	<i>Intro to Teaching</i>	3
EDUC	222	<i>Technology for Learning</i>	1
EDUC	224	<i>Assessment &amp; Evaluation of Learning</i>	1
EDUC	235	<i>Life of a Teacher</i>	3
EDUC	328	<i>Strategies for Exceptional &amp; Diverse Learners</i>	3
EDUC	362	<i>Education Psychology</i>	1
EDUC	444	<i>Reading Methods</i>	3
EDUC	445	<i>Math Methods</i>	3
EDUC	446	<i>Science &amp; Health Methods</i>	3
EDUC	447	<i>Bible Methods</i>	3
EDUC	448	<i>Social Studies Methods</i>	3
<b><i>Cognates</i></b>			<b><i>9 credits</i></b>
RELB	110	<i>Seventh-day Adventist Church History*</i>	(3)
PSYC	223	<i>Developmental Psychology</i>	3
RELT	350	<i>Principles of Christian Faith</i>	3
RELT	439	<i>Prophetic Ministry of Ellen G. White</i>	3
<b><i>Educational Observation &amp; Experience</i></b>			<b><i>24 credits</i></b>
EDUC	488	<i>Student Teaching I Capstone</i>	12
EDUC	489	<i>Student Teaching II Capstone</i>	12
<b><i>TOTAL CREDITS FOR CHRISTIAN EDUCATION MAJOR</i></b>			<b><i>60 CREDITS</i></b>

\* Course required as part of General Education requirements

### ***Student Teaching***

Student Teaching must be approved by the advisor. If students seek to use sites other than approved educational locations, they must apply at the Education Department office for sites at least three (3) months before the experience is scheduled to begin.

# Christian Education Minor

The minor in Christian Education has two components: required courses and professional education electives. A total of 17 credits are required to complete the minor. (A Christian Education minor cannot be taken with a Christian Education major.)

<i>Required Courses</i>			<i>11 credits</i>
EDUC	131	<i>Intro to Teaching</i>	3
EDUC	222	<i>Technology for Learning</i>	1
EDUC	224	<i>Assessment &amp; Evaluation of Learning</i>	1
EDUC	235	<i>Life of a Teacher</i>	3
EDUC	328	<i>Strategies for Exceptional and Diverse Learners</i>	3
<i>Professional Education Electives</i>			<i>6 credits</i>
SELECT 6 CREDITS FROM THE FOLLOWING COURSES			
EDUC	444	<i>Reading Methods</i>	3
EDUC	445	<i>Math Methods</i>	3
EDUC	446	<i>Science and Health Methods</i>	3
EDUC	447	<i>Bible Methods</i>	3
EDUC	448	<i>Social Studies Methods</i>	3
<i>TOTAL CREDITS FOR CHRISTIAN EDUCATION MINOR</i>			<i>17 CREDITS</i>

## Notice to Prospective Degree Program Students

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- Achieve accreditation candidacy or pre-accreditation, as defined in regulations, by July 1,2017, and full accreditation by July 1, 2020.

If this institution stops pursuing accreditation, it must:

- Stop all enrollment in its degree programs, and
- Provide a teach-out to finish the educational program or provide a refund.

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# HEALTH Department

The purpose of the HEALTH (Health Evangelism And Leadership Training for Him) evangelism program is to rapidly train medical missionaries to help create centers of influence where Christ-like medical missionary work will lead people to be ready for Christ's soon return. The HEALTH MAP (Medical Assistant Program) is to expand the qualifications of HEALTH missionaries to be employed in established medical offices and clinics.

## Programs Offered

- HEALTH Certificate
- MAP Certificate

### *HEALTH Certificate*

HEALTH provides a one semester training program for those who have the appropriate pre-requisite experiences/training and desire to receive instruction alongside experienced leaders within the context of a health evangelism cycle. Upon successful completion, students will acquire skills that God can use to turn churches, schools, and medical and dental offices into “centers of influence” as described by inspired writings.

Each intensive four-month session includes a health-based evangelism series specifically designed to lead health contacts into regular attendance and ultimately baptism into the Seventh-day Adventist Church.

### *What kind of program is the HEALTH Certificate?*

This four-month immersion program focuses on the four parts of the HEALTH acronym:

**Health:** Courses in this category focus on the cause and prevention of major diseases. These classes consider the leading causes of disease from various angles emphasizing a natural approach toward healing.

**Evangelism:** Courses in this category focus on the practical delivery of health information for the purpose of winning souls. Most of our time will be spent preparing for and delivering actual health seminars for local communities. The students do not just learn theory; they work with instructors to participate in real health evangelism experiences.

**And Leadership Training:** Courses in this category are focused on learning the skills needed to be a successful leader of health ministries and evangelism in various settings (i.e. the local church, the local community, urban environ-



ments, a doctor's or dentist's office). In addition, business principles and ethics are covered in this category.

**for Him:** Courses in this category focus on the ultimate purpose of all evangelism—leading people into a saving relationship with the Lord and awareness of His last-day Seventh-day Adventist movement. Included in each four-month intensive will be a 10-day evangelistic series designed to lead health contacts into regular attendance and ultimately membership at a local Seventh-day Adventist congregation.

### *What will the instruction be like?*

The certificate includes interactive classroom training with health evangelism professionals, in tandem with field practicum. Students will earn valuable experience through local church outreach, hosting health seminars, providing health coaching and Bible studies, and participating in an evangelistic series.

### *Who should attend this type of program?*

The certificate is designed for both professional and lay members to be trained and equipped to be medical missionaries. We encourage every student who attends Weimar Institute to complete this certification upon entrance into the college. Not only does it provide practical, hands-on health evangelism training, but it is also a stepping stone to associate and baccalaureate degrees and can be completed in one semester.

### *What are the expected outcomes for graduates after they successfully complete the program?*

Graduates will be prepared to function in three key settings:

**Local Churches:** Graduates will be equipped to lead a number of types of health programs within the local church setting in a way that can provide them a modest level of support.

**Local Communities:** Graduates will be equipped to lead teams to survey and meet the needs of the community.

**Clinical Settings:** Students without prior training in the health professions will learn entry-level skills that can be utilized in clinical settings, such as medical and dental offices, to establish a relationship with patients, which can provide a foundation for spiritual care and outreach.

*What type of employment or occupation is this program designed to prepare students for?*

This certificate program allows graduates to work in local churches as health evangelists and Bible workers, and competent leaders of ministry. Students can also continue their education to complete two or four year degrees and get further academic training within the medical, religion, or education field.

*HEALTH Certificate Program Requirements*

Students intending to complete HEALTH certification are required to meet the following criteria and the general admissions policy of Weimar Institute (see section on General Education), including minimal levels of prior education, preparation, or training.

*HEALTH Admission Requirements*

As HEALTH graduates will be sent out as missionaries to heal a hurting world, they must have a reputable character and strong commitment of service to God. The criterion for admission into the program includes, but is not limited to, the following:

- Spiritual Commitment
- Ethical and Social Standing
- Emotional Balance
- Dedication to Health Evangelism and Service
- Compassion for People
- Dedication to a Healthy Lifestyle, including NEWSTART principles

*HEALTH Graduation Requirements*

Students pursuing HEALTH certification will need to fulfill one semester of 12 credits to attain certification. A minimum GPA of 2.5 is required to graduate for those who graduate with credit. Students may alternately audit classes at a reduced price, with no minimum grade standard, but class attendance and test taking are still required.

*HEALTH Course Requirements*

<i>HEALTH Certification</i>			<i>14 credits</i>
LEAD	131	<i>Leadership: Ministry Development</i>	1

<b>HLED</b>	<b>202</b>	<i>Community Health Programs</i>	1
<b>HLCP</b>	<b>230</b>	<i>Lifestyle Coaching</i>	1
<b>HLCP</b>	<b>242</b>	<i>Health Evangelism Fieldwork</i>	5
<b>RELB</b>	<b>371</b>	<i>Religion and Health</i>	3
<b>HLED</b>	<b>324</b>	<i>Principles of Health</i>	3

The HEALTH Certificate Program can also be taken as part of a minor for a baccalaureate degree.

<b>HEALTH Ministry minor</b>			<b>20 credits</b>
<b>HLED</b>	<b>124</b>	<i>Principles of Health</i>	3
<b>RELB</b>	<b>271</b>	<i>Religion and Health</i>	3
<b>HLCP</b>	<b>242</b>	<i>Health Evangelism Fieldwork</i>	5
<b>LEAD</b>	<b>131</b>	<i>Leadership: Ministry Development</i>	1
<b>FDNT</b>	<b>214</b>	<i>Human Nutrition</i>	3
<b>BIOL</b>	<b>120</b>	<i>Survey of Anatomy &amp; Physiology</i>	3
CHOICE OF EITHER			
<b>HLED</b>	<b>210</b>	<i>Pre-professional Natural Remedies &amp; Lab</i>	4
OR			
<b>HLED</b>	<b>201</b>	<i>Community Health Programs</i>	1
<b>HLCP</b>	<b>230</b>	<i>Lifestyle Coaching</i>	1

### **MAP Certificate**

The Medical Assistant Program is an additional certificate program that qualifies graduates to be employed as Medical Assistants in established medical offices of physicians, podiatrists, chiropractors, and optometrists.

### **Medical Assistant Program Learning Outcomes:**

Upon completion of the core component of the curriculum, the medical assistant student will be able to:

1. Demonstrate the caring ministry of Jesus while performing routine administrative and clinical tasks with patients in outpatient settings.
2. Identify physical, emotional, mental, and spiritual needs and promote lifestyle practices in a culturally and economically diverse outpatient settings.
3. Demonstrate professional ethical and legal written and verbal communication to the health care team and patients/family.

4. Utilize the language of medicine with a basic understanding of how fearfully and wonderfully the human body is created.
5. Describe principles & implement safe practice in emergency or non-emergency outpatient settings.
6. Utilize multiple forms of informatics technology and collaboration to effectively provide service excellence.

### ***MAP Certificate Program Requirements***

Students intending to complete the MAP certification are required to meet the following criteria and the general admissions policy of Weimar Institute (see section on General Education), including minimal levels of prior education, preparation, or training.

### ***MAP Admission Requirements***

As MAP graduates will be sent out as missionaries to heal a hurting world, they must have a reputable character and strong commitment of service to God. The criterion for admission into the program includes, but is not limited to, the following:

- Successful completion of the HEALTH Certificate Program within the prior 5 years.
- Continued commitment to the admission requirements of the HEALTH Certificate Program
- LIVE SCAN/background clearance
- Successfully pass the math entrance placement exam
- High School graduate or equivalent (GED)

### ***MAP Graduation Requirements***

Students pursuing MAP certification will need to fulfill one semester of 180 course hours and 180 clinical hours. A minimum GPA of 2.5 is required to graduate.

### ***MAP Course Requirements***

#### ***Component I: Core***

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<b>MODULE A</b>	<i>Introduction to Medical Assisting</i>
<b>MODULE B</b>	<i>Terminology, Anatomy &amp; Physiology</i>
<b>MODULE C</b>	<i>Safety</i>
<b>MODULE D</b>	<i>Electronic Health Records</i>

***Component 2: Clinical***

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MODULE A	<i>Exam Room Procedures</i>
MODULE B	<i>Terminology, Anatomy &amp; Physiology</i>
MODULE C	<i>Pharmacology</i>
MODULE D	<i>Minor Office Surgery</i>
MODULE E	<i>Laboratory Procedures</i>
MODULE F	<i>Patient Education</i>

# Health Sciences Department

The purpose of the Department of Health Sciences at Weimar Institute is to educate pre-health professional students in the knowledgeable application of God's natural laws of health. The program builds on the rich medical missionary heritage of the Seventh-day Adventist Church and strives to balance scientific study with applied learning.

The department places a strong emphasis on health education as an effective means of helping people improve their lifestyle and experience optimal health. Students are trained to care for the whole person, harmonizing the physical, mental, social, and spiritual aspects of health. This approach is based on the eight natural remedies which have been successfully used for over thirty years in Weimar's NEWSTART® Lifestyle programs: Nutrition, Exercise, Water, Sunlight, Temperance, Air, Rest, and Trust in God.

Through the Natural Science BS program and Health and Wellness Minor (required for Pre-Dent, Pre-Med, Pre-PA, and Pre-PT tracks), health science students may gain professional experience through involvement in the NEWSTART® Lifestyle program and the Nedley Depression and Anxiety Recovery Program®. Other experiences include campus work opportunities, which give students experiences outside the classroom in practical life-skills and Comprehensive Health Evangelism (CHE).

## Programs Offered

- BS in Natural Science, Pre-Med/Pre-PA/Pre-Dent Track
- BS in Natural Science, Pre-PT Track
- BS in Natural Science
- Natural Science Minor
- Biology Minor
- Chemistry Minor
- Health and Wellness Minor
- Health Ministry Minor

## BS in Natural Science

The Natural Science program builds on the rich heritage of Comprehensive Health Evangelism within the Seventh-day Adventist Church and strives to balance scientific study with applied learning. Toward this end, the program is designed to prepare collaborative leaders who will engage in a life of service-based, comprehensive health evangelism. Students are prepared to pursue

further studies in the health-related fields (Pre-Med, Pre-PA, Pre-Dent, Pre-PT) or secondary education as they minister to their local and global community through comprehensive health evangelism. The program will prepare graduates who can confidently, competently and creatively implement and operate a comprehensive health evangelism program in a community-based setting. Students may find opportunities as missionary physicians, dentists, physical therapists, public health servants, educators, or other allied-health careers after completing the appropriate post-graduate studies.

***Pre-Medical, Pre-Physician Assistant, Pre-Dental Track (requires Health and Wellness Minor)***

The BS in Natural Science together with the Health and Wellness minor, provides a pre-professional degree that is designed to prepare students to enter medical school and other health science-related professional programs. The degree has the needed prerequisites for entry into pre-professional degree programs along with additional science and health classes designed to prepare the student to succeed in medical school and other health-science programs. The core major and minor requirements together with the General Education requirements and other co-curricular activities provide a rich source of experience in Comprehensive Health Evangelism (CHE) and other skills needed for post-undergraduate education.

Health classes include hands-on training in alternative and complementary health care and lifestyle medicine undertaken during clinical times with the NEWSTART® Lifestyle Program and Nedley Depression and Anxiety Recovery Program® nurses and physicians. Students that successfully finish this program of study will have a broad experience in health and natural healing techniques that will greatly enhance their future effectiveness as medical missionary doctors and dentists.

***Pre-Physical Therapy Track (requires Health & Wellness Minor)***

The BS in Natural Science, along with the required Health and Wellness minor, is a pre-professional degree that is designed to prepare students to enter an advanced program of study in physical therapy. The degree has prerequisites for entry into a physical therapy program along with additional science and health classes designed to prepare the student to succeed in their post-graduate studies. Students who successfully complete the Natural Science BS and required Health and Wellness minor will have hands-on training in alternative and complementary health care and lifestyle medicine undertaken during clinical times with the NEWSTART® and Nedley Depression and Anxiety Recovery Program® nurses

and physicians. Students that finish this program of study will have a broad experience in health and natural healing techniques that will greatly enhance their future effectiveness as medical missionary physical therapists.

### ***Natural Science Program Vision and Mission***

The BS in Natural Science program's Vision and Mission statement is "to heal a hurting world through comprehensive health evangelism through an integrative, whole-person focused baccalaureate program committed to the ideals of Seventh-day Adventist education." This will be accomplished as we "follow Jesus' methods of teaching and healing by blending practical comprehensive health evangelism with the theoretical core sciences in a close-knit community of dedicated learners."

### ***What kind of program is the BS in Natural Science?***

The BS in Natural Science focuses on core science subjects such as chemistry, biology, physics and their related sub-disciplines. While these courses use classroom lecture and discussion with significant lab experiences, they are also taught with a decidedly biblical and health-based focus. In conjunction with the Health and Wellness Minor required for Pre-Med, Pre-PA, Pre-Dent, and Pre-PT tracks and other required experiences, the program affords significant practical hands-on experience in medical situations. During the program each student will have the opportunity to be involved in local, national and international mission experiences.

Important elements of the program involve:

- Mastery of core pre-professional science subjects including biology, chemistry, physics and their related sub-disciplines.
- Experience in community-based health programs, which may include, but is not limited to the following: health expos, health coaching,
- Eight-Week Nedley Depression & Anxiety Recovery Program®
- Experience with ministry and leadership in school and church-based health events and in mission service.
- Opportunity for practical hands-on experience in the NEWSTART Lifestyle® program, Ten-Day Residential Nedley Depression and Anxiety Recovery Program® and health-based science classes.
- Gain knowledge of the biblical and scientific basis for Creation and the arguments raised by evolutionary theory.



- Culminating experience in the Natural Science Capstone course (NSCI 490/491) where students integrate the knowledge, skills, and interests gained through the Weimar experience

### ***What will the instruction be like?***

The degree includes interactive classroom instruction along with laboratory classes in the core sciences that will prepare students for the MCAT/DAT or other pre-professional exams. In conjunction with a required minor and required experiences, the program also includes practical clinical instruction in the NEWSTART® Lifestyle center and the Nedley Depression and Anxiety Recovery Program® as well as practical health evangelism activities at various public venues.

### ***Who should attend this type of program?***

The Natural Science program prepares students who will attend graduate school in the health sciences and/or medical/physician assistant/dental/physical therapy fields. This course of study is designed not only to prepare the student for the rigors of future professional training, but also to give them the experience and appreciation of being a medical missionary through multiple opportunities to practice Comprehensive Health Evangelism in the community and abroad. Thus, the graduate in the BS of Natural Science will not only be trained to be a dedicated professional, but will also appreciate the value of unselfish Christ-like service to humanity.

This program of study, in conjunction with the Christian Education minor, is appropriate for students preparing to teach secondary education in the physical and natural sciences.

### ***Natural Science Program Philosophy of Science Education***

The Psalmist wrote, “The heavens declare the glory of God; And the firmament shows His handiwork...There is no speech nor language where their voice is not heard” (Psalm 19:1-3, NKJV). Further, the apostle Paul declared that God’s “invisible attributes are clearly seen, being understood by the things that are made,” even as it is in “bondage to decay” (Romans 8:20–22, NKJV).

In the book *Counsels to Parents, Teachers and Students*, Ellen White communicates an of our biblical and scientific responsibilities:

The first great lesson in all education is to know and understand the will of God....To learn science through human interpretation alone is to obtain a false education, but to learn of God and Christ is to learn the science of heaven. The confusion in education has come because the wisdom and knowledge of God have not been exalted. (White, 1913/1943, p. 447).

The faculty of the Natural Science program realizes the great value of the scientific contribution and also that God created a single, undivided world—hence, there is not a divided “secular” world and a “sacred” world. The psalmist writes, “Teach me your way, Lord, that I may rely on your faithfulness; give me an undivided heart, that I may fear your name” (Psalm 86:11, NIV).

Consequently, each course in the Natural Science Program is prefixed by the phrase, “Knowing God Better Through the Study of \_\_\_\_\_.”

### ***Program Student Learning Outcomes & Learning Expectations***

The Program Student Learning Outcomes (PSLOs) expected of each Natural Science graduate are outlined briefly below. A comprehensive listing including rubrics and a description of the expected levels of student performance can be obtained from the Natural Science Program Chair.

After successful completion of the BS in Natural Science and required Health and Wellness Minor, our graduates will follow Jesus as:

#### **PSLO #1. TRUTH-CENTERED SCIENTISTS**

Students develop a biblical worldview perspective as they effectively identify and integrate key concepts from the core sciences (biology, chemistry, and physics) as they relate to Scripture and the Spirit of Prophecy.

#### **PSLO #2. COMPREHENSIVE HEALTH EVANGELISTS**

Students practice and promote physical, emotional, mental, and spiritual healing by leading in collaborative, community-based programming among diverse people groups domestically or internationally.

#### **PSLO #3. CRITICAL THINKERS**

Students investigate a controversy, problem, or question related to the core sciences (biology, chemistry, and physics) or the medical field where diverse perspectives are assembled, analyzed, and used to draw

an informed conclusion that considers the influence of context, possible sources of bias and a priori assumptions.

#### **PSLO #4. EFFECTIVE COMMUNICATORS**

Students communicate the key (threshold) concepts of the core sciences (biology, chemistry, and physics) in both written and oral forms.

#### **PSLO #5. SCIENTIFIC PROBLEM SOLVERS**

Students interpret and solve quantitative problems using one or more threshold concepts of the core science fields (biology, chemistry, and physics).

#### ***For what type of employment or occupation is this program designed to prepare students?***

The BS in Natural Science, together with a required minor, is a pre-professional degree program for students planning to complete post-graduate work in the medical fields and for those preparing to teach secondary education in the natural sciences. The combined major and minor requirements include coursework and laboratory experience in the typical “core sciences” (chemistry, biology, physics and their related sub-disciplines) as well as hands-on practical activities and experiences. These practical activities and experiences may include overseas mission trips, healthy cooking schools, health expos or the *Eight-Week Nedley Depression and Anxiety Recovery Program*, etc.

At this time Weimar Institute is not accredited and entrance into any graduate-level professional degree is at the discretion of the graduate institution. Students should contact the Natural Sciences Program Director regarding their specific needs, graduate school possibilities and where other students have successfully transferred their coursework or degrees.

#### ***BS in Natural Science Program Requirements***

Students intending to complete a BS in Natural Sciences are required to meet the following criteria and the general admissions policy of Weimar Institute (see section on General Education), including minimal levels of prior education, preparation, or training.

#### ***Program Admission Requirements***

As future health care providers and leaders in health evangelism training and practice, the Natural Science graduate must have a reputable character, intellectual capacity, a deep commitment to the well-being of both their local and

global community, and dedication to service. These components are assessed in the initial application process and throughout the program.

While students may declare Natural Science as a major, formal admission to the BS in Natural Science degree program is open to students during the middle of their second year (see updated requirement checklist in the Registrar's office). Students will submit an application requesting admittance into the program. If denied, students may submit more than one application. The Natural Science program faculty together with the Academic Standards Committee will determine whether or not the student qualifies for the program.

The criterion for admittance into the program includes, but is not limited to the following:

- Spiritual commitment
- Dedication to health evangelism and service
- High ethical and social standing
- Emotional balance
- Compassion for people
- Dedication to a healthy lifestyle, including NEWSTART® principles
- Academic Eligibility (3.5 GPA or higher, with no grade lower than B in core courses. Up to two (2) core courses may be repeated to meet or maintain eligibility. Students not qualifying may still complete the BS in Natural Science degree, but without faculty endorsement.)

### ***Graduation Requirements***

A minimum of 120 credits are required for the BS in Natural Science. Students pursuing the Bachelor of Science in Natural Science need to fulfill all General Education requirements, including the practical, work-education, and ministry-related components (see General Education section) as well as the graduation requirements for the degree. Major degree requirements include Core Courses, Core Cognate, Required Experiences, and Required Competencies listed below as well as a minor. To graduate, students must continue to meet the initial Program Admission Requirements (above). Students who intend to use the degree for Pre-Med, Pre-PA, Pre-Dent, or Pre-PT are required to include the Health & Wellness minor along with the Natural Science major.

- Natural Science B.S. Major, Pre-Med/PA/Dent Track, 59 credits
  - Core requirements, 40 credits
  - Cognates, 13 credits
  - Electives, 7 credits

- Natural Science B.S. Major, Pre-PT track, 57 credits
  - Core requirements, 36 credits
  - Cognates, 14 credits
  - Electives, 7 credits
- Health & Wellness Minor, 20 credits
- General Education requirements, required for all tracks, 44-47 credits
- Students pursuing a Pre-Med/PA/Dent/PT track must complete a minimum of 120 credits and fulfill all other graduation requirements to graduate
- Maintain a 3.5 GPA or higher in the Natural Science, B.S. major courses with no grade lower than B. Up to two courses may be repeated to meet this requirement.

Students who wish to pursue the degree for other purposes, such as a career in secondary science education, are encouraged to meet with their academic advisor. A possible course of study is as follows:

- Natural Science B.S. Major requirements (any track), 54-59 credits
- General Education requirements, 44-47 credits
- Christian Education or other appropriate minor

Students who wish to pursue a career in public health are encouraged to meet with the Natural Science Program Director to discuss the additional or preferred coursework and experiences needed to meet their planned future career needs.

## Natural Science Course Requirements

<i>Pre-Med/Pre-PA/Pre-Dent Track</i>			<i>40 credits</i>
CHEM	151	<i>General Chemistry I</i>	3
CHEM	151a	<i>General Chemistry I Lab</i>	1
CHEM	152	<i>General Chemistry II</i>	3
CHEM	152a	<i>General Chemistry II Lab</i>	1
BIOL	134	<i>Biology I</i>	3
BIOL	134a	<i>Biology I Lab</i>	1
BIOL	135	<i>Biology II</i>	3
BIOL	135a	<i>Biology II Lab</i>	1
PHYS	271	<i>Physics I</i>	3
PHYS	271a	<i>Physics I Lab</i>	1
PHYS	272	<i>Physics II</i>	3
PHYS	272a	<i>Physics II Lab</i>	1

NSCI	290	<i>Issues in Origins</i>	2
CHEM	311	<i>Organic Chemistry I</i>	3
CHEM	311a	<i>Organic Chemistry I Lab</i>	1
CHEM	312	<i>Organic Chemistry II</i>	3
CHEM	312a	<i>Organic Chemistry II Lab</i>	1
CHEM	353	<i>General Biochemistry</i>	4
NSCI	490	<i>Natural Science Capstone I</i>	1
NSCI	491	<i>Natural Science Capstone II</i>	1

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**Major Electives** **7 credits**

SELECT 7 CREDITS FROM COURSES SUCH AS THE FOLLOWING  
(3 CREDITS MUST BE UPPER DIVISION):

BIOL	223	<i>Introductory Microbiology</i>	3
BIOL	223a	<i>Introductory Microbiology Lab</i>	1
BIOL	361	<i>Advanced Human Physiology</i>	3
BIOL	361a	<i>Advanced Human Physiology Lab</i>	1
BIOL	402	<i>Cell Biology</i>	3

**Cognates** **12 credits**

MATH	126	<i>Pre-Calculus II</i>	3
OR EQUIVALENT SCORE ON MATHEMATICS CHALLENGE EXAM			
SOCI	215	<i>Intro to Sociology</i>	3
STAT	314	<i>Introduction to Statistics</i>	3
HLED	421	<i>Research Methods</i>	3

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**TOTAL CREDITS** **59 CREDITS**

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**Pre-Physical Therapy Track** **36 credits**

CHEM	151	<i>General Chemistry I</i>	3
CHEM	151a	<i>General Chemistry I Lab</i>	1
CHEM	152	<i>General Chemistry II</i>	3
CHEM	152a	<i>General Chemistry II Lab</i>	1
BIOL	135	<i>Biology II</i>	3
BIOL	135a	<i>Biology II Lab</i>	1
PHYS	271	<i>Physics I</i>	3
PHYS	271a	<i>Physics I Lab</i>	1
PHYS	272	<i>Physics II</i>	3
PHYS	272a	<i>Physics II Lab</i>	1
NSCI	290	<i>Issues in Origins</i>	2
CHEM	311	<i>Organic Chemistry I</i>	3
CHEM	311a	<i>Organic Chemistry I Lab</i>	1

CHEM	312	Organic Chemistry II	3
CHEM	312a	Organic Chemistry II Lab	1
CHEM	353	General Biochemistry	4
NSCI	490	Natural Science Capstone I	1
NSCI	490	Natural Science Capstone II	1

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**Major Electives** **7 credits**


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SELECT 7 CREDITS FROM COURSES SUCH AS THE FOLLOWING  
(3 CREDITS MUST BE UPPER DIVISION):

BIOL	223	Introductory Microbiology	3
BIOL	223a	Introductory Microbiology Lab	1
BIOL	361	Advanced Human Physiology	3
BIOL	361a	Advanced Human Physiology Lab	1
BIOL	402	Cell Biology	3

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**Cognates** **14 credits**


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HLED	120	Fit & Well	1
MATH	126	Pre-Calculus II	3
OR EQUIVALENT SCORE ON MATHEMATICS CHALLENGE EXAM			
PSYC	223	Developmental Psychology	3
STAT	314	Introduction to Statistics	3
		Medical Terminology (Distance Education)	1
RELM	327	Cross Cultural Mission	3
OR			
RELT	385	Christian Ethics	3

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**TOTAL CREDITS** **54 CREDITS**


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## Natural Science Minor

BIOL	134	Biology I	3
BIOL	134a	Biology I Lab	1
BIOL	121	Anatomy & Physiology I	3
BIOL	121a	Anatomy & Physiology I Lab	1
CHEM	151	General Chemistry I	3
CHEM	151a	General Chemistry I Lab	1
PHYS	271	Physics I	3
PHYS	271a	Physics I Lab	1

SELECT 6 ELECTIVE CREDITS FROM THE APPROVED NATURAL SCIENCE COURSES (3 CREDITS MUST BE UPPER DIVISION) SUCH AS:

FDNT	214	Human Nutrition	3
BIOL	223	Introductory Microbiology	3
BIOL	223a	Introductory Microbiology Lab	1
BIOL	402	Cell Biology	3

**TOTAL CREDITS****22 CREDITS****Biology Minor**

BIOL	134	<i>Biology I</i>	3
BIOL	134a	<i>Biology I Lab</i>	1
BIOL	135	<i>Biology II</i>	3
BIOL	135a	<i>Biology II Lab</i>	1
BIOL	121	<i>Anatomy &amp; Physiology I</i>	3
BIOL	121a	<i>Anatomy &amp; Physiology I Lab</i>	1
BIOL	122	<i>Anatomy &amp; Physiology II</i>	3
BIOL	122b	<i>Anatomy &amp; Physiology II Lab</i>	1

SELECT 3 ELECTIVE CREDITS FROM THE APPROVED  
BIOLOGY COURSES (MUST BE UPPER DIVISION) SUCH AS:

BIOL	361	<i>Advanced Physiology</i>	3
BIOL	361a	<i>Advanced Physiology Lab</i>	1
BIOL	402	<i>Cell Biology</i>	3

**TOTAL CREDITS****19 CREDITS****Chemistry Minor**

CHEM	151	<i>General Chemistry I</i>	3
CHEM	151a	<i>General Chemistry I Lab</i>	1
CHEM	152	<i>General Chemistry II</i>	3
CHEM	152a	<i>General Chemistry II Lab</i>	1
CHEM	311	<i>Organic Chemistry I</i>	3
CHEM	311a	<i>Organic Chemistry I Lab</i>	1
CHEM	312	<i>Organic Chemistry II</i>	3
CHEM	312a	<i>Organic Chemistry II Lab</i>	1
CHEM	353	<i>Biochemistry</i>	4

**TOTAL CREDITS****20 CREDITS****Health & Wellness Minor**

BIOL	121	<i>Anatomy &amp; Physiology I</i>	3
BIOL	121a	<i>Anatomy &amp; Physiology I Lab</i>	1
BIOL	122	<i>Anatomy &amp; Physiology II</i>	3
BIOL	122a	<i>Anatomy &amp; Physiology II Lab</i>	1
FDNT	214	<i>Human Nutrition</i>	3
HLED	231	<i>Introduction to Chronic Disease and lifestyle Medicine</i>	2
HLED	431	<i>Chronic Disease and Lifestyle Medicine II</i>	3
HLED	431a	<i>Chronic Disease and Lifestyle Med. Clinical Rotation</i>	1



**HLED 441** *Depression and Anxiety Recovery Program Internship* 3

**TOTAL CREDITS**

**20 CREDITS**

## Health Ministry Minor\*

<b>BIOL 120</b>	<i>Survey of Anatomy &amp; Physiology</i>	3
<b>LEAD 131</b>	<i>Leadership Seminar: Ministry Development</i>	1
<b>FDNT 214</b>	<i>Human Nutrition</i>	3
<b>HLCP 242</b>	<i>Health Evangelism Fieldwork</i>	5
<b>RELB 271</b>	<i>Religion and Health</i>	3
<b>HLED 324</b>	<i>Principles of Health</i>	3
CHOICE OF EITHER		
<b>HLED 210</b>	<i>Pre-professional Natural Remedies &amp; Lab</i>	4
OR		
<b>HLED 201</b>	<i>Community Health Programs</i>	1
<b>HLCP 230</b>	<i>Lifestyle Coaching</i>	1

\*Designed for students who have gone through the HEALTH program

**TOTAL CREDITS**

**22 CREDITS**

## Notice to Prospective Degree Program Students

This institution is approved by the Bureau for Private Postsecondary Education to offer degree programs. To continue to offer degree programs, this institution must meet the following requirements:

- Become institutionally accredited by an accrediting agency recognized by the United States Department of Education, with the scope of the accreditation covering at least one degree program.
- Achieve accreditation candidacy or pre-accreditation, as defined in regulations, by July 1, 2017, and full accreditation by July 1, 2020.

If this institution stops pursuing accreditation, it must:

- Stop all enrollment in its degree programs, and
- Provide a teach-out to finish the educational program or provide a refund.

An institution that fails to comply with accreditation requirements by the required dates shall have its approval to offer degree programs automatically suspended.

# Nursing Department

The purpose of the Nursing Program is to provide registered nurses who can emphasize the lifestyle health principles found in NEWSTART. The program will provide opportunities for learning theory and practical application of health promotion and disease prevention while applying evidence-based nursing practice through the art of caring.

Nursing students gain professional experience through practice in skills labs, simulation labs, clinicals, and community-based health programs. These health programs include NEWSTART, Depression Recovery, Reversing Diabetes, and Complete Health Improvement Program (CHIP).

This will prepare graduates for a unique health ministry to the world. This ministry will bring complete healing physically, mentally, emotionally, and spiritually.

For more detailed information on the nursing program, see the nursing student handbook.

Also, please note that the nursing schedule may not coincide with the general college schedule.

## Programs Offered

- AS in Nursing
- LVN to RN Completion

## AS in Nursing

### *Associate of Science in Nursing*

The AS in Nursing will prepare graduates to take the NCLEX (licensing exam) to become registered nurses. It will also prepare graduates to transition to an RN to BSN program to complete a baccalaureate degree in nursing. The classes include experience in health promotion and natural healing techniques, which will enhance their future effectiveness as medical missionary nurses.

### *Mission Statement*

The Weimar Institute Nursing Program prepares students from diverse communities to be competent registered nurses committed to the ministry of our Lord Jesus Christ, who came to this world as the unwearied servant of humankind's physical, mental, and spiritual necessity.

### ***What kind of program is the AS in Nursing?***

The Nursing Program supports and facilitates Weimar Institute's vision *To Heal a Hurting World*.

The goals of the program are to prepare registered nurses who will provide:

- The compassionate ministry of Jesus Christ to all people
- Health promotion for the whole person (body, mind, soul, and spirit) across the lifespan
- An evidence-based nursing process (Assessment, Analysis, Planning, Implementation, and Evaluation)

### ***What will the instruction be like?***

The degree is organized into two major areas: pre-nursing biological and social science courses and nursing courses. The nursing courses include the theoretical content, which presents knowledge essential to nursing practice and skills, and clinical laboratory courses, which allow for the application of theory to practice.

The Weimar Institute faculty fosters the individual development of students with a desire of instilling a lifelong love of learning by mentoring and taking a personal interest in each student. The faculty members embrace the belief that effective teachers demonstrate patience and caring through a living, practical connection with Jesus Christ. The abiding presence of Christ in one's heart allows the teacher to lead and guide students gently. Different teaching methods are utilized, which promote critical thinking and team building. Teaching methods include classroom lectures, DVDs, simulation manikins, computerized interactive learning, and group projects. Group projects foster collaboration and emulate real life situations in the work setting.

### ***Who should attend this type of program?***

Nursing students who are interested in:

- Community health education
- Wholistic (mental, physical, emotional, and spiritual) care
- Reaching underserved areas domestically and internationally
- Both traditional and complimentary nursing care
- A life-style health promotion emphasis
- Practicing an unselfish, Christ-like ministry to a hurting world

***What are the expected outcomes for graduates after they successfully complete the program?***

Upon satisfactory completion of the Weimar Institute Associate Degree Nursing Program, the graduates will be able to:

**PSLO #1: SPIRITUAL LEADERS**

Students follow Jesus Christ's spiritual leadership in loving church ministry as they:

- Exemplify the caring ministry of Jesus Christ, in providing health care services for patients and their families.

**Level I:** Describe the caring ministry of Jesus Christ during His time on earth.

**Level II:** Demonstrate consistent care that exemplifies Jesus Christ's ministry in diverse settings.

- Assess, as applicable and appropriate, clients' spiritual needs and plan for meeting these needs through direct intervention and/or referral, displaying sensitivity to and respect for spiritual values and beliefs of individuals.

**Level I:** Assess for and identify clients in spiritual distress, demonstrating sensitivity and respect.

**Level II:** With client consent, implements interventions for spiritual distress demonstrating sensitivity and respect.

- Utilize knowledge to demonstrate leadership, resource management, delegation and supervision.

**Level I:** Manage self in providing basic nursing care for selected adult clients.

**Level II:** Manage nursing care for individuals and families.

**PSLO #2: HEALTH EVANGELISTS**

Students practice and promote physical, emotional, mental and spiritual healing as they:

- Apply the nursing process in diverse settings to provide evidence-based physical, mental, and spiritual care for individuals and families.

**Level I:** Apply the nursing process for selected problems of adult individuals.

**Level II:** Incorporate the nursing process in diverse settings for individuals, families, and communities.

- Utilize the nursing process of assessment, analysis, planning, intervention, and evaluation in providing education regarding health-promotion lifestyle activities of individuals and families, in a culturally sensitive and compassionate manner, with a focus on quality improvement.

**Level I:** Apply the nursing process related to health promotion education for selected problems of adult individuals.

**Level II:** Incorporate the nursing process related to health promotion education for individuals, families, and communities with the increased ability to focus on quality improvement.

### **PSLO #3: PROFESSIONAL GROWTH**

Students assume responsibility for continuing professional development through self-directed learning, improvement, and evidence-based nursing practice.

**Level I:** Recognize self-directed learning and quality improvement as vital aspects of professional nursing.

**Level II:** Demonstrate consistent commitment to self-directed learning, and quality improvement, resulting in attainment of professional nursing practice.

### **PSLO #4: CRITICAL THINKERS**

Students engage in effective critical thinking by:

- Synthesizing the knowledge and principles from the humanities, sciences, and nursing.

**Level I:** Apply knowledge and principles from the humanities, sciences, and nursing to form purposeful judgment.

**Level II:** Integrate and synthesize advanced knowledge and principles from the humanities, sciences, and nursing to form purposeful judgment.

- Utilizing the nursing process (assessment, analysis, planning, intervention, and evaluation) to make clinical judgments and plan care for individuals, families and communities.

**Level I:** Apply the nursing process related to health promotion education for selected problems of adult individuals.

**Level II:** Incorporate the nursing process related to health promotion education for individuals, families, and communities with the increased ability to focus on quality improvement.

### **PSLO #5: EFFECTIVE COMMUNICATORS**

Students initiate collaborative behaviors, demonstrating effective written and oral communication skills including utilizing various current information technology, in a variety of settings.

**Level I:** Practice beginning collaborative behaviors, using basic communication and information technology skills—for example, email, computer, Internet, EMR, teleconference, and text/phone.

**Level II:** Demonstrate and initiate collaborative behaviors using effective communication skills in a variety of settings.

### **PSLO #6: QUANTITATIVE THINKERS**

Students solve quantitative problems and demonstrate accountability by the accurate preparation and administration of medication doses. Students utilize quantitative communication in both written and oral forms to maintain safe, effective nursing care.

### **PSLO #7: PRINCIPLED WORKERS**

Students demonstrate professional accountability, responsibility and integrity as they:

**Level I:** Recognize own strengths and weaknesses in the area of accountability, responsibility, and integrity in the nursing student role.

**Level II:** Demonstrate professional accountability, responsibility, and integrity in a variety of clinical nursing settings.

- Integrate ethical and legal principles in nursing practice.

**Level I:** Identify common ethical and legal principles that affect nursing practice.

**Level II:** Integrate ethical and legal principles in nursing practice.

- Engage in therapeutic nursing interventions which support healthful behaviors, disease prevention, illness recovery, and acceptance of the dying process.

**Level I:** Perform basic therapeutic nursing interventions with frequent directive cues.

**Level II:** Perform intermediate and advanced nursing interventions with occasional support cues.

***What types of employment or occupation is this program designed to prepare students for?***

The Nursing Program will prepare students to work as registered nurses in hospitals, clinics, and community settings. Graduates will also be prepared to continue their education in a baccalaureate program or bi-vocational options. This dual ministration focus prepares them as medical missionaries to Heal a Hurting World.

***AS in Nursing Admission Requirements***

As future health care providers and leaders in health evangelism training and practice, the Nursing graduate must have a reputable character, intellectual capacity, a deep commitment to the well-being of both their local and global community, and dedication to service. These components are assessed in the initial application process and throughout the program.

Application for formal admission to the AS in Nursing program is open to students when they have successfully completed the prerequisites (see below). Priority will be given to those who have taken Pre-Nursing at Weimar. All new students will be required to attend the orientation prior to the start of the first semester.

Students will submit an application for admission into the program. The student may be required to participate in an admissions interview. After acceptance to the College, students may apply for the Nursing program. The Nursing Admissions Committee will determine whether or not the student qualifies for the program. The criterion for admission into the program includes, but is not limited to, the following:

- Spiritual commitment
- Ethical and social standing
- Academic eligibility
- GPA must be 3.0 or higher; each course must be passed with a minimum of a C (76%); only two courses may be repeated more than once
- Test scores (a 65% or higher is required on the Kaplan Admission Assessment Examination; a TOEFL iBT score of 80 or higher is required for all international students)
- CPR certification
- Quality & content of cover letter
- Prior education completed (in required and recommended courses)

- Required Immunizations (MMR, Td, Hepatitis B, Varicella, Influenza and TB skin test or TB Gold Blood test)
- Health Insurance
- Emotional balance
- Dedication to health evangelism and service
- Compassion for people
- Dedication to a healthy lifestyle, including NEWSTART principles

### ***AS in Nursing Program Requirements***

Students intending to complete an AS in Nursing are required to meet the following criteria and the general admissions policy of Weimar Institute, including minimal levels of prior education, preparation, or training. See page 73 for pre-nursing course requirements.

The following scale will be used to determine the student's final grade:

A	92-100	B-82-83	D+	72-73
A-	90-91	C+80-81	D	68-71
B+	88-89	C76-79	D-	66-67
B	84-87	C-74-75	F	0-65

### ***AS in Nursing Graduation Requirements***

Total Units for Graduation: 80.5 semester units

The Weimar Institute Associate Degree Nursing Program will include pre-nursing courses in the natural, social, and biological sciences, and nursing courses. In order to be considered a graduate of the Weimar Institute Associate Degree Nursing Program, students will be required to successfully complete all of the courses required for graduation. Students should consult with a Weimar Institute nursing faculty advisor regarding graduation eligibility upon entry into the Associate Degree Nursing Program. Graduation applications must be submitted by the beginning of the Fall semester prior to anticipated graduation.

The Weimar Institute Associate Degree Nursing Program will accept no grades below "C." Students must also maintain a minimum of a 76% average on exams in each course.

During the course of study in the Nursing Program, Kaplan examinations will be given during the following courses:

#### **Semester 1:**

*NURS 220: Fundamentals of Nursing*

*NURS 221: Beginning Medical-Surgical Nursing*



### Semester 2:

*NURS 223: Intermediate Medical-Surgical Nursing*

*NURS 225: Psychiatric/Mental-Health*

*NURS 226: Pharmacology*

### Semester 3:

*NURS 300: Medical-Surgical Nursing*

*NURS 301: Pediatrics (summer intensive)*

### Semester 4:

*NURS 303: Advanced Medical-Surgical Nursing*

*NURS 304: Maternal-Child Nursing*

Students will be provided with feedback and remediation resources in the event the examinations are not successfully passed.

At the end of the fourth semester students will take the Secured Predictor Test exit examination that students must PASS at 61% in order to pass the course. If the student does not pass, remediation of all questions are to be completed and the test must be retaken by end of May or sooner. If the student does not pass the second time, a third attempt may be taken within three weeks of the last test or sooner. The student may be able to march during graduation, but final grades will not be released until the Predictor test score is finalized. The student will receive an "Incomplete" grade until then. If the student is unsuccessful on the third attempt, they will receive a failing grade in NURS 303.

## AS Nursing Course Requirements

*Must pass math placement entrance exam.*

<i>Pre-Nursing*</i>			<i>30-36 credits</i>
Fall Semester			
<b>BIOL</b>	<b>121</b>	<i>Anatomy &amp; Physiology I</i>	3
<b>BIOL</b>	<b>121a</b>	<i>Anatomy &amp; Physiology I Lab</i>	1
<b>ENGL</b>	<b>101</b>	<i>College English I</i>	3
<b>RELB</b>	<b>101</b>	<i>Life and Teachings of Jesus</i>	3
<b>PSYC</b>	<b>101</b>	<i>General Psychology</i>	3
<b>FDNT</b>	<b>214</b>	<i>Human Nutrition</i>	3
<b>MATH</b>	<b>110</b>	<i>Survey of Applied Mathematics</i>	3
(OR DEMONSTRATE PROFICIENCY BY EXAMINATION)			
Spring Semester			
<b>BIOL</b>	<b>122</b>	<i>Anatomy &amp; Physiology II</i>	3

<b>BIOL</b>	<b>122a</b>	<i>Anatomy &amp; Physiology II Lab</i>	1
<b>CHEM</b>	<b>111</b>	<i>Survey of Chemistry</i> (OR DEMONSTRATE PROFICIENCY BY EXAMINATION)	3
<b>COMM</b>	<b>202</b>	<i>Speech Communication</i>	3
<b>SOCI</b>	<b>215</b>	<i>Introduction to Sociology</i>	3
<b>BIOL</b>	<b>223</b>	<i>Introductory Microbiology</i>	3
<b>BIOL</b>	<b>223a</b>	<i>Introductory Microbiology Lab</i>	1

\*Must be completed prior to acceptance into the AS Nursing program.

<b>AS Nursing</b>			<b>47 credits</b>
<b>NURS</b>	<b>220</b>	<i>Fundamentals of Nursing</i>	4.5
<b>NURS</b>	<b>221</b>	<i>Beginning Medical-Surgical Nursing</i>	4.5
<b>NURS</b>	<b>222</b>	<i>Introduction to Pharmacology</i>	1
<b>NURS</b>	<b>223</b>	<i>Intermediate Medical-Surgical Nursing I</i>	4.5
<b>NURS</b>	<b>224</b>	<i>Geriatric Nursing</i>	2
<b>NURS</b>	<b>225</b>	<i>Mental Health/Psychiatric Nursing</i>	3.5
<b>NURS</b>	<b>226</b>	<i>Pharmacology</i>	2
<b>RELB</b>	<b>271</b>	<i>Religion &amp; Health</i>	3
<b>NURS</b>	<b>300</b>	<i>Intermediate Medical-Surgical Nursing II</i>	5.5
<b>NURS</b>	<b>301</b>	<i>Pediatric Nursing (taken in the summer)</i>	3.5
<b>NURS</b>	<b>302</b>	<i>Health Promotion/Disease Prevention Nursing</i>	4
<b>NURS</b>	<b>303</b>	<i>Advanced Medical-Surgical Nursing</i>	5.5
<b>NURS</b>	<b>304</b>	<i>Obstetrics/Maternity Nursing</i>	3.5

### Notice to Prospective Degree Program Students

This institution is approved by the Bureau for Private Postsecondary Education to offer degree programs. To continue to offer degree programs, this institution must meet the following requirements:

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- Achieve accreditation candidacy or pre-accreditation, as defined in regulations, by July 1, 2017, and full accreditation by July 1, 2020.

If this institution stops pursuing accreditation, it must:

- Stop all enrollment in its degree programs, and
- Provide a teach-out to finish the educational program or provide a refund.

An institution that fails to comply with accreditation requirements by the required dates shall have its approval to offer degree programs automatically suspended.

## Religion Department

The program emphasizes helping students obtain a deeper, experiential knowledge of God through the rigorous study of Scripture and nature. Students will gain a knowledge of, and respect for Scripture, specifically the fundamental beliefs, worldview, and mission of the Adventist Church. It also provides for opportunities to integrate with the NEWSTART® Lifestyle Program, the campus church, and with local, national, and international mission experiences. Combined with the General Education program, this program will help develop students wholistically—physically, emotionally, mentally, and spiritually.

### Programs Offered

- BA in Religion
  - Theology Emphasis
  - Religious Studies Emphasis
- Religion minor

The BA in Religion, Theology Emphasis, is the regular pre-seminary track. It includes the prerequisite classes required for attending a Seventh-day Adventist theological seminary. The BA in Religion, Religious Studies Emphasis is a more flexible track. It allows a student to take a minor along with his or her religion degree. This minor can be in a completely separate field, such as Biology, Chemistry, etc. It does not fully satisfy prerequisite requirements for a Theological Seminary. BA in Religion graduates with a Religious Studies Emphasis may still enter the seminary, but must take additional classes the summer before the regular program begins. The Religion Minor is intended to supplement other majors.

### BA in Religion (*both emphases*)

#### *Mission Statement*

It is the mission of the Religion Department at Weimar Institute to prepare students for future ministry as pastors, teachers, missionaries, and administrators within the Seventh-day Adventist Church. Furthermore, emphasis is placed upon helping the student obtain a deeper, experiential knowledge of God through the rigorous study of Scripture and the development of the physical, emotional, mental, and spiritual aspects of life.

### ***What will the instruction be like?***

The mode of instruction is primarily face-to-face. This residential program has a robust field experience related to the student's specific degree or emphasis chosen (Theology or Religious Studies).

Students taking the Theology Emphasis will study biblical languages and take part in additional activities related to pastoral ministry and/or academic research that includes but is not limited to church member visitations, conducting and/or observing church board meetings, leading out in church services, teaching Sabbath Schools, research and writing, mentoring under professors or instructors, and teaching in class settings.

Students taking the Religious Studies Emphasis will meet their objectives through a combination of in-class lectures, internships, and mentorship alongside pastors, faculty, and educators with opportunities for preaching, teaching, and sharing content learned in the classroom.

### ***Who should attend this type of program?***

The BA in Religion (either emphasis) prepares students who plan to attend graduate school in the field of religion or theology. These programs are not only designed to equip students for the challenges of postgraduate education, however. They also include practical applications of pastoral and evangelistic functions. Such opportunities take place both in the community and in international contexts. This is to foster an appreciation of Christ-like, selfless service. The program (with either of its emphases) therefore serves as preparation for future service as pastors, teachers, professors, chaplains, and church administrators.

### ***Expected Outcomes for Successful Graduates***

The Program Student Learning Outcomes (PSLOs) expected of each Religion program graduate are outlined briefly below. A comprehensive listing including rubrics and a description of the expected levels of student performance can be obtained from the Religion Department.

After successful completion of the BA in Religion, our graduates will follow Jesus as:

#### **PSLO #1: SPIRITUAL LEADERS**

Students follow Jesus Christ's example of faith-filled leadership, by rendering love-motivated church ministry that magnifies the universal principles of the biblical Ten Commandments in speech and action.

#### **PSLO #2: COMPREHENSIVE EVANGELISTS**

Students practice and promote physical, emotional, mental, and spiritual healing by leading in collaborative, community-based programming among diverse people groups domestically or internationally.

### **PSLO #3: DISCRIMINATING READERS**

Students investigate a field-related question and display their ability to discern the bias and worldview of both scholarly and non-scholarly publications from the perspective of a biblical worldview by articulating a relevant question, analyzing a collection of publications, and identifying strengths and weaknesses in methods and conclusions.

### **PSLO #4: CRITICAL THINKERS**

Students evaluate a controversy or problem related to theology or related problems where diverse perspectives of the controversy or problem are assembled, analyzed, and used to draw a biblically consistent conclusion or judgment.

### **PSLO #5: EFFECTIVE COMMUNICATORS**

Students effectively communicate “threshold concepts” in religion or theology in both written and oral forms by leading other individuals to accept them.

### **PSLO #6: BIBLICAL SCHOLARS**

Students proficiently identify relevant biblical concepts by accurately locating and reciting fundamental Bible verses and by using an appropriate Bible hermeneutic.

## ***BA in Religion Initial Admission Requirements***

Students intending to complete a BA in Religion are required to meet the criteria noted in the general admissions policy of Weimar Institute. Admission requirements include minimum levels of prior education, preparation, and/or training.

The initial application process requires multiple references and an interview with the student. It explores such things as character, commitment to ministry, and features discussed below. These components are assessed in the application process through multiple references and an interview with the student. In addition, in order to graduate with a BA in Religion, application for formal admission to the program is required.

## ***Program Admission Requirements***

As a future pastor, teacher, professor, chaplain, or church administrator, the Religion graduate must have a reputable character, intellectual capacity, a deep commitment to the well-being of both his local and global community, and

dedication to service. Furthermore, a dedication to spirituality, healthy lifestyle, and ethical conduct is expected. These components are assessed in the initial application process and throughout the program.

Application for formal admission to the BA in Religion degree program is open to students during the middle of their second year (see updated requirement checklist at the Religion Department office). Students will submit an application requesting admittance into the program. If denied, students may submit more than one application. The Religion program faculty together with the Academic Standards Committee will determine whether or not the student qualifies for the program.

The criteria for admittance into the program include, but are not limited to the following:

- Spiritual commitment
- Dedication to health evangelism, public and personal evangelism, and service
- High ethical and social standing
- Emotional balance
- Compassion for people
- Dedication to a healthy lifestyle, including NEWSTART® principles
- Academic eligibility (3.0 GPA or higher. Up to two (2) core courses may be repeated to meet or maintain eligibility. Students not qualifying may still complete the BA in Theology or BA in Religion degree, but without faculty endorsement.)

***For what type of employment or occupation is this program designed to prepare students?***

The BA in Religion degree will prepare the student for a variety of ministry, church, and education related occupations. Graduates from the program can expect to find employment as pastors, missionaries, teachers, and administrators within Seventh-day Adventist institutions. Graduates are also equipped to further their education with post-baccalaureate degrees. However, Weimar Institute is not currently accredited and entrance into any graduate-level professional degree or academic program is at the discretion of the graduate institution. Students should contact the Religion Program Chair regarding their specific needs, graduate school possibilities, and where other students have successfully transferred their coursework or degrees.

Graduation Requirements

A minimum of 120 semester credits is required for the degree. The student pursuing the Bachelor of Arts in Religion will fulfill the general education requirements, including the practical, work education, and ministry-related components. In addition, students will take the specific core, cognate, and emphasis-related courses listed below. Students will complete a minimum of 30 upper-division credits.

Students taking the BA in Religion with a Theology Emphasis are not required to have a separate minor due to the additional requirements of the pre-seminary track. Students taking the BA in Religion with a Religious Studies Emphasis must choose one or more minors offered by Weimar Institute in order to complete their degree.

Both the Theology Emphasis and the Religious Studies Emphasis of the BA in Religion include the 9 credits of Religion classes which are part of the General Education requirement for all students (indicated by parentheses around the number of credits for these classes on the next page). In addition, Religion majors must take RELP 308, Biblical Preaching and Homiletics to satisfy the speech portion of the General Education Requirement (see below). Students in this program would also need to take the 37-40 credits of other classes that are listed as General Education requirements, along with sufficient electives to amount to the 120 total credits needed for graduation.

Religion Course Requirements

Religion Core			45 credits
RELB	101	Life and Teachings of Jesus	(3)
RELB	301	Daniel	(3)
RELB	308	Biblical Preaching and Homiletics	(3)
RELB	250 or 350	Principles of Christian Faith*	(3)
RELH	203 or 302	Seventh-day Adventist Church History*	3
RELB	245	Old Testament Studies I	3
RELB	246	Old Testament Studies II	3
RELB	302	Revelation	3
RELH	303	History of the Christian Church I	3
RELH	304	History of the Christian Church II	3
RELP	320	Personal Evangelism	3
RELT	346	Sanctuary Doctrine	3
RELP	355	Church Ministry and Leadership	3
RELP	370	Public Evangelism	3



## RELIGION DEPARTMENT

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RELP	385	Christian Ethics	3
RELB	435	New Testament Studies I	3
RELB	436	New Testament Studies II	3
RELT	439	Prophetic Ministry of Ellen G. White	3
RELP	484	Practicum in Church Ministry Capstone	3

\*One class counts as general education credits, the other counts as credits towards the Religion major.

### **Cognate** **2 credits**

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NSCI	290	Issues in Origins	2
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### **Theology Emphasis** **15 credits**

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GREK	201	New Testament Greek I	3
GREK	202	New Testament Greek II	3
HEBR	201	Biblical Hebrew I	3
HEBR	202	Biblical Hebrew II	3

#### CHOICE OF EITHER

RELM	327	Cross Cultural Mission	3
RELT	386	Christian Apologetics & Worldviews	3

### **TOTAL CREDITS FOR BA IN RELIGION (THEOLOGY EMPHASIS)** **62 CREDITS**

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### **Religious Studies Emphasis** **6 credits**

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CHOOSE 6 CREDITS FROM ANY OF THE FOLLOWING COURSES

GREK	201	New Testament Greek I	3
GREK	202	New Testament Greek II	3
HEBR	201	Biblical Hebrew I	3
HEBR	202	Biblical Hebrew II	3
RELB	271	Religion & Health	3
RELM	327	Cross Cultural Mission	3
RELT	386	Christian Apologetics & Worldviews	3

### **TOTAL CREDITS FOR BA IN RELIGION (RELIGIOUS STUDIES EMPHASIS)** **53 CREDITS**

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## Religion minor

Weimar Institute maintains a strong emphasis in religion coursework inside of the General Education requirements; students are required to take 9 semester credits of religion courses. By taking an additional 10 credits of Religion classes aside from those obtained from G.E. (6 must be upper division), students can

minor in Religion. NOTE: A Religion minor CANNOT be taken with a Religion major.

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# Information and Policies

## Academic Freedom

Weimar Institute considers the following parameters to be responsible guidelines in the exercise of academic freedom:

1. The Word of God is Weimar Institute's standard of truth. We believe it brings meaning, value, and worth to every endeavor available to mankind and is relevant to every aspect of Weimar Institute life.
2. Accurate scholarly work must be according to acceptable standards recognized by a community of scholars.
3. Facts used by researchers must not be tainted by persuasive personality, position of authority, or influence.
4. True scholars will consider the opinions of others and be open to criticism.
5. The scholar who exercises academic freedom must also show respect and regard for the reputation, educational goals, and mission of the Institute with which he or she has a working association.
6. In exercising the right to academic freedom, the scholar should present ideas as personal opinion and not as a position statement of Weimar Institute, unless he or she has been officially designated to speak for the Institute.
7. Weimar Institute subscribes to the principles of academic freedom promulgated by the General Conference of Seventh-day Adventists.

## Academic Integrity

Weimar Institute values academic integrity and supports healthy academic choices. Students maintain academic integrity when they uphold Biblical standards of ethics and honesty and refrain from activities that are opposed to upstanding Christian deportment. Plagiarizing, cheating, misusing or falsifying information, submitting multiple copies of papers in different classes without adequate revision or permission, and writing papers for other students are among activities that are not condoned by Weimar Institute. If the student is found to be acting dishonestly, a course of action will follow that may include meeting with the teacher involved, the Vice-President of Academic Affairs, and/or a committee of Institute faculty before a final decision is reached. Possible consequences include a failing grade for the assignment, a failed course, or in

some cases, dismissal from Weimar Institute. A problem-solving procedure is available for students who decide to appeal the final decision.

## **Academic Probation**

Students will be placed on academic probation at the end of any semester during which their cumulative grade-point average drops below 2.5 or they receive 2 D's or 1 F for their final grades. The Student Success Coordinator will counsel students on academic probation regarding their program. Normally, the student on academic probation will not be allowed to take more than 12 academic credits per semester. While this does not include credits awarded for Work and Physical Development, it does include remedial courses and courses which are audited. Students remaining on academic probation for more than two semesters may be asked to discontinue studies at Weimar Institute. The student may be reinstated to regular standing after the student's cumulative grade-point average rises above 2.5 and he or she has passing grades.

## **Announcements**

Changes in academic policies announced during the school year are as valid as the printed regulations.

## **Attendance Policy**

Regular attendance is required at classes, assemblies, and dormitory worship. Class attendance policies will be included in the class syllabi and addressed by the instructors at the beginning of each term. Class absences may be excused at the discretion of the teacher and/or the Vice-President of Academic Affairs. Students may be allowed to make up examinations and other class work at the teacher's discretion and/or by permission of the Vice-President of Academic Affairs.

## **Auditing Courses**

The student may audit one or two courses a semester. They may change an audit to credit only during the first seven business days of the semester. Changing from credit to audit may be done up until two weeks after midterm grades are posted. An audit student is required to attend a minimum of 85% of classes, but is not obligated to complete class work or take course quizzes or examinations. Students who have audited a class will not be allowed to challenge that class. The fee for auditing a course is 50% of the tuition charge per credit, if taking a course load under 12 credits or above 18 credits.

## Class Load

Students who have a cumulative GPA of 3.5 or higher may submit a petition to the Academic Standards Committee to be allowed to take over 18 credits.

Students on academic probation must have approval from the Student Success Coordinator in order to take more than 12 credits per semester. Students taking fewer than 12 credits per semester will be charged per credit. Please see *Semester Tuition Charge* (95) for details.

International students must be enrolled in at least 12 credits per semester.

Full time load students will have priority for dorm housing over part-time students. If space is available, part-time students who are on a degree track and taking a minimum of 6 credits may reside in the dorms.

## Class Standing

At the beginning of the Fall semester, students are classified as follows: Freshman, 0-30; Sophomore, 31-60; Junior, 61-90; and Senior, 91+.

## Course Changes

The last date to enter classes is the seventh class day after the semester begins. The student must fill out a Change in Course Enrollment form, which is available at the Registrar's Office, and obtain the necessary signatures before returning the form to the Registrar in order for the change to be official.

After the first seven class days of the semester and up to two weeks after mid-term grades are posted, the student may drop (withdraw) from a class. A \$20 fee is charged per Change in Course Enrollment form filed with the Registrar's Office and a "W" (withdrawal) is recorded on the transcript.

If the course is dropped before the seventh class-day after classes begin, it will be deleted from the record. A completed withdrawal form must be filed with the Registrar's Office.

## Credit Hour Compliance

Compliance with classroom instruction time is monitored by the Registrar during the development of each semester's course schedule. In addition, Credit Hour Policy Compliance is evaluated through the following:

- The Records Office reviews syllabi for one department per semester (Business Administration BA, Christian Education BA, Natural Science BS, Psychology BA, Religion BA, Nursing AS) on a 3-year cycle.

- Program chair and faculty review program syllabi for credit hour compliance as part of Annual Program Assessment and Comprehensive Program Review. Annual Program Assessment occurs yearly on a 5 year cycle and Comprehensive Program Review occurs in the sixth year, cf. Weimar Institute Program Assessment Timeline.

## Credit Hour Policy

Weimar Institute recognizes federal regulations which define a credit hour as: “An amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than (1) One hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately fifteen weeks for one semester.”

Following this standard, a 3 credit class is scheduled to meet 3 times per week for 50 minutes or twice a week for 75 minutes, for a total of 15 weeks. In addition, the expectation for students is to work (study, read, develop class deliverables, etc.) outside of class 6 hours per week. The total student worktime per semester would equate to 135 hours. An intensive course may be offered in a shorter time span than a semester, but would still contain the same required hours of student work. In addition, one semester credit hour of practicum represents 60 hours of laboratory, practicum, or observation experience.\*

\*For Nursing department courses, one semester credit hour of laboratory represents 45 hours.

## Final Examinations

Final examinations for each semester will be scheduled and posted by the Registrar. While scheduled exam times may be different than class times, students are expected to meet and take the exam during the scheduled time. Instructors may reserve the right to refuse to reschedule individuals. In all but the most extreme cases, students are expected to meet the schedule. However, if the assigned time(s) creates “undue hardship” for a student, he/she may request to reschedule an exam through the following process: (1) A written request with explanation of “undue hardship,” (2) written approval by course instructor, (3) signature of approval by the Vice-President for Academic Affairs, and (4) a \$50 fee per exam. This will help ensure final exam week (and the weeks leading up to it) to flow smoothly.

## Grades

Grade reports are posted on Populi. Upon student request, grade reports may be sent to parents at the end of each semester. Corrections and grade changes by the instructor must be made within three weeks after the final grade is posted.

Weimar Institute uses the following grading and grade-point value system:

A	4.00	B-	2.67	D+	1.33
A-	3.67	C+	2.33	D	1.00
B+	3.33	C	2.00	D-	0.67
B	3.0	C-	1.67	F	0.00

This four-point system is used in computing the grade-point average. The student's grade-point average is computed by dividing the total number of grade points earned by the attempted credits.

At Weimar Institute, we strive to avoid grading exclusively by class ranking. This encourages cooperative class learning experiences where students can work together toward a better understanding of the subject or problem.

I	Incomplete	Not computed
AUD	Audit	Not computed
W	Withdrawal	Not computed
P	Pass	Not computed

### *Incomplete*

An Incomplete (I) may be given only when serious, extended illness or other highly disruptive and unexpected circumstances have made completion of the course work during the semester impossible. If the Incomplete is approved, the student will have until an agreed-upon date to finish the course. All outstanding course work must be completed no later than the end of the following semester. If the student fails to complete the required course work by the agreed upon date, he or she will receive a grade based upon work submitted by the deadline.

### *Audit*

An Audit (AUD) denotes a course not taken for academic credit or grade. A student may audit one or two courses a semester. They may change an audit to credit only during the first seven business days of the semester. Changing from credit to audit may be done up until two weeks before the final examination date. An audit student is required to attend a minimum of 85% of classes, but is not obligated to complete class work or take course quizzes or examinations. Students who have audited a class will not be allowed to challenge that class. The

fee for auditing a course is 50% of the base credit fee if auditing the course takes the course load above 18 credits. Students who wish to sit in on a class for more than 10% of the semester but who do not choose to take or audit the class must make an official request to the Academic Standards Committee.

### ***Withdrawal***

If a student withdraws from a course during the first seven business days of the semester, the course will not be recorded on their transcripts. But if a student drops a course after the first seven business days of the semester and up to two weeks before final examination week, the drop will be recorded as withdrawn (W) on the transcript. This grade will not affect the grade point average.

### ***Pass/Fail***

Pass (P) is used to indicate the successful completion of a course taken on the pass/fail option. Courses which can be taken with pass/fail option include experiential learning portfolios, challenge examinations, work education, and practicums. Students electing this option will be given a P grade if their work in the course is rated as equivalent to C or better. If the work is not rated at this level, F will appear on the permanent record. The P and F are not included in the computation of the grade point average.

## **General Graduation Requirements**

Students who elect to take any class(es) out of sequence thereupon become solely responsible for completion of program requirements toward graduation as published in the bulletin. Weimar Institute cannot change established program sequencing to meet individual needs.

### ***Requirements***

1. A minimum total of 120 credits for bachelor degrees—this includes the listed general studies requirements and the specific requirements for a departmental major.
2. A cumulative GPA of 2.00 (C) or better.
3. No grade below C- in student's degree field may apply toward graduation.
4. A minimum of 24 (for associate) or 30 (for bachelor) credits earned in residence with a minimum of 12 (for associate) or 24 (for bachelor) of those credits earned during the graduation/senior year.
5. An acceptance into the graduating class during the Fall semester of the second year (for associate) or fourth year (for bachelor) by vote of the



Institute Council upon recommendation from the candidate's major department.

6. Students must fill out an Intent to Graduate Application by October 31 of their Senior Year for a Spring Graduation or by or by April 1 of their Senior Year for a Fall Graduation.
7. Students must complete all requirements for their degree to be eligible to participate and march in the graduation ceremony. Students with outstanding requirements or classes must delay their graduation until the end of the semester in which the requirements are completed.
8. A demonstrated evidence of Christian growth and commitment.
9. Students are normally expected to meet the requirements as published in the Weimar Institute Bulletin for the academic year that they originally entered the Institute. However, a subsequent bulletin may be chosen during the student's enrollment if the new requirements benefit the student's overall academic program. Students must follow the requirements of a single bulletin in its entirety to qualify for graduation.

The student may be required to follow a current or newer bulletin under the following circumstances:

1. Students who have broken residence by not attending Weimar Institute for one academic year will be expected to follow the requirements of the bulletin in effect upon their re-enrollment or a subsequent one.
2. Students who change their major field of study will be expected to follow the requirements of the bulletin in effect when they make the change.
3. Students who have completed all but one or two classes for their degree, yet do not stay to finish those final classes at the time of their studies on campus, will be subject to the following cut off dates: Certificates—two years from date of last enrollment; four-year degrees—five years from date of last enrollment.

Students must complete all requirements for their degree within the allotted time, otherwise they must re-enter school under the most current bulletin and meet the requirements of that bulletin (this includes students who have taken a leave of absence).

## Incompletes

An Incomplete (I) may be given only when serious, extended illness or other highly disruptive and unexpected circumstances have made completion of the course work during the semester impossible. If the Incomplete is approved, the student will have until an agreed-upon date to finish the course. All outstanding

course work must be completed no later than the end of the following semester. If the student fails to complete the required course work by the agreed upon date, he or she will receive a grade based upon work submitted by the deadline.

## **Directed Studies**

Occasionally, to complete requirements for their degree, students may wish to take a regular course in a term when it is not offered. Thus students may seek a Directed Study option. However, students must understand that, because the appropriate faculty must be available and approvals must be granted, the option of Directed Study for a particular course is not always available. The Directed Study must provide the student with close supervision, achieving the same course objectives that would have been accomplished had the student taken the course on a regularly scheduled term. An application form must be filled out, signed, and submitted to the Registrar's Office at registration. This form becomes a part of the student's file and provides additional information about the directed study experience.

## **Non-degree Students**

Students who desire to take an occasional class may enroll as a non-degree student. If the student should decide to pursue a degree, they need to go through the regular application process. At that time, the credits they earned as a non-degree student can apply towards their graduation requirements. Weimar Academy seniors may apply to the Institute for non-degree status.

## **Photo Release**

By registering at Weimar Institute, students authorize the use and reproduction by the Institute, or anyone authorized by the Institute, of any pictorial images (including conventional, video, and digital photography) taken of them while enrolled at Weimar Institute, without compensation. All negatives, positives, digital files, and prints shall constitute Weimar Institute property, solely and completely.

## **Release of Information**

Weimar Institute may release directory information about enrolled students to the public who has a need to know unless the student chooses to refuse disclosure. Directory information includes information such as student name, school address, major and emphasis/concentration, year in Institute, dates of attendance, date of graduation, and degrees and awards received.

Weimar Institute chooses not to release the following confidential information about enrolled students to persons outside the institution or persons within who do not have a legitimate educational need to know, including the name of student's parent(s) or family members, the family address, personal identifiers (e.g., social security number, cell phone number, date of birth), personal characteristics, academic evaluations, grades, transcripts, counseling & advising records, disciplinary records, letters of recommendation, medical, psychology & police records, scores on placement examinations, billing & fee payment records, and the student's class schedule. Release of information forms are provided at registration.

### Repeating Courses

All grades will be recorded. If courses with a "D" or "F" are repeated, the better grade will be counted in the grade point average (GPA).

### Student Records and Transcripts

The Registrar issues transcripts of the student's Institute record upon a written or faxed signed request by the student. Telephoned or e-mailed requests from students or requests from someone on the student's behalf cannot be honored. Diplomas, certificates, and transcripts may not be released until the student's account is paid in full. For more information on the cost and processing of transcript requests, please see *Release of Transcripts or Degrees* on page 92.

### Student Records Retention

Student records will be maintained at the institution for five years from the last date of attendance. Transcripts, add/drop slips, course transfer forms, and other forms relating to courses and grades will be maintained permanently.

### Credits & Accreditation

Weimar Institute is not accredited. Whether credits obtained at Weimar Institute will be recognized and accepted by other institutes, graduate or professional schools, or hiring organizations is a matter of understandable interest to students. This is a complex question. As such, students must keep the following factors in mind while considering Weimar Institute's contribution to their goal of Christian service.

**BPPE Approval.** Weimar Institute has been granted approval from the Bureau for Private Post-Secondary Education (BPPE) pursuant to California Education Code Section 94310 and 94311 and is registered with the Department of Consumer

Affairs of the State of California (DCA). The Bureau's approval means that the institution and its operation comply with the standards established under the law for private post-secondary educational institutions. The approval is not a form of endorsement or accreditation.

***Notice Concerning Transferability Of Credits And Credentials Earned At Our Institution.***

The transferability of credits you earn at Weimar Institute is at the complete discretion of an institution to which you may seek to transfer. Acceptance of the credits, degree, or certificate you earn in the educational program is also at the complete discretion of the institution to which you may seek to transfer. If the credits, degree, or certificate that you earn at this institution are not accepted at the institution to which you seek to transfer, you may be required to repeat some or all of your coursework at that institution. For this reason you should make certain that your attendance at this institution will meet your educational goals. This may include contacting an institution to which you may seek to transfer after attending Weimar Institute to determine if your credits, degree, or certificate will transfer.

***Transfer.*** Contact the Weimar Institute Registrar for help in facilitating transfer of credit(s). Please note that some institutions require faculty CVs and course syllabi to recognize credits from unaccredited institutions. Weimar Institute does not currently have any articulation agreements with other universities.

While many Weimar Institute students have transferred credits to other Adventist universities, credits earned at Weimar Institute may not necessarily be transferable in all cases and in all schools. It should also be taken into consideration that these credits are less likely to be transferable to non-Adventist institutes or universities. Therefore, the transferring student may need to retake classes if entering another non-Adventist institute or university at some time in the future even after earning credits at Weimar Institute.

In addition, if a student earns a degree, diploma, or certificate at Weimar Institute, it may not be recognized as a basis for obtaining a higher-level degree at another institute or university. For this reason, all students should make certain that attendance at this institution will meet their educational goals by contacting potential institutions and inquiring to determine if Weimar Institute credits, degree, diploma, or certificate will transfer.

Weimar Institute has been recognized as a Candidate for Accreditation by WASC Senior College and University Commission (WSCUC), 985 Atlantic Avenue, Suite 100, Alameda, CA 94501, 510.748.9001. This status is a preliminary affiliation with the Commission awarded for a maximum period of five

years. Candidacy is an indication that the institution is progressing toward Accreditation. Candidacy is not Accreditation and does not ensure eventual Accreditation. Questions about Candidacy status can be directed to Weimar Institute's Accreditation Specialist at (530) 422-7971 or to WSCUC at (510) 748-9001 or at [www.wscuc.org](http://www.wscuc.org).

Please note, as Weimar Institute is not an accredited institution, it may not be recognized for some employment positions, including, but not limited to positions with the State of California.

***Practical Skills.*** While hiring organizations often appreciate the endorsement of an accrediting body, many employers are more concerned with the practical abilities and the qualities of character of the graduate. Many graduates of Weimar Institute have been placed in service-oriented employment, and many of these in denominational positions.

## Leave of Absence

While most students work towards their degrees without interruption of the typical academic schedule, some find it beneficial and/or necessary to allow a break in the planned program. The following two types of leave are provided for by Weimar Institute policy: Emergency Leave of Absence and Planned Leave of Absence.

### *Emergency Leave of Absence*

Emergency Leave of Absences are generally taken during an emergency situation and are defined as a serious illness (personal or family), injury, or death of an immediate family member. Students may fill out and submit an Emergency Leave of Absence Request Form to the Director of Student Services. Approval of the Leave of Absence request is at the discretion of Weimar Institute Office of Academic Affairs.

Students who request an Emergency Leave of Absence must settle all unpaid accounts prior to the Leave of Absence. In requesting Emergency Leave status, students must submit an Emergency Leave of Absence Request Form prior to the period of absence, which includes an explanation of the circumstances relating to their desired leave of absence, how they plan to continue and complete their education program in the future, as well as the date they plan to leave and their estimated return date. Students requesting an Emergency Leave of Absence are responsible for communicating with their instructors regarding make-up assignments for the classwork missed.

Consequences relating to taking a Leave of Absence. Students desiring to take any leave of absence are subject to some or all of the following consequences:

1. Receiving a grade of “incomplete” on coursework not finished by the time of the leave of absence
2. Repeating a course or courses
3. Extending date of graduation.

Students who do not return to Weimar Institute and matriculate by the date specified on any Leave of Absence Request Form must be considered to have withdrawn from Weimar Institute and may be subject to any reapplication procedures as any new student who applies.

### *Planned Leave of Absence*

When it is necessary/appropriate for a student to delay some of his/her coursework in order to pursue other educational or career opportunities for a time, the student may request to take a Planned Leave of Absence. Only students in good standing are considered for an Extended Leave of Absence. In order to request a Planned Leave of Absence, the student must consult with their program director, department chair, or advisor regarding his/her degree or field of study, and obtain support for the request. Then, students must submit a Planned Leave of Request Form to the Registrar prior to the period of absence. The student shall therein state the reasons for the desired leave and the estimated dates for the leave.

Approval will be granted by the Office of Academic Affairs in consultation with program faculty, the program director and the department chair. The decision-making process will consider the impact the leave will have on furthering the educational objectives of the student. Thus, the student must clearly demonstrate the significance of the relationship between the leave of absence and their educational goals. Reasons for taking an Planned Leave of Absence may include professional or academic opportunities relating to the student’s field of study, medical reasons such as a major surgery or other illness, or financial reasons where the student might find it necessary to work for a certain period of time in order to complete his or her studies with adequate funds.

Requests for Planned Leave of Absence are typically granted for no more than 12 months. Students who are granted a Planned Leave of Absence and return by the date specified on the associated form have the option to re-enroll to Weimar Institute under the same bulletin which they were under at the time that the Planned Leave of Absence was granted.

Students who do not return to Weimar Institute and matriculate by the date specified on any Leave of Absence Request Form must be considered to have

withdrawn from Weimar Institute and may be subject to any reapplication procedures as any new student who applies.

## **Withdrawal from Institute**

Students who wish to withdraw from all courses or cancel enrollment must file a Cancellation or Withdrawal Form at the Registrar's Office. Any refund owed to the student will be sent to the address specified on the form within 45 days. A withdrawal may be effectuated by the student's written notice or by the student's conduct, including, but not necessarily limited to, a student's lack of attendance.

## **Work and Physical Development**

All students register for Work and Physical Development each semester. At the work site they are given learning objectives that encompass work ethics, habits, and skills. Students' work and progress are evaluated monthly. All students receive one unit of credit per semester applicable towards graduation requirements. See section entitled *Agriculture Education on page 96* for more details.

For more information on the Work and Physical Development program, see the section of the bulletin entitled Student Assistance Programs.

## **Resources for Learning**

### ***Computer Lab***

A small number of computers are available in the library. A printer is available at the front desk. Please see the front desk for fees.

### ***Internet Access***

Many areas on main campus, including the dormitories, have wireless or land-based Internet access (as available). Students are encouraged to use Internet resources to enhance their learning experience.

### ***Library***

The library contains approximately 20,000 bound volumes and a variety of resource materials, including periodicals. An extensive Ellen G. White collection is housed in the Ellen G. White Study Center on the lower floor of the library. The Center contains E.G.W. Reference, folio, and index books, manuscripts, periodicals, and information on Seventh-day Adventist history. Students also have access to peer-reviewed journal articles and other periodical articles through the EBSCO's Academic Search and CINAHL which may be accessed through

the Populi Library page by clicking on the Links tab. There are also computers hardwired for internet access in the library for student use.

## Financial Information

Perhaps you have looked at our educational programs and are feeling that God is calling you to be at Weimar. Now you are wondering, “What will it take financially to make this happen? Is this even possible?”

We believe that if God has called you, it is possible. What God asks, He also enables you to do. But following God’s call means you must put in your best effort and sacrifice; you must stretch as far as you can mentally, spiritually, physically, socially, and financially. If you are willing to do this, we believe God will gladly help you and so will we.

We at Weimar Institute have committed ourselves to giving you the best education for the lowest possible cost; yet, quality education is not cheap. Every student who chooses to enroll full-time in the Institute will be expected to work and to draw on other financial resources as well. To help students who have done all they can and yet demonstrate a need, a limited number of privately-funded financial assistance programs are also available.

We have seen it again and again. When God calls, and when the one He has called is willing to go to the limit, holding nothing back, God makes a way. If He is calling you to come to Weimar Institute and you are willing to give it your all, take the challenge and answer His call. He is the best business partner you will ever find.

### Financial Planning Services

You will be asked to complete the Financial Plan Worksheet every year showing your payment plan. Tuition assistance programs are available to qualified students.

### Semester Tuition Charge

The full-time student tuition rate is \$7,138.00 per semester and applies to all students taking between 12 and 18 credits. When taking fewer than 12 credits or over 18 credits, the cost is \$595.00 per semester credit.



The full-time Nursing student tuition rate is \$9,000.00 per semester and applies to all students taking between 12 and 18 credits. When taking fewer than 12 credits or over 18 credits, the cost is \$750.00 per semester credit.

A minimum of \$3,000 is due at registration each semester, and the remaining balance is to be paid off during the semester.

Staff students (not staying in the dorms or eating at the cafeteria) are required to pay a minimum of one third of their balance each semester.

Students who pay annual room, board, tuition, and fees in advance by check, cash, or wire transfer are entitled to a 5% discount on tuition only. Credit card payments do not qualify for discounts.

Estimate of Expenses (Baccalaureate Degree Program)

<i>Estimated Expenses</i>	<i>Semester</i>	<i>School Year</i>
Tuition	\$7,495.00	\$14,990.00
Room & Board (3 meal plan)	\$3,955.00	\$7,910.00
Room & Board (2 meal plan)	\$3,608.00	\$7,216.00
Technology Fee*	\$295	\$590
Student Association Fee	\$20	\$40
Accident Insurance Fee* (subject to change)	\$100	\$100
<sup>1</sup> Total: (with 3 meal plan)	\$11,865.00	\$23,630.00
<sup>2</sup> Total: (with 2 meal plan)	\$11,518.00	\$22,936.00
STRF**	\$0.00	\$0.00

\*\*Required by State of California education code; nonrefundable fee (subject to change). Refer to page 98 for details.

Miscellaneous Fees & Charges

Application Fee (One time fee)	\$50
Registration Fee (One time fee)	\$100 *
Commitment Fee	\$150***
Room Deposit	\$195
Books	Varies
Miscellaneous Lab Fees	\$150 per lab

\*Denotes up-front charges due at or before registration.

\*\*\*The commitment fee will be charged upon receipt of Acceptance letter.

Total approximate cost for baccalaureate degree program: \$89,000

Please see business office for current charges. Students should plan to bring sufficient cash for books, and personal items.

## Estimate of Expenses (Nursing Program)

<i>Estimated Expenses</i>	<i>Semester</i>	<i>School Year</i>
Tuition	\$9,450.00	\$18,900.00
Room & Board (3 meal plan)	\$3,955.00	\$7,910.00
Room & Board (2 meal plan)	\$3,608.00	\$7,216.00
Technology Fee	\$295	\$590
Student Association Fee	\$20	\$40
Accident Insurance Fee* (subject to change)	\$100	\$100
Clinical Lab Fees	\$750.00	\$1,500.00
<sup>1</sup> Total: (with 3 meal plan)	\$14,570.00	\$29,040.00
<sup>2</sup> Total: (with 2 meal plan)	\$14,223.00	\$28,346.00
STRF**	0.00	0.00

\*\*Required by State of California education code; nonrefundable fee (subject to change). Refer to page 99 for details.

### Miscellaneous Fees & Charges

Application Fee (One time fee)	\$30.00
Commitment Fee	\$150.00***
Room Deposit	\$195
Books	~\$700/semester
Uniforms/Name Tags	~\$100/uniform

\*Denotes up-front charges due at or before registration.

\*\*\*The commitment fee will be charged upon receipt of acceptance letter.

Total approximate cost for nursing program: \$58,100

Please see business office for current charges. Students should plan to bring sufficient cash for books, and personal items.

## **International Student Charges**

The International Student Deposit is \$2,700 USD.

Of this amount, \$200 is a processing fee; \$1,250 goes into a permanent trust fund, which is refundable upon leaving the Institute, provided all other charges are paid; the remaining \$1,250 is credited to the student's tuition account.

International students may go to [www.collegiaterisk.com](http://www.collegiaterisk.com) to purchase hospitalization insurance or bring evidence of insurance purchased in their home country. For more information on student visas, please contact Weimar Institute's International Student Advisor at 530-422-7926 or via e-mail at [info@weimar.edu](mailto:info@weimar.edu)

## **Student Earnings Withdrawal Policy (International Students Only)**

International students who remain on campus during times when school is not in session, have the option of withdrawing funds from their Work Education earnings during those times. Withdrawals can only be made once a week. The withdrawal amount is limited to \$25.00 per week with total withdrawals not to exceed \$50.00 per month. A student's account must be in good standing, and the student must be faithfully following their Financial Plan, and following what they estimated in the area of Work Education. Approval is required from the Student Finance Representative before the withdrawal will be authorized. If approved, the Student Finance Representative will issue an authorization voucher which will be accepted by the Business Office for the withdrawal. The amount withdrawn will be applied as a debit to the student's account.

## **Student Meal Plan Policy**

Students must specify their meal plan option, 2 meals or 3 meals, when establishing their financial plan with the Student Finance Representative for either the semester or school year. If a student wants to change from a 3-meal plan to a 2-meal plan after the semester has started, the fee difference is non-refundable. If a student establishes a yearly financial plan and wants to change meal options for the second semester, the student must notify the Registrar before the start of the second semester. If notification is not made before the second semester begins, the student will be charged for the original meal plan chosen at the start of the school year.

## Student Finance Policy

Students who pay annual Tuition, Room, Board and Fees in advance are entitled to five (5) percent discount in tuition only, provided the payment is made by check, money order, cash or wire transfer. Credit card payments do not qualify for a discount.

If advance payment is not possible, a monthly payment contract may be drawn up by completing a Financial Support Agreement. Payments are due on the day of each month identified on the Financial Support Agreement.

If the tuition, room and board fees are delinquent for over thirty (30) days, a financial lock will be applied to the student's account. If delinquent for over sixty (60) days, the student will be referred to the Student Finance Committee, and the student may be asked to withdraw from the school.

Based on financial needs, students may qualify for student aid funds. See financial assistance policy #01-605.

Students must pay all past due bills before they can enroll for a new semester. For unusual circumstances, payment contracts may be considered but must be approved by the Student Finance Committee.

The Business Office provides monthly financial statements to the responsible party or the student if the student is the responsible party.

All scholarship funds originated from Weimar Institute or controlled by Weimar Institute to be allocated to qualified students shall be divided over two semesters for Students, with the exception of seniors who will be completing the graduation requirements in one semester or less.

A discount of 5% on tuition only is allowed when two or more members of the same family are enrolled simultaneously as full-time students at the Academy and/or College.

# Tuition Refund Policy

If the Institute has collected tuition money for a course and cancels on or prior to the first day of instruction, 100 percent of academic charges will be refunded to the student within 45 days.

The Institute will refund any credit balance on the student’s account within 45 days after the date of the student’s completion of or withdrawal from the education programs in which the student was enrolled.

Students will receive a 100% refund of all academic charges if notice of cancellation is made through attendance at the first class session or the seventh day after enrollment, whichever is later. A completed official Withdrawal or Cancellation form must be filed with the Office of Admissions and Records. For students who have completed 60 percent or less of the period of attendance for the semester, the refund will be refunded on a pro rata basis as shown on the following chart. Student room and board refunds are prorated according to the number of days the student occupies the room or eats meals in the Cafeteria, subtracted from the number of days charged. Refunds will be sent to the student within 45 days of their cancellation or withdrawal.

Date of Withdrawal/Cancellation	Refund Received
2nd week	93.3%
3rd week	86.67%
4th week	80%
5th week	73.33%
6th week	66.67%
7th week	60%
8th week	53.33%
9th week	46.67%
10th week	40%
After 10th week	0%

If a student is sponsored or supported by a worthy student fund, and the application of the worthy student fund to the account resulted in a credited balance, no refund will be issued to the student. The credit balance will be transferred back to the worthy student fund, up to the amount of the awarded funds.

# Student Assistance Programs

At Weimar Institute, we have chosen to operate without securing or receiving direct or indirect financial aid from federal, state, or other government sources. Therefore, we are not currently involved in any government scholarships or grant programs, and does not intend to become involved.

At the same time, we understand the challenges involved in paying for a college education and are actively seeking ways to assist students who demonstrate a financial need. While limited, these programs help to provide the hard-working, praying student with the chance to stay in school when this might otherwise be impossible.

## Scholarship & Grant Guidelines

Weimar scholarships are strictly for the purpose of school expenses. They will not be paid in cash, but rather as credits to the account. A student may be eligible for more than one scholarship. Scholarship credits to the student's account will be given on a semester-by-semester basis by dividing the total Weimar scholarships available to the student by the number of semesters in a school year. In the last year or senior year, the scholarship will be divided by the remaining semesters before graduation.

Scholarships from outside sources will be credited to the student's account upon receipt. Weimar will not be responsible to manage the terms of the outside scholarships.

After the scholarships have been approved, credit to the student's account will be given upon enrollment. If the student withdraws before the end of the semester, the credit will be prorated in the same manner as the tuition charge (see Policy 01-612).

Scholarships must be utilized within the school year they are granted, and they are not transferable to another person or deferrable to another school year.

The Finance Committee may consider other ministry related summer work programs. Students are to contact the Student Finance Office to verify if the planned work opportunity would qualify. Summer Work Scholarship.

Weimar Institute offers a summer work scholarship program for those who have been accepted as new or returning students for the coming year. Students must have a financial aid application on file with the College and meet the criteria of a worthy student (see Policy 01-6##). Students must work a minimum of 320 hours to qualify for the summer work scholarship program, which will

match 50% of their earnings. Earnings and matching funds will be applied to the student's account. The matching funds will be applied over two semesters. If a student is graduating at the end of the fall semester, all matching funds will be applied in the fall semester. If a student leaves before the end of the school year, the matching funds will be pro-rated and applied based on Policy 01-612.

### **Literature Evangelism Scholarship**

Students who wish to do missionary work and would like to have the possibility of the highest financial return for the time spent in work should consider literature evangelism (LE). The LE program provides the training needed to present life-changing books with tact and skill on the front lines in North American missionary work. LE work challenges students to make their own experience with God more focused and real. Students come to know what they believe, learn how to think, and broaden their options in life. Students in the LE program will learn how to meet and befriend strangers and share the gospel, increase communication skills, learn the art of Christian persuasion, learn how to overcome objections and obstacles, learn leadership skills, and learn faith. Students in literature evangelism work-study receive a percentage of personal book sales.

Students in a conference-approved literature evangelism program during the summer will be granted a scholarship in addition to the amount earned through book sales. This fund is available in the form of discounts applied to the student's account. All scholarships are based upon the students' net LE earnings. All monies forwarded to Weimar Institute through the church or recognized ministry will be matched 50% up to a maximum of \$2,000. Students will receive one half of this scholarship each semester. A statement of net earnings must be forwarded to Weimar Institute by the formalized LE program.

### **Student Missionary Grant**

A student missionary grant of \$1,000 is available for students returning from a successful twelve-month overseas (outside of USA) assignment who enroll at Weimar Institute. An overseas mission assignment sponsored by any Seventh-day Adventist Church or conference related organization can qualify for this grant. Other industries may qualify upon approval from the Student Finance Committee. A recommendation letter from the employing organization needs to be submitted.

## **Task Force/Summer Camp Scholarship**

A Task Force matching scholarship or Summer Camp scholarship of up to a maximum of \$1,000 is available for students returning from Task Force assignments or Summer Camp work in North America sponsored by any Seventh-day Adventist church or recognized ministry. Other industries may qualify upon approval from the Student Finance Committee. The scholarship will be given based on fifty (50) percent of the earnings while on the Task Force or Summer Camp assignment. Students will receive one half of this scholarship each semester. A statement of earnings must be forwarded to Weimar Institute by the church or recognized ministry.

## **Worthy Student Fund**

Weimar Institute is not involved in any government scholarship or grant programs, nor does it intend to become involved in securing or receiving direct or indirect financial aid from federal, state, or other government sources. However, it does have limited funding support (tax deductible donations) from private sources to assist students with a demonstrated financial need. This fund is called the “Worthy Student Fund”.

Worthy Student Fund applicants must meet the following criteria:

- Have a demonstrated financial need
- Exhibit good citizenship
- Maintain a 3.0 GPA
- Meet the requirements outlined on the financial aid application
- Be enrolled in 12 or more credits per semester. Part-time students will be considered as funds are available but will not be given priority over full time students

In order to be considered for worthy student funds, a student must submit a completed financial aid application. The financial aid application must be submitted by the respective College Admissions deadlines for national and international students. A completed application is valid for an entire current school year. Incomplete applications will not be considered.

The Student Finance Committee will review the application along with the required documentation and any other applicable documentation. The Committee will vote on whether to grant funds to the student or deny funding. Distributions will be limited to funding available.

Any funds awarded to a student by the Student Finance Committee will be split between two semesters of the school year the student has applied for. The



Committee may make an exception and disburse the entire funds awarded in one semester.

With the exception of Nursing students, a worthy student fund recipient must work a minimum of 13 hours per week. A student's work records will be reviewed periodically to ensure that the minimum work requirement is being met. If the minimum work requirement is not being met, the Committee has the right to withhold funds.

If a student is awarded worthy student funds and withdraws before the end of the semester, the credit will be prorated in the same manner as the tuition charge (see Policy 01-612).

Worthy student funds must be utilized within the school year they are granted, and are not transferable to another person or deferrable to another school year. Any worthy student funds that remain on a student's account will be returned to the worthy student fund.

# Fees and General Finances

## Accident Insurance

Accident insurance (Workers' compensation) covers only work-related injuries or illnesses ranging from sudden accidents to injuries that happen over time regardless of who was at fault. The basis for the type and level of benefits available to an injured employee are the Workers' compensation laws of the State of California.

The student must purchase the school's accident insurance for \$100 per year. Full details of the coverage are available from the Student Finance Office. Student accident insurance carried by the school is supplemental to any health insurance carried by the student or their parent/guardian. International students are required to purchase hospitalization insurance prior to enrolling at Weimar Institute.

## Application Fee

A first-time applicant must submit a fee of \$50 with the completed application. The fee will be waived for former students who are on assignment as student missionaries or task force workers.

## Book Charges

Students may be able to purchase their books from the Internet or through other book sellers. The expense varies according to the number of classes taken and the cost of the individual curriculum. Each student is responsible for purchasing his or her own books. Some books can be found at the Weimart.

## Change of Course Enrollment

Classes may be entered within the first seven business days of the semester. The student must fill out a Change of Course Enrollment form, which is available at the Registrar's Office, and obtain the necessary signatures before returning the form to the Registrar in order for the change to be official.

**Adding Classes:** After the first seven business days of the semester, no classes can be added.

**Dropping or Auditing Classes:** If the course is dropped before the end of the first seven class days after classes begin, it will be deleted from the record. A

completed Change of Class Enrollment form must be filed with the Registrar's Office.

After the first seven business days of the semester and up to two weeks after midterm grades are posted, the student may drop (withdraw) from a class or audit a class. A \$20 fee is charged per Change of Course Enrollment form filed with the Registrar's Office, and a "W" (withdrawal) is recorded on the transcript.

### **Commitment Fee**

Upon notification of acceptance, a prospective student will submit a commitment fee of \$150, which will be charged upon receipt of acceptance letter. This fee is nonrefundable. International students pay an International Student Deposit in lieu of the commitment fee.

### **Faxed Materials Fee**

Faxed material will be charged at the rate of \$.50 for the first page and \$.25 for each additional page; beyond North America, the fees double.

### **First-time Registration Fee**

To help cover the costs of preparation for the student to enter the Institute, a nonrefundable registration fee of \$100 will be charged the first time the student enrolls at Weimar Institute.

### **Graduation Fee**

A graduation fee of \$100 will be charged to each graduate candidate account in their last semester of courses. This \$100 fee covers the general expenses of graduation, including graduation apparel, graduation supplies, and a reception meal to cover 5 guests.

### **International Students**

The Institute is authorized under Federal law to enroll non-immigrant international students. All International students are required to pay a deposit of \$2700 USD to the Student Finance Office after being accepted to the Institute and prior to the issuance of an I-20 form for use in securing a U.S. Student Visa.

The International Student Deposit covers a \$200 processing fee, and \$1250 will be applied directly to the student's account. The remaining \$1250 will be on deposit until the student's Student and Exchange Visitor Information System (SEVIS) record is terminated. If a financial obligation remains at that time, the deposit will be used to clear the student's debt. If the student must return

home unexpectedly, the deposit may be used to pay for transportation (see International Students Charges for more financial information).

Hospitalization insurance is required for international students and their dependents traveling outside their home country and engaging in educational activities. The student is responsible for obtaining this insurance and presenting a copy of it to the Student Finance Office. The student may opt to purchase it at [www.collegiaterisk.com](http://www.collegiaterisk.com) or find an appropriate alternative.

Under no circumstances can an international student be enrolled in fewer than 12 credits per semester.

## **Late Pre-Registration**

All the steps of the pre-registration process must be completed by the given deadline. If the deadline is not met, a \$175.00 administrative fee will be charged to the student account.

## **Late Registration**

Students must attend registration day to complete their enrollment for the semester. Students who fail to attend registration will be charged a late fee of \$75.00.

## **Laundry**

Washing machines and dryers are located in the dormitories and can be used free of charge. There are also coin-operated washers and dryers by the Weimart if needed. Detergent is available for purchase at the Weimart.

## **Loans**

If a student obtains a loan to pay for any educational program, the student will have the responsibility to repay the full amount of the loan plus interest, less the amount of any refund. If the student receives federal student financial aid funds, the student is entitled to a refund of the money not paid from federal financial aid funds. Since Weimar Institute has not achieved status as an accredited institution of higher education, students at Weimar Institute are not eligible for student Federal financial aid loans.

## **Release of Transcripts or Degrees**

Weimar Institute diplomas, certificates, and transcripts (official or unofficial) may not be released until the student's account is paid in full. Contact the Registrar's office for charges on diplomas and certificate duplicates.

Transcript requests will be charged a fee of \$10 per transcript to be sent by domestic postal mail. The fee is \$15 per transcript for international requests. Additional expenses for special services (express mail, FedEx, etc.) must be paid for by the student at the time of the request and are in addition to the base charge. Regular processing time is 3-5 business days. For 24-hour processing, an extra \$10 fee applies. For current charges and expedited fees, contact the Registrar's Office or email [registrar@weimar.edu](mailto:registrar@weimar.edu).

### **Special Courier Fees**

The cost of any information that is sent using special/expedited couriers will be charged accordingly. This usually involves sending transcripts, expedited shipping services for I-20 forms, etc.

### **Student Association (SA) Fee**

A fee of \$15 per semester will be charged to help cover the cost of Student Association (SA) sponsored activities.

### **Student Tuition Recovery Fund**

The State of California established the Student Tuition Recovery Fund (STRF) to relieve or mitigate economic loss suffered by a student in an educational program at a qualifying institution, who is or was a California resident while enrolled, or was enrolled in a residency program, if the student enrolled in the institution, prepaid tuition, and suffered an economic loss. Unless relieved of the obligation to do so, you must pay the state-imposed assessment for the STRF, or it must be paid on your behalf, if you are a student in an educational program, who is a California resident, or are enrolled in a residency program, and prepay all or part of your tuition.

It is important that you keep copies of your enrollment agreement, financial aid documents, receipts, or any other information that documents the amount paid to the school. Questions regarding the STRF may be directed to the Bureau for Private Postsecondary Education, 2535 Capitol Oaks Drive, Suite 400, Sacramento, CA 95833, (916) 431-6959 or (888) 370-7589.

To be eligible for STRF, you must be a California resident or are enrolled in a residency program, prepaid tuition, paid or deemed to have paid the STRF assessment, and suffered an economic loss as a result of any of the following:

1. The institution, a location of the institution, or an educational program offered by the institution was closed or discontinued, and you did not choose

to participate in a teach-out plan approved by the Bureau or did not complete a chosen teach-out plan approved by the Bureau.

2. You were enrolled at an institution or a location of the institution within the 120 day period before the closure of the institution or location of the institution, or were enrolled in an educational program within the 120 day period before the program was discontinued.
3. You were enrolled at an institution or a location of the institution more than 120 days before the closure of the institution or location of the institution, in an educational program offered by the institution as to which the Bureau determined there was a significant decline in the quality or value of the program more than 120 days before closure.
4. The institution has been ordered to pay a refund by the Bureau but has failed to do so.
5. The institution has failed to pay or reimburse loan proceeds under a federal student loan program as required by law, or has failed to pay or reimburse proceeds received by the institution in excess of tuition and other costs.
6. You have been awarded restitution, a refund, or other monetary award by an arbitrator or court, based on a violation of this chapter by an institution or representative of an institution, but have been unable to collect the award from the institution.
7. You sought legal counsel that resulted in the cancellation of one or more of your student loans and have an invoice for services rendered and evidence of the cancellation of the student loan or loans.

To qualify for STRF reimbursement, the application must be received within four (4) years from the date of the action or event that made the student eligible for recovery from STRF.

A student whose loan is revived by a loan holder or debt collector after a period of noncollection may, at any time, file a written application for recovery from STRF for the debt that would have otherwise been eligible for recovery. If it has been more than four (4) years since the action or event that made the student eligible, the student must have filed a written application for recovery within the original four (4) year period, unless the period has been extended by another act of law.

However, no claim can be paid to any student without a social security number or a taxpayer identification number.

## **Transportation**

Students are responsible for their own transportation to and from Weimar Institute. Students needing transportation from airports or other points beyond Colfax or Auburn should seek to use available public transportation. Students have commonly used SuperShuttle (see *[www.supershuttle.com](http://www.supershuttle.com)*).

# Course Descriptions

Courses taught at Weimar Institute are listed on the following pages, grouped by department and in numerical order. Each course is shown with course acronym, course title, credits, and a brief course description.

## General Education Department

### ***AGRI 110 Character Development & Agriculture*** **1**

A survey class that shares the substantial lessons from manual labor, agricultural endeavors, and the object lessons they can teach. Topics covered will include soil preparation, soil life and nutrition, composting, irrigation systems, seed life and propagation, greenhouse, transplanting, weed and pest control, harvesting and preserving, viticulture, and horticulture. May be repeated for credit.

### ***COMM 202 Speech and Rhetoric*** **3**

This course consists of two parts: a theoretical component in which students learn to identify key rhetorical principles in the Bible, and then contrast these with the rhetorical practices of the ancient Greeks, and a practical component in which students give a variety of public speeches ranging from interpretative readings, to extemporaneous speeches, and textual interpretations of Bible passages. Special emphasis is placed upon Christian 'proclamation' as opposed to secular persuasion. The course identifies a unique concept of Christian rhetoric that is practically applied in the various student speeches.

### ***EDUC 124 Philosophy of Christian Education*** **3**

This course focuses upon the history of Education from the ancient Greeks to the post-modern era. Throughout the course, students write essays in which they compare and contrast various authors (pagan and Christian) with the Bible and Ellen G. White's book Education in order to enable students to identify key differences between the the Seventh Day Adventist philosophy of Christian Education with its strongly biblical orientation and other educational philosophies.

### ***ENGL 101 English Composition I*** **3**

This course aims to give students instruction and practice in the writing of the five part academic essay. Students will write a series of essays with the objective of demonstrating competence in the use of reason, handling of textual evidence, and the interpretation of literary narratives using 'close reading' techniques. The textbook for this course is the Bible; students will engage in weekly class discus-



sions of selected Old Testament stories preparatory to writing essays in which they will defend their individual theses in response to assigned topics.

***ENGL 102 English Composition II***

**3**

This course reinforces and builds upon the essay writing and thinking and interpretative skills taught and practiced in English Composition I. In addition, students will also learn and apply the basic rules and standards of the APA documentation style as applied to the writing of the standard academic research paper. The course content focuses upon moral philosophy with a special emphasis upon the differences between pagan and secular morality and the moral principles of the Bible. This course aims to inculcate the necessary skills to write a academic research paper while also giving students an opportunity to engage in Bible centered moral discussions on a variety of social issues.

***HIST 101 Survey of World History***

**3**

The study of history, in terms of ideas, is fascinating and important to understanding why the world is the way it is. More important, by understanding history within the framework of the Great Controversy, we can better understand how we can be part of the solution in the plan of redemption.

***HLED 111 Optimize Your Brain***

**1**

This is a course designed to improve your capacity to learn, retain, and apply knowledge; as well as improve your emotional intelligence, including your motivation to achieve worthy goals. It is designed to help foster creativity, sense of purpose and self control.

***HLED 324 Principles of Health***

**3**

A study of the basic principles of healthful living and the treatment and prevention of disease. Scientific studies, Biblical principles, and the writings of Ellen G. White will form the basis of this study.

***LEAD 131 Leadership Seminar: Ministry Development***

**1**

Students will explore biblical leadership principles and the continual personal revival needed to expand their personal influence through integration with the Divine. Students will be expected to make weekly progress and practice how to pursue turning their ministry from ideas into reality. After taking this course, the student may register for LEAD 231, 331 & 431.

**MATH 096 Survey of Applied Mathematics Lab****1**

The Survey of Applied Mathematics Lab is designed to help students who are struggling in their mathematics skills to develop the tools they need to successfully complete the mathematics in their college level courses. Topics covered as needed include: Number Theory (arithmetic), Algebra 1, selected topics from Geometry and some Algebra 2 skills.

Prerequisite: Math Placement Entrance Exam

**MATH 097 Precalculus 1 Lab****1**

The Precalculus 1 lab is designed to help students who are struggling in their mathematical skills to develop the tools they need to successfully complete the mathematics in their college level courses. Topics covered as needed include: Number Theory (arithmetic), selected topics from Geometry, Algebra 1 and Algebra 2 skills.

Prerequisite: Math Placement Entrance Exam

**MATH 110 Survey of Applied Mathematics****3**

This course is for the non-math major and is designed to demonstrate the importance of mathematics in daily life, as well as its application in the workplace and mission field. Topics include: consumer mathematics, critical thinking skills, number theory, algebra, graphs and functions, statistics, metric system, conversion, and selected topics from geometry.

Prerequisite: Math Placement Entrance Exam

**MATH 121 Precalculus I****3**

This course covers equations and inequalities; functions and graphs; polynomial, rational, exponential, and logarithmic functions; inequalities; and mathematical modeling.

Prerequisite: Passing math placement exam.

**MATH 126 Precalculus II****3**

Prerequisites MATH 121 with a minimum grade of “C” or passing the challenge exam for MATH 121. A one semester course examining the topics from advanced algebra and trigonometry, thus preparing students for the study of Calculus or for science courses, which require a good command of algebra and trigonometry, such as PHYS 271 & 272.

**MUED 202 Ministry of Music****1**

This course is organized to educate musicians to glorify God and bless others through sacred vocal and instrumental music; to learn how to use the Bible, the Spirit of Prophecy, and sound musical research; to study principles of effective song leading; to implement techniques for professional vocal and instrumental development; and to train students to identify musical and vocal elements characterizing music that honors God, implementing those principles in their personal and public music selections.

**MUEN 101 Chamber Singers****1**

This course is organized to educate musicians to glorify God and bless others through sacred vocal music; to study principles of effective song leading; to implement techniques for professional vocal development; and to train students to identify musical and vocal elements characterizing music that honors God, implementing those principles in their personal and public music selections. Applicants are expected to have experience reading vocal music and should not apply if they have difficulty singing on tune. Acceptance by audition only.

**PSYC 101 General Psychology****3**

This course is the study of "The brain nerves which communicate with the entire system [and] are the only medium through which heaven can communicate with man and affect his inmost life" {2T347}. Through our text, we will probe the scientific characteristic of the brain and its functioning mind, along with psychological and sociological principles; but our focus will be upon the divine purpose to communicate to and through us, via the marvelous mind, highest expression of creative power and purpose. Thus, each week we will, along with the text, examine Bible principles and the writings of Ellen G White to determine the nature of man as God created him, the results in the nature of the fall, and God's purpose and plan to restore him to his original image of the Creator.

**PSYC 223 Developmental Psychology****3**

This course integrates psychological development through the lifespan with understanding the interdependence of the physical, emotional, cognitive, social, and spiritual aspects of human development. It also applies these themes to understand our relationship to God and fellow man throughout life span.

**PSYC 150 Health Psychology****3**

Introduction to the psychological, behavioral, and cultural aspects that dynamically impact and shape health, illness, and effective healthcare through an emphasis on interpersonal, social, and faith-based factors.

PREREQUISITE: PSYC 101

***SOCI 214 Christian Marriage & Family*** **3**

Christian Marriage and Family is a Christian perspective on successful courtship, marriage, and proper parenting as presented in the Bible, writings of Ellen G. White and Christian perspectives.

***SOCI 215 Introduction to Sociology*** **3**

The course offers an introduction to the contemporary dynamics of society with the perspectives of relations existing between society and the individuals. It will focus on the factors that contribute to the development, functions, and organization of a society; and how society influences the social development of its members. Basic sociological ideas regarding social relations, social interactions, social structure, and social changes are examined. The students are introduced to some of the vital concepts and key issues in the discipline of Sociology: class, caste, culture, race, gender, sexuality, stratification, modernization, globalization, education, health care, crime, media, technology and environment. The course will reflect and review, compare and contrast various viewpoints of socialization with the perspectives identified in the Bible and Spirit of Prophecy to enhance the student involvement in medical missionary work. The knowledge gained in this course will encourage the students to be better prepared to heal the hurting world.

***STAT 314 Introduction to Statistics*** **3**

A study of descriptive and inferential statistics including sampling, probability distributions, correlation and regression, confidence intervals, and tests of significance, statistical inference for the mean. Examples are taken mainly from social and health sciences, education, and business.

***WKED 101 Work Education*** **2**

Practical experience is given in actual work experience each week. Through supervised work experience the student will learn the value of work develop a work ethic, and gain experience and skills in a particular vocational area.

***WKED 190 Vocational Training*** **1**

Developing a practical hands-on skill in areas such as welding, construction, electrical, plumbing, auto mechanics, gardening, etc.

## Business Department

### ***ACCT 111 Principles of Accounting I*** **3**

This course is an introduction to the basic concepts/standards of the financial accounting system including: inventory, revenue recognition, long-term operational assests, present value, and long-term liabilities, stockholders' equity, and recording procedures. Overall it focuses on how accounting actions affect financial statements.

### ***ACCT 112 Principles of Accounting II*** **3**

This course continues the study of financial accounting including topics in: the cash flow statement, financial statement analysis, accounting in partnerships and corporations. There will also be an introduction of managerial accounting with: cost behavior, cost-volume-profit anaylsis, and budgeting.

### ***ACCT 300 Managerial Accounting*** **3**

This course will exam alternative methods of preparing managerial accounting information and how this information is used by companies for decision making, product design, pricing, and production management

### ***BSAD 220 Business Communications/Speech*** **3**

This course teaches the principles of oral and written communication and how our body language is used. There will be presentations with visual aids and a variety of required business writing experiences.

### ***BSAD 245 Operations Management*** **3**

Operations management involves making necessary improvements for higher quality/profitability through planning, organizing, and supervising processes. We need to be good stewards of our company's resources and help align with the strategic goals and mission.

### ***BSAD 310 Business Law*** **3**

This class studies the laws that affect the business operations. This class includes topics on commercial paper, credit transactions, security devices, and God's laws and how they should impact our business operations.

### ***BSAD 320 Human Resource Management*** **3**

This course covers the key functions of the human resource profession including: recruitment, selections, development, retention, labor relations, and compensation. Current issues will be examined including best Biblical/business practices.

***BSAD 335 Healthcare Administration*****4**

This course introduces the student to the structure and functions of the U.S. Health Care System. There will be instruction on clinic, hospital, and long-term care administration in both the private and public sectors.

***BSAD 340 Leader as Agent and Guide*****3**

Students will examine leadership and organizational theory from the three perspectives of theology, psychology, and sociology. The course involves studying one theory in depth, providing an exhaustive literature review of all we know about the theory. In the process, students develop and demonstrate appropriate scholarly writing techniques. In addition, students explore their own leadership development within a scriptural framework.

***BSAD 350 Communication and Decision Making*****3**

Students will examine organizations using communication and values, and explore how leaders affect both. In addition to the organizational diagnosis and development of the audits, hone research skills by writing a full research proposal requiring the understanding of and ability to write about researchable problems, concepts that explain the problem, the extant literature relating to the problem, appropriate research, and data collection methods, as well as appropriate analysis techniques.

***BSAD 355 Principles of Management*****3**

The course will cover the evolution of management thought and practice and will share current approaches and concepts. Management involves planning, organizing, leading, and controlling. We will examine Biblical approaches to management.

***BSAD 370 Internship*****6**

400 hour supervised internship through the domains of a healthcare facility.

***BSAD 400 Business Seminar*****1**

This course will have Christian business leaders from a variety of different backgrounds give insightful lectures on what they have learned in business and what they believe are best practices

***BSAD 405 Business Research*****4**

This course will teach techniques on the research process and how it is applied to business. Students will define a research problem, design project, collect, analyze, record, and interpret data including the use of research literature.

**BSAD 409 Organizational Theory and Diagnosis** 3

Students will examine organizations using organizational diagnosis and development tools to help organizational leaders transform their organizations into high performing entities that allow organizational employees and followers to grow and develop to their full potential. In this course, students examine organizational culture, communication, leader follower interaction, and will develop a model using constructs from existing, as well as new, research to explain the behaviors and events in an organizational setting.

**BSAD 410 Preparing to Meet the Firms** 1

Topics in this class include but are not limited to: building resumes, corporate climate, networking, interviewing, dress, portfolios, company research, and etiquette. There will be mock interviews and time to interact with guest lecturers and professionals to ask questions about job attainment.

**BSAD 415 Advertising Management** 3

This course will cover theories and practices of advertising including communication objectives and selection of appropriate media. We will also examine historical, social, economics, and psychological aspects of advertising and how to advertise Jesus in our day-to-day interactions.

**BSAD 490 Capstone Business Strategies** 3

This course includes strategic planning, mission statement development, external and internal environment analysis, development of strategic alternatives, selection of alternatives, and strategy implementation. Cases will be used to provide practical experience for analysis and decision-making.

**CPTR 155 Computer Concepts** 2

This hands-on course teaches students to use business related computer programs such as: word processing, database, and presentation software.

**ECON 201 Principles of Macroeconomics** 3

This course entails analysis of aggregate measures such as: unemployment, national income, national output, inflation rates, business cycles, and how a country's economy works. We will also think critically about national and global issues through a Christian perspective.

**ECON 202 Principles of Microeconomics** 3

Microeconomics is the area of economics that pertains to decision made on the individual level such as, individual firms and consumers after they have evalu-

ated resources, costs, and tradeoffs. You will also learn to apply this information to real life issues including supply and demand and how different markets function.

***FINA 101 Personal Finance*****3**

This course is designed to help students become financially literate, discover and integrate Biblical principles related to financial planning, and become responsible stewards of their personal finances. Subjects covered will include stewardship, budgeting, saving, investing, debt, and fundamental principles of personal finance.

***FINA 401 Business Finance*****4**

This is a study of the fundamental principles of financial organization. Emphasis is put on instruments of finance, policies of capitalization, problems pertaining to working capital, and corporate expansion and reorganization all with a Biblical worldview. Questions to be covered include: Where do we invest? Where do we find money? How do we pay the owners?

## **Education Department**

***EDUC 124 Philosophy of Christian Education*****3**

A study of biblical educational philosophy as presented in the writings of Ellen G. White. Consideration is given to the impact this philosophy has had on the development of the Seventh-day Adventist school system. Implications for Seventh-day Adventist school, church, home educational programs, and youth ministries are considered.

***EDUC 131 Intro to Teaching*****3**

This course will give students the opportunity to study God's model for education as found in the Bible & Spirit of Prophecy. Students will also have the opportunity to interact with other students, teachers, schools, and classrooms in order to obtain a deeper understanding of the lives of educators. These opportunities are intended to confirm or lead to reconsideration of the decision to pursue a career in teaching. For students that decide to continue studies in education, this course will lay a foundation for the remaining coursework and field experiences.

***EDUC 222 Technology for Learning*****1**

This course is designed to introduce educators to ways of utilizing technology in educational settings. Topics covered include online grading systems, journal blogs, smartboard technology, and presentation design.



***EDUC 224 Assessment & Evaluation of Learning*** **1**

True education involves more than merely memorization and the recollection of facts for a test. It involves motivating students to think for themselves in various environments and situations. This course introduces students to a variety of assessment strategies and demonstrates how to expand assessments into methods of evaluation and create tangible evidences of learning.

***EDUC 235 Life of a Teacher*** **3**

This class will study the many and various aspects of a teacher's life within Christian education. The role of the teacher as a leader in relation to the school, the church, and the home will be discussed.

***EDUC 328 Strategies for Exceptional & Diverse Learners*** **3**

A survey of the psychological and educational needs of exceptional or diverse children. Strategies will be discussed for incorporating an exceptional student into a small school and regular classroom as well as for supporting the exceptional child in the community.

***EDUC 362 Educational Psychology*** **1**

A survey of how people learn, including topics such as outcome types, the instructional process, individual differences in learning, etc. Prerequisite: PSYC 101

***EDUC 444 Reading Methods*** **3**

This is a methods class aimed at teaching educators how to teach reading, with special emphasis upon building literacy. There will be investigation of a variety of teaching methods, including the whole language and word identification approaches and strategies.

***EDUC 445 Math Methods*** **3**

This course examines the methods, skills, and best practices for educators of mathematics and how to reveal God's character through this field of study.

***EDUC 446 Science & Health Methods*** **3**

This is a methods class aimed at teaching educators how to teach a health and/or science class. Special emphasis will be given on implementing natural remedies into the curriculum, as well as integrating faith and science.

***EDUC 447 Bible Methods*****3**

This is a methods class aimed at teaching educators how to teach Bible in the classroom with special emphasis on unit development and teaching methods needed for various age groups. This course examines the preparation, resources, methods, skills, and practices needed to handle the teaching of Bible lessons guiding students to know Jesus personally and develop a lifelong passion for the Word of God.

***EDUC 448 Social Studies Methods*****3**

This is a methods class aimed at teaching educators how to teach lessons dealing with various dimensions of society and related social studies. This course emphasizes methods and skills needed to teach Social Studies in the classroom with various differences in backgrounds, aptitudes, interests, intellectual abilities, needs, language competencies, and learning styles to guide students to become good citizens in the society.

***EDUC 488 Student Teaching I Capstone*****12**

Done during the first semester of the senior year, this experience gives educators the hands-on, practical opportunities to shape their understanding of children and develop strategies to help them learn. Enrollment is by permission of the instructor.

***EDUC 489 Student Teaching II Capstone*****12**

Done during the second semester of the senior year, this experience gives educators the hands-on, practical opportunities to shape their understanding of children and develop strategies to help them learn. Enrollment is by permission of the instructor.

## **Health Sciences Department**

***BIOL 120 Survey of Anatomy & Physiology*****3**

This class provides a survey of the major body organ systems. This includes a broad overview of the function and structure of the major human body organs and how they are interrelated. The class consists of both a theory component and more practical laboratory time. This overview provides a foundation for those going on to more advanced study in anatomy and physiology but also serves as a survey class for students who are not science majors.

***BIOL 121/121a Anatomy and Physiology I & Lab*****3,1**

This course is the first semester of a two-semester sequence dealing with the structure and function of the human body and mechanisms for maintaining ho-

meostasis. It includes the study of cells, tissues, and the integumentary, skeletal, muscular, and nervous systems.

***BIOL 122/122a Anatomy and Physiology II & Lab*** **3,1**

This course is a continuation of the study of the structure and function of the human body and the mechanisms for maintaining homeostasis. The neurological (including sensory organs), endocrine, cardiovascular, lymphatic, respiratory, digestive, urinary, and reproductive systems, as well as the concepts of growth and development, metabolism, fluid and electrolyte balance, acid-base balance, and genetics are included. Prerequisite: BIOL 121/121a.

***BIOL 134/134a Biology I & Lab*** **3,1**

This is a first-year foundational biology course for pre-med students. It is focused on content relevant to pre-med students wanting to take the MCAT exam and proceed to further postgraduate medical training. The areas covered include biological chemistry, cell biology, enzyme function, metabolism, DNA replication and repair, photosynthesis, genetics, genetic technology, and bioinformatics. All of these topics are covered in the context of a literal six-day creation. Throughout the course, issues of evolution and creation will be presented and discussed.

***BIOL 135/135a Biology II & Lab*** **3,1**

This class builds on first semester cellular and molecular basis of biology. Topics covered in a creation context during the first half of the semester include: prokaryote biology, fungi, non-vascular and vascular plants, invertebrates, vertebrates, and ecology. In the second half of semester, there is an overview of human anatomy and physiology, which covers all the major body systems.

***BIOL 223/223a Introductory Microbiology & Lab*** **3,1**

This course covers the history of microbiology, pathogenic and nonpathogenic organisms, and the gram method of staining bacilli and cocci. Spirochetes and spirilla, acid-fast bacteria, submicroscopic bacteria, viruses, including HIV and Rickettsiae, mycoplasmas, and Chlamydiae are also reviewed. Mycology including systemic and superficial mycoses and other fungi of medical significance are included. An introduction to parasitology is provided, including protozoa, trematodes, nematodes, and cestodes along with malaria and other insect-borne parasites.

***BIOL 361/361a Advanced Human Physiology & Lab*** **3,1**

This course is designed to increase the student's understanding of the physiological processes in the human body. Major consideration is given to the

mechanisms involved in maintaining homeostasis, therefore, normal function is emphasized but clinical correlations are included where appropriate. Focus is on the body defenses, and also interaction and integration of body processes. Upon completion of this course, students should have a knowledge and appreciation of the complexities of the human body in multiple organ systems and an understanding of cellular and molecular mechanisms that underlie human physiology. Complementary laboratory experiences will provide the opportunity to collect and analyze data using ECG, spirometry, non-invasive blood pressure and heart sound monitors, as well as muscle and nerve function equipment from lab-mates. These exercises are geared to help students become familiar with normal human physiology.

Prerequisites for this course include BIOL 134/134a and 135/135a OR BIOL 122/122a and 123/123a with a grade of C or higher.

### ***BIOL 402 Cell Biology***

**3**

This course covers topics that include cell organelle structure, physiology, and cellular transport. More complex issues of cellular metabolism, communication and reproduction will also be discussed. In addition the course includes a study of the cell cycle, bacterial and mammalian genomes, DNA and RNA replication, translation and genetic technology. Where applicable, issues of lifestyle and diseases such as cancer will be discussed in the context of cellular biology and genetics. Prerequisite: BIOL 135/135a with a grade of “C” or higher.

### ***CHEM 111/111a Survey of Chemistry & Lab***

**3, 1**

This is a survey of chemistry course that covers the basic principles of general chemistry. The primary topics presented are measurement, dimensional analysis, general principles of atomic structure, states of matter, nomenclature, bonding, reactions, properties of solutions, acids, bases, pH, and equilibria as required for a basic understanding of physiological applications. Prerequisite: Algebra proficiency by exam.

### ***CHEM 151/151a General Chemistry I & Lab***

**3, 1**

General Chemistry I is the first semester of a two-semester, comprehensive general chemistry course that introduces the students to the basic principles of chemistry. The course covers the following topics: matter and measurement, molecules and molecular compounds, ions and ionic compounds, stoichiometry, aqueous reactions, thermochemistry, electronic structure of atoms, periodic properties, chemical bonding, molecular geometry and bonding, states of matter, and properties of solutions. This course includes three hours of lecture,

one hour of recitation, and three hours of laboratory each week. Prerequisite: Algebra proficiency by exam.

***CHEM 152/152a General Chemistry II & Lab*****3,1**

This is the second semester of a comprehensive, two-semester general chemistry sequence. It uses the same text as CHEM 151 and builds upon the subject matter of that course. The course covers the following topics: chemical kinetics, chemical equilibrium, acid-base equilibria, titrations, buffers, the factors that affect solubility, chemical thermodynamics, electrochemistry, and nuclear chemistry. This course includes three hours of lecture, one hour of recitation, and three hours of laboratory each week. Prerequisite: CHEM 151/151a with a grade of a "C" or higher.

***CHEM 311/311a Organic Chemistry I & Lab*****3,1**

This is the first semester of a two-semester course covering fundamental topics of organic chemistry. Topics covered include the following: bonding principles, functional groups, isomerism, stereochemistry, nomenclature, nucleophilic substitution reactions, elimination reactions, reactions of alkenes and alkynes, and nuclear magnetic resonance and infrared spectroscopy. The laboratory stresses basic organic chemistry techniques performed on the microscale. This course includes three hours of lecture, one hour of recitation, and three hours of laboratory each week (Fall Semester). Prerequisite: CHEM 152/152a with a grade of "C" or higher.

***CHEM 312/312a Organic Chemistry II & Lab*****3,1**

This is the second semester of a two-semester sequence in organic chemistry. Topics covered include the following: UV spectroscopy, aromatic compounds, aromatic substitution reactions, reactions of carbonyl compounds, reactions of carboxylic acid derivatives, reactions of enolates and carbon nucleophiles, radical reactions, pericyclic reactions, polymers, and the study of biomolecules including carbohydrates, amino acids, and nucleotides. The laboratory stresses application of basic organic chemistry techniques performed on the microscale, including organic reactions, purifications, and isolation. This course includes three hours of lecture, one hour of recitation, and three hours of laboratory each week. Prerequisite: CHEM 311/311a with a grade of "C" or higher.

***CHEM 353 General Biochemistry*****4**

chem 353 is a one semester biochemistry course for Natural Science majors. The content examined during this semester will include examination of the fundamental chemical, structural, and functional properties of

the major classes of biological molecules; examination of how metabolic pathways are used to degrade and synthesize these biochemical macromolecules; and examination of how the information required to synthesize and maintain these molecules is stored, duplicated, and interpreted. Prerequisite: CHEM 311/312 and BIOL 135 with a grade of “C” or higher.

***CHEM 412 Chemistry of Drug Action***

**3**

Chemistry of Drug Action is a one-semester course designed to familiarize the student with the basic concepts involved in the chemistry of drug action. Topics presented include natural products in drug design and development, receptors as drug targets, enzymes as drug targets, drug synergism, and side-effects, DNA interfering agents, drug metabolism, and pro-drugs. Prerequisite: CHEM 353 or concurrent enrollment.

***FDNT 214 Human Nutrition***

**3**

This course involves a study of the basic components of food: carbohydrates, fats, and proteins. Students will gain an in-depth understanding of the various systems of the body and how digestion and nutrition influence them. They will also understand which types and quantities of nutrients are appropriate for the diet of men, women, pregnant women, and children.

***HLCP 242 Health Evangelism Fieldwork***

**5**

In this course, the participant will work as a part of a team to run health programs and screening events, rotate through the NEWSTART and Depression Recovery programs, lead people to better health within the context of health coaching relationships, lead people spiritually from a physical health to an emotional then spiritual focus, and work with a doctor and a pastor to develop and present a health focused weekend and then evangelistic series.

***HLED 111 Optimize Your Brain***

**1**

This is a course designed to improve your capacity to learn, retain, and apply knowledge; as well as improve your emotional intelligence, including your motivation to achieve worthy goals. It is designed to help foster creativity, sense of purpose and self control.

***HLED 120 Fit and Well***

**1**

This course guides students in the incorporation of fitness and wellness into to their daily lives. Topics include prevention of injury and exercise for the prevention and treatment of chronic diseases. In addition to personal fitness, students

learn how to motivate and instruct persons of various ages, fitness levels, and conditions in the area of fitness.

***HLED 210 Pre-professional Natural Remedies & Lab*****3,1**

A three-week intensive clinical experience in the NEWSTART® Lifestyle Program will include a review of the laws of health founded in the Bible and the Spirit of Prophecy health reform message; current research which provides an evidence base for these lifestyle principles will be discussed. This course is designed for the college student majoring in theology or other service/ministry professions.

***HLED 231 Introduction to Chronic Disease and lifestyle Medicine*****2**

HLED 231 is an introductory course designed for undergraduate students within the Natural Science program that includes Pre-Med, Pre-Dent, Pre-PA, and Pre-PT. This course presents basic tools necessary for understanding clinical and natural treatment techniques that will be used during the internship/rotation program (HLED 431/431a) within the Weimar Institute's NEWSTART® Lifestyle Program. Students will observe hydrotherapy, massage and charcoal poultice treatments and learn the basis of these modalities. They will learn how to conduct basic clinical exams such as blood pressure, pulse, and respiration rate readings. They will also learn how to obtain blood glucose and cholesterol readings, and gain a basic understanding of results from Complete Blood Count, Lipid Panels, Comprehensive Metabolic Panel, Hemoglobin A1C, Cardiac Stress Tests and other tests used at the NEWSTART® program. In addition, students will learn the components of SOAP notes and how to construct these using available medical information. This class will meet once a week, but students will also make arrangements to observe treatment procedures during the semester. Assignments will comprise of Spirit of Prophecy readings, observation of hydrotherapy and massage sessions, and completing competency assignments aimed at improving students' ability to use medical apparatus.

Prerequisite: Natural Science Major and completion of 30-semester credit hours

***HLED 238 First Aid & CPR*****0**

This class is taught by an instructor certified by the American Heart Association and follows their course description.

**FIRST AID:** This course gives individuals the knowledge and skills necessary to recognize and provide basic first aid for injuries and sudden illness until advanced medical personnel arrive and take over. This course does not include information on breathing or cardiac emergencies.

CPR: This course gives individuals the knowledge and skills necessary to recognize and provide basic care for breathing and cardiac emergencies until other medical personnel arrive and take over.

***HLED 324 Principles of Health***

**3**

A study of the basic principles of healthful living and the treatment and prevention of disease. Scientific studies, Biblical principles, and the writings of Ellen G. White will form the basis of this study.

***HLED 331/331a Chronic Disease and Lifestyle Medicine I***

**3,1**

A study of the disease process and how lifestyle and other natural therapies favorably impact these processes. Of necessity, the course will include the basics of accurate diagnosis including history, physical exam, and laboratory studies. Includes internship.

Prerequisites: BIOL 121/121a & BIOL 122/122b or BIOL 134/134a & BIOL 135/135a with a grade of "C" or higher

***HLED 431/431a Chronic Disease and Lifestyle Medicine II***

**3,1**

HLED 431 is a clinical rotation through the NEWSTART® program located on the WEimar Institute campus wherein students further develop skills gained in HLED 231. During this clinical rotation, students will interact with and shadow the NEWSTART® physicians, nurses, and other medical professionals. Students will also follow a NEWSTART® guest from beginning to end of the 18-day residential lifestyle treatment program. This includes a study of the chronic disease process and how lifestyle and other natural therapies favorably impact these processes. Of necessity, the course will include the basics of accurate diagnosis including history, physical exam, and laboratory studies.

Prerequisites: Natural Science Major and completion of 56-credit course including HLED 231 (or HLED 331/331a) and BIOL 121/122 or BIOL 134/135 with a grade of "C" or higher.

***HLED 441 Depression and Anxiety Recovery Program Internship***

**3**

This course is a two week intensive clinical experience offered in conjunction with the Depression and Anxiety Recovery Program, which includes a review of the laws of mental health as founded in the Bible and the Spirit of Prophecy health message and informed by current research. The course provides an evidence-based approach for mental health lifestyle principles. The pathophysiology, prevention, conventional treatment and alternative therapies (natural remedies) of depression and anxiety as well as related mental illnesses will be re-



viewed. Students will observe and/ or obtain experience with the fundamentals of mental health assessment, contrast hydrotherapy, directed herbal remedies, plant-based food preparation, and exercise therapy. Cognitive behavioral therapy principles and spiritual congruence therapy that assists with self-control will be utilized and modeled. This unique course is designed for the undergraduate student majoring in pre-nursing, pre-medicine, allied health, theology or other service / ministry professions.

Prerequisites: PSYC 101, HLED 324, and FDNT 214.

### ***NSCI 290 Issues in Origins***

**2**

Issues in Origins considers the biblical, biological, chemical, geological, physical, and philosophical elements of the creation/evolution debate and its impact on religion and society. This course examines the scientific evidence for short Creation and a young earth as well as the evolutionary arguments against these conclusions. The course also explores the diverse variety of creation/evolution beliefs such as Deep-Time Evolution, Darwinism, Neo-Darwinism, Intelligent Design, Progressive Creationism, and Theistic Evolution. The course is designed to prepare students to analyze and address the evolution/creation debate from a Christian perspective, while having basic knowledge of current neo-Darwinian evolutionary thought. Offered Spring Semester.

### ***NSCI 490/491 Natural Science Capstone***

**1**

The Natural Science Capstone (NSCI 490/491) provides majors the opportunity to demonstrate achievement of the program's learning outcomes in a culminating experience where students integrate the knowledge, skills, and interests developed through the Natural Science Program and other aspects of their Weimar Institute experience. Students work in consultation with the Natural Science Program faculty to identify, analyze and propose solutions to a community need (locally or globally) and investigate and implement possible solutions to improve the situation in conjunction with the Institute's Mission to To Heal and Hurting World. The Capstone also provides students the opportunity to reflect on how their vision for medical ministry has been shaped through their various Weimar Institute experiences.

### ***PHYS 271/271a General Physics I & Lab***

**3,1**

This course covers the basic concepts of physics using non-calculus based mathematics and trigonometry. Topics include kinematics, dynamics, gravity, work, energy, momentum, angular momentum, conservation laws, thermodynamics, fluids, vibrations, and waves. Prerequisite: MATH 126.

**PHYS 272/272a General Physics II & Lab****3,1**

This course is a continuation of PHYS 271/271a including electrostatics, magnetism, circuits, optics, relativity, atomic structure, the nucleus, and fundamental particles. Prerequisite: PHYS 271/271a.

## **Nursing Department**

**NURS 220 Fundamentals of Nursing****4.5**

This course introduces the concepts of the professional nurse, nursing skills within a nursing process context, beginning leadership, health care environment, growth and development across the lifespan, basic physiologic and human needs in health and illness, and providing a safe environment. Beginning critical thinking skills are emphasized, within the framework of the nursing process. Clinical experiences are provided with adult patients who have uncomplicated health problems with predictable clinical outcomes. Basic mathematical calculations related to medication administration are introduced.

(2.5 Units Theory, 2.0 Units Clinical)

Prerequisite: Acceptance in the Associate Degree Nursing Program;  
Corerequisite: NURS 221

**NURS 221 Beginning Medical-Surgical Nursing****4.5**

This course is an introduction to the medical surgical nursing concepts, including the nursing process in the care of adult patients. Skills in physical, spiritual, and psychosocial assessment of adult clients will be presented. History-taking and physical examination techniques will help students develop strong assessment skills upon which further knowledge and practice can be built.

(2.5 Units Theory, 2.0 Units Clinical)

Prerequisite: Acceptance in the Associate Degree Nursing Program; Corequisite: NURS 220

**NURS 222 Introduction to Pharmacology****1**

This course provides the foundational knowledge base related to pharmacology in nursing. Fundamental principles of pharmacokinetics, pharmacodynamics, evaluation of the effectiveness of drug therapy, patient education and interventions to increase therapeutic benefits and reduce potential adverse effects are covered. Medications discussed are those commonly prescribed for preoperative and postoperative patients, infectious conditions in the adult population, and commonly used supplements.

(1.0 Units Theory)

Prerequisites: BIOL 121, 122

***NURS 223 Intermediate Medical-Surgical Nursing I***

**4.5**

This course focuses on the development of the knowledge base and skills, within a nursing process framework, to care for adult medical-surgical patients, in a variety of settings, who have higher acuity and more complex nursing needs. Concepts related to physical, emotional, spiritual, social, and cultural needs are covered. Ethical issues related to advocacy, self-determination, and autonomy are explored. Clinical experiences focus on clinical decision-making and patient care management, including prioritization of care and the development of psychomotor nursing skills. Students will also organize and manage the care of 2-3 patients.

(2.5 Units Theory, 2.0 Units Clinical)

Prerequisites: NURS 220, 221, 222; Corerequisites: NURS 224 & 225

***NURS 224 Geriatric-Community Nursing***

**2**

This course integrates previous medical-surgical knowledge as it applies to the aging adult. A nursing process framework is applied in the assessment of physiological changes that occur with aging, and the development of outcome criteria for evaluating the aging adult's response to teaching/learning. Clinical experiences will provide a forum for application of interventions that optimize the older adult's functional ability. The specialized needs of the elderly in maintaining optimal health are examined.

(1.0 Unit Theory, 1.0 Unit Clinical)

Prerequisites: NURS 220, 221, 222; Corerequisites: NURS 223 & 225

***NURS 225 Mental Health/Psychiatric Nursing***

**3.5**

This course provides an introduction to Psychiatric Mental Health Nursing, using the nursing process as a framework. Topics include the promotion of psychosocial integrity within the context of the health illness continuum for individuals and families across the life span. Emphasis is on nursing therapeutic interactions and communication. Clinical experiences will provide opportunities for students to participate in therapeutic activities in a variety of mental health settings.

(2.0 Units Theory, 1.5 Units Clinical)

Prerequisites: NURS 220, 221, 222; Corerequisites: NURS 223 & 224

**NURS 226 Pharmacology****2**

This course is a continuation of the principles of pharmacology in NURS 222. Students learn to make clinical decisions (under supervision) pertaining to drugs using current, reliable sources of information. Additional drug classifications and specific medications most commonly used in acute care clinical practice are presented.

(2.0 Units Theory)

Prerequisites: NURS 222

**NURS 300 Intermediate Medical-Surgical Nursing II****5.5**

This course focuses on the application of previous foundational knowledge and acquiring more in-depth knowledge for adult clients who have more complex disease states. Topics such as evidence-based practice, leadership, critical thinking, and safety are presented within a nursing process context. Clinical experiences are provided with adult patients who have increasingly complex conditions. Women's health topics are covered. Students will also organize and manage the care of 3-4 patients

(2.5 Units Theory, 3.0 Units Clinical)

Prerequisites: NURS 223, 224, 225

**NURS 301 Pediatric Nursing****3.5**

This course focuses on nursing management of infants, children, and adolescents with acute, chronic and/or life-threatening conditions and the impact on the family. Nursing care based on a developmental perspective is outlined. Socio-cultural influences on the family, childrearing, and care of chronically or acutely ill infants, children, and adolescents are incorporated. Clinical experience in the nursing management of childrearing families, infants, children, and adolescents across the continuum of health and illness is provided. This course is a summer course at Loma Linda University between the first and second year of nursing classes.

(2.0 Units Theory, 1.5 Units Clinical)

Prerequisite: NURS 223

**NURS 302 Health Promotion/Disease Prevention****4**

This course will introduce the philosophical differences between the treatment modalities found in modern, western healthcare in comparison to other belief systems and cultures accepted throughout the world. A variety of evidence-based complementary and alternative nursing interventions are discussed with

a focus on lifestyle practices, massage therapy, hydrotherapy, herbology and nutraceuticals. It provides an opportunity for student involvement in health education presentations and health coaching. There is a focus on physical, mental and spiritual healing. Clinical practicum will occur in various Weimar Institute Programs and in Beautiful Minds.

(3.0 Units Theory, 1.0 Unit Clinical)

Prerequisite: NURS 223

***NURS 303 Advanced Medical-Surgical Nursing***

**5.5**

This capstone course focuses on the integration, analysis, and synthesis of the knowledge, skills and principles of evidence-based nursing practice. The nursing process is used as the framework in the care of adult patients with complex and diverse critical and acute conditions, clinical outcomes, and nursing diagnoses. Clinical experiences emphasize refinement of clinical judgment, formulating and revising of priorities of care, refinement of psychomotor skills, and refinement of patient care management. Students will also organize and manage the care of 4-5 patients. Advanced topics in leadership, management principles and quality improvement are covered with relation to the roles of the professional nurse as manager and coordinator of care and member of the profession.

(3.0 Units Theory, 2.5 Units Clinical)

Prerequisites: NURS 300, 301, 302; Corequisite: NURS 304

***NURS 304 Obstetrics/Maternity Nursing***

**3.5**

This course provides a foundation for theoretical and technical knowledge in the nursing care of family- centered childbirth. Parent/newborn health care needs are addressed from a nursing process framework for the antepartum, intrapartum, postpartum, and neonatal client. Clinical experiences in the nursing management of women, childbearing families, and newborns across the continuum of wellness and illness emphasize clinical judgment, patient care management, prioritization of care, and the development of psychomotor skills.

(2.0 Units Theory, 1.5 Units Clinical)

Prerequisites: NURS 300, 301, 302; Corequisite: NURS 305

## **Religion Department**

***GREK 201 New Testament Greek I***

**3**

This course is the first half of a study of New Testament Greek, which encompasses two consecutive semesters of study. In this semester, the student masters the Greek alphabet, builds vocabulary, and learns the rudiments of Koine Greek

(the Greek of the New Testament). The class provides an introduction to the basic grammar, morphology, and vocabulary of biblical Greek. The student works with nouns and adjectives (with their cases and gender), pronouns, and verbs (with their person and number).

***GREK 202 New Testament Greek II*****3**

THIS course is the second half of an introduction to New Testament Greek, which encompasses two consecutive semesters of study. In this semester the student continues with additional vocabulary and grammar. The student is introduced to additional verb conjugations (variations of tense, aspect, mood, and voice).

Prerequisite: GREK 201 or equivalent

***HEBR 201 Biblical Hebrew I*****3**

This course is the first half of an introduction to biblical Hebrew, which encompasses two consecutive semesters of study. In this semester the student masters Hebrew alphabet, builds vocabulary, and learns the rudiments of classical Hebrew grammar. Furthermore, this class provides an introduction to basic grammar, morphology, and vocabulary of biblical Hebrew. The student is introduced to the noun system, adjectives, prepositions, pronouns, and the Qal verb stem (perfect and imperfect).

***HEBR 202 Biblical Hebrew II*****3**

This course is the second half of an introduction to Biblical Hebrew, which encompasses two consecutive semesters of study. In this semester the student continues with additional vocabulary and grammar. The student is introduced to additional verb conjugations (imperative, cohortative, jussive, infinitive, and participle) and other verbal stems (nifal, piel, pual, hifal, hofal, and hithpael). Prerequisite: HEBR 201 or equivalent

***RELB 101 Life and Teachings of Jesus***     **3**

The study of the life, teaching, and ministry of Jesus as found in the four gospel accounts and supplemented with the book, *Desire of Ages* and other resources.

***RELB 215 Bible Study Methods*****3**

Bible Study Methods examines the ground upon which the Bible is considered to be the Word of God; the history of the origin of the Bible as a collection of

sacred manuscripts; the history and evaluation of the various versions of the Bible; the basic principles in the study of the Bible, generally known as Biblical Hermeneutics; and three ways to study the Bible—the study of words, the study of texts, and the study of doctrine.

**RELB 245 Old Testament Studies I** **3**

An introduction to the Pentateuch and historical writings of the Old Testament (Genesis through 2 Chronicles), emphasizing the historical setting, themes, and theology of the books covered and their impact upon Christianity.

**RELB 246 Old Testament Studies II** **3**

An introduction to the Hebrew prophets of the Old Testament (Isaiah through Malachi), emphasizing the historical setting, themes, and theology of the books covered, and their impact upon Christianity.

**RELB 247 Old Testament Studies III** **3**

An introduction to wisdom literature of the Old Testament (Job, Psalms, Proverbs, Ecclesiastes, and Song of Solomon) and post-exilic historical books (Ezra, Nehemiah, and Esther), emphasizing the historical setting, themes, and theology of the books covered, and their impact upon Christianity.

**RELB 250/350 Principles of Christian Faith (28 Fundamentals)** **3**

A study of the biblical doctrines of the Christian faith as outlined in the 28 fundamental beliefs of the Seventh-day Adventist Church, with special emphasis on salvation. The course is designed to develop concise and meaningful answers to significant questions and objections to these doctrines. There will also be memorization of important passages that support these beliefs. RELB 350 requires additional written work.

**RELB 271 Religion & Health** **3**

This course examines and practically illustrates, the critical role that health ministry plays in developing a symmetric Christian lifestyle—and in delivering the most compelling Christian testimony. The biblical basis for such a position is drawn from parallels between “the priesthood of believers,” Christ’s “commissioning services,” and the gifts of the Spirit. These scriptural foundations are brought into sharper focus by material covering the historic Seventh-day Adventist understanding of two related concepts: (1) each believer’s calling to be involved in some aspect of health-related ministry, and (2) health ministry’s integral role in Christ’s evangelistic methodology. In addition to the course’s didactic foundation, each student is expected to plan and/or participate in a

specified number of community health activities where he or she actually demonstrates the principles of health ministry.

***RELB 436 New Testament Studies II***

**3**

An introduction and exegetical study of the Pauline pastoral epistles (or epistles to individuals), along with the general (or catholic) epistles of the New Testament, namely 1 & 2 Timothy, Titus, Philemon, the book of Hebrews, James, 1 & 2 Peter, Jude, 1, 2, & 3 John.

***RELB 301 Daniel***

**3**

A study of the story of Daniel and his associates and the interpretation of the symbolic prophecies contained in the book of Daniel as a basis for understanding God's plan and purpose in the "great controversy" between good and evil. Special study is given to the prophecies concerning the Sanctuary and the pre-advent judgment. This class also includes a practical application component (involving personal evangelism aspects).

***RELB 302 Revelation***

**3**

A careful study of the apocalyptic prophecies of the Book of Revelation, which are critical for an understanding of God's plan and purpose for His church and its destiny in the context of history and "last day" events. An attempt to learn what we can know about the "end time," the second advent of Christ, the final judgment, the earth made new, and the home of the redeemed.

***RELB 435 New Testament Studies I***

**3**

An introduction and exegetical study of the Pauline epistles to churches, namely Romans, 1 & 2 Corinthians, Galatians, Ephesians, Philippians, Colossians, 1 & 2 Thessalonians, 1 & 2 Timothy, and Philemon, along with a brief survey of the book of Acts. Special emphasis will be placed on the theology of Paul. Prerequisite: RELB 101.

***RELH 203/302 Seventh-day Adventist Church History***

**3**

The course covers the development of the Seventh-day Adventist Church from its beginning in the early nineteenth century, through its doctrinal and lifestyle development, its organization, institutional development, its growth into a world church, and how, through the twentieth century, it has faced the challenges of a changing world and spectacular numerical growth. relh 302 requires additional written work.



**RELH 303 History of the Christian Church I 3**

The course begins with a study of the book of Acts, which contains the beginning of Christian church history. It then proceeds to show how the church fell into apostasy because of a desire for acceptance, wealth, and political power; how, when, and where protest and reformation took place; and post-reformation and modern developments.

**RELH 304 History of the Christian Church II 3**

The course continues the study of Christian church history, covering the history of the Reformation, post-Reformation developments, and modern church history.

**RELM 327 Cross Cultural Mission 3**

Cross Cultural Mission seeks to introduce the student to the basic issues of cross-cultural mission including matters of culture and culture shock, as well as contextualization and syncretism. The course seeks to provide tools for understanding other cultures and for interacting with people of those cultures. The overall goal of the course is to facilitate cross-cultural evangelistic work

**RELP 308 Biblical Preaching and Homiletics 3**

A course in homiletics designed to aid the student in the preparation and delivery of expository sermons. Experiential learning and learning practical steps and skills will be a focus of this class.

**RELP 320 Personal Evangelism 3**

Ways to awaken a spiritual interest and effectively communicate biblical truth through friendship evangelism, focused conversations, your personal testimony, literature distribution, door-to-door surveys and canvasses, community programs, health evangelism, Internet websites, and Bible studies will be taught. Also a study of the fascinating principles of soul-winning, the process of conviction, and the art of leading people to decision. The process of how to communicate and minister in a local church effectively will also be discussed. These skills will be applied through field opportunities.

**RELP 355 Church Ministry and Leadership 3**

This course entails what constitutes good church administration and ministry—combining pastoral service, leadership, and church management. This course addresses the four-dimensional role of the pastor: person, administrator, church leader, and priest.

**RELP 370 Public Evangelism****3**

How to prepare, preach, and preserve according to the principles of inspired writings. Practical instruction will cover the planning and implementation of the complete cycle of evangelism with a special focus on preaching or organizing an evangelistic series. All aspects of this course will be experienced in a live field school.

**RELP 484 Practicum in Church Ministry Capstone****3**

A practical and experiential application of the skills acquired in the Religion or Theology degree. Students will work with the teacher and a committee of religion faculty, to propose then implement a capstone level project within a local church or other ministry context during their senior year.

**RELT 346 Sanctuary Doctrine****3**

A study of the Adventist understanding of the sanctuary within the context of the Old Testament and also its eschatological and prophetic relevance within the context of Daniel and Revelation and other relevant books of the Bible.

**RELT 385 Christian Ethics****3**

This course is designed for students to explore the basic principles of ethics from a biblical perspective. Consideration is given to the cultural and historical settings of these teachings, both in Bible times, and over the course of history. The philosophies and various worldviews of differing ethical viewpoints are considered. In addition, the course examines current ethical issues.

The course requires the use of critical thinking as differing ethical views are compared and contrasted with an eye for seeking a personal, ethical position that can remain consistent with a high view of scripture.

**RELT 386 Christian Apologetics and Worldviews****3**

Designed to aid students in understanding the Christian worldview and enabling students to defend their faith in a secular context. Attention will also be placed upon various philosophical systems and their influence upon society today.

**RELT 439 Prophetic Ministry of Ellen G. White****3**

A study of the life and prophetic ministry of Ellen G. White. Attention will be placed upon issues of conflict Adventists typically face regarding her inspiration and relevance.

# Faculty Listing

## ***George Araya, Chair of Education Department (2016)***

- Ed.D., Administration and Leadership, Loma Linda University, 1991
- Ed.S., Administration and Leadership, Loma Linda University, 1989
- MA, Administration and Leadership, Universidad de Concepcion, 1985
- BS, Mathematics, Universidad Catolica de Chile, 1976

## ***Verlyn Benson, Vice President of Academic Affairs (2018)***

- DIT, University of Northern Iowa, 1998
- MA, Industrial & Technical Studies, California Polytechnic University, 1987
- BA, Industrial Arts, Pacific Union College, 1976

## ***Laura Boyer, Chair of Business Department (2017)***

- MBA, Southern Adventist University, 2014
- BS, Long-Term Care Administration, Southern Adventist University, 2013

## ***Ronald Celestine, Faculty in Health Sciences Department (2015)***

- ND, Bastyr University, 2015
- Ph.D., Biological Sciences, Western Michigan University, 2006
- MS, Biology, Andrews University 2001
- BS, Biology, Andrews University, 1996

## ***Phyllis Collins, Faculty in Nursing Department (2015)***

- PhD, Medical-Surgical Nursing, Rush University, 1991
- MS, Medical-Surgical Nursing, Loma Linda University, 1980
- BS, Nursing, Walla Walla College, 1966

## ***Henry Escamilla, Faculty in HEALTH Department (2013)***

- MS, Physical Therapy, Loma Linda University, 1994

## ***Berquin Feese, Faculty in Health Sciences Department (2018)***

- PhD, Biological Sciences, Carnegie Mellon University, 2017
- BS, Chemistry, William Carey University, 2011

## ***Lenora Follett, Chair of Nursing Department (2015)***

- PhD, Nursing, University of Colorado Health Sciences Center, 2006

- MS, Nursing Administration, Andrews University, 1996
- BS, Nursing, Loma Linda University, 1966

***Roger Gallant, Faculty in Health Sciences Department (2015)***

- MD, Loma Linda University, 1994
- BS, Biology, Loma Linda University, 1988

***Melissa Garcia, Chair of Psychology Department (2017)***

- PhD, Experimental Psychology, Loma Linda University, 2013
- MA, Psychology, California State University, Bakersfield, 2001
- BA, English, Pacific Union College, 1997

***Alison Geslani Chong, Faculty in Nursing Department (2015)***

- MSN, Nursing, Loma Linda University, 2015
- BS, Nursing, Loma Linda University, 2008

***Darren Greenfield, Faculty in General Education Department (2013)***

- BA, Pastoral Ministry, Weimar College, 1997

***Cheryl Guarin, Faculty in Nursing Department (2015)***

- MSN, Medical-Surgical Nursing, Adventist University of the Philippines, 1995
- BS, Nursing, Adventist University of the Philippines, 1989

***Christina R. Harris, Chair of Health Sciences Department (2010)***

- PhD, Organic Chemistry, University of Colorado, 1997
- BS, Chemistry, Oklahoma State University, 1992

***Carolyn Heisler, Faculty in Business Department (2017)***

- BS, Business Administration, Walla Walla College, 1989

***Glenn Hill, Faculty in Religion Department (2015)***

- DMin, Andrews University, 2014
- MDiv, Andrews University, 1993
- BA, Pastoral Ministry, Weimar College, 1988

***Masato Kinjo, Faculty in Health Sciences Department (2017)***

- ND, Bastyr University, 2007

- BA, Health Sciences, Walla Walla University, 1998

***Mariko Kinjo, Faculty in General Education Department (2018)***

- BA, Pipe Organ Performance and Music Education, Kobe College, 1988

***Don Mackintosh, Chair of Religion Department & HEALTH Department (2012)***

- MDiv, Andrews University, 1991
- BS, Nursing, Andrews University, 1986

***Erwin Nanasi, Faculty in General Education Department (2015)***

- BA, Theology, Weimar College, 2014
- BM, Piano Performance, Stuttgart University, 2010

***Neil Nedley, Faculty in Health Sciences Department (1999)***

- MD, Loma Linda University, School of Medicine, 1986
- BS, Biochemistry, Minor in Religion, Andrews University, 1982

***Stanly Palit, Faculty in Business Department (2015)***

- MBA, University of Texas at Arlington, 2013
- MS, Information Systems, The University of Texas at Arlington, 2012
- BBA, Accounting, Southwestern Adventist University, 2009

***John Peacock, Faculty in Health Sciences Department (2012)***

- MS, Applied Physics, Oregon Health & Science University, 1989
- BS, Physics and Math, Elmhurst College, 1984

***Carolyn Ramirez, Faculty in Education Department (2017)***

- MA, Instructional Technology, Cal State San Bernardino, 2004
- BA, La Sierra University, 1995

***Eddie Ramirez, Faculty in General Education Department (2015)***

- MD, CEUX University, 2005
- BS, Computer Science, Autonomous University of Baja California, 1995

***Curtis Damon Snead, Faculty in Religion Department (2017)***

- MA, Pastoral Ministry, Andrews University, 2013
- BS, Theology, Southwestern Adventist University, 2008

***Randy Steffens, Jr, Faculty in HEALTH Department (2015)***

- BS, Business Administration, Thomas Edison State College, 2007

***Karl Wilcox, Faculty in General Education Department (2016)***

- PhD, English, University of Nevada, 2005
- MPhil, University of St. Andrews, Scotland, 1991
- Grad. Diploma, Medieval Studies, University of St. Andrews, Scotland, 1988
- BA, History and English, Newbold College, England, 1986

***Rebecca Wong, Faculty in Education Department (2018)***

- BFA, Art Education, Southern Adventist University, 2011

***Dojcin Zivadinovic, Faculty in Religion Department (2015)***

- PhD, Church History, Andrews University, 2017
- MA, Adventist Theology, Collonges Adventist College, France, 2006
- BA, Theology, Collonges Adventist College, France, 2003

# WEIMAR

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## I N S T I T U T E

### **Student Handbook 2017-2018**

# Student Services

Welcome to Weimar Institute!

Students inspire us. We love the energy and creativity of the young and young at heart. Yet there is much to learn. Because youthful enthusiasm combined with sage wisdom makes a powerful weapon in this world, we seek to unite our experience with others who seek “To Heal a Hurting World,” to submit to the Lord’s leading and bless the world through Jesus.

While you are a student at Weimar Institute, this handbook will provide an overview of the services provided to students across the campus. It has been designed by the Office of Student Services to furnish you with information about the services provided by this office, and gives a brief overview of other services offered by the various entities on campus. Of course, these services may change from time to time, so please check with the appropriate office to learn the most up-to-date information regarding their services and any potential costs.

## Program Student Learning Outcomes

- **PSLO #1: Spiritual Leaders**

Students follow Jesus Christ’s example of faith-filled leadership, by rendering love-motivated church ministry that magnifies the universal principles of the biblical Ten Commandments in speech and action.

- **PSLO #2: Health Evangelists**

Students practice and promote physical, emotional, mental, and spiritual healing by leading in collaborative, community-based programming among diverse people groups domestically or internationally.

- **PSLO #3: Faithful Disciples**

Students demonstrate Christian character and practice social intelligence by exercising appropriate behavior and service skills during Total Community Involvement (TCI) programs, social events and other planned activities designed to create a balance between mental, physical, spiritual, and social faculties.

- **PSLO #4: Principled Workers**

Students display a professional commitment to strong moral principles “on the job” and in practical learning experiences by consistently producing quality work, and exercising self-discipline, self-control and diligence.

- **PSLO #5: Proficient Time Managers**

Students apply daily planning and time management skills by participat-



ing in scheduled periods of academic study, work education, worship and other planned activities.

## **The Office of Student Services**

### *Director of Student Services*

Mrs. Teri Salvador

(530) 422-7973

### *Residence Hall Deans*

#### **Men's Residence Hall Dean**

Mr. Gary Hess

(530) 422-7923

#### **Women's Residence Hall Dean**

Mrs. Chris Philpott

(530) 422-7923

### *Student Success Coordinator*

Mrs. Maryann Krueger

(731) 676-7435

The Office of Student Services is under the leadership of the Director of Student Services. The focus of this office is to provide a supportive and nurturing campus environment for students. Campus facilities and programs are available to foster student learning and success while providing opportunities and resources for the development of academic, social, and spiritual growth and the development of leadership skills. We believe that the effectiveness of the Institute's programs is enhanced as students embrace the designed curriculum, social programs, and worship opportunities offered to teach them how to "heal a hurting world." To that end, the Office of Student Services exists to meet student needs and help them navigate these exciting years of life in the service of the Master.

## **Student Services Staff**

The Student Services staff includes a Student Success Coordinator, a men's and a women's Residence Hall Dean and the Student Association. The Campus Chaplain works in close cooperation with the Director of Student Services to ensure that the spiritual needs of students on campus are addressed.

### ***Director of Student Services***

The Director of Student Services encourages and welcomes students throughout the semester to seek counsel or advice regarding any campus life issue, either in person, by phone, e-mail or text message. The Student Services staff exists for you, the student. Students are encouraged to share with the Director any issues and/or solutions regarding campus life—clearly, unless student problems or grievances are communicated to administration, a resolution is unlikely. The Director has a great desire and works hard to create a culture of openness, transparency and trust between students, faculty and campus administration.

### ***Residence Hall Deans***

The Residence Hall Deans, in many ways, function in a type of quasi-parent role to students on campus. While their primary responsibility is to dorm students, they also are available for non-residential students as well. Both Deans are available throughout the day and early evening and are always available by cellphone, text, or email. The Deans also help to provide an environment of security and confidence for the students. Both Deans' contact information is available in this handbook and will be given to students during orientation at the beginning of each semester.

### ***Student Success Coordinator***

The Student Success Coordinator (SSC) is available to help students with academic and organizational needs. If you need help with time management or academic struggles or if you just need someone to talk with to help figure out life's big questions, the coordinator is available for appointments. The SSC is responsible for organizing and implementing programs to promote student growth in academic areas and also works with students on academic probation to help them succeed and master their academic struggles.

## **Services Offered**

### ***Student Tutoring***

In addition to scheduled instruction, students are encouraged to seek informal assistance or advice on all academic matters from their instructors. Impromptu meetings immediately before or after class can often work well for quick questions. More in-depth needs may require meeting with instructors during their posted office hours. Beyond this, supplementary tutoring services are provided. Tutoring services are available in both math and science courses such as General Chemistry, Organic Chemistry, Biology, Cell Biology, Anatomy and Physiology,

Physics, and Pre-Calculus. Students may request tutoring through their instructors or contact the Student Success Coordinator for help.

### *Career Planning*

Weimar Institute maintains close ties with the organized Seventh-day Adventist Church and graduates have been successful in finding employment in Adventist organizations across the United States and around the world. All counseling with regard to academics, career planning, or tutorial assistance is done directly with the Student Success Coordinator or one of the Institute's academic program chairs. Please contact the Director of Student Services for more information.

Weimar Institute does not offer job placement services.

### *Family Groups*

As a part of our effort to approach this ideal, "family groups" will be formed at the beginning of the year and are formed to achieve a diverse, multi-generational, multi-cultural family. Faculty and staff are family group leaders, who serve to mentor students and provide a warm, home-like atmosphere for students. All students will be assigned to a group and have the option of attending their family groups or not. Family groups are an integral part of the spiritual, social and academic learning that take place on campus. Additionally, family groups are formed with the intent of helping foreign language students to have a true immersion experience. Often, program faculty become mentors for students within their specific programs.

### *Financial Counseling*

The Finance Office in the Administration building oversees student finance issues. The Student Finance Representative and the Finance Office work together to help students with financial challenges find solutions. Worthy student funds are available to qualified students with financial needs. The Director of Student Services and the Institute's Chief Financial Officer sit on the Student Finance Committee, which oversees the distribution of worthy student funds. For more information, see page 101.

## **Mission-Centered Programs**

Several programs have been set up that allow students to continue their education and simultaneously be a part of the Weimar Mission "To Heal a Hurting World." These are discussed briefly here and further in the Weimar Institute Academic Handbook, under "Student Assistance Programs" on page 101.

### ***Work-Education***

Students are expected to participate in the Work Education and Physical Development program. This program will help students to gain valuable workplace experience, and if faithful, may engender recommendations for future employment.

All students must work a minimum of 8 hours a week to receive academic credit for this class. Full-time students may not work more than 20 hours per week. Students who have been at Weimar Institute for at least one semester may request an exception to the 20-hour-per-week work cap through the Director of Student Services. After the Student Affairs Committee reviews the request, an exception may be granted based on the student's GPA, citizenship, and most recent semester grades.

Students with exceptional financial needs may apply for summer campus work in order to earn extra money towards their education. For more information, see page 101.

### ***Literature Evangelism (LE) work or “canvassing”***

The canvassing program was developed for students who are dedicated to the Weimar Mission but are financially unable to pay for a college education. In the book *Counsels to the Church*, Ellen White wrote: “Let wise plans be laid to help worthy students to earn their own schooling by handling these books” (White, 1957/1991, p. 73). In the book *The Publishing Ministry*, we are assured that in “selling these books the youth would be acting as missionaries, for they would be bringing precious light to the notice of the people of the world. At the same time they would be earning money to enable them to attend school, where they could continue their preparation for wider usefulness in the Lord's cause” (White, 1983, p. 290).

Students in a conference-approved, summer literature evangelism program will be awarded a scholarship in addition to the amount earned through book sales. The scholarship is available in the form of a tuition reduction applied to the student's account. The scholarship comes in the form of a 50 percent match of all monies forwarded by the conference or publishing entity directly to the Institute. For more information, see page 101.

### ***Other Matching Scholarships***

A student missionary grant of up to \$1000 is available for students returning from successful assignment overseas for at least a 12 month duration. A task force matching scholarship of up to \$1000 is available for students returning

from a task force assignment and/or summer camp in North America sponsored by the Seventh-day Adventist Church and Conference-related organizations. A matching scholarship of up to \$1500 is available for students doing pastoral ministry within the Seventh-day Adventist Church and Conference-related organizations during the summer months. Further important details are outlined under “Student Assistance Programs” on page 102.

### *Leadership Development*

The Student Association (SA) exists to provide an opportunity for students to develop their leadership skills. It sponsors and organizes a majority of the social activities on campus and works with the campus church to offer opportunities for spiritual growth. Our active SA provides opportunities for student representation on the Academic Affairs Council meetings as well as student governance. Students are charged an “SA fee” (see current student charges for details). SA organizes such events as the International dinner, R&R weekends, agape feasts, weeks of prayer and weekends of spiritual emphasis.

SA provides every student with a representative body to make their thoughts and ideas heard. Feel free to communicate your ideas and suggestions for improvements with your student representatives. All of us need to work together as we improve and refine the Weimar experience.

### *Opportunities to Mentor*

The Weimar Institute campus has a homeschool co/op (Grades 1-8) and an academy (Grades 9-12) where undergraduates may serve as mentors through academic tutoring, academy game nights, and assistant dean positions in the boys’ and girls’ dormitories at Weimar Academy. Additionally, these students are around campus and are often watching the “college students.” Even when you are not aware, your influence will be felt around the campus. Please take the time to welcome the younger members of our family, befriend them, and treat them with respect and dignity.

### *Recreation*

Weimar Institute wishes for each student to “prosper in all things and be in health” (1 John 3:2, NKJV) just as they prosper spiritually, emotionally, socially and mentally. We are counseled by Ellen White in the book *Education* that the “student who with limited time and means is struggling to gain an education should realize that time spent in physical exercise is not lost. He who continually pores over his books will find, after a time, that the mind has lost its freshness.” She adds that when students pursue “one line of thought exclusively, the mind

often becomes unbalanced. But every faculty may be safely exercised if the mental and physical powers are equally taxed and the subjects of thought are varied” (White, 1903/1902, p. 208-209).

Thus, while we discourage competitive activities that restrict potential success to the few, we encourage students to seek “satisfying alternative activities which avoid unwholesome competitive involvement” (General Conference of Seventh-day Adventists Executive Committee, 1988). Toward this end, we encourage students to plan their weekly schedule to include daily outdoor exercise. Students are encouraged to engage in a friendly game of soccer or basketball on the Weimar campus soccer field or basketball court.

Many students also take advantage of our 450 acres of forested land covered by over 15 miles of interlocking, groomed trails that wind through manzanita, cedar, and pine groves. The Weimar trails provide students a quiet place for prayer and reflection. The “prayer cove,” which adjoins a quiet creek just off the Coyote Creek trail, is designed specifically for this purpose. Some favorite trails for hiking or running are Owl’s Roost and Bobcat Trail. Another favorite is the 4-mile Frontier Trail that travels up Cardiac Hill to the Cougar Creek Meadow and Fire Bowl and then past the giant tree swing. Maps of the campus trails are available at some trailheads and in the Institute office.

### ***NEWSTART® Principles***

Weimar Institute, which is committed to healthy living, recommends to each student the NEWSTART® Principles of health. We expect students to give serious attention to the development and the maintenance of their physical health—understanding that their bodies are temples of the Holy Spirit (see I Corinthians 6:19) and that physical health has a direct influence on mental, social, and spiritual well-being. The NEWSTART® health model includes the best in:

Nutrition—a plant-based diet;

Exercise—consistent and appropriate exercise;

Water—abundance of pure water;

Sunlight—frequent exposure to sunlight, especially in the morning;

Temperance—the exercise of self-control in all things;

Air—breathing deeply of clean, fresh air;

Rest—regular and adequate periods of sleep and rest; and

Trust—an active Trust in God.

### ***Residence Hall Living***

Weimar Institute has separate dormitories for men and women. Each dorm has a residence hall assistant(s) that report to the appropriate Residence Hall Dean. The “RA’s” are tasked with ensuring dormitory cleaning schedules and curfew times are observed and with follow-up on necessary minor repairs.

## **Other Undergraduate Academic Services**

All classes are held on the campus of Weimar Institute. A listing of campus facilities follow.

### ***Douglass Hall***

Douglass Hall comprises most of the Institute’s classrooms, faculty offices and academic administration offices. Douglass Hall is the original “college building,” and has areas for individual and group study. There is a Student Lounge in the hall, which provides students with a common gathering place during the day to interact and study together.

### ***Haskell Hall***

Haskell Hall serves as the center for the Weimar Institute Nursing (WIN) and Chemistry programs. A large central meeting area is located within this building, which provides an area for Sabbath activities, chapel, and other student and campus meetings.

### ***Campus Center***

The Campus Center (CC) is a place where students can study and socialize. It has an appealing lounge area, kitchen, restroom and recreation area that includes a Ping-Pong table.

### ***Campus Library***

See page 94.

### ***Exercise Building***

A small gym equipped with a variety of exercise equipment (spin cycles, treadmills, stair climber, weights, etc.) is also available to undergraduate students for a \$10 monthly fee. See the Residence Hall Dean for more information.

## *Cafeteria*

To ensure the best nutrition for our students, all full-time and part-time dorm students are required to purchase a meal plan. Undergraduates are able to choose either a two meal a day plan or a three meal a day plan. Once a meal plan is chosen, it cannot be changed during the course of the semester. The Weimar Institute cafeteria provides whole-food, plant-based meals on a daily basis and uses many fruits and vegetables, some of which are grown on the Weimar campus veganic farm. Students with food allergies may contact the cafeteria staff for special dietary needs related to allergies and other food intolerances such as to nuts and gluten.

Students desiring to eat in other students homes or faculty and staff homes are encouraged to do so under the following guidelines: No mixed groups without a parent, faculty or staff present. No females with male adults alone, no males with female adults alone. This includes all students, dorm and village students, while on campus as well as off campus.

## *Campus Church*

The Weimar Campus Church, which meets in Haskell Hall, provides Wednesday evening prayer meeting, Friday evening chapel services, Sabbath morning Bible study classes as well as Divine Sabbath services, a bi-yearly Colloquia, along with mission and outreach opportunities for students.

The Weimar Institute Campus Church is built on a discipleship model where students are mentored and discipled by the church pastor, the board of elders, and church members holding church office. Students are expected to cycle through each aspect of the church work during the course of their four-year degree.

These opportunities include:

- a. Assisting and or teaching in the different Sabbath school divisions
- b. Special music (singing and instrumental)
- c. Community outreach, and service through the Total Campus Involvement initiative. This outreach and service can take many forms, based on the needs of the community being served, however there are several basic areas we would like to see each student experience including:
  - Christian help work
  - Personal evangelism (ability to create and deliver Bible studies)
  - Delivery of need appropriate health education



- Ability to assess the spiritual condition of those within the local community
- d. Visitation with elders, deacons and deaconesses
  - Member visits
  - Hospital visits
- e. Participating and assisting with the special services of the church including:
  - Divine worship (offering appeal, children's story, prayer, scripture reading, preaching of the Word)
  - Communion services
  - Baptismal services
  - Funeral services
  - The mentorship model prepares students to be actively involved in their own local church upon graduation from the undergraduate program.

### ***Outreach***

Total Campus Involvement (TCI) is a multi-faceted evangelism initiative that is designed to fulfill our mission to "heal a hurting world." At Weimar Institute, we understand that our world must begin with the cities that surround us. The program is patterned after Christ's method of evangelism, which "alone will give true success" (MH 143). "Christ lived the life of a genuine medical missionary. He desires us to study His life diligently, that we may learn to labor as He labored." - (8T 222.1)

The essence of TCI is simply to go out into our surrounding communities, find out what the needs of the people are and meet them; thereby creating opportunities to introduce them to Jesus. Weimar understands the importance of education, but at the same time we do not want to lose sight of our ultimate goal, to save souls. The only way for this to be accomplished is by making it a campus-wide priority. For this reason, we have incorporated it into our curriculum by allocating one half day per week for this program to be carried out.

It is necessary to their complete education that students be given time to do missionary work - time to become acquainted with the spiritual needs of the families in the community around them. They should not be so loaded down with studies that they have no time to use the knowledge they have acquired. They should be encouraged to make earnest missionary effort for those in error, becoming acquainted with them, and taking to them the truth. - (CT 545.3)

Wherever possible, students should, during the school year, engage in city mission work. They should do missionary work in the surrounding towns and villages. They can form themselves into bands to do Christian help work. Students should take a broad view of their present obligations to God. They are not to look forward to a time, after the school term closes, when they will do some large work for God, but should study how, during their student life, to yoke up with Christ in unselfish service for others. - (CT 547.2)

In light of this inspired counsel, and board directives, weekly time for outreach has been set aside for campus staff and students on Wednesday afternoon and evening. During this time students, staff, and faculty will work together in finding and meeting the needs of those in our own and surrounding communities. Weekly consistency will be key to developing spiritual relationships and sharing the gospel.

The college outreach coordinator and his/her team will work with others to put together teams and to help these teams identify opportunities for outreach. Weekly opportunities to share what has happened will be given during mid-week and weekend services.

### ***Weimar ("Weimart") Campus Store***

The Weimart is located near the campus flag pole and provides locally grown fruits and vegetables from Weimar Farms (seasonally), freshly baked bread from the Weimar Bakery, as well as other healthy food and drink items. The market also sells a variety of books, DVDs, CDs, etc. on topics such as health, vegetarian cooking, and Christianity. A small supply of personal items and school supplies are also available.

### ***Co-curricular Organizations***

Students may find other venues to develop their leadership skills and learning through a variety of student-led and developed campus organizations. Past organizations have included a religion club, a pre-med club, Wei-Pray, Wei-Preach, Wei-Run and other Bible study groups. Each new semester brings changing ideas and needs, and these organizations continue to change as the need arises.

### ***Weimar Inn***

The Weimar Inn offers an excellent place for parents and friends of undergraduate students at Weimar Institute to stay when visiting. To contact inn staff, call 530-422-7933, email ([inn@weimar.org](mailto:inn@weimar.org)), or visit the website (<http://weimar.org/health/inn>).

## **Student Grievance Policy**

It is the intent of Weimar Institute to provide a thorough review of all student complaints regarding any aspect of a program, facility, or other service provided by Weimar Institute. Students are expected to initially pursue an informal process in resolving complaints. However, if a complaint remains unresolved, a formal process is available for resolution of the issue. If a staff member has a personal connection to the student involved in the issue, that staff member shall be excluded from the discipline process.

### ***Informal Grievance Procedure***

Informal means of resolving complaints are supported as the first step in addressing concerns. Students are encouraged to communicate their concerns openly with faculty members and the Director of Student Services.

It is recommended that informal grievances be discussed and resolved privately between the persons involved. If the parties are unable to arrive at an agreeable solution, both parties should use a mutually acceptable person to arbitrate further discussions. If this process fails to resolve the matter, students may appeal for resolution through the Formal Grievance Procedure.

### ***Formal Grievance Procedure***

The formal grievance procedure provides a structured framework of documentation where unresolved conflicts may be addressed. Faculty and staff members shall use extreme care to safeguard student complaints of a personal or sensitive nature.

Any student with an unresolved grievance shall follow the appropriate process described below:

1. **STUDENT LIFE:** Initially, complaints involving the residence halls should be made informally to the Residence Hall Deans. Unresolved issues regarding student life or non academic issues may then be submitted in writing to the Student Discipline Committee. The Student Discipline Committee will return a written response to all grievances within ten (10) days of receiving a written complaint. If the decision of the Student Discipline Committee goes against the student's desires, the student may appeal to the Vice President of Academic Affairs (VPAA).

2. **NON-ACADEMIC DISCIPLINE:** Students may appeal imposed non-academic discipline in writing to the Students Affairs Committee (SAC) within ten (10) days of disciplinary action. Disciplinary action will be stayed until the SAC has had sufficient time to review the incident. The SAC will return a written

review of findings within ten (10) days of receiving a written complaint. The recommendations of the SAC shall be followed without further delay.

3. **ACADEMIC POLICIES OR PROCEDURES:** Any student with concerns about an academic policy or procedure should first discuss his or her concern informally with the Registrar. If the matter cannot be resolved at this level a written grievance shall be submitted to the Academic Standards Committee (ASC) within ten (10) days. The ASC shall respond in writing within ten (10) days of receiving a complaint. The Registrar shall ensure the recommendations of the ASC are carried out within thirty (30) days of receipt. A copy of the action shall be forwarded to the VPAA.

4. **ACADEMIC GRIEVANCES:** Any student with concerns about an academic policy or procedure should first discuss his or her concern informally with the Registrar. If the matter cannot be resolved at this level a written grievance shall be submitted to the Academic Standards Committee (ASC). The ASC committee shall meet to address the item and make a recommendation to the Academic Affairs Council. Once the Academic Affairs Council has made a decision, the Registrar shall send a written response to the student. The Registrar shall ensure the decision of the AAC is carried out within thirty (30) days of receipt. A copy of the action shall be forwarded to the VPAA.

A student or any member of the public may file a complaint about this institution with the Bureau for Private Postsecondary Education (BPPE) by calling toll free: (888) 370-7589, or by completing a complaint form, which can be obtained on the bureau's Internet web site ([www.bppe.ca.gov](http://www.bppe.ca.gov)), and faxing it to the BPPE at (916) 263-1987.

### *Retention of Records*

The Registrar will retain a copy of all documents related to any grievance for no less than ten (10) years. The Registrar will forward a copy of these documents to the VPAA within two days of receipt.

## **Student Services—Section References**

White, E. G. (1980). *The Adventist Home*. Hagerstown, MD: Review and Herald Publishing Association. (Original work published in 1952)

White, E. G. (May 14, 1894). *The Family Circle the School of Christ*. Signs of the Times.

White, E. G. (1991). *Counsels for the Church*. Nampa, ID: Pacific Press Publishing Association. (Original work published in 1957)

White, E. G. (1983). *The Publishing Ministry*. Hagerstown, MD: Review and Herald Publishing Association.

General Conference of Seventh-day Adventists Executive Committee (Annual Council, Nairobi, Kenya). (October 7, 1988). *Activities with Elements of Competition*. Retrieved from: <http://www.adventist.org/information/official-statements/statements/article/go/o/activities-with-elements-of-competition/18/>

# Campus Culture

The uplifting atmosphere of Weimar Institute is one of the first things you may notice upon arriving on campus. This atmosphere is born of our desire to uphold the Biblical principles in our conduct and policies. We know that everyone who considers coming to study at Weimar Institute will want their personal demeanor to compliment the general campus atmosphere. So we ask you to familiarize yourself with this handbook to understand the principles that make this place what it is – and we hope that you’ll begin to catch just a little of the joy of Weimar as you peruse its pages!

The atmosphere we just mentioned is not created by a single person, or even just a few. It is the sum of everyone’s personal contribution that makes this place such an uplifting retreat. Here’s how it works:

“Every soul is surrounded by an atmosphere of its own—an atmosphere, it may be, charged with the life-giving power of faith, courage, and hope, and sweet with the fragrance of love. Or it may be heavy and chill with the gloom of discontent and selfishness, or poisonous with the deadly taint of cherished sin. By the atmosphere surrounding us, every person with whom we come in contact is consciously or unconsciously affected. This is a responsibility from which we cannot free ourselves. Our words, our acts, our dress, our deportment, even the expression of the countenance, has an influence. Upon the impression thus made there hang results for good or evil which no man can measure. Every impulse thus imparted is seed sown which will produce its harvest. It is a link in the long chain of human events, extending we know not whither. If by our example we aid others in the development of good principles, we give them power to do good. In their turn they exert the same influence upon others, and they upon still others. Thus by our unconscious influence thousands may be blessed.”<sup>1</sup>

From the time of enrollment until the day of commencement and beyond, you’ll have the blessing of being a part of the Weimar Institute family and experiencing the opportunity of representing this place wherever you go. The following standards, drawn from the Bible and Spirit of Prophecy, succinctly state some of the most important principles that make this place what it is. They will enrich your life and you’ll want to be sure you are well acquainted with them and excited about where they will lead you!

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<sup>1</sup> Ellen G. White.

## Standards

### Weimar Faculty and Students choose to:

- Have a life-style of wholehearted devotion to Jesus Christ as Savior, Lord and Friend (Colossians 3:1-3) through Bible study (2 Timothy 3:16-17), prayer (Luke 18:1), and Christian ministry (Ephesians 4:11-13).
- Respectfully cooperate with Weimar Institute policies and positively support the teachings of the Seventh-day Adventist Church (Romans 13:1; Hebrews 13:17).
- Be dedicated to self-discipline in the pursuit of excellence according to the Word of God (1 Peter 2:9; 2 Timothy 2:15). Regular and punctual attendance at religious services, classes, work, and service assignments.

“Self-discipline must be practiced by everyone who would be a worker for God. This will accomplish more than eloquence or the most brilliant talents. An ordinary mind, well disciplined, will accomplish more and higher work than will the most highly educated mind and the greatest talents without self-control” (Christ’s Object Lessons, 335.1)

- Trust God to guide in their personal relationships and uphold Bible and Spirit of Prophecy principles in the area of dating and finding a spouse (Genesis 2:24).

“Examine carefully to see if your married life would be happy, or inharmonious and wretched. Let the questions be raised, Will this union help me heavenward? will it increase my love for God? and will it enlarge my sphere of usefulness in this life? If these reflections present no drawback, then in the fear of God move forward. But even if an engagement has been entered into without a full understanding of the character of the one with whom you intend to unite, do not think that the engagement makes it a positive necessity for you to take upon yourself the marriage vow, and link yourself for life to one whom you cannot love and respect. Be very careful how you enter into conditional engagements; but better, far better, break the engagement before marriage than separate afterward, as many do” (Review and Herald, Jan 26, 1886).

- Regularly and punctually attend religious services, classes, work and service assignments (Hebrews 10:25; Ephesians 5:15-17). Moral principles, which prohibit exploiting another person sexually or emotionally, or engaging in premarital sex and homosexual practices.

- Reverence the House of God during sacred services by their reverent behavior and appropriate use of technological devices (Leviticus 19:30; Habakkuk 2:20; Mark 11:17; Ecclesiastes 5:1; Matthew 18:20).
- Be honest, both in action and intent, in relation to class responsibilities, work assignments, and personal relationships (2 Corinthians 8:21; Ecclesiastes 9:10).
- Maintain high standards in physical and mental health, ruling out the use of alcohol, tobacco, coffee, mind-altering drugs, and other self-abusive practices (1 Timothy 4:12; Romans 12:1-2).
- Uphold moral principles which prohibit exploiting another person sexually or emotionally, engaging in adultery, premarital sex, or homosexual practices (1 Thessalonians 4:3-5; 1 Corinthians 6:18).
- Dress in a manner that positively reflects the Mission and Vision of Weimar Institute; they realize that both on and off campus they are witnesses for Christ (Deuteronomy 22:5).

“In dress, as in all things else, it is our privilege to honor our Creator. He desires our clothing to be not only neat and healthful, but appropriate and becoming” (Education, 248).

“The dress and its arrangement upon the person is generally found to be the index of the man or the woman” (Review and Herald, January 30, 1900).

“We judge of a person's character by the style of dress worn” (Review and Herald, November 17, 1904).

- Appreciate the best forms of recreation, avoiding those that are not profitable according to biblical standards (1 Corinthians 10:33; 1 Thessalonians 5:21,22; Philippians 4:8).
- Maintain a high respect for others' privacy, property and viewpoints (Romans 12:10; Philippians 2:3,4).
- Commit to thoughtful unity and unselfish integration of personal desires with the needs and schedule of the larger Weimar community (Philippians 2:3,4; Psalm 133:1).

## Balance

The mind functions most effectively with balanced mental, physical, social, and spiritual activity. The health of the body can affect the efficiency of the thought processes. Living at peace with God and man frees the mind to concentrate on



Christian intellectual pursuits. Students are encouraged to arrange a balanced schedule that allows time for personal Bible study, work, exercise, and timely completion of class assignments.

### *Mental Development*

Weimar Institute was established to foster a disciplined development of the mind for the purpose of intelligently furthering the work of God on earth (see *Christ's Object Lessons*, pages 333-334). Students are expected to train their minds to concentrate on lectures and study material and to actively participate in class discussions. They are encouraged to learn the principles underlying God's laws, to discern truth from error, to solve problems creatively, and to effectively communicate their knowledge to others.

### *Physical Development*

Weimar Institute expects students to give serious attention to the development and the maintenance of their physical health. They should understand that their bodies are temples of the Holy Spirit (I Corinthians 6:19) and that physical well-being has a direct influence on mental, social, and spiritual health. The NEWSTART® health model, recommended for all staff and students, includes the best in Nutrition, regular Exercise, abundance of pure Water, frequent exposure to Sunlight, the exercise of Temperance, deep breaths of fresh Air, regular and adequate periods of Rest, and an active Trust in God.

### *Social Development*

Weimar Institute takes seriously the development of interpersonal skills and social responsibilities. Social health is as vitally important in preparing for successful Christian ministry and stable Christian homes as academic studies.

While social development is largely a personal responsibility, Weimar Institute offers social events such as family groups and other special events sponsored by the Student Association to help students develop this vital skill.

### *Spiritual Development*

Every function of Institute life is designed to cultivate a life of consistent Christianity. Students who attend Weimar Institute come here because they desire to serve and draw closer to Jesus Christ. Their goal is to enter into a life of service for the Master. This commitment requires an intentional, daily walk. Consider the following counsel:

He who would build up a strong, symmetrical character, he who would be a well- balanced Christian, must give all and do all for Christ; for the Redeemer will not accept divided service. Daily he must learn the meaning of self-surrender. He must study the word of God, learning its meaning and obeying its precepts. Thus he may reach the standard of Christian excellence. Day by day God works with him, perfecting the character that is to stand in the time of final test.<sup>2</sup>

See the Spiritual Growth Opportunities section on page 177 for more information.

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<sup>2</sup> White, Acts of the Apostles, p. 483

# Student Housing

## Housing Policy

The housing policy is designed to assist students in achieving academic success. It has been designed with the desire to provide a protective, nurturing environment for students as they pursue their academic goals. Research consistently demonstrates living in residence halls positively influences student success including higher GPAs, campus involvement, peer networking, and an increased graduation rate.<sup>3</sup>

By accepting admission, all part-time and full-time students understand they are required to live in a residence hall, with the exception of students living with parents or immediate relatives (including grandparents, aunts, uncles, or siblings who are at least 25 years old). Students living with relatives must live in the relative's primary residence.

First year freshmen, who are not living with their parents locally, must reside in a residence hall.

Students who would like to live outside the residence halls, whether on or off campus, must submit a written request to the Director of Student Services. The request will be reviewed by the Student Affairs Committee for approval if the student meets one of the following criteria:

1. Married, divorced, or widowed students
2. Single parents
3. Students who have earned a Bachelor's degree or equivalent credit hours
4. Students who are 23 years of age or older
5. Students who have established off-campus employment
6. Other living situations approved by Student Services

All requests for on-campus housing are subject to housing availability and campus housing policy. This policy applies during fall, spring, and summer semesters.

## *Older Students*

Students who are over the traditional college age range may be granted privileges not given to younger students by some policies, such as those concerning housing, relationships and off- campus travel.

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<sup>3</sup> <http://www.iub.edu/~caepr/RePEc/PDF/2010/CAEPR2010-002.pdf>

### *Off-Campus Housing*

For older or married students, provided is a courtesy list of apartment housing in the Colfax and Auburn area surrounding Weimar. Weimar Institute is not responsible to find or assist a student in finding off-campus housing, and has no direct or indirect relationship with any of these establishments. This list should not be viewed as an endorsement or referral.

#### Cedar Ridge Apartments

301 Canyon Creek Dr. Colfax CA 95713

530-346-6716

2 Beds 1.5 Baths \$1,225 Deposit + \$1,225 Rent (800 Sq Ft)

#### Cedars Apartments

201 Cedar Ravine Circle, Colfax, CA 95713

530-346-6498

2 Beds, 2 Baths \$1,405 Rent (Sq. Ft. Unavailable)

3 Beds, 2 Baths \$1,668 Rent (Sq. Ft. Unavailable)

#### Auburn Town Homes

13048 Lincoln Way, CA 95603

530-718-1435

2 Beds, 2 Baths \$1450 Rent (990 Sq. Ft.)

2 Beds, 2 Baths \$1500 Rent (1190 Sq. Ft.)

#### St. Kathryn Arms

190 Hoffman Ave, Auburn, CA 95603

530-885-6187

Studio w/ bath \$850 (336 Sq Ft)

1 Bed, 1 Bath \$895 (561 Sq Ft)

## **Dormitory Living**

Dormitories have a Student Dean and or Resident Assistant (RA) that reports to the Residence Hall Dean (RHD). Group living situations provide excellent opportunities to practice personal courtesy, cooperation with others, identify and meet others' needs, and develop social responsibility. All students should respect the privacy, personal feelings, and personal property of roommates and neighbors. While the Institute desires students to have significant freedom in developing interpersonal relationships, dormitory living requires some guidelines for efficiency and personal comfort.

### ***Roommate Bill of Rights***

Your enjoyment of life in a residence hall will depend to a large extent on the thoughtful consideration that you and your roommate demonstrate to each other. As a dorm student, you have certain rights and privileges, and it is your responsibility to extend those towards your roommate. These rights and privileges include the right to:

1. Read and study free from undue interference in your dorm room.  
Unreasonable noise and other distractions inhibit the exercise of this right.
2. Sleep without undue disturbance from noise, guests of roommate, etc.
3. Expect that your roommate will respect your personal belongings.
4. A clean environment in which to live.
5. Free access to your room and facilities without pressure from your roommate.
6. Personal privacy.
7. Host guests with the expectation that guests will respect the rights of other students and dorm residents.
8. Be free from fear of intimidation and physical or emotional harm.
9. Sound Equipment, such as radios and stereos, musical instruments, keyboards, and amplifiers are permitted in your room on a privilege basis. It is your responsibility to see that the sound equipment is played at a level that will not disturb others. Headphones should be used on all electronic equipment at all times when others are disturbed by the sounds. Residents who do not control their equipment as outlined above will lose this privilege.

## ***Rooms***

Most residence hall rooms are double occupancy. If space is available, students may be assigned an individual room. Students who move from one room to another during the school year must make arrangements with the RHD prior to any housing change.

## ***Room Deposit***

All residents are required to pay a room deposit when they register for the current year (see current room rates). The deposit will be refunded after a final successful checkout from the residence hall at the end of a student's residency at Weimar Institute. Failure to properly clean and prepare the room for checkout will result in a reduction, or entire forfeiture, of the room deposit refund.

## ***Check-in Procedures***

### **Check-in Form**

When you are assigned a room or move into a new room, you must complete a check-in form.

Failure to list any damages before moving into a room may result in charges for undocumented damages when you move out of the room. The completed form must be returned to the RHD.

### **Keys & Key Deposit**

The key deposit is included in the room deposit (see student charges). A student may not make duplicate keys. Misplaced or lost keys are replaced with a charge of \$10 per key. The replacement fee will be charged to the student's account.

### **Doors & Door Locks**

The only item permitted on the exterior of residence hall room doors is a name card listing the residents of the room. Tampering with door locks is prohibited.

## ***Check-out Procedures***

1. Contact the RHD in charge of housing
2. Your room should be left in the same condition in which you found it.
3. Have an RA or RHD inspect your room for cleanliness and damages. Your check-in form will be used for this step. Any damages will be noted on the form, and charges will be deducted from your room deposit.

4. Fill out a forwarding address card including your phone number. This step is not optional. We cannot forward magazines, so you should also send a change-of-address form to each subscription.
5. Return your room key and sign the checkout form.

### **Deposit Refund**

Any student who fails to check out of a residence hall will forfeit a portion of his or her deposit. This deposit will need to be paid again in full before future housing will be honored. Deposits will be refunded to those who have checked out, cleared their student account, and are not returning to the residence halls for the following semester. Those with an outstanding balance with the Institute will have their deposit applied to their account. Students remaining in dorm housing over the summer will not receive a refund. Their deposit will be held in trust until the fall semester.

### **Improper Check-outs**

Fines for failure to adequately clean your room or pack up all your belongings will be determined by the RHD. These fines will be deducted from your room deposit. Students will be fined \$10 for failing to return their room key.

### **Eviction Policy**

Weimar Institute residence hall housing is designed for currently enrolled, full-time students. When a student ceases to be enrolled in classes during a school term, he or she must vacate residence hall housing. If at any time, and for any reason, a student is found to be inappropriately residing in the residence hall, the student will receive written notice from a RHD that he or she has 48 hours to vacate the dormitory.

This policy also applies during summer periods if a student does not retain his or her status as a student. If the student does not vacate housing within the 48 hour time period, his or her personal belongings will be placed in storage and the student will forfeit all refundable housing deposits and fees. Any exceptions must be arranged through the RHD in conjunction with the Office of Student Services and the Finance Office.

### ***Summer Sessions***

The policies in this handbook apply to all students year round, which includes semester and summer breaks. Some changes may occur with regard to summer curfew and other personal responsibilities. Please speak with a RHD for

details. Anyone who is on campus working to payoff a tuition balance owed to the Institute is considered a “student” under this policy.

### ***Curfew, Night Checks & Campus Leaves***

#### **Curfew**

“Curfew” begins in the residence halls at 9:30 p.m. Sunday-Friday; and at 10:00 p.m. Saturday evenings. Students are required to be in their assigned dormitory at curfew. Students who are not present during the “night check” by the RA will be reported to the RHD. Common areas of the dormitories may only be used for quiet, individual study from curfew through 6:00 a.m. the following morning.

After curfew, except for emergencies, students must receive permission before leaving the dormitory. This permission should be obtained from the RHD before curfew (see Late Leaves below). Such occasions are to be the exception and not the rule.

#### **Curfew Pass**

A curfew pass permits students to be out of the dorm an extra hour in the evening for the following reasons: 1) family or personal emergencies, 2) special occasions, or 3) out-of-town travel. Late leaves for “special occasions” will not be considered during Sabbath hours (sundown Friday until sundown Saturday). Family or personal emergencies will always be given due consideration. All curfew pass requests must be made well in advance of the actual event.

Should a student have an emergency that prevents him or her from returning to the residence hall by curfew, the student must call and speak with the RHD to make appropriate arrangements for a curfew pass to be out of the dorm after the RA’s night check. If the RHD cannot be reached, the student must contact the other RHD.

#### **Grace Period**

Because of the discrepancies between individual watches and residence hall clocks, a grace period of 5 minutes is given at curfew every evening. The grace period will not excuse habitual late curfew violations.

#### **Campus Leaves**

Long-distance and overnight travel should be minimal, since students are expected to be actively involved in campus worship services, regular church attendance, and school activities. Each student is allowed home leaves, provided that his or her church and campus responsibilities have been met. No leave



from campus should infringe upon any special schedule, such as colloquium weekends, weeks of spiritual emphasis, board weekends, etc. All leaves must be arranged in advance with a RHD upon approval of the work supervisor.

Students are responsible for checking the school's master calendar and determining which weekends they are required to be on campus for mandatory scheduled events.

Students leaving campus within a thirty-mile radius do not need permission from the Deans to leave campus. If it is a mixed group, students must notify the Deans of who is going. One female should not travel with two or more males alone. Anytime the travel destination is more than 30 miles from campus, students are required to notify the deans of those traveling with them as well as the destination.

### **Campus Leave Policy**

Any time a student leaves campus overnight, including school-sponsored trips, permission must be obtained from the RHD before leaving the campus. Students are encouraged to seek approval well in advance of an overnight leave. Approval is not necessary for overnight events involving the entire student body, such as R&R.

Dorm students are expected to remain off campus during the dates listed on the leave request. If a leave must be cancelled or the student returns earlier than expected, the RHD is to be informed and the student should be in the residence hall by curfew. A change in a student's intended destination during the granted leave must also be reported to the RHD.

Requests for weekend leaves must be submitted by curfew on Thursday evening. Exceptions will be considered by the RHD on a case-by-case basis.

Other things to consider when requesting an overnight leave are:

1. If a proposed leave from campus includes missing a work or class appointment, it is the student's responsibility to notify the affected faculty member and work supervisor.
2. If an emergency situation makes it impossible to return to the residence hall by the date and time stated on the leave, it is the student's responsibility to call the RHD to request an extension of time.
3. Overnight leaves must adhere to the principles outlined for "Mixed Groups" (under the Personal Relationships heading) and have clear evidence of appropriate chaperoning. Falsification of overnight leave information and details will result in disciplinary action, including the possibility of suspension or dismissal.

Violation of this policy will result in the cancellation of any requested leaves and the suspension of future overnight leave privileges for the offending student.

### **Chaperoning**

At least two staff members or chaperones, either married or of the same gender, approved by a RHD are required when overnight travel or activities are being planned.

### **Guests**

Residence halls, including lobbies, are never opened for mixed visiting. Exceptions for special events may be made by consultation with the RHD.

Prior arrangements must be made with the RHD for all guests who wish to stay overnight in the dormitory. Family members may be allowed to stay in the student's dorm room for three nights free of charge. Family members who wish to stay more than three consecutive days must obtain approval from the RHD.

Approved same-gender guests, who are not family members, are charged a fee per night when visiting overnight in a student's room (contact the Academic Administration office for current prices) and may stay up to three nights per semester. Additional guest accommodations are available at the Weimar Inn.

Family members and visitors who are lodging in one of the dormitories must adhere to Weimar Institute policies during their stay.

### ***Residence Hall Services and Facilities***

#### **Air Conditioners and Heaters**

Some dormitories have individual-room air conditioners and heaters. Operation should be limited to the controls on the outside panel of the unit. Delphia and Bayith dorms have central heating and cooling. Personal space heaters may be permitted with the approval of the RHD. Space heaters with open heating elements are prohibited in the dorms. Personal air conditioners are also not permitted in the dorms. Students may purchase a fan for use in their assigned rooms.

#### **Bicycle Storage**

Bicycles may be stored in student dorm rooms or another location at the direction of the RHD. Bicycle hooks should not be placed in ceilings, walls, or any other part of a student's dorm room. Weimar Institute assumes no responsibility for bicycle security. Bicycle locks, if desired, are to be supplied by each owner. A bicycle rack is available in front of some of the dorms for convenience. Bicycles remaining on campus after their owners have left school will become the prop-

erty of Weimar Institute and may be sold unless the student has made prior arrangements with the RHD.

### **Blinds & Curtains**

All blinds, curtains or other fixtures attached to dorm room walls are the property of Weimar Institute and may only be installed Plant Services personnel. If your room has window coverings provided, these coverings may not be removed. Special requests for a change in window coverings may be submitted to the RHD, who will in turn forward it to Plant Services if the request is approved.

### **Bulletin Boards**

All material placed on lobby bulletin boards in any of the residence halls must be approved by a RHD or an RA.

### **Chores**

Students living in the residence halls are required to help maintain the dormitory in a neat, clean, and well-functioning manner. A variety of chores are assigned to students each week on a rotational basis. If a student fails to do an assigned chore for a particular week, or does not complete the chore in an adequate fashion, he or she will be assigned additional chores the following week. Continual failure to perform assigned chores may be subject to disciplinary measures.

### **Cooking in Dorm Rooms**

The US Consumer Product Safety Commission reports: "Cooking equipment causes 72% of dorm fires. Students should cook in designated areas only, and never leave cooking equipment unattended when in use."<sup>2</sup> For this reason, Weimar Institute prohibits cooking in all dormitory sleeping areas. The use of hot plates, rice cookers, electric skillets, etc. is prohibited in dorm rooms. Food preparation shall be done in the Bayith kitchen (women) or the Student Center (men). The RHD's will confiscate any cooking appliances used in violation of this policy.

Additionally, insects and rodents are attracted by open and uncovered, standing food and trash. Students will be fined for dirty dishes and open food containers observed in their rooms or common areas of the dorm as well as trash cans that have not been dumped and are overflowing onto the floor. Dirty dishes found stacked in dormitory bathrooms will be discarded.

### **Electricity**

Students are encouraged to help control the electric bill. To conserve energy, please turn lights and other appliances off when not in use. If you leave campus

overnight for any reason, please turn off all electrical devices. Obviously, refrigerators should be left running.

Hillside Dorm has heaters / air conditioners in each room. Students leaving the heater / air conditioner on while the room windows are open will be fined \$10 per occurrence.

### **Firearms & Weapons**

All guns, rifles, slingshots, starting pistols, paint and air guns are strictly prohibited on campus, in the residence halls or in student vehicles. Possession of all martial arts weapons and knives, larger than a pocketknife, are also prohibited. Because Weimar views weapon possession as a serious offense, discipline will be imposed on violators of this policy.

### **Kitchens**

Use of campus kitchens is privilege and not a right. Students are expected to be present while food is cooking to prevent fire hazards and are responsible for clean up when finished. Bayith (women) and the Student Center (men) are equipped with a kitchen for student use. Contact the RHD with questions regarding the current policy and use of these facilities.

### **Laundry Facilities**

Laundry rooms are located in each of the residence halls as well as coin-operated machines in the laundry room between Hilton dorm and the Weimar Market. These facilities are available Sunday through Friday afternoon. Students are prohibited from doing laundry during Sabbath hours. Detergent is available for purchase at the campus store, better known as the “Weimart.”

Laundry hours for all residence halls are from 6:00am to 9:00pm, Sunday through Thursday. Students who do laundry on Fridays must ensure the process is finished before the Sabbath hours begin. Laundry may be done on Saturday evenings after sundown, but must be finished by 9:00pm. Laundry shall not be done during Sabbath hours, sundown Friday to sundown Saturday.

### **Mail**

Mail is delivered each day, Monday through Friday, to the student residence halls. Outgoing mail deposited in the campus mailroom by 9:30 a.m., Monday through Friday, will go out the same day.

### **Mailing Address**

Letters, Magazines, cards, etc. should be mailed to:

Name of Student  
Weimar Institute  
PO Box 486  
Weimar, CA 95736

Packages (except Amazon orders) should be mailed to:

Name of Student  
20601 West Paoli Lane  
Weimar, CA 95736

Amazon orders should be mailed to:

Name of Student  
20601 Paoli Lane  
Colfax, CA 95713

### **Medical Expenses & Insurance**

Weimar Institute does not provided medical or dental insurance for students. Each student is required to provide for his or her own medical insurance. Students are also responsible for scheduling and arranging any personal medical appointments. The Institute carries accident insurance for each enrolled student in the event an accident occurs on campus.

### **Pets**

There is no provision for keeping pets in dormitory rooms. Fish are an exception if all roommates and the RHD are in agreement. Parents and friends who visit residents must leave their pets at home.

### **Pianos**

If your residence hall has a piano, it may be played only between the hours of 8 a.m. and 7 p.m.

### **Protection of Personal Property**

The Institute is not responsible for stolen items or money. It is the responsibility of individual students to keep automobiles, bicycles, and dormitory rooms locked and valuables secreted away.

### **Roofs**

Roofs are not designed for foot traffic and the risk of injury from falling cannot be overlooked. Except in cases of emergency, any student who is on the roof of an Institute building without authorization will be fined \$200.

## **Room Décor & Posters**

Most dorm rooms are furnished with a desk, chair, bed and dresser for each student. These items are not to be removed from the room, nor are they to be added to without agreement between the roommates and permission from the RHD. Some dorm rooms contain bunk beds. Bunk beds are not to be separated or taken apart without permission from the RHD.

Posters or pictures of nude or partially clothed bodies are inappropriate room décor. These items will be confiscated and the owner will be disciplined. Similarly, all posters, pictures or other decorations that promote a lifestyle contrary to Seventh-day Adventist beliefs and teaching (alcoholic beverage slogans, rock music groups, inappropriate movie graphics, etc.) will not be permitted in any of the residence halls.

Live trees can be a fire hazard, and are not allowed in any of the residence halls.

Student rooms are to be decorated in accordance with Institute standards. Pictures, posters, and wall hangings are not to be nailed, tacked, stapled, screwed, or taped to the walls or woodwork. 3M Command Strips or Poster Putty may be used to hang posters and pictures. Contact the RHD if you have questions.

## **Room Repairs**

Residence hall room repair forms are available from the RA.

## **Sick Policy**

If a student suffers a minor illness that requires him or her to miss classes or a work assignment, the student is responsible for notifying teachers and their work supervisor. If necessary, the student should also contact the RHD or RA to ensure he or she receives meals from the cafeteria.

In the event of more serious medical situations, students should notify the RHD or RA as soon as possible.

## **Students with Physical Disabilities**

Any student with a disability who requires personal attendants or special residential accommodations must submit a written request to the Office of Student Services prior to moving into a residence hall. The request will be reviewed by the Student Affairs Committee to determine how the needs of the student can be best met.

## Telephones

Generally, everyone today has access to a personal cell phone or other related services via the Internet. Weimar Institute does not provide phone services for students. Please contact the RHD if you need to use a phone in the event of an emergency.

## Windows & Screens

Windows are not designed as entry or exit points for dorm rooms. Such use is prohibited. Students who use windows as a means of exit or entry after night check will be subject to disciplinary action.

Window screens are not to be removed except in the event of an emergency. Removing screens to pass items into a room is prohibited. Tampering with or removal of a screen or screen seal will result in a \$100 fine.

# Spiritual Growth Opportunities

To help students build a solid Christian character, better familiarize themselves with the Word of God and grow daily closer to Christ, Weimar Institute offers a number of worship opportunities. Faculty and staff expect that students will regularly attend these periods of worship. The importance of these appointments with God cannot be overstated. “Our Saviour himself, bearing the test for humanity, acknowledged that of himself He could do nothing. We must also learn that there is no strength in humanity alone. Man becomes efficient only by becoming a partaker of the divine nature.”<sup>24</sup>

The following specific events are planned to nurture personal and corporate spiritual growth:

## Personal Devotions

“Man shall not live by bread alone, but by every word that proceedeth out of the mouth of God” (Matthew 4:4). It is by the spiritual food, and not the physical, that we are to live. A consistent devotional life is the foundation to a strong relationship with the Lord, and Weimar Institute offers numerous possibilities for the students to develop this relationship. Students are encouraged to read and study their Bibles, to spend time in earnest prayer, in thoughtful contemplation and in joyful praise. Students are invited to take advantage of the numerous trails around Weimar to enrich themselves in nature and find a quiet place to spend time with the Lord.

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4      White, *Conflict & Courage*, p. 83

Weimar Institute understands and recognizes that not all students will have a consistent devotional life and so encourages students to engage with other students and/or faculty and staff to enquire about how to develop a deeper devotional life.

## **Corporate & Dormitory Worship**

Dormitory students are required to attend scheduled morning worship services, whether in the dormitory or corporately in Haskell Hall. Village students are encouraged to attend these worship services, but are not required with the exception of Town Hall Meetings. Worship format and times are determined by Institute faculty and staff.

## **Evangelism**

Jesus commissioned his followers to “Go” into the world, “teaching all nations” (Matthew 28:19). He said to Peter (and to all of us), If you love me, “feed my sheep” (John 21:16), some of whom are “not of this fold” (John 10:18). As part of Weimar Institute’s curriculum, regular time is set apart for students to play a part in fulfilling the great commission and helping others find Jesus.

Weimar Institute provides numerous opportunities for students who are less comfortable with certain aspects of outreach to attend evangelism training classes. While there will be a variety of activities and outreach events provided throughout each semester, students are encouraged to engage in personal outreach efforts as a means of gaining experience in the Lord’s vineyard. This will increase their ability to confidently interact with others of different faiths and nourish their own spiritual life.

## **Sabbath Services**

The Sabbath is God’s time for mankind to meet with Him in an atmosphere free from non-spiritual distractions. To facilitate this, the Institute gives primary attention to worship, rest, Christian fellowship, and service from sundown on Friday until sundown on Saturday. During these hours students are expected to refrain from secular entertainment, music, shopping, restaurant dining, business transactions, sports, scholastic studies, work, and other similar activities. Food delivery and sports viewing are also not appropriate Sabbath activities.

During a student’s freshman and sophomore years on campus, he or she is expected to attend the campus church weekly. He or she will have the opportunity to participate in the ministry of the campus church. Request to attend off-campus church services should be submitted by Thursday evening at curfew.



Any student who desires to engage in ministry at another local area church may submit a request to the Director of Student Services for consideration. The Director of Student Services, in consultation with the Pastor of the campus church, will either grant or deny the request. To qualify for an exception to this policy a student must:

1. Show evidence of regular, productive involvement in the local campus church.
2. Document a plan demonstrating a desire to engage in ministry at one of the local area churches.

### **Small Groups**

Prayer bands, Bible study groups, small groups, and similar student-initiated activities are encouraged and supported.

## **Student Leadership Opportunities**

Participation in the Student Association (SA) offers students an opportunity develop leadership skills and better the college experience for themselves and the entire student body. Student representatives are elected for a variety of student government positions. However, unelected students who desire to serve in an elected SA role in the future, or those who are just interested in adding a pair of helping hands to carry the load, are invited to assist those who hold elected offices.

Student leaders (SA officers, Teaching Assistants and RAs) must maintain a 2.5 GPA and have no grade lower than a “C-” in all current courses. If grades do not meet this standard the student must meet with advisor and student success to come up with a plan of remediation. Students on academic probation, or who have been on academic probation within the previous six months, are not eligible for these positions.

Student leaders are expected to demonstrate a personal commitment to the principles and standards of Weimar Institute and maintain a good citizenship record.

# Student Responsibilities

## Attendance

In addition to classes, all dormitory students are expected to attend the following:

1. Daily morning worship
2. Wednesday community outreach
3. Midweek Service
4. Friday evening vespers
5. Sabbath Services
6. Town Hall Meetings are mandatory for all students (dorm, village, non-traditional)

Any student who leaves a meeting early, without permission from an RHD, will be considered absent for that event. Permission to miss these meetings is left up to the discretion of the RHDs. Students who do not comply with regular attendance will be counseled by the RHDs and if necessary referred to Student Affairs Committee.

Students are reminded that worship services are of utmost importance and are a vital part of the Weimar Institute experience.

## Exercise

Weimar College students are encouraged to develop the habit of engaging in regular outdoor recreational pursuits. In keeping with the College's commitment to biblical values, we believe that the best forms of recreation take place in nature, free of the artificial stimulus of competitive team sports and games. The ideal form of recreation involves the working of the soil and the cultivation of plants in close imitation of the Edenic model (Education, p. 211), but students may also gain significant benefits from other non-competitive activities such as hiking, cycling, skiing, backpacking, trail running, camping, rock climbing and mountaineering. Weimar's extensive trail system offers students an attractive venue for hiking and trail running. Weimar Institute also offers a Fitness Challenge every semester for those students who are up for some good, healthy personal motivation. You will receive more information on this event during the early part of the semester.

## Rest

Adequate rest is essential to the maintenance of physical, mental, social, and spiritual health. Late night study and/or socializing should be an exception to the rule and not a habit. The Institute encourages students to regularly retire by approximately 9:30 p.m., and to rise early in the morning for devotional time, exercise, and study. For details, see *Curfew & Night Checks* on page 169.

## Study Time

Most students should expect to spend a minimum of two hours of study time outside of class for each hour spent in class. This time should be spent studying assigned materials for class preparation and homework afterwards. Thus, if a student were taking 16 credits, it would be reasonable to expect to spend an additional 32 hours of study per week. Open times during the day, evenings, early morning hours, and unstructured weekend time provide opportunities for concentrated study. Each student must make study time a priority to keep up with class assignments and to allow time for genuine and deep learning.

To build a foundation for this type of academic study, we commend to students the Bible. It is good to remember that earnest Bible study is the best activity for true cultivation of the intellect.

The mind occupied with commonplace matters only, becomes dwarfed and enfeebled. If never tasked to comprehend grand and far-reaching truths, it after a time loses the power of growth. As a safeguard against this degeneracy, and a stimulus to development, nothing else can equal the study of God's word. As a means of intellectual training, the Bible is more effective than any other book, or all other books combined. — Education, p. 124.

The intellectual training needed to develop deep, thoughtful skills can be best developed through a committed, consistent study of the Bible each morning. We recommend this as a builder of intellectual capacity and study effectiveness, but also as a builder of character and revealer of truth.

## Textbooks

While the works of Ellen White and some theology textbooks may be available at the Weimart, most textbooks and required reading are not available for purchase on campus. These books can be obtained on websites such as Amazon.com.

## Responsibilities to Others

Our behavior affects those around us. At times, and in keeping with the biblical principles (see Phil 2:3), we must set the needs of others ahead of our personal desires. As Christians, we must also live up to the commitments we have made. With this in mind, students are reminded to pay particular attention to the following obligations:

1. Adherence to the Institute's dress code
2. Following evening curfew and quiet time policies
3. Faithfully carrying out and satisfactorily completing dormitory cleaning chores
4. Reporting on time for Cafeteria chores
5. Maintaining a clean and orderly room
6. Appropriate use cell phones/computers during worship services

It is the desire of faculty and staff that all students will uphold Weimar Institute's commitment to be a school that reflects Christ and heaven's values.

## Dress & Personal Appearance

### *Principles*

Faculty and students of Weimar Institute are asked to dress in a manner that positively reflects the Mission and Vision of Weimar Institute. Students should remember that they are always witnesses for Christ—both on and off campus.

Since no dress code can cover all contingencies, students and faculty are expected to exercise Godly judgment in their choice of clothing based on the following principles and the specific applications outlined in the paragraphs that follow. Dress should be:

- **Modest.** Dress should exhibit Christian modesty and should not be overly revealing or distracting in accordance with 1 Timothy 2:9-10, 1 Peter 3:3-5, and 1 Corinthians 10:31.
- **Professional.** Dress should be neat, clean, and attractive. Students should avoid carelessness, sloppiness, and untidiness, or the opposite extreme of showiness and extravagance in their appearance.
- **Functional.** Clothing should be weather, work, and classroom appropriate.
- **Conducive to Health.** Clothing should fit appropriately.

## *Hair Styles*

Both men and women are required to wear their hair in keeping with biblical standards and this policy.

**Women** shall not wear their hair in styles that would pertain to a man, and it must be of a natural hair color. Shaved portions of the sides of the head, artistically shaved hair designs and dreadlocks are prohibited.

**Men** shall not wear their hair in styles that would pertain to a woman (see 1 Cor. 11:14). Men's hair shall not be worn longer than the bottom of a shirt collar, and it must be of a natural hair color. "Man buns," dreadlocks and artistically shaved hair designs are prohibited.

## *Jewelry*

Male and female students are to refrain from wearing jewelry. This includes all forms of rings, bracelets, friendship bands, necklaces, chains, medallions, earrings, and pierced body jewelry. An exception is made for medic alert chains or bracelets.

## *Attire for Women*

### **Classroom**

Dresses, skirts (no jean skirts) and blouses or sweaters, and dress shoes or sandals (no flip-flops). Appropriate footwear during intemperate weather includes: rain boots, dress boots, and hiking boots. Modest dress slacks (no jeans), worn at the waist, that do not violate other prohibitions of this policy are also acceptable. Shorts and sweat pants are prohibited. Baseball caps are not appropriate indoors, during classes, worship or Town Hall meetings.

### **Church & Vespers**

Dresses, skirts with blouses or sweaters, and dress shoes or sandals (no flip-flops). Pants are not permitted.

### **Morning Worship**

Students having lab or work immediately following worship are permitted to come in dress appropriate for those activities.

### **Prohibited Public Attire**

Sloppy, torn or frayed clothing or clothing with inappropriate logos or language that repudiates Institute standards is prohibited. Tight fitting or revealing styles, see through fabrics, low cut tops, bare midriffs or shoulders, exposed camisoles,

sleeveless shirts, tank tops, skirts with deep slits or skirts that do not cover the knees at all times and would require pulling or stretching up to the knees while seated, tight pants (skinny jeans or pants, leggings, tights, yoga pants, etc.), pants worn below the waistline, shorts above the knees, and pajamas are also prohibited.

### ***Attire for Men***

#### **Classroom**

Dress slacks or chinos (no jeans) worn at the waist with a collared shirt, turtleneck or sweater and dress shoes or closed toe shoes (no running shoes) are approved classroom attire. Appropriate footwear during intemperate weather includes: rain boots, dress boots, and hiking boots. Shorts, sweatshirts, hoodies, t-shirts, sportswear, and jeans may not be worn to classes.

Students having lab or work immediately following worship are permitted to come in dress appropriate for those activities. Students with intermittent work and class schedules are permitted to wear appropriate work attire. Shorts and sweat pants are prohibited.

Baseball caps or hats are not appropriate indoors during classes or worship services or to examinations.

#### **Church & Vespers**

Suits or sport coat/dress slack combinations, dress shirt and necktie with/without sweater or vest, along with socks and dress shoes are appropriate for vespers and church services.

#### **Morning Worship**

Students having lab or work immediately following worship are permitted to come in dress appropriate for those activities.

#### **Prohibited Public Attire**

Sloppy, torn or frayed clothing or clothing with inappropriate logos or language that repudiates Institute standards is prohibited. Tight fitting and revealing styles, see-through fabrics, sleeveless shirts, tank tops, muscle shirts, tight-fitting/skinny jeans or pants, worn below the waistline, shorts above the knees and pajamas.

### ***Dress Policy Violations***

Repeated violations of the Institute's dress code will affect student citizenship grades and may result in disciplinary action.

## **Personal Relationships**

### ***Institute Expectations***

Developing an exclusive friendship is something to anticipate and plan for. Factors to be considered include spiritual and emotional maturity, personal values, education level, practical skills development, financial stability, age and openness to counsel. The Institute policies are a guard to help each student follow the calling of the Lord. For Further information on principles for relationships go to <http://weimar.edu/student-services/relationships>. These principles are designed to be an aid and not a hindrance to students as they navigate this important phase of life.

\*See Selections from the testimonies for Students and Workers of Our Sanitariums, p. 3

### ***Interest***

Any student who is 20 years of age and older and feels they are ready to explore a relationship should first counsel with their parents and then a trusted faculty or staff member to help determine their personal readiness for courtship. Weimar Institute will take into consideration the wishes of any parent who feels he or she is unable to support their son or daughter's desire to enter into courtship.

### ***Courtship***

Once the students have individually counseled with a faculty/staff member and obtained parental support, the couple is ready to move into courtship. Courtship opens the door for couples to get to know one another in a more intentional way and determine compatibility in marriage. Couples are encouraged to spend time together during church services and worships, in open areas on campus such as the Student Center, the picnic tables in front of the cafeteria, or "walking the loop." When alone, students must resist the desire to engage in displays of physical affection, such as holding hands, cuddling and kissing, until they have committed to engagement. Couples are expected to avoid secluded places such as isolated classrooms, offices and campus trails.

Student Services will provide couples with a list of faculty and staff members who have chosen to volunteer as mentors and counselors for students who are courting. Couples will commit to meet weekly with their chosen mentors/counselors. These meetings are designed to help couples determine compatibility and chart the course for their relationship.

If a couple decides to end their courtship, individual counseling options will be provided for students to navigate through this often difficult time.

### *Engagement*

When a couple has made a commitment to marriage, ongoing counseling and mentorship will continue. During this time, the couple will be guided through a premarital counseling program based on the materials published by the Seventh-day Adventist Church. As a word of caution, all couples need to consider the impact their behavior will have on their friends and other students. Remember, we are counseled by Paul, to "abstain from all appearance of evil" (1 Thess. 5:22).



# Guarding the Mind and Entertainment

Weimar Institute urges students to follow the counsel given in Philippians 4:8, whether they are occupying the mind with study or leisure activities. Paul counsels: “Whatsoever things are true, whatsoever things are honest, whatsoever things are just, whatsoever things are pure, whatsoever things are lovely, whatsoever things are of good report; if there be any virtue, if there be any praise, think on these things.”

Weimar Institute expects that students who feel called to attend classes on this campus will strive to maintain a consistent, principled life at all times. This commitment extends beyond the campus and includes personal behavior while off campus as well as Internet and media use. Enrollment at Weimar Institute establishes the student as a representative of its principles.

## *Entertainment, Movies & Sporting Events*

Weimar Institute discourages participation in activities for mere amusement or personal entertainment. Live drama, feature films, entertainment-oriented programs, televised sporting events, and gaming are prohibited. While the staff members have neither the time nor desire to micromanage students electronic devices, a level of maturity and discretion is expected to accompany usage of these devices. Evidence of participation by students in any of the above listed activities will be addressed by staff. All forms of electronic media and reading material are to be used only in ways that clearly uplift the human spirit and respect the rights of others.

## *Cell Phones and Mobile Devices*

Cell phones and mobile devices must be silenced during classes, convocations, music events, worship services, and in the library. Text messaging is inappropriate during public meetings. Students are expected to use their phones responsibly. The inability to use phones responsibly could result in disciplinary action.

## *Distribution of Information*

Anyone wishing to distribute or provide information via pamphlets, newsletters, newspapers, or any other form of written communication must first receive permission from the Vice President for Academic Affairs (VPAA).

### ***Internet Use & Electronic Devices***

The Weimar Institute Internet system is provided as an aid to help students in their academic pursuits. Misuse of the system will result in the restriction of its use and possible discipline.

Students are required to submit specific identifying information for all electronic devices using Weimar's Internet services. Such information will be used to regulate the fair distribution of Internet services to all users on the campus. If a student uses false information to register one of his or her devices, or seeks to avoid detection of his or her identity by registering false information, he or she will be subject to disciplinary measure. This policy also applies to library computers as well.

### ***Pornography***

Pornography, in all its forms, is very addictive and will not be tolerated on campus. When there is a struggle with pornography students are implored to seek assistance. Students who desire help in this addiction need to seek counseling from an RHD or a trusted faculty or staff. Upon receiving counseling this behavior is expected to cease immediately. Students who do not seek help or cease this activity will be subject to discipline up to and including expulsion from the school.

### ***Social Media***

Social media outlets such as Facebook, Instagram, Twitter, etc. have great potential for ministry and professional networking, as well as social interaction. With the ability to contact vast numbers of people through these mediums, Weimar Institute holds its students responsible for the content of their social media postings. Weimar students not only represent themselves, but they are also representatives of the Seventh-day Adventist Church and its supporting ministries. For this reason students must abide by the following guidelines for social media usage:

1. You should take time to evaluate personal comments before posting them on social media sites. Questionable content may be misunderstood by others which will reflect negatively on you, the Church, Weimar Institute and more importantly, on the Lord.
2. If you are involved in an emotional incident and feel the need to share information with others, think before you act. Posting comments on social media sites should only be done after you have had sufficient time to process a situation you feel passionate about. Impulsive, reactionary,

and/or defensive posts are discouraged as many times they may misrepresent your true feelings.

3. Posting emotion-laden rants on social media sites is not a substitute for following the steps of reconciliation outlined in Matthew 18. Therefore, posting defamatory personal comments will not be tolerated.
4. Remember that your posts have an affect on the larger world around you. People will measure the standards of Weimar Institute, the SDA church and many times Christianity by your behavior.
5. Failure to abide by these guidelines may result in disciplinary measures.

### ***Examination of Electronic Devices by Staff***

The Institute reserves the right of faculty and staff members to examine the content of any computer, hard-drive, phone or other electronic device used to access the Internet via the Institute's Internet system for illegal activities and pornographic materials. Students consent to this authorization when they access the Institute's Internet system.

## **Transportation**

### ***Vehicle Registration***

Students wishing to have automobiles or motorcycles on campus must register them with the Institute office and present adequate liability insurance and a current driver's license at the time of registration. The Institute office will then issue a parking sticker that must be displayed on the lower left hand side of the rear window or be readily seen on motorcycles. Students operating a car on campus for more than 24 hours (weekends excepted) without displaying a proper parking sticker shall be fined.

### ***Campus Traffic Regulations***

Students are expected to observe all campus traffic regulations and to keep their cars parked in the lower parking lot by Hillside dorm. Parking by the Cafeteria, in front of Douglass or Haskell Halls, or in the chapel parking lot is for short term parking only (15 minutes or less). The double sidewalk in front of Bayith and Princess dorm is to be used only when moving in and out of the dorms or unloading large items that cannot be carried from the parking lot. This drive is not to be used for picking up or dropping off passengers.

Careless driving practices or parking violations may result in the loss of the privilege of having a vehicle on campus.

Students of Weimar Institute are expected to take their vehicles with them when they leave for the summer and when they graduate. Any vehicle left behind without the specific prior approval of Office of Student Services may be towed and impounded off campus at the student's expense.

### ***Non-motorized Vehicles***

Non-motorized vehicles, such as bicycles, are welcome at Weimar Institute but are not necessary for travel about the campus. Bicycles may be used on roadways, but not on lawns or sidewalks. Each student must assume responsibility for the security of his or her own non-motorized vehicle. Students under the age of eighteen must wear a helmet. For safety reasons, skateboards and scooters are not allowed on campus at any time. In an effort to ensure a safe walking environment for our guests, students riding non-motorized vehicles must abide by the posted speed limits.

### ***Transportation To and From Weimar Institute***

Students are responsible for their own transportation to and from Weimar Institute. Students needing transportation from airports or other points beyond Colfax or Auburn should seek to use available public transportation. Students have commonly used SuperShuttle when necessary (<https://booking.supershuttle.com/selectride>).

## **Disciplinary Measures**

The following procedure(s) will be followed when a student fails to comply with the policies in this handbook, or acts in a manner not befitting the spiritual or academic environment of the Institute, or endangers his or her general safety or the safety of others. Policy violations shall be documented as indicated below:

### ***Minor Policy Violations***

The appropriate RHD, staff member, or advisor observing a minor policy violation shall counsel the offending student. The corrective action shall be considered a “verbal” warning. The RHD, staff member or advisor shall document the incident for recordkeeping purposes via memo for record (MFR) and provide a copy to the student. The Director of Student Services shall retain a copy of the MFR, such that, if the offense is not repeated during the academic year, and

the student has no further behavioral problems, the MFR shall be destroyed. Continuous violation of Institute policies will be referred to the Student Affairs Committee, and if necessary to the Student Discipline Committee. Minor policy violations are (but not limited) dress code, all dorm policies, cafeteria chores, and inappropriate phone use.

### *Major Policy Violations*

For major policy violations, the Student Discipline Committee shall convene to investigate the policy violation. The offending student shall:

1. Appear before the committee
2. Be informed of the conduct for which he or she has been summoned
3. Be given an opportunity to offer a defense and explain why he or she should not be disciplined

The Student Discipline Committee shall deliberate either in or outside of the student's presence regarding the conduct, and may meet on multiple occasions, if required, to ensure fairness.

### *Suspension/Dismissal*

When the Student Discipline Committee determines suspension or dismissal from the Institute is appropriate, the recommendation shall be forwarded to the VPAA for final resolution. Upon examination of the relevant evidence, in counsel with the committee chair and the Director of Student Services, the VPAA shall make a decision and proceed with implementation.

The Student Discipline Committee shall determine what measures should be taken to uphold Weimar Institute's policies. If the Committee decides to handle the matter informally, the procedure for Minor Policy Violations shall be followed. However, if the Committee decides to handle the matter more formally, their findings shall be documented via MFR and a copy shall be placed in the student's academic file. The student shall also be given a copy of this document. If a student fails to attend a meeting of the Student Discipline Committee, he or she may be suspended or expelled.

Students may appeal the findings of the Student Discipline Committee in writing to the VPAA within ten (10) days of disciplinary action. The VPAA shall provide a written response to the student within five (5) days of receipt. All decisions of the VPAA are final.

# Safety & Security

## Criminal Behavior

### *Assault*

Weimar Institute has a zero tolerance policy for either physical and/or verbal assault against its staff members or students. Any student involved in this type of behavior will be subject to discipline up to and including expulsion from the school. In the event of an actual crime, the Placer County Sheriff's Department will be contacted. For additional information regarding assault see the sections titled Sexual Assault and Sexual Harassment on page 193.

### *Hazing*

Hazing includes, but is not limited to, any act directed toward an individual, or any coercion or intimidation of an individual to act or to participate in something which a reasonable person would perceive is likely to cause physical or psychological injury and where such act is a condition of initiation into, admission into, continued membership in, or association with any group, whether that group is a formal or informal entity. For more information see California Penal Code, 245.6.

Any student who plans or engages in hazing or commits any act that injures, degrades, disgraces, threatens, intimidates, or intends to injure, degrade, or disgrace a fellow student or campus guest will be subject to disciplinary action up to and including expulsion from the Institute (See California Education Code 32050-32051).

Any student who throws projectiles of any kind at any person, building, or vehicles will also be subject to disciplinary action. Any type of prank or game that may potentially damage Institute property, personal property or cause injury will not be tolerated, and will result in confiscation of the items in use. Any student engaged in such activity will be fined for any damage to buildings or other property. Criminal prosecution may also occur.

### *Pornography*

Distribution and production of pornography and sexting that violate the law will be referred to the Placer County Sheriff's Department.

## ***Sexual Assault***

Sexual assault is a crime punishable by law. Sexual assault includes all forms of rape, attempted rape, and non-consensual sexual physical contact. Both men and women may be a victim of these crimes. Any sexual activity without the consent of both parties is a crime.

Weimar Institute condemns such acts, and will take stern and swift action following the requirements of the law against the perpetrator. Any student, faculty member, or staff member guilty of such activity shall be subject to discipline, including dismissal and criminal prosecution.

### **If you are a victim of sexual assault:**

1. Go to a safe place. Call a close friend to be with you for support.
2. Call one of the RHD's. If a sexual assault is reported to institute personnel, appropriate steps will be taken to immediately investigate the incident. If circumstances warrant, the Placer County Sheriff will be notified.
3. It is the responsibility of all faculty and staff members of the Institute to report any known cases of sexual assault immediately to one of the following:
  - VPAA
  - Director of Student Services
  - RHD
  - NEWSTART® Clinic Medical Doctor
4. If you plan to report an incident, do not shower, change clothing, or eat or drink anything. These behaviors may destroy vital evidence.
  - Due to limited medical treatment capability, the Weimar NEWSTART® clinic cannot meet the legal requirement for treatment of rape or sexual assault victims.
5. The following resources are available to all crime victims:
  - Placer County Sheriff: (530) 889-7800
  - Placer County Victim/Witness: (530) 889-7021
  - Placer County SART: (916) 543-2533
6. Sexual assault is a traumatic event. As such, all Weimar staff and faculty must respect confidentiality by limiting the discussion to people involved in the case.
7. Weimar Institute will facilitate counseling services as needed

## *Sexual Harassment*

Weimar Institute is committed to creating a safe and collegial environment that is conducive to learning and personal and spiritual growth. Toward this end, students, volunteers, faculty, and staff (or other persons providing services for Weimar Institute) should never place another student or colleague in a position of embarrassment by the use of language or actions that carry either overt or subtle sexual overtones. Such behavior is not only a violation of the Christian principles that Weimar Institute espouses, it is also a violation of state and federal law.

1. Sexual harassment is defined as any unwelcome sexual advance, request for sexual favor, and/or other verbal or physical contact of a sexual nature when: Submission to such conduct is made explicitly or implicitly a term or condition of an individual's employment or academic standing; or,
2. Submission to, or rejection of, such conduct by an individual is issued as a basis for employment or academic decisions affecting an individual; or,
3. Such conduct has the purpose, or effect, of interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive working or academic environment.

As such, sexual harassment at Weimar Institute will not be tolerated in any form. If a student encounters such behavior from a member of the faculty or staff at Weimar Institute or from a fellow student the following steps should be taken:

1. Such an encounter should be reported to the Director of Student Services or one of the RHD's. These staff members will seek to ensure the student's right to privacy and the alleged offender's right to due process.
2. Students, faculty, or staff members who are aware of any incidents of sexual harassment are also responsible to report such incidents.
3. An investigation will be made for the purpose of seeking to establish whether there is a reasonable basis to accept the allegations as fact.
4. The accused will be fully informed as to the nature of the allegations and will be given reasonable opportunity to respond to the charges.
5. If it is determined that the allegations are valid, immediate and appropriate disciplinary action will be taken—up to and including dismissal.
6. If it is determined that the allegations are unfounded, steps will be taken to restore the reputation of the accused. If it is determined that the accuser was intentionally dishonest, he or she will be subject to discipline.



## ***Substance Abuse***

Weimar Institute is a drug-free campus that actively seeks to provide an environment in harmony with the philosophy of the Seventh-day Adventist Church, as well as state and federal laws. Weimar Institute has a zero-tolerance policy on the use of drugs, alcohol, and tobacco.

## ***Theft***

Students must take precautions to protect their personal belongings. Rooms should be kept locked when not occupied and names should be put on personal property. Weimar Institute is not responsible for items stolen while students are at school.

Any student who takes the property of another, without permission, will be disciplined immediately and subject to suspension or dismissal from the Institute. If it is determined that an actual theft occurred, the Placer County Sheriff's Department will be contacted for appropriate action. Thievery will not be tolerated.

Note: Possession of lobby furniture, vacuum cleaners, tools, or other residence hall property, without permission from the RHD, will result in disciplinary measures. Anyone in possession of an unauthorized master or room key will be subject to discipline or dismissal.

## ***Vandalism***

Any deliberate damage done to any campus property will result in fines, restitution and possible criminal prosecution.

# **Emergency Safety Procedures**

## ***Fire Drills***

The residence halls are required to hold periodic fire drills. When the alarm sounds, the law requires that all residence halls be evacuated as promptly as possible. Students should follow the fire escape route posted on the back of their room door. Students must remain outside the dorm at the designated fire assembly point until the alarm has ceased sounding or you are given other directions by an RHD or other faculty member.

Students must check in with their RA or RHD at the location listed on the back of their door so they can ensure everyone is accounted for. Students may not return to the dorm until receiving permission from the RHD.

### ***Fire Hazards***

The following items are considered a fire hazard and are prohibited in the residence halls:

1. Candles
2. All combustible chemicals
3. Electric cooking appliances (other than microwaves)
4. Halogen lamps
5. Incense
6. Objects with open flames
7. Oil lamps
8. Fireworks
9. Torches

Hallways must be free from obstructions at all times. Room or hall doors are not to be propped open or blocked.

### ***Tampering with Fire Equipment***

Tampering or misuse of emergency fire equipment such as alarms, smoke detectors, escapes, hoses and extinguishers can create a serious fire hazard and is a violation of Institute regulations and state and county fire ordinances. Any student who tampers with emergency equipment will be subject to disciplinary measures and will be held responsible for any damages caused by fire or smoke as a result of his or her behavior. A fine of \$250 will be levied for all such violations.

### ***Fireworks***

Selling, possessing, or using fireworks or similar combustibles are a violation of campus, county, and state fire ordinances. Possessing or using an M-80 is a violation of federal law. Students found in possession of any of these items are subject to disciplinary action and confiscation of the item.

## **Individual Safety**

### ***Mental/Emotional Health***

If for any reason a student is discouraged or depressed, they should talk to the RHD. The RHD can refer them to appropriate counseling to help with depression. Students who express suicidal thoughts need immediate evaluation and possible referral to a therapist. Our campus chaplain is also available to counsel students by appointment.

### *Emergencies*

In the event of an emergency such as a fire or medical emergency, students should call 911 and then inform one of the RHD's. In the case of a minor security issue that is not life-threatening or in the event a student witnesses a suspicious individual or other activities on campus he or she should notify the RHD immediately.

### *Right of Entry*

The Institute reserves the right of entry for a RHD, his or her representative, or an Institute security officer to enter and inspect a student's room at any time of the day or night. Students consent to this policy when they move into any of the residence halls or other residences on campus.

## Changes to this Handbook

Policies in this handbook are subject to change after printing. Students will be notified of any changes either by email or in writing within 10 days. Students shall not be held accountable for policy changes until personal notification has occurred.

Dormitory policies may be found in this handbook. The RHD's have the authority to enforce, amend or modify these policies in consultation with the Student Affairs Committee and Academic Affairs Council. Students will be notified of any changes by email or in writing.

## Violation of Policies in the Student Handbook

A copy of the Student Handbook is available to each student either in hardcopy, online or both. Students are responsible for reading this manual, understanding its content and abiding by its principles and guidelines. Student assent to these policies is given by the student's attendance at Weimar Institute. Personal disagreement with any policy or guideline in this document is not a valid reason to violate Weimar Institute policies. Violations of this policy manual will be handled in the manner described in the section titled Disciplinary Measures.

## Closing

Congratulations. You've reached the end of this booklet. We hope you've come to understand that Weimar Institute is a very special place and caught a glimpse into the Inspiration-based principles that make it this way.

We hope you've enjoyed your journey through our handbook. Feel free to refer to it often, and to ask staff if you have any questions about what you've read. Weimar Institute is a place of deep spiritual blessing. It's a joyful place and a place that we hope you will call "home."













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