



Weimar Institute Bulletin, 2020-2021

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All policies of the catalog will be reviewed and updated annually.

This catalog covers the academic year of August 19, 2020 - August 14, 2021.

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A copy of the Academic Bulletin is available to each student online. 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.

Logo design by Laurenz Roehlig

Cover photo by Bailey Schmidt

Printed in Italy

The information presented in the following pages is a statement of the policies and procedures at Weimar Institute at the time of printing. However, the policies, prices, and fees may change without prior notice. The Office of Academic Affairs and/or Residence Hall Deans may be contacted for further information in regard to changes or clarification of particular items.

Weimar Institute

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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

2020-2021 Academic Calendar	1
Fall Semester	1
Spring Semester	1
Philosophical & Educational Foundations	2
Fundamental Principles of Scripture	2
Lifestyle Commitments	3
Our Educational Philosophy	4
Mission of Weimar Institute	5
Institutional Core Values	5
Institutional Student Learning Outcomes (ISLOs)	6
History of Weimar Institute	7
Statement of Diversity	7
Commitment to Equal Opportunity	9
Admissions	11
Is Weimar for You?	11
Undergraduate Admission Process	11
Graduate Admissions Process	13
Undergraduate Admission Standards	15
Admission of International Students	21
Approach to Learning	23
Core Competencies - HEAL	23
Baccalaureate Degree Requirements	25
General Education Student Learning Outcomes	26
General Education Requirements	26
Required Experiences	28
Departments Introduction	33
Graduate Programs (pending WSCUC approval)	33
Undergraduate Programs	33
Certificate Programs	34
Psychology Department	35
Program offered	35

Masters of Counseling Psychology and Wellness (pending WSCUC approval) 35

Business Department 42

Programs Offered 42
 Bachelor of Business Administration 45
 Bachelor of Science in Business Administration 46
 Business Administration Minor 47

Education Department 48

Programs Offered 48
 BA in Christian Education 48
 Christian Education Minor 53

Interdisciplinary Department 54

Programs Offered 54
 Christian Interdisciplinary Program 54
 Psychology Major Concentration 59
 Christian Education (Elementary) Major Concentration 59
 Psychology Minor Concentration 60
 Education Minor Concentration 61
 Music Minor Concentration 61

Natural Science Department 62

Programs Offered 62
 BS in Natural Science 62
 Natural Science Course Requirements 67
 Natural Science Minor 69
 Biology Minor 70
 Chemistry Minor 70
 Health & Wellness Minor 71
 Health Ministry Minor 71
 Nutrition & Lifestyle Ministry Minor 71

Religion Department 72

Programs Offered 72
 BA in Religion 72
 Religion Course Requirements 76
 Religion minor 78

Nursing Department	79
Programs Offered	79
AS Nursing Course Requirements	86
RN to BS in Nursing	87
BS in Nursing Course Requirements	90
HEALTH Department	92
HEALTH Certificate	92
Online HEALTH Certificate	95
Information and Policies	97
Registration and Enrollment	97
Work Education	101
Grades	103
Academic Attendance and Behavior	105
Graduation Requirements	109
Credits	111
Student Records	113
Institute Releases	113
Weimar Institute Teach-Out Policy	114
Financial Information	116
Financial Planning Services	116
Semester Tuition Charge	116
Estimate of Expenses - College	117
Estimate of Expenses - HEALTH	118
Accident Insurance Fee	118
Book Charges	118
Commitment Fee	118
Room Deposit	119
International Students	119
Student Earnings Withdrawal Policy (International Students Only)	119
Loans	120
Student Meal Plan Policy	120
Student Association (SA) Fee	120

Student Finance Policy	121
Tuition Refund Policy	122
Student Assistance Programs	123
Scholarship & Grant Guidelines	123
Literature Evangelism Scholarship	123
Student Missionary Grant	124
Worthy Student Fund	124
Course Descriptions	126
General Education Department	126
Business Department	133
HEALTH Department	137
Natural Science Department	138
Education Department	146
Interdisciplinary Department	149
Nursing Department	152
Psychology Department	157
Religion Department	162
Faculty Listing	168

2020-2021 Academic Calendar

Fall Semester

<i>August 19</i>	New Student Dorm Move-In
<i>August 20-21</i>	New Student Orientation
<i>August 24</i>	First Day of Classes
<i>August 24-29</i>	Week of Spiritual Emphasis
<i>September 1</i>	Last day to Register
	Last Day to Add/Withdraw without Charge
	Last Day to Change to Audit without Charge
<i>September 2</i>	Change in Course Enrollment Fee Applies
<i>October 12-16</i>	Midterm Week
<i>October 21</i>	Midterm Grades Due
<i>October 22</i>	Friday Schedule on Thursday
<i>October 22-25</i>	Fall R&R
<i>November 4</i>	Last Day to Withdraw with "W" or Audit
<i>November 13-15</i>	Colloquium Weekend
<i>November 22-29</i>	Thanksgiving Break
<i>December 14</i>	Last Day of Class
<i>December 15-17</i>	Finals
<i>December 30</i>	Final Grades Due

Spring Semester

<i>January 17</i>	New Student Dorm Move-In & Orientation
<i>January 18</i>	First Day of Classes
<i>January 18-23</i>	Week of Spiritual Emphasis
<i>January 23</i>	Nursing Dedication
<i>January 26</i>	Last Day to Register
	Last Day to Add/Withdraw without Charge
	Last Day to Change to Audit without Charge
<i>January 27</i>	Change in Course Enrollment Fee Applies
<i>March 8-12</i>	Midterms Week
<i>March 14-21</i>	Spring Break
<i>March 17</i>	Midterm Grades Due
<i>March 31</i>	Last Day to Withdraw with "W" or Audit
<i>March 26-28</i>	Colloquium Weekend
<i>April 15</i>	Friday Schedule on Thursday
<i>April 15-18</i>	Spring R&R
<i>May 10</i>	Last Day of Class
<i>May 11-13</i>	Finals
<i>May 14-16</i>	Graduation Weekend
<i>May 26</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 <https://www.adventist.org/beliefs/>

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 Educational Philosophy

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

Develop leaders who bring physical, emotional, mental, and spiritual healing through Christ-like modeling and education, both theoretical and practical.

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 every-day 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 2020, 396 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.

Statement of Diversity

"In the sight of God all are on an equality, and to the Creator every human being owes supreme allegiance."

–Ellen G. White, Acts of the Apostles, p. 238

Weimar Institute, is a faith-based, institution of higher education committed to the biblical principles and inspired ideals of the Seventh-day Adventist Church. The Institute is guided by its Vision Statement – To Heal a Hurting World, which is further clarified in its Mission – to follow Jesus by developing leaders in comprehensive health evangelism through competent modeling and education, in both theory and practice.

These statements reflect not only the Institute's commitment to prepare medical missionaries for all nations, regardless of race, gender, ethnicity or social standing, but also reflects its whole-hearted commitment to the teachings of Jesus Christ by showing

others how they can be healed spiritually, socially, mentally, and physically by the acceptance of His teachings.

The SDA church is a worldwide religion of over 19 million members. According to the Pew Research Center, it is the most racially and ethnically diverse religious group in the country (2014, Religious Landscape Study, PRC). One of the main beliefs that fosters such diversity is the doctrine of salvation, which is open to all. Thus Scripture states, “there are no more Jew nor Greek, slave nor free, male nor female, for you are all one in Christ Jesus” (Galatians 3:28). Additionally, all persons were meant to bear the image of God (Genesis 1:27; 9:6; James 3:9). Even though sin has marred each individual, Christ, in His great love, has chosen to die on the cross for all (I John 2:2; John 3:16), that each may receive forgiveness for sin and be reconciled to God. Thus, Weimar Institute, along with the worldwide Seventh-day Adventist church, believes that we each, in unity with one another, make up the “Body of Christ”. Just as in the physical body, each member plays a vital irreplaceable role, so in the body of Christ each person has an integral role, with specific God-given talents to be used in the service of all the inhabitants of the earth. All persons in spite of race, creed, gender, socioeconomic background, nationality, or age are not only equal before God, but also have specific purpose.

"Under the figure of the vine and its branches is illustrated the relation of Christ to His followers and the relation of His followers to one another while the branches have a common likeness, they also present diversity. Their oneness consists in their common union with the vine...."

– Ellen G. White, Testimonies for the Church, Volume 7, p. 171

Weimar Institute is committed to enriching and fostering greater diversity in its community because this fulfills Christ’s command to love our neighbors as ourselves (Matthew 19:19; Mark 12:31, Luke 10:27). We support a diverse college and appreciate differences in race, ethnicity, culture, gender, socioeconomic status, class, age, and ability. In submitting to the Lordship of Christ, we seek to eliminate attitudes of superiority and failure to fulfill Christ’s charge to reach all peoples. Therefore, we must submit to Christ and love one another as we appreciate individual uniqueness while pursuing the unity for which Jesus prayed (John 17:21).

As a Christian institute, it is our purpose to recruit students, faculty and staff from all variety of cultural, ethnic and socioeconomic backgrounds. We acknowledge that diversity brings greater strength of character to any establishment, and we strive to become truly educated to diverse ideas, practices, and relationships. We encourage engagement and interactions that will foster community. Our goal is to work together as an institute to achieve Unity in Diversity, and to actively work to heal a world that is hurting from not only disease and poverty but also isolation and discrimination.

To this end we aim to treat all faculty, staff, students and applicants with equal opportunity and respect, regardless of race, gender, ethnic origin, nationality or disability. We, as an institution, oppose all forms of discrimination and aim to give all encouragement to develop to their full potential in an environment of love, support and mutual respect.

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.

Statement of Non-Discrimination

Weimar Institute considers non-discrimination to be important to its mission, goals, and objectives. Weimar Institute recognizes its future success is, in part, dependent upon its ability to successfully accommodate the increasingly diverse nature of the student body and employees, which diversity is promoted by the worldwide growth of the Seventh-Day Adventist Church. In John 13:34, Christ commanded His followers to “love one another: just as I have loved you.” In addition, the Great Commission of Christ in Matthew 28:19 and 20 is to “go and make disciples of all nations, baptizing them in the name of the Father and of the Son and of the Holy Spirit, and teaching them to obey everything I have commanded you.”

The Institute is committed to the administration of its education and admissions policies, scholarship and loan programs, employment, and other school-administered programs without unlawful discrimination based upon ethnicity, color, national origin, religion, age, sex, veteran status, genetic information, or disability for all individuals who meet university and department academic requirements and agree to abide by the university's standards of conduct and behavior. Although the Institute encourages love and respect for all human beings, it does exercise “religious” exemptions as provided by the United States Constitution and federal and state law, including in admissions as granted in Title IX of the Education Amendments, 20 U.S.C. 1681 (a)(3) and any other applicable law, and in employment as granted in 41 CFR 60-1.5(a)(5), 42 USC § 2000e-1(a), and 42 USC § 2000e-2(e), California Government Code § 12926(d), and any other applicable law.

Any person who believes he or she has been discriminated against should contact the following:

PHILOSOPHICAL & EDUCATIONAL FOUNDATIONS

Students: Vice President of Academic Affairs

Physical Address – Douglas Hall, 20601 W. Paoli Lane, Weimar, CA 95736

Mailing Address – Weimar College, P.O. Box 486 Weimar, CA 95736

Telephone – (530) 422-7923.

Employees: Human Resources

Physical Address – Administration Building, 20601 W. Paoli Lane, Weimar, CA 95736

Mailing Address – Weimar College, P.O. Box 486 Weimar, CA 95736

Telephone – (530) 422-7970.

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 Competencies (Health & Wellness, Evangelism, Academic Excellence, and Labor and Service) at Weimar Institute will prepare you for your goals in life.

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 3) 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.

Undergraduate 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, or visit www.weimar.edu.

Step 1: Gather Information

- a. Visit the website at weimar.edu for more information
- b. Email admissions@weimar.edu or call an Admissions Representative at (530) 422-7950 to ask questions.
- c. Start your online application
- d. Read the student handbook which can be found at <https://weimar.edu/admissions/academic-bulletin/>

Step 2: Submit Your Online Application

The applicant must complete all required fields before submitting the application. Please visit our website <https://weimar.edu/admissions/apply/> to access the online application. Be prepared to submit the following documents:

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

Official Transcripts and SAT/ACT test scores can be sent directly to the Admissions Office at Weimar Institute.

Att: Admissions Office
20601 West Paoli Lane
Weimar, CA 95736

ACT Code: 0620
SAT Code: 4440

If you have questions regarding any component of the application, or if there are components which you will need extra time to complete, contact an Admissions Representative either by email admissions@weimar.edu or phone (530)-422-7950.

Step 3: Admissions Interview

After the application has been submitted, an assigned staff member will arrange for an interview. While we prefer face-to-face interviews, we understand that this may not be feasible for everyone. The interview is typically 60 minutes, and could either be in person or electronically (Zoom, telephone, etc.).

Step 4: Admissions Committee and Decision

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.

Once your application for enrollment at Weimar Institute has been reviewed by the Admissions Committee you will hear regarding your admissions decision via email. If you have been accepted you will be sent confirmation via email and postal letter (if your address is within the U.S.).

Step 5: Pay Commitment Fee

Applicants who have been accepted will be required to pay a nonrefundable commitment fee of \$200.00. This fee shall be required for both new applicants and returning students to secure a place in the school, and will be applied towards the student's semester fees. Dorm rooms will be reserved on a first-come, first-served basis. Deposits can be paid online through the student's Populi account.

Graduate Admissions 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, or visit www.weimar.edu.

Students will be admitted during the Fall semester. Admission requirements to enter the MA program in Counseling Psychology and Wellness include:

Step 1: Gather Information

- a. Visit the website at weimar.edu for more information
- b. Email admissions@weimar.edu or call an Admissions Representative at (530) 422-7950 to ask questions.
- c. Start your online application
- d. Read the student handbook which can be found at <https://weimar.edu/admissions/academic-bulletin/>

Step 2: Submit Your Online Application

The applicant must complete all required fields before submitting the application.

Please visit our website <https://weimar.edu/admissions/apply/> to access the online application. Be prepared to submit the following documents:

- \$50 Application Fee
- Financial Plan Worksheet
- A bachelor's degree from a regionally accredited college or university
- Students who have not yet completed a bachelor's degree may be accepted to the program on the condition that they complete their bachelor's degree prior to the start of the Master's program.

- Applicants with a degree in a language other than English must provide acceptable TOEFL scores.
- 3.0 GPA within the last 45 units prior to graduation and all core courses for their undergraduate degree.
- Demonstration of maturity and a desire to help heal a hurting world through a Christ-centered approach within the mental health field.
- Official Transcripts.
- A letter of personal statement of faith and interest in counseling.
- 3 letters of recommendation (at least one from faculty and one from a work supervisor).
- Interview with the department faculty.

Official transcripts can be sent directly to the Admissions Office at:

Weimar Institute.

Att: Admissions Office

20601 West Paoli Lane

Weimar, CA 95736

If you have questions regarding any component of the application, or if there are components which you will need extra time to complete, contact an Admissions Representative either by email admissions@weimar.edu or phone (530)-422-7950.

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Undergraduate 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 the following criteria:

- Are a graduate from a 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. Special exceptions may be made for students under age 17 who demonstrate through their admissions interview a 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 (see page 109).

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:

- Completed application.
- 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.

- A minimum SAT score of 1100 or a minimum ACT score of 21

Admission Policy for Transfer Students

The following admission policies apply to transfer students:

- Must be a high school graduate or equivalent and submit a high school transcript or official equivalent GED exam.
- Transfer students must submit a transcript from a regionally accredited college or university.
- Students must have a minimum composite ACT of 21 or an SAT of 1100.
- Students who have a transfer cumulative GPA of 3.00, with no grade lower than a C in all major subjects, and with 24 or more credit hours may be exempt from the ACT/SAT pending approval of the admissions committee.

Refer to the transfer credits policy for further details on the transfer process.

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 42, Reading 43, and Numerical 41.

COMPASS: Numerical Skills/Pre-algebra 25, Reading 62, and Writing Skills 32.

ASSET: Reading 35, Writing 35, and Numerical 33.

Wonderlic Basic Skills Test: Verbal 200 and Quantitative 210.

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:

- The applicant(s) meets the same admissions standards as all other students.
- The applicant(s) is able to secure housing close enough to permit regular class attendance and participation in campus activities.
- The applicant(s) commit themselves to a full understanding of the philosophy of education at Weimar Institute and is 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 including transfer 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 of C or higher. Based on the results of the math placement exam, you will be placed in the appropriate mathematics class, with the possible addition of 1-2 semesters of mathematics lab if remedial support is needed.

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

Weimar Institute accepts transfer credits when the following criteria are met:

- Transient Student Request form is submitted to the Registrar's office and is approved by the Academic Standards Committee.
- Official transcripts are submitted directly from each college attended.
- The credits presented for transfer are for college level courses in which the student has earned a grade of C or higher.
- All completed credits come directly from regionally accredited institutions.

Transfer of credits will be evaluated on a case-by-case basis by the Academic Standards Committee. Faculty in conjunction with the registrar will determine course equivalencies through a variety of criteria, including but not limited to, course titles, descriptions, and/or course syllabi.

Not all transfer credit may be applied as a course equivalency directly to a specific degree at Weimar Institute. However, courses aligned with the mission of Weimar Institute may be used toward electives as approved by the registrar. The Institute reserves the right to require repetition of courses that have become outdated.

Transfer credits from an unaccredited school are accepted on an individual basis with review of the course syllabi and after the student has demonstrated satisfactory academic performance in that subject area during their first semester of attendance. Courses taken at an unaccredited institution will be vetted by a faculty member in the related field. Credits may need to be validated by passing a qualifying exam before the credit will be granted. Transfers from an unaccredited school will be reviewed and processed by the end of the student's first semester of enrollment at Weimar Institute.

College transcripts and course syllabi issued in languages other than English or on a scale other than 4.0 must be accompanied by an official and authorized English translation. The College English sequence (ENGL 101-102) can only be fulfilled by equivalent English courses taken at institutions where all instruction is in English within the United States, and vetting of the course is approved by Weimar Institute faculty in the English department.

Ninety transfer credits is the maximum permitted for a four-year degree. Weimar Institute reserves the right to accept or reject credits earned at other institutions.

Credit for Prior Learning

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 or Experiential Learning (EL) as listed below.

Challenge Examinations (CE)

Challenge examinations will be offered at the discretion of the department concerned, in conjunction with the Registrar. Once the student has successfully passed the challenge exam, the results will be reviewed for final approval by 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 the exam is administered. No charge

will be made for the credits. The total credits by challenge examination or directed must not exceed ten (10). Credits earned by challenge examination are available for lower-division courses only. A request in writing must be approved by both department and registrar before making arrangements for the examination with the teacher. Grades of a B (85%) 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.

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:

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

- 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.

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.

Successful completion of the course(s) and the granting of credits are based on the fulfillment of the syllabuses' 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 111.

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/registrar/>

Admissions Requirements:

- Must be Junior or Senior status
- 3.0 cumulative GPA
- Maximum of 2 courses per semester
- Students are subject college deadlines regarding the add/drop/withdraw dates. Please refer to the 2020-2021 Academic Calendar on page 1

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

Please see *International Students* on page 119.

Obtaining a Student Visa

Applying for a student visa must be done after you have been accepted to Weimar Institute, paid the \$3,200 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 on page 119.

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

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

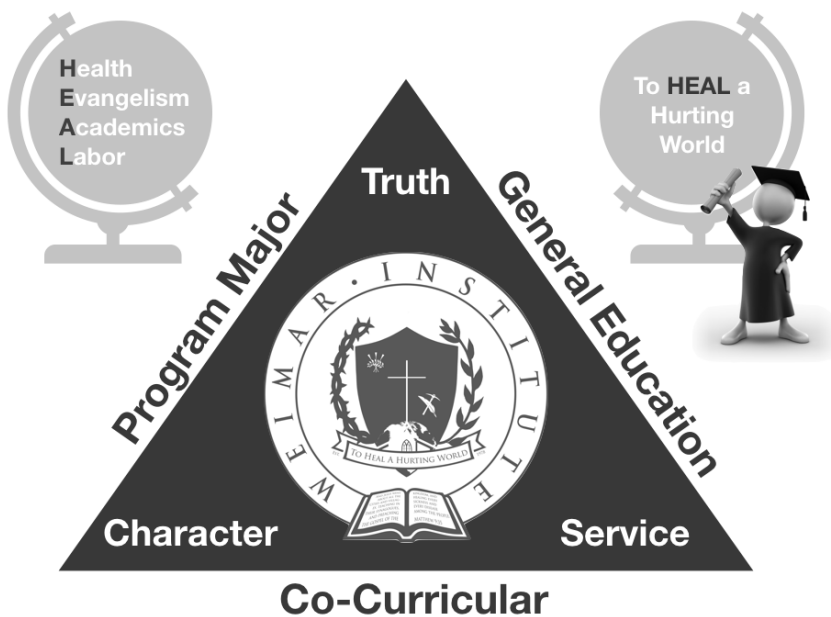
broad practical experience, and who are dedicated to biblical educational principles as outlined in the Spirit of Prophecy. While traditional education too often focuses on a narrow part of the mind (memory), we emphasize whole person education and strive to help our students find a context for their 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. It's part of our strategy for better learning based on the harmonious development of the whole person.

Baccalaureate Degree Requirements

The General Education program of study, together with our rich co-curricular experiences and major field of study, supports the larger philosophical commitment of Weimar Institute. Herein we encourage students to develop in all respects through our Core Values (Truth, Character, and Service) and Core Competencies. In so doing, our graduates are prepared to HEAL a Hurting World. The relationship between the three areas is depicted below.



The General Education (GE) program ensures that students gain practice and receive professor feedback in the foundational skill areas necessary for advanced study in their discipline, including the following core areas:

- Critical thinking
- Written communication
- Oral communication
- Information literacy
- Quantitative reasoning

These foundational areas are included within the General Education Student Learning Outcomes (GE PSLOs).

General Education Student Learning Outcomes

- **GE PSLO #1: 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.
- **GE PSLO #2: Critical Thinkers**
Students investigate a controversy, problem or question related to their major field and draw an informed conclusion.
- **GE 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.
- **GE PSLO #4: Effective Communicators**
Students communicate the key (threshold) concepts of their field in both written and oral forms.
- **GE PSLO #5: Information Literacy**
Students assemble and analyze information that considers diverse perspectives, the influence of context, possible sources of bias, and a priori assumptions.
- **GE PSLO #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.).

The General Education program of study, together with our rich co-curricular experience and major field of study, supports the larger philosophical commitment of Weimar Institute wherein we encourage students to develop in all respects through our Core Competencies — Health and Wellness, Evangelism, Academic Excellence, and Labor and Service. In so doing, our graduates are prepared to HEAL a Hurting World (see prior illustration).

General Education Requirements

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

Orientation Requirement

- All new incoming students are required to complete NSO 101 The Weimar Experience, which includes information literacy and office applications learning modules.

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>
REL B	101	<i>Life & Teachings of Jesus</i>	3
REL B	301	<i>Daniel</i>	3
CHOICE OF EITHER			
REL B	302	Revelation	3
REL H	203	SDA Church History	3
<i>Language/Communication</i>			<i>9 credits</i>
ENGL	101	<i>English Composition I</i>	3
ENGL	102	<i>English Composition II</i>	3
COMM	202	<i>Speech & Rhetoric*</i>	3
OR			
REL P	308	<i>Biblical Preaching & Homiletics*</i>	3

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

BACCALAUREATE DEGREE REQUIREMENTS

<i>Fine Arts & Humanities</i>			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)			
<i>Life/Physical Sciences</i>			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			
<i>Mathematics</i>			3 credits
CHOICE OF:			
MATH	110	Survey of Applied Mathematics	3
MATH	121	Precalculus I	3
MATH	131	Calculus I*	3
*REQUIRED FOR NATURAL SCIENCE MAJORS			
<i>Social Sciences</i>			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
<i>Practical/Applied Arts</i>			2 credits
AGRI	110	Character Development & Agriculture	1
WKED	190	Vocational Training	1
<i>Upper Division Electives</i>			3 credits
CHOICE OF EITHER			
NSCI	310	Issues in Origins	3
PSYC	310	Abnormal Psychology	3
TOTAL CREDITS FOR GENERAL EDUCATION (BA/BS)			46-49 CREDITS

Required 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 experiences:

Required Experiences

- Baccalaureate Reading List

- Total Community Involvement
- Church Involvement
- Colloquia Attendance
- Work Education

All competencies and experiences are recorded on Populi and student transcripts as o credit “courses” graded by Pass or Fail with the exception of Work Education which is assigned a letter grade that does not effect a student GPA. Completion of competencies and experiences are based on the student’s submission of evidence through Populi or Canvas in connection with the registrar. For further details see academic advisor or registrar.

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 includes prayer meetings, vespers, Sabbath school, and church. Evidence for these criteria should be documented each semester for every year in attendance at Weimar. A review of evidence (below) will take into account the length of attendance at Weimar Institute. Students are encouraged to participate in a variety of activities rather than focus in one area.

Possible areas of involvement:

- Sabbath School Instruction
- Song Service
- Offertory
- Children's Story

- Mission Report
- Sermon
- Welcome/Announcements
- Special Music
- Evangelism
- Offering Collection

Example of Evidence

- Students are to submit visual evidence of church involvement through the (CHI 000) course on Canvas. Examples of evidence include photos, screenshots from the livestream, church bulletin, etc.
- In the case that visual evidence is unavailable, students are to submit the church involvement checklist available on Canvas.

Total Community Involvement (TCI 000)

Criteria

Total Community Involvement will take place 3-4 hours each week during the academic year. The integration of outreach into each academic week is designed to provide the students with a hands-on, practical experience in winning souls to the kingdom through domestic (local) mission work. Eighty-percent (80%) attendance is required each semester to meet the evidence requirements. Any non-attendance must be excused absences. For further reference, please see the TCI attendance policy for the criterion for excused absences. If this attendance 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. TCI is required for all degree seeking students enrolled in 8 or more credits, including both Baccalaureate and Associate degrees.

Example of Evidence

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

Colloquia Attendance (COLL 000)

Weimar Institute desires that all students obtain a well-rounded education prior to graduating. Colloquia events will be offered each semester and will be taught by field experts, addressing various topics of a co-curricular nature aligned with the philosophy and values of Weimar College. The Colloquia is a unique experience for

students to round out their curriculum while engaging in the distinctive element of the institution.

Each Colloquium is conceived as an opportunity to enhance students' intellectual pursuits, spirituality, and professionalism; the topics presented are carefully selected for this purpose. A typical Colloquium will take place over a few days either during the week or over a weekend. All dorm students, and students taking a minimum of 8 credits, (audit or credit), and are required to attend. Before graduating, students must demonstrate attendance of one colloquium per semester with a portfolio sharing key highlights. The review will take into account the length of attendance at Weimar Institute.

For graduate program students, the masters programs may have specific requirements in regard to colloquia; please refer to your program department for more precise information about attendance and assessment.

Colloquium event dates are specified in the calendar, and, since all students are required to attend, they must plan accordingly.

About the organization of the colloquium

- The Student Services department and the campus chaplain are responsible for the planning and organization of the colloquia event.
- The college will select the theme for the colloquium, considering the values and principles that represent the institution.
- Students, administrators, and teachers can suggest topics to be consider for colloquium.
- The topics chosen must meet the interests of all the students in the different programs offered on campus, complementing and enriching their Weimar experience.
- The topic of the colloquium and the speaker will be announced during the beginning of the semester and make the necessary reminders during the weeks leading to the event, reiterating days and times together with the obligations of the students throughout the event and at the end of it.
- The dates selected for the event are closed for students, therefore, any requests to leave campus on those days or weekends will be limited to special circumstances.

Time limitations and guidelines for speakers.

- The total number of required hours for Colloquium credit event is not to exceed 5 hours; speakers' presentations should be planned accordingly.
- Speakers are expected to provide study guides and outlines, along with reflection questions for students.

-
- Speakers are free to organize their presentations in the way they see fit and encouraged to consider alternatives in which there may be open interactions with students, such as Q&A sessions or forums with active participation from the audience.

After each Colloquium, students must:

- Write a one-page reflection and include three key highlights of the event, submitted within a week after each Colloquium.

The Student Affairs Committee in conjunction with the campus chaplain will assess student's attendance and review the submitted Colloquia reflections

Work Education (WKED 000)

Criteria

Students taking 8 credit hours or more (with the exception of HEALTH, MAP, and Nursing students) are required to work a minimum of 6 hours per week each semester. Students will be enrolled in a zero credit course and a letter grade will be assigned at the end of each semester. A grade of C or higher is required to pass the competency. For further requirements on the Work Education policy, see page 101.

Example of Evidence

- Submission of weekly record of student work hours to the Work Education Department
- Completion of midterm and final evaluations with supervisor

Departments Introduction

The following sections describe the academic departments:

Graduate Programs (pending WSCUC approval)

Psychology Department

The Department of Psychology offers a Masters of Arts in Counseling Psychology and Wellness, a two year graduate program of study which will prepare students for licensure in the state of California as a Licensed Marriage and Family Therapist (LMFT) or a Licensed Professional Clinical Counselor (LPCC).

Undergraduate Programs

Business Department

The Business Department, which offers the Bachelor of Business Administration and a Bachelor of Science in Business Administration degrees, is based on that model of commitment and service to God. We have a mission to spread the gospel. But to reach more souls it is necessary to use the 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 Management. This program prepares students to work in a variety of different business areas.

Education Department

The Education Department provides a Bachelor of Arts in Christian Education and a Christian Education minor. These are both designed for students interested in understanding and being prepared to minister within Christian elementary educational environments including small schools, mission schools, and innovative classrooms.

Interdisciplinary Department

The Christian Interdisciplinary Program offers a Bachelor of Arts in Interdisciplinary studies with optional concentrations in Psychology and/or Education. The chosen concentration may be combined with any other field of study offered at Weimar and music classes (certificate programs and nursing courses are not included). This degree is designed to allow students

to study and integrate multiple disciplines while preparing to continue on to pursue a Master's degree in counseling or education or to begin work as an elementary school teacher within Adventist settings.

Natural Science Department

The Department of Natural Science provides a Bachelor of Science in Natural Sciences. This is a major for those interested in earning advanced professional degrees in Medical School, Physical Therapy, Dentistry etc. Additionally, students interested in teaching science at the secondary level have taken this degree as training for the teaching of science (see page 62 for details). The department also provides other minors which can be found on page 69.

Religion Department

The Department of Religion offers a single major towards a Bachelor of Arts in Religion as well as a Religion minor. The major in Religion has three options: Religion Studies, Theology, and Worship Studies (see page 76 for details).

Nursing Department

The Department of Nursing offers two majors - a Bachelor of Science in Nursing (BSN) and an Associate of Science in Nursing (ASN). While the ASN program provides the basic education needed to enter a registered nursing career, the BSN program provides a higher level of education which is often required in the healthcare industry.

Certificate Programs

HEALTH Department

HEALTH (Health Evangelism and Leadership Training for Him) is a certificate program that runs for 4 months during each fall semester. HEALTH also provides an equivalent online certificate program, with flexible self-paced tracks that can be completed within 4-18 months.

Psychology Department

Program offered

- MA in Counseling Psychology and Wellness (pending WSCUC approval)
 - In preparation for licensure within the state of California for either a Licensed Marriage and Family Therapist (LMFT) or a Licensed Professional Clinical Counselor (LPCC)

Masters of Counseling Psychology and Wellness (pending WSCUC approval)

Program Mission Statement

The Weimar Institute (WI) vision, To Heal a Hurting World, readily finds congruence within the Counseling Psychology and Wellness, MA program because of our unique mission.

Why the MA degree in the Counseling Psychology and Wellness Program exists:

To Heal a Hurting World through service for others in healing the mind, teaching the mind, and praising the Lord.

How we intend to accomplish this:

Through a dynamic Christ-centered intensive counseling graduate program committed to the ideals of Seventh-day Adventist education.

What we do:

Follow Jesus' methods of teaching and healing by psychological focus on mental health evangelism and compassion in a close-knit community of dedicated learners committed to following the ideals of the Seventh-day Adventist Church.

Why Pursue the Counseling Psychology and Wellness, MA program at Weimar?

The MA program in Counseling Psychology and Wellness upholds Weimar Institute's aim to "heal a hurting world" through healing and wholeness in mental health. The program delivers a broad range of counseling education and face-to-face experience with diverse clients enabling students to learn how to bring health and healing to the hurting. Through these courses, students will hone their critical thinking, quantitative reasoning, and integrative learning skills while using theory and knowledge of God in

learning to assess, diagnose and treat clients. Students will become health evangelists while they develop their identity as a spiritual leader and a Christian counselor and will become effective communicators as they learn to “speak the truth in love” and “encourage and build one another up,” Ephesians 4:15; 1 Thessalonians 5:11. Students will grow as principled workers not just through lecture classes, but also through supervised practicum courses with direct face-to-face contact with clients. Through this students will become “equipped...for the work of the ministry...edifying the body of Christ till we all come to the unity of the faith and of the knowledge of the Son of God, to a perfect man, to the measure of the stature of the fullness of Christ,” Ephesians 4:12, 13.

The classes offered in the Counseling Psychology and Wellness program are specifically designed to teach a Bible-based, godly perspective. Christ, in His mission here on earth, demonstrated a service-oriented mission. The Counseling Psychology and Wellness program is meant to enable students to better serve their community with a Bible-based foundational counseling approach.

Program Features

The curriculum of the Counseling Psychology and Wellness program is a 2-year graduate program of study at Weimar Institute and is composed of required courses taken in a specified sequence, required practicum hours (supervised counseling), and required competencies. It is designed with the program philosophy in mind: to train future therapists who are compassionate in a multi-cultural, multi-factorial society and who will emulate Jesus’ servant-oriented approach to mental healing. The Weimar Institute Counseling Psychology and Wellness, MA student should be interested in a curriculum that covers this specific course of knowledge.

Specifically, the MA program is designed to meet the educational requirements of the state of California, as approved by the Board of Behavioral Sciences (BBS), and allows students to receive licensure as either a Licensed Marriage and Family Therapist (LMFT) or a Licensed Professional Clinical Counselor (LPCC) within the state of California.

Program Methods

The MA in Counseling Psychology and Wellness focuses on the core subjects of Counseling Psychology and Wellness and practicum courses, which train through supervised counseling.

Important elements of the program involve:

- Mastery of core professional subjects within the field of Counseling Psychology and Wellness.

- Experience with ministry and leadership as students serve in approved clinical settings with supervision, gaining experience with face-to-face counseling.

Who should attend this type of program?

The program will prepare students who wish to either pursue licensure as either a LMFT or LPCC (or both), or just gain a 2-year degree in counseling training. The graduate in the MA of Counseling Psychology and Wellness will be trained to be a dedicated professional but will also appreciate the value of unselfish Christlike service to humanity.

Admission Requirements

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

- Spiritual commitment
- Dedication to mental health service
- High ethical and social standing
- Emotional balance
- Compassion for people
- Dedication to a healthy lifestyle, including NEWSTART® principles
- Students will be admitted during the Fall semester.

Admission requirements to enter the MA program in Counseling Psychology and Wellness include:

- A bachelor's degree from a regionally accredited college or university
 - Students who have not yet completed a bachelor's degree may be accepted to the program on the condition that they complete their bachelor's degree prior to the start of the Master's program.
- Applicants with a degree in a language other than English must provide acceptable TOEFL scores.
- 3.0 GPA within the last 45 units prior to graduation and all core courses for their undergraduate degree.
- Demonstration of maturity and a desire to help heal a hurting world through a Christ-centered approach within the mental health field.
- Official transcripts
- A letter of personal statement of faith and interest in counseling
- 3 letters of recommendation (at least one from faculty and one from a work supervisor)
- Interview with the department faculty

Program Student Learning Outcomes & Learning Expectations

Students follow Jesus as....

PSLO #1: Truth-centered Leaders in Counseling

Students will identify, develop, and articulate the connections that integrate the key concepts and techniques from assessing, diagnosing, counseling and treatment of individuals, couples and families within a coherent biblical framework and to promote mental health and well-being.

PSLO #2: Critical Thinkers in Therapy

Students will demonstrate the ability to reason, analyze and evaluate information in psychopathology across the lifespan and search out preventive and intervention methods for the purpose of forming a judgment/conclusion or for making an informed decision.

PSLO #3: Integrative Learners in Diversity

Students will demonstrate connections among concepts and experiences across classes and in applications to multiple cultures, sexual orientations, financial SES groups and races, so that information and skills may be applied to complex issues and/or challenges, while maintaining a foundation upon.

PSLO #4: Effective Communicators as Counselors

Students will demonstrate interpersonal skills such as integrity, sensitivity, insight and compassion in communicating with clients (personal), in oral and written formats for effective reportmaking.

PSLO #5: Quantitative Reasoners in Therapy

Students will demonstrate quantitative reasoning skills and use it to analyze and interpret real-world quantitative information to draw conclusions relevant within the context of their Counseling Psychology and Wellness studies.

Graduation Requirements

Credits to graduate: 60

This program requires:

- Completion of 60 units; 2 years for completion
- 600 hours of practicum: 280 of these hours must be direct client contact in a clinical setting counseling individuals, couples, families, or groups.
- A comprehensive written and oral exam to be administered by the Weimar Institute Department of Education and Clinical Counseling.

- An exit exam will be offered to each student: The National Clinical Mental Health Counselor Examination (NCMHCE), to be administered by the National Board for Certified Counselors (NBCC).

Practicum.

Students will complete 6 units (600 hours) of practicum thus completing 280 hours of direct client contact in a supervised clinical placement counseling individuals, couples, families, or groups. Practicum courses will include:

- Applied use of theory & psychotherapeutic techniques
- Assessment, diagnosis, and prognosis of individuals, couples and families
- Treatment of individuals, couples and families
- Dealing with issues of development, adjustment, and maladjustment
- Health and wellness promotion & illness prevention
- Professional writing, including documentation of services, treatment plans, and progress notes
- Learning how to connect people with resources in the community that deliver quality service and support.
- Counseling individuals, couples, and families in low income and multi-cultural mental health settings
- Client-centered advocacy

Comprehensive Exam.

The comprehensive exam will be administered at the end of the 2nd year of the program and is comprised of both a written and oral portion. The written exam consists of three sections:

- Theory, which requires the student to analyze a research article
- Case study, which requires the student to evaluate a case study (specifically to assess and diagnose using the Diagnostic and Statistical Manual (DSM 5))
- Treatment: which requires the student to create an appropriate treatment plan for the aforementioned case study. The oral exam will take approximately 1.5 hours. In this portion, the student will answer questions from a panel of faculty assessing accrued learning from the previous two years of study, and their ability to integrate multiple aspects of that learning and think critically in the moment. In addition, during the oral exam, students will be asked about their plans immediately after graduation.

The student must pass both the written and oral portions of the comprehensive exam in order to successfully complete their degree and graduate from the program.

Exit Exam.

The National Clinical Mental Health Counselor Examination (NCMHCE) will be used as an exit exam for all students in the Counseling Psychology and Wellness, MA program at Weimar Institute; this exam will be administered by the National Board for Certified Counselors (NBCC). The Board of Behavioral Sciences (BBS), the board that licenses all therapists for the state of California, has adopted the NCMHCE as the licensure exam for California LPCCs. Therefore, this experience will allow students exposure to the exam prior to taking the exam for licensure. According to the NBCC website, “the NCMHCE consists of 10 simulated clinical mental health counseling cases. The simulations assess clinical problem-solving ability, including identifying, analyzing, diagnosing and treating clinical issues,” (nbcc.org/exams/ncmhce). It specifically assesses an examinee’s ability to gather appropriate data for decision-making and the ability to utilize that data to make judgments and decisions in order to solve clinical problems. Weimar Institute Counseling Psychology and Wellness students will be required to take the NCMHCE exam prior to graduation; however, passing this exam is not a requirement for graduation.

Completion of the all courses with a cumulative grade point average of 3.0 GPA is required for graduation.

Masters in Clinical Psychology Course Requirements

<i>Required Courses</i>			<i>60 credits</i>
PSYC	506	<i>Lifespan Development</i>	3
PSYC	507	<i>Moral Identity & Faith as a Counselor</i>	3
PSYC	510	<i>Christian Counseling & Psychotherapy: Basic Theories & Skills</i>	3
PSYC	515	<i>Advanced Counseling Theory</i>	3
PSYC	518	<i>Group Processes in Counseling</i>	3
PSYC	520	<i>Child & Adolescent Counseling</i>	3
PSYC	522	<i>Addictions Counseling & Treatment</i>	3
PSYC	524	<i>Counseling Diverse Populations</i>	3
PSYC	530	<i>Couples & Family Counseling: Post-Modern</i>	3
PSYC	531	<i>Christian Counseling & Psychotherapy: Advanced Techniques</i>	3
PSYC	533	<i>Assessment of Individuals, Couples, & Families</i>	3
PSYC	540	<i>Knowing God Better Through Career Development: Theories & Techniques</i>	3
PSYC	550	<i>Crisis & Trauma Counseling</i>	3
PSYC	562	<i>Research & Evaluation in Counseling</i>	3
PSYC	564	<i>Clinical Neuroscience & Psychopharmacology</i>	3
PSYC	572	<i>Psychopathology & Diagnostic Processes</i>	3
PSYC	575	<i>Human Sexuality & Sex Therapy</i>	3
PSYC	589	<i>Legal, Ethical, & Professional Issues in Counseling</i>	3
PSYC	590	<i>Practicum in Counseling</i>	6
TOTAL CREDITS FOR MS IN CLINICAL PSYCHOLOGY			60 CREDITS

Business Department

Programs Offered

- Bachelor of Business Administration
 - Healthcare Administration Emphasis
 - Organizational Management Emphasis
- Bachelor of Science in Business Administration
- Business Administration Minor

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, Organization Management or Bachelor of Science in Business) 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 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

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

practices. 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.”**

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.

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.

The BS in Business Administration along with the BBA in Healthcare Administration and Organizational Management provide the following resources and experiences:

1. External internship opportunities to gain practical experience.
2. Shadowing throughout different departments of Weimar Institute

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

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.

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 Management and Healthcare Administration, both of which would be a Bachelor of Business Administration. Both degrees will prepare students to go into the workforce or for an advanced degree.

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

Students will submit an application requesting official admittance into the BBA for Healthcare Administration or Organizational Management 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.)

Program Student Learning Outcomes & Learning Expectations

We expect graduates from the BBA and BS 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 business, organizational management, 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.

Graduation Requirements

A minimum of 123 semester credits are required for the Healthcare Administration, Organizational Management, and BS in Business Administration tracks. The students pursuing a BBA or BS in Business Administration will fulfill the general education requirements, including the practical, work education and then ministry-related components (see page 25). In addition, students will take the specific core, cognate, and emphasis-related courses listed below.

Bachelor of Business Administration

<i>Business Core</i>			<i>55 credits</i>
ACCT	111	<i>Principles of Accounting I</i>	3
ACCT	112	<i>Principles of Accounting II</i>	3
ACCT	300	<i>Managerial Accounting</i>	3
BSAD	220	<i>Business Communications/Speech</i>	3
BSAD	301	<i>Operations Management</i>	3
BSAD	310	<i>Business Law</i>	3
BSAD	320	<i>Human Resource Management</i>	3
BSAD	355	<i>Principles of Management</i>	3
BSAD	360	<i>Ethical, Social, and Legal Issues</i>	3
BSAD	380	<i>Advertising Management</i>	3
BSAD	400	<i>Business Seminar</i>	2
BSAD	405	<i>Business Research</i>	3
BSAD	410	<i>Preparing to Meet the Firms</i>	1

BUSINESS DEPARTMENT

BSAD	440	Organizational Behavior	3
BSAD	490	Capstone Business Strategies	3
CPTR	155	Computer Concepts	3
ECON	201	Principles of Macroeconomics	3
ECON	202	Principles of Microeconomics	3
FINA	101	Personal Finance	1
FINA	401	Business Finance	3
Major Cognates			6 credits
RELP	385	Christian Ethics	3
STAT	314	Introduction to Statistics	3
Healthcare Administration Emphasis			13 credits
BSAD	335	Healthcare Administration I	3
BSAD	336	Healthcare Administration II	3
BSAD	370	Internship	6
HLED	200	Medical Terminology*	1
* MEDICAL TERMINOLOGY SHOULD BE TAKEN BY DISTANCE EDUCATION.			
TOTAL CREDITS FOR BBA WITH HA EMPHASIS			74 CREDITS
Organizational Management Emphasis			10 credits
BSAD	330	Leadership in Organizations	3
BSAD	340	Multicultural Management	4
BSAD	345	Principles of Entrepreneurship	3
TOTAL CREDITS FOR BBA WITH OM EMPHASIS			71 CREDITS

Bachelor of Science in Business Administration

Business Core			55 credits
ACCT	111	Principles of Accounting I	3
ACCT	112	Principles of Accounting II	3
ACCT	300	Managerial Accounting	3
BSAD	220	Business Communications/Speech	3
BSAD	301	Operations Management	3
BSAD	310	Business Law	3
BSAD	320	Human Resource Management	3
BSAD	355	Principles of Management	3
BSAD	360	Ethical, Social, and Legal Issues	3
BSAD	380	Advertising Management	3
BSAD	400	Business Seminar	2
BSAD	405	Business Research	3
BSAD	410	Preparing to Meet the Firms	1
BSAD	440	Organizational Behavior	3
BSAD	490	Capstone Business Strategies	3
CPTR	155	Computer Concepts	3
ECON	201	Principles of Macroeconomics	3

ECON	202	<i>Principles of Microeconomics</i>	3
FINA	101	<i>Personal Finance</i>	1
FINA	401	<i>Business Finance</i>	3
<i>Electives</i>			<i>16 credits</i>
TOTAL CREDITS FOR BS IN BUSINESS ADMINISTRATION			71 CREDITS

Business Administration Minor

<i>Required Courses</i>			<i>12 credits</i>
ACCT	111	<i>Principles of Accounting I</i>	3
ACCT	112	<i>Principles of Accounting II</i>	3
ECON	202	<i>Principles of Microeconomics</i>	3
CHOICE OF EITHER			
BSAD	355	<i>Principles of Management</i>	3
BSAD	320	<i>Human Resource Management</i>	3
<i>Business Electives</i>			<i>6 credits</i>
Three elective credit hours must be upper division (>300).			
TOTAL CREDITS FOR BUSINESS ADMINISTRATION MINOR			18 CREDITS

Education Department

The Education Program 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 interactive practicums in diverse teaching settings. 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 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 and attain further certifications.

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:

- Coursework to prepare students for North American Division teacher certification. These are listed under Professional Education and Cognate coursework required.
- A significant level of practical and experiential learning opportunities within multiple education environments integrated into coursework and work education.
- One full semester of required student teaching built into the 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.

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 credentials and a degree from an accredited institution or seek alternative certification approaches.

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. 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 Admissions). 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.

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.

If students choose the religion minor, 6 credits of additional professional education electives are required to meet the 120 credit minimum for a baccalaureate degree. Students can choose from the following:

EDUC	330	<i>Multicultural Education</i>	3
EDUC	340	<i>ELL in the K-12 Classroom</i>	3
PSYC	330	<i>Learning & Memory</i>	3

Student Teaching

Students are given a full immersion teaching experience for their final semester. The senior student should meet with the program chair at least one semester prior to make arrangements for the grade, classroom, and school location for student teaching. Local and/or international school sites may be available for this practicum, but final approval must come from the program chair.

Christian Education Course Requirements

<i>Professional Education</i>			<i>38 credits</i>
EDUC	124	<i>Philosophy of Christian Education*</i>	(3)
EDUC	131	<i>Intro to Teaching</i>	3
EDUC	132	<i>Classroom Management & Discipline</i>	3
EDUC	222	<i>Technology for Learning</i>	1
EDUC	224	<i>Assessment & Evaluation of Learning</i>	1
EDUC	225	<i>Curriculum & Instruction</i>	3
EDUC	300	<i>Reading Methods</i>	3
EDUC	301	<i>Language Arts Methods</i>	3
EDUC	302	<i>Bible Methods</i>	3
EDUC	303	<i>Fine Art Methods</i>	1
EDUC	304	<i>Music Methods</i>	1
EDUC	305	<i>PE Methods</i>	1
EDUC	306	<i>Social Studies Methods</i>	3
EDUC	307	<i>Science & Health methods</i>	3
EDUC	308	<i>Math Methods</i>	3
EDUC	328	<i>Strategies for Exceptional & Diverse Learners</i>	3
EDUC	362	<i>Education Psychology</i>	3
<i>Major Cognates</i>			<i>9 credits</i>
PSYC	223	<i>Developmental Psychology</i>	3
RELB	250	<i>Principles of Christian Faith</i>	3
RELH	203	<i>Seventh-day Adventist Church History*</i>	(3)
RELT	439	<i>Prophetic Ministry of Ellen G. White</i>	3
<i>Educational Observation & Experience</i>			<i>12 credits</i>
EDUC	488	<i>Student Teaching Capstone</i>	12
TOTAL CREDITS FOR CHRISTIAN EDUCATION MAJOR			59 CREDITS

* Course required as part of General Education requirements

Christian Education Minor

The minor in Christian Education has two components: required courses and professional education electives. A total of 20 credits are required to complete the minor. (A Christian Education minor cannot be taken with a Christian Education major.)

<i>Required Courses</i>			<i>14 credits</i>
EDUC	131	<i>Intro to Teaching</i>	3
EDUC	132	<i>Classroom Management & Discipline</i>	3
EDUC	222	<i>Technology for Learning</i>	1
EDUC	224	<i>Assessment & Evaluation of Learning</i>	1
EDUC	328	<i>Strategies for Exceptional & Diverse Learners</i>	3
EDUC	362	<i>Education Psychology</i>	3
<i>Professional Education Electives</i>			<i>6 credits</i>
SELECT 6 CREDITS FROM THE FOLLOWING COURSES			
EDUC	225	<i>Curriculum & Instruction</i>	3
EDUC	300	<i>Reading Methods</i>	3
EDUC	301	<i>Language Arts Methods</i>	3
EDUC	302	<i>Bible Methods</i>	3
EDUC	303	<i>Fine Art Methods</i>	1
EDUC	304	<i>Music Methods</i>	1
EDUC	305	<i>PE Methods</i>	1
EDUC	306	<i>Social Studies Methods</i>	3
EDUC	307	<i>Science & Health methods</i>	3
EDUC	308	<i>Math Methods</i>	3
EDUC	330	<i>Multicultural Education</i>	3
EDUC	340	<i>ELL in the K-12 Classroom</i>	3
TOTAL CREDITS FOR CHRISTIAN EDUCATION MINOR			20 CREDITS

Interdisciplinary Department

Programs Offered

- BA in Christian Interdisciplinary Studies
 - Concentration: Psychology
 - Concentration: Education

Christian Interdisciplinary Program

Program Mission Statement

The Weimar Institute vision, To Heal a Hurting World, readily finds congruence within the Interdisciplinary baccalaureate program because of our unique mission.

Why the BA degrees in the Interdisciplinary Program exists:

To Heal a Hurting World through service for others in healing the mind, teaching the mind, and praising the Lord.

How we intend to accomplish this:

Through an integrative, multi-disciplinary baccalaureate program committed to the ideals of Seventh-day Adventist education.

What we do:

Follow Jesus' methods of teaching and healing by blending psychological, educational, and/or musical evangelism in a close-knit community of dedicated learners committed to following the ideals of the Seventh-day Adventist Church.

Why Pursue Interdisciplinary Studies at Weimar?

The Weimar Institute Christian Interdisciplinary program provides a unique experience that is beneficial to a Seventh-day Adventist Christian student interested in a solid Bible-based preparation for working in the professional fields of psychology or elementary education, combined with at least one additional area of study. The fundamental nature of knowledge and reality is multi-disciplinary. Rarely does information, understanding and wisdom exist solely within one field of study. Rather it pulls from various fields of discipline and studies to present a wholistic picture that could not exist with knowledge extrapolated from just one focus. In addition, knowledge is not meant to be obtained solely for information and understanding, nor hoarded to oneself as a self-glorifying means of stroking the ego of the erudite, but it is meant to be digested in such a manner that its presence becomes nourishing and beneficial to the

societal body; knowledge should exist to create beauty, heal our land, enable growth, inspire innovation and solve the problems in our world. In essence, its use should show our love to the world. This is the value of a Christian education. The classes offered in psychology and education, along with any other field choice, are specifically designed to teach a Bible-based, Godly perspective. These classes don't exist to simply give students knowledge, but rather to give them the tools with which they can go forward and heal a hurting world. As the Word of God says, "Let nothing be done through strife or vainglory; but in lowliness of mind let each esteem other(s) better than themselves. Look not every man on his own things, but every man also on the things of others." (Phil 2:3-4). Christ, in His time here on earth, demonstrated a service-oriented mission. The Interdisciplinary program is meant to enable students to better serve their community with a tailored set of classes across different disciplines. In all things we must strive to serve our Lord. This program is committed to preparing "soldiers" to serve in the battle of the Great Controversy; to help heal the hurting world and aid in the salvation of souls through education and mental health.

Regardless of the chosen concentration, each area is designed to prepare students for entry into graduate programs. This program will build the structure of the chosen life work. Understanding God through these areas, will help draw us closer to our foundation, Christ, who will then establish this work for His service.

Program Features

The Christian Interdisciplinary Program offers two bachelor of art degrees for students who wish to focus on more than one area for their major, and who wish to study these multiple disciplines with a Christ-centered focus for the purpose of healing a hurting world. The specific degrees are: 1. BA in Psychology Interdisciplinary, and 2. BA in Education Interdisciplinary. Students must declare at least one major concentration in either psychology or education, and may then choose to declare one of the following: a) a 2nd major concentration from any offered Weimar Institute field of study, b) a minor concentration from any offered Weimar Institute field of study or music, or c) field-focused electives from at least 2 additional fields of study (or music classes) offered at Weimar Institute. (Note: this is in addition to the major concentration, so a student would have at least 3 disciplines in his/her interdisciplinary degree).

Declaring Minors outside of concentration possibilities (field-focused electives)

If students wish to focus their Interdisciplinary electives on one area (i.e. Religion), they may do so, but cannot take all courses toward a minor outside of the degree. They cannot have more than two upper division course overlaps. Any lower division course may overlap with another major or minor. Courses may not be counted towards GEs and major and minor (They can only be overlapped once).

Areas of concentration

- **Major Concentrations:** Psychology or Elementary Education; (Note: a secondary major concentration from any field of study offered at Weimar institute may also be chosen in addition to psychology or elementary education).
(Note: Specific concentrations may require specific cognates that count toward electives)
- **Minor Concentrations:** Any field of study, or music classes, offered at Weimar Institute

Program Methods

The BA in Interdisciplinary studies focuses on the core subjects of either psychology or education combined with at least one other field of study.

Important elements of the program involve:

- Mastery of core pre-professional subjects within the chosen fields of study
- Experience with ministry and leadership in school and church-based health events and in mission service
- Possible research presentation and rotations in the Depression Recovery clinic
- The Interdisciplinary Capstone or Student Teaching provides students with the opportunity to demonstrate achievement of the program's learning outcomes in a culminating experience where they integrate the knowledge, skills, and interests developed through their chosen fields along with other aspects of their Weimar Institute experience.

Who should attend this type of program?

The program will prepare students who wish to either pursue graduate work in education, mental health or another psychology related field and/or become certified as an SDA elementary education instructor within the North American Division while studying at least two disciplines. The graduate in the BA of Interdisciplinary Studies will be trained to be a dedicated professional but will also appreciate the value of unselfish Christ-like service to humanity.

Admission Requirements

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

- Spiritual commitment
- Dedication to mental health or education and service
- High ethical and social standing
- Emotional balance

- Compassion for people
- Dedication to a healthy lifestyle, including NEWSTART® principles

Program Student Learning Outcomes & Learning Expectations

PSLO #1: Truth-centered Interdisciplinary Leaders

Students will identify, develop, and articulate the connections that integrate the key concepts from different disciplines within a coherent biblical framework and to promote health and well-being.

PSLO #2: Critical Thinkers

Students will demonstrate the ability to reason, analyze and evaluate information across Biblical and curricular studies for the purpose of forming a judgment/conclusion or for making an informed decision.

PSLO #3: Integrative Learners

Students will demonstrate connections among concepts and experiences across classes and cross-curricula so that information and skills may be applied to complex issues and/or challenges.

PSLO #4: Effective Communicators

Students will demonstrate interpersonal skills and learn how to improve communication in both sending and receiving information within personal, oral, and written format.

PSLO #5: Quantitative Reasoners

Students will demonstrate quantitative reasoning skills and use it to analyze and interpret real-world quantitative information to draw conclusions relevant within the context of their interdisciplinary studies.

Graduation Requirements

Credits to graduate: minimum of 124

A minimum of 40 credits must be upper division for the degree. Minimum of 14 of those hours must be toward chosen major. Students pursuing the Bachelor of Arts in Interdisciplinary studies need to fulfill all General Education requirements as well as the graduation requirements for the degree. Major degree requirements include the Major Concentration and/or Minor Concentration Core Courses, Major Concentration Core Cognates, Core Electives, Required Experiences and Required Competencies.

Completion of the above with a cumulative grade point average of 2.50 in the major and cognate courses, completion of the General Education requirements, and electives to satisfy the total credit are required for graduation.

Tailored Degree Options

The following paths are options students may take within the Interdisciplinary program. Each path breaks down the credits according to the chosen mode of study. See below:

- **Option 1:** 1 Major Concentration + 1 Minor Concentration
 - General Education Requirements: 49 credits
 - Major field of concentration: 35 or 50 credits
 - Minor field of Concentration: 16-20 credits
 - Required courses outside concentration: 3-6 credits
 - Electives (to 124 credits): 2-18
- **Option 2*:** 1 Major Concentration + 2 fields of focus
 - General Education Requirements: 49 credits
 - Major field of concentration: 35 or 50 credits
 - Required courses outside concentration: 3-6 credits
 - Electives (to 124 credits): 22-34
- **Option 3**:** 2 Major Concentrations (one major concentration must be either psychology or education; any 2nd non-psychology/non-education major concentration must be approved by both the Interdisciplinary chair as well as the chair of the chosen field's department).
 - General Education Requirements: 49 credits
 - 1st Major field of concentration: 35-50 credits
 - 2nd Major field of concentration: 35-50 credits
 - Required courses outside concentration: 3-6 credits

* *Fields of focus must be at least 12 credits per focus and must be a mix of upper and lower division credits*

** *This would put the student at minimum 125 credits. If student's choose major concentrations in both psychology and education, this would put the student at 137 total credits. This would require one extra semester of courses.*

The Interdisciplinary Degree has two required courses regardless of which major concentration is chosen:

<i>Interdisciplinary Degree Cognate & Required Courses:</i>			<i>6 credits</i>
RELT	385	<i>Christian Ethics</i>	3
INDS	490	<i>*Capstone I</i>	1.5
INDS	491	<i>*Capstone II</i>	1.5

Psychology Major Concentration

All of the following classes are required for this concentration.

<i>Core Courses</i>			<i>32 credits</i>
HELD	421	<i>Research Methods</i>	3
PSYC	101	<i>General Psychology</i>	(3)
PSYC	105	<i>Psychology as a career</i>	1
PSYC	150	<i>Health Psychology</i>	3
PSYC	223	<i>Developmental Psychology</i>	3
PSYC	225	<i>Psychological Statistics</i>	3
PSYC	225a	<i>Psychological Statistics Lab</i>	1
PSYC	310	<i>Abnormal Psychology</i>	3
PSYC	330	<i>Learning & Memory</i>	3
PSYC	351	<i>Intro to Personality Theory</i>	3
PSYC	401	<i>History & Systems in Psychology</i>	3
PSYC	410	<i>Intro to Counseling or Psychotherapy</i>	3
PSYC	411	<i>Field study: DR Rotation</i>	2
PSYC	422	<i>Directed study: Research Methods Lab</i>	1
<i>Required Cognate</i>			
EDUC	362	<i>Education Psychology</i>	3
TOTAL CREDITS			35 CREDITS

Christian Education (Elementary) Major Concentration

All of the following classes are required for this concentration (except the recommended elective).

<i>Core Courses</i>			<i>41 credits</i>
EDUC	131	<i>Intro to Teaching</i>	3
EDUC	222	<i>Technology for Learning</i>	1
EDUC	224	<i>Assessment & Evaluation of Learning</i>	1

* This course will not be required for Education major concentrations due to the intensive 12 credit hour student teaching requirement.

INTERDISCIPLINARY DEPARTMENT

EDUC	300	<i>Reading Methods</i>	3
EDUC	301	<i>Language Arts Methods</i>	3
EDUC	302	<i>Bible Methods</i>	3
EDUC	306	<i>Social Studies Methods</i>	3
EDUC	307	<i>Science & Health Methods</i>	3
EDUC	308	<i>Math Methods</i>	3
EDUC	328	<i>Exceptional & Diverse Learners</i>	3
EDUC	362	<i>Educational Psychology</i>	3
EDUC	488	<i>Student Teaching Capstone</i>	12

Required Cognates ***9 credits***

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

Recommended Elective ***3 credits***

EDUC	132	<i>Classroom Management & Discipline</i>	3
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TOTAL CREDITS **53 CREDITS**

*Note: This is high due to student teaching requirements (12 credits); however, education students will not be required to take a capstone course.

Courses that will be pre-approved for minor concentrations: Psychology, Education, and Music

Note: Courses for minor concentrations can be compiled from any existing field of study offered at Weimar Institute. However, the minor concentration of courses for psychology, education, and music are already established. Required courses for pre-approved minor concentrations are listed below.

Psychology Minor Concentration

Required Courses ***9 credits***

PSYC	101	<i>General Psychology</i>	(3)
PSYC	150	<i>Health Psychology</i>	3
PSYC	223	<i>Developmental Psychology</i>	3
PSYC	310	<i>Abnormal Psychology</i>	3

Minor Electives ***9 credits***

(Do not count toward degree electives)

PSYC	330	<i>Learning & Memory</i>	3
PSYC	351	<i>Intro to Personality Theory</i>	3
PSYC	401	<i>History & Systems in Psychology</i>	3
PSYC	410	<i>Intro to Counseling or Psychotherapy</i>	3

TOTAL CREDITS **18 CREDITS**

Education Minor Concentration

<i>Required Courses</i>			<i>11 credits</i>
EDUC	131	<i>Intro to Teaching</i>	3
EDUC	132	<i>Classroom Management & Discipline</i>	3
EDUC	222	<i>Technology for Learning</i>	1
EDUC	224	<i>Assessment & Evaluation of Learning</i>	1
EDUC	328	<i>Strategies for Exceptional & Diverse Learners</i>	3
<i>Professional Education Electives</i>			<i>6 credits</i>
(Do not count toward degree electives)			
EDUC	225	<i>Curriculum & Instruction</i>	3
EDUC	300	<i>Reading Methods</i>	3
EDUC	301	<i>Language Arts Methods</i>	3
EDUC	302	<i>Bible Methods</i>	3
EDUC	303	<i>Fine Art Methods</i>	1
EDUC	304	<i>Music Methods</i>	1
EDUC	305	<i>PE Methods</i>	1
EDUC	306	<i>Social Studies Methods</i>	3
EDUC	307	<i>Science & Health methods</i>	3
EDUC	308	<i>Math Methods</i>	3
EDUC	330	<i>Multicultural Education</i>	3
EDUC	340	<i>ELL in the K-12 Classroom</i>	3
TOTAL CREDITS			17 CREDITS

Music Minor Concentration

MUCT	101	<i>Music Theory I: Music Foundations</i>	3
MUCT	121	<i>Ear Training I</i>	1
MUCT	201	<i>Music Theory II: Harmony & Function</i>	3
MUCT	212	<i>Ear Training II</i>	1
MUED	302	<i>Biblical Foundations of Christian Worship</i>	3
MUED	401	<i>Music Cognition</i>	3
		<i>*Music Performance Elective</i>	2
TOTAL CREDITS			16 CREDITS

Natural Science Department

The Natural Science Department exists 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.

Programs Offered

- BS in Natural Science, Track 1 (Pre-Med/Pre-PA/Pre-Dent Track)
- BS in Natural Science, Track 2 (Pre-PT Track)
- Natural Science Minor
- Biology Minor
- Chemistry Minor
- Health and Wellness Minor
- Health Ministry Minor

BS in Natural Science

The Natural Science B.S. prepares students to pursue further studies in the health-related fields, included but not limited to those listed above, or secondary science education after appropriate post-graduate studies.

Tracks 1 and 2 of the Natural Science BS degree each require the Health and Wellness minor, which provide a pre-professional degree that prepares graduates to enter medical, dental, physical therapy, physician's assistant or other health science-related professional programs. Both degree tracks have the needed pre-requisites for entry into the requisite post-graduate field of study as well as additional courses designed to prepare the Weimar graduate to excel in both the theoretical and clinical setting.

The Natural Science BS together with the required General Education and co-curricular activities provide a rich and varied experience in Comprehensive Health Evangelism as well as other skills needed for post-graduate education.

Students desiring to pursue health related fields outside of the traditional areas mentioned above, or who wish to pursue a field of study in secondary science education, may choose from either Track 1 or 2, as determined by his or her varied career goals. Students wishing to pursue this course of study should consult with the Natural Science Program chair to discuss their career options.

Natural Science Program Vision and Mission

The 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 is 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 biology, chemistry, physics and their related sub-disciplines, which are foundational to success in post-graduate study in the health sciences. These courses are taught with a decidedly biblical and health-based focus while providing practical hands-on experience in medical situations through clinical rotations in the *NEWSTART® Lifestyle* and *Nedley Ten-Day Residential Depression and Anxiety Recovery®* Programs. In addition to these on-campus experiences, students will also have the opportunity to be involved in local, national and international mission experiences.

The Natural Science program prepares students to pursue graduate study in the health science fields such as medicine, dentistry, physical therapy, and public health. Moreover, 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.

Important elements of the program include:

- Mastery of core pre-professional science subjects including biology, chemistry, physics and their related sub-disciplines
- Experience in community-based health programing, which may include, but is not limited to health expos, health coaching, and the Eight-Week *Nedley Depression & Anxiety Recovery®* Program.
- Opportunity to shadow and gain practical hands-on experience in the *NEWSTART® Lifestyle®* and *Nedley Ten-Day Residential Depression and Anxiety Recovery®* Programs
- Gain knowledge of the biblical and scientific basis for Creation and the arguments raised by evolutionary theory
- Culminating experience in the Natural Science Capstone where students integrate the knowledge, skills, and interests gained through the Weimar experience
- Opportunity to have hands on experience in a cadaver lab
- Training in the preparation of natural remedies

What will the instruction be like?

The Natural Science degree includes interactive classroom instruction along with significant laboratory experiences in the core sciences that will prepare students for the MCAT/DAT or other pre-professional exams. The program also strives to promote a balance of theory with hands-on, real-life learning experiences. Examples include observation and hands-on training in 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 health professionals.

Who should attend this type of program?

The Natural Science program is ideal for students who have a high regard for Scripture, who wish to engage in a life of Christian service as medical missionary teachers, physicians, dentists, physical therapists, and scientists; and who desire to delve deeply into the science fields of biology, chemistry and physics.

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 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

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?

Natural Science program graduates 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. Graduates will be prepared to minister to their local and global community through Comprehensive Health Evangelism in a community-based setting.

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 Admissions), 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
- 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 may find their opportunities for postgraduate studies limited.)

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 as well as the graduation requirements for the degree. Major degree requirements include Core Courses, Core Cognate, Required Experiences, Required Competencies and 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 in their degree plan.

- Natural Science B.S. Major, Track 1, 62 credits
 - Core requirements, 40 credits
 - Cognates, 15 credits
 - Electives, 7 credits
 - Total of 129 credits for degree completion
- Natural Science B.S. Major, Track 2, 62 credits
 - Core requirements, 37 credits
 - Cognates, 16 credits
 - Electives, 9 credits
 - Total of 129 credits for degree completion
- Health & Wellness Minor, 21 credits
- General Education requirements, required for all tracks, 46 credits
- Students pursuing either degree track must complete a minimum of 120 credits and fulfill all other graduation requirements to graduate.

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. 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.

A possible course of study for education or other allied health fields is as follows:

- Natural Science B.S. Major requirements (any track), 62 credits
- General Education requirements, 46 credits
- Appropriate minor or supplemental courses

Natural Science Course Requirements

<i>Pre-Med/Pre-PA/Pre-Dent Track</i>			<i>40 credits</i>
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
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

NATURAL SCIENCE DEPARTMENT

CHEM	312	Organic Chemistry II	3
CHEM	312a	Organic Chemistry II Lab	1
CHEM	353	General Biochemistry	4
PHYS	271	Physics I	3
PHYS	271a	Physics I Lab	1
PHYS	272	Physics II	3
PHYS	272a	Physics II Lab	1
NSCI	310	Issues in Origins	(3)
NSCI	490	Natural Science Capstone I	2
NSCI	491	Natural Science Capstone II	2

Major Electives 7 credits

SELECT 7 CREDITS FROM ELECTIVE SCIENCE COURSES, SUCH AS
(4 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
BIOL	410	Human Histology	3
BIOL	410a	Human Histology Lab	1
BIOL	420	Genetics	3
NSCI	311	Introduction to Neuroscience Seminar	1

Major Cognates 15 credits

HLED	421	Research Methods	3
MATH	132	Calculus II	4
OR EQUIVALENT SCORE ON MATHEMATICS CHALLENGE EXAM			
MSSN	101	Mission Experience	2
SOCI	215	Introduction to Sociology	3
STAT	314	Introduction to Statistics	3

TOTAL CREDITS 62 CREDITS

Pre-Physical Therapy Track 37 credits

BIOL	135	Biology II	3
BIOL	135a	Biology II Lab	1
CHEM	151	General Chemistry I	3
CHEM	151a	General Chemistry I Lab	1
CHEM	152	General Chemistry II	3
CHEM	152a	General Chemistry II Lab	1
CHEM	311	Organic Chemistry I	3
CHEM	311a	Organic Chemistry I Lab	1
CHEM	312	Organic Chemistry II	3
CHEM	312a	Organic Chemistry II Lab	1

CHEM	353	General Biochemistry	4
HLED	200	Medical Terminology*	1
PHYS	271	Physics I	3
PHYS	271a	Physics I Lab	1
PHYS	272	Physics II	3
PHYS	272a	Physics II Lab	1
NSCI	290	Issues in Origins	(3)
NSCI	490	Natural Science Capstone I	2
NSCI	491	Natural Science Capstone II	2

Major Electives **9 credits**

SELECT 9 CREDITS FROM ELECTIVE SCIENCE COURSES, SUCH AS
(4 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
BIOL	410	Human Histology	3
BIOL	410a	Human Histology Lab	1
BIOL	420	Genetics	3
NSCI	311	Introduction to Neuroscience Seminar	1

Major Cognates **16 credits**

HLED	120	Fit & Well	1
MATH	132	Calculus II	4
OR EQUIVALENT SCORE ON MATHEMATICS CHALLENGE EXAM			
MSSN	101	Mission Experience	2
PSYC	223	Developmental Psychology	3
STAT	314	Introduction to Statistics	3
RELM	327	Cross Cultural Mission	3
OR			
RELT	385	Christian Ethics	3

TOTAL CREDITS **62 CREDITS**

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

* Medical Terminology should be taken by distance education.

NATURAL SCIENCE DEPARTMENT

PHYS	271	<i>Physics I</i>	3
PHYS	271a	<i>Physics I Lab</i>	1

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

BIOL	223	<i>Introductory Microbiology</i>	3
BIOL	223a	<i>Introductory Microbiology Lab</i>	1
BIOL	402	<i>Cell Biology</i>	3
FDNT	214	<i>Human Nutrition</i>	3

TOTAL CREDITS

22 CREDITS

Biology Minor

BIOL	121	<i>Anatomy & Physiology I</i>	3
BIOL	121a	<i>Anatomy & Physiology I Lab</i>	1
BIOL	122	<i>Anatomy & Physiology II</i>	3
BIOL	122b	<i>Anatomy & Physiology 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

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
BIOL	410	<i>Human Histology</i>	3
BIOL	410a	<i>Human Histology Lab</i>	1

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 & Physiology I</i>	3
BIOL	121a	<i>Anatomy & Physiology I Lab</i>	1
BIOL	122	<i>Anatomy & Physiology II</i>	3
BIOL	122a	<i>Anatomy & Physiology II Lab</i>	1
FDNT	214	<i>Human Nutrition</i>	3
HLED	231	<i>Intro to Chronic Disease & lifestyle Medicine</i>	2
HLED	231a	<i>Intro to Chronic Disease & lifestyle Medicine Lab</i>	1
HLED	432	<i>Chronic Disease & Lifestyle Medicine</i>	3
HLED	432a	<i>Chronic Disease & Lifestyle Med. Clinical Rotation</i>	1
HLED	441	<i>Depression & Anxiety Recovery Program Rotation</i>	3

TOTAL CREDITS

21 CREDITS

Health Ministry Minor*

BIOL	120	<i>Survey of Anatomy & Physiology</i>	3
FDNT	214	<i>Human Nutrition</i>	3
HLCP	230	<i>Lifestyle Coaching</i>	2
HLED	202	<i>Community Health Programs</i>	2
HLED	324	<i>Principles of Health</i>	(3)
LEAD	110	<i>Leadership in Health Evangelism</i>	2
RELB	271	<i>Religion & Health</i>	3

TOTAL CREDITS

15 CREDITS

Nutrition & Lifestyle Ministry Minor

FDNT	214	<i>Human Nutrition</i>	3
HLED	231	<i>Introduction to Chronic Disease and Lifestyle Medicine</i>	2
HLED	231a	<i>Intro to Chronic Disease & lifestyle Medicine Lab</i>	1
HLED	332	<i>Chronic Disease & Lifestyle Medicine</i>	3
HLED	332a	<i>Chronic Disease & Lifestyle Med. Clinical Rotation</i>	1
HLED	432	<i>Chronic Disease & Lifestyle Medicine</i>	3
HLED	432a	<i>Chronic Disease & Lifestyle Med. Clinical Rotation</i>	1
HLED	441	<i>Depression & Anxiety Recovery Program Rotation</i>	3
HLED	120	<i>Fit & Well</i>	1

TOTAL CREDITS

18 CREDITS

* Designed for students who have gone through the HEALTH program

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 holistically—physically, emotionally, mentally, and spiritually.

Programs Offered

- BA in Religion
 - Theology Emphasis
 - Religious Studies Emphasis
 - Worship 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 provides students with the opportunity to take the Health Ministry Minor, which provides the HEALTH component which is important in ministry. 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 BA in Religion, Worship Studies Emphasis is a blend of theory and practice that is designed to provide the tools needed for those who work with the leaders of local churches, institutions and clinical programs to provide music that glorifies God, and brings healing to hearts and minds. The Religion Minor is intended to supplement other majors.

BA in Religion

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.

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.

Students taking the Worship Studies Emphasis will experience a blend of theory and practice that is designed to provide the tools needed for those who work with the leaders of local churches, Institutions and clinical programs to provide music that glorifies God, and brings healing to hearts and minds. Students in Worship Studies Emphasis will work closely with the Pastor and Minister of Music of the Weimar Campus Church. This association will provide the experiences needed to successfully learn to provide a Word directed and God glorifying worship experience.

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, ministers of music, 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, ministers of music, and administrators within Seventh-day Adventist institutions. Graduates are also equipped to further their education with post-baccalaureate 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 take the Health Ministry Minor.

The Theology Emphasis, Religious Studies Emphasis, and Worship 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 49 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

<i>Religion Core</i>			<i>45 credits</i>
REL B	101	<i>Life & Teachings of Jesus</i>	(3)
REL B	245	<i>Old Testament Studies I</i>	3
REL B	246	<i>Old Testament Studies II</i>	3
REL B	250	<i>Principles of Christian Faith</i>	3
REL B	301	<i>Daniel</i>	(3)
REL B	302	<i>Revelation*</i>	3
REL B	435	<i>New Testament Studies I</i>	3
REL B	436	<i>New Testament Studies II</i>	3
REL H	203	<i>Seventh-day Adventist Church History*</i>	(3)
REL H	303	<i>History of the Christian Church I</i>	3
REL H	304	<i>History of the Christian Church II</i>	3
REL P	308	<i>Biblical Preaching & Homiletics</i>	(3)
REL P	320	<i>Personal Evangelism</i>	3
REL P	355	<i>Church Ministry & Leadership</i>	3
REL P	370	<i>Public Evangelism</i>	3
REL P	484	<i>Practicum in Church Ministry Capstone</i>	3
REL T	346	<i>Sanctuary Doctrine</i>	3

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

RELT	385	<i>Christian Ethics</i>	3
RELT	439	<i>Prophetic Ministry of Ellen G. White</i>	3

Major Cognate **3 credits**

NSCI	310	<i>Issues in Origins</i>	(3)
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Religious Studies Emphasis **24 credits**

CHOOSE 9 CREDITS FROM ANY OF THE FOLLOWING COURSES

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

Required Health Ministry Minor **15 credits**

BIOL	120	<i>Survey of Anatomy & Physiology</i>	3
FDNT	214	<i>Human Nutrition</i>	3
HLCP	230	<i>Lifestyle Coaching</i>	2
HLED	202	<i>Community Health Programs</i>	2
HLED	324	<i>Principles of Health</i>	(3)
LEAD	110	<i>Leadership in Health Evangelism</i>	2
RELB	271	<i>Religion & Health</i>	3

TOTAL CREDITS FOR BA IN RELIGION (RELIGIOUS STUDIES EMPHASIS) **69 CREDITS**

Theology Emphasis **26 credits**

GREK	201	<i>New Testament Greek I</i>	3
GREK	202	<i>New Testament Greek II</i>	3
HEBR	201	<i>Biblical Hebrew I</i>	3
HEBR	202	<i>Biblical Hebrew II</i>	3

CHOICE OF EITHER

RELM	327	<i>Cross Cultural Mission</i>	3
RELT	386	<i>Christian Apologetics & Worldviews</i>	3

Electives **11 credits**

HLED	421	<i>Research Methods</i>	2
RELB	271	<i>Religion & Health</i>	3
RELT	360	<i>Contemporary Issues In Adventism</i>	3

CHOICE OF EITHER

HLED	432	<i>Disease & Lifestyle Medicine Internship</i>	3
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HLED	441	<i>Depression & Anxiety Recovery Program Rotation</i>	3
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TOTAL CREDITS FOR BA IN RELIGION (THEOLOGY EMPHASIS)			71 CREDITS
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<i>Worship Studies Emphasis</i>			<i>29 credits</i>
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WRSP	101	<i>The Ministry of Music</i>	3
MUED	211	<i>Hymnology</i>	3
MUED	302	<i>Biblical Foundations of Christian Worship</i>	3
RELM	327	<i>Cross Cultural Mission</i>	3
MUED	401	<i>Music Cognition</i>	3
WRSP	328	<i>Introduction to Ethnodoxology</i>	3
WRSP	480	<i>Seminar in Worship Studies</i>	3

<i>Music Electives</i>			8
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TOTAL CREDITS FOR BA IN RELIGION (WORSHIP STUDIES EMPHASIS)			74 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 12 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.

Nursing Department

The purpose of the Nursing Program is to provide evidence-based, competent, and compassionate medical missionary nurses who embrace Christ's ministry of healing body, mind, soul, and spirit. 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 and the Depression and Anxiety Recovery Program.

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

- RN to BS in Nursing
- 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 professional nurses from diverse communities to be leaders who bring physical, emotional, mental and spiritual healing through Christ-like modeling and education.

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 have developed the following Program Student Learning Outcomes (PSLOs):

PSLO #1: Spiritual Leaders

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

- a. 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.

- b. 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.

PSLO #2: Health Evangelists

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

- a. 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.

- b. 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.

- c. 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.

PSLO #3: Professional Growth

Students value 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:

- a. 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.

- b. 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 demonstrate appropriate use of quantitative data through accurate dosage calculations, documentation, and analysis to give safe and effective care.

- a. Students solve quantitative problems by:

Level I: The accurate preparation and administration of oral medication doses.

Level II: The accurate preparation and administration of oral and intravenous medications.

- b. Students demonstrate effective use of quantitative data by:

Level I: Documenting quantitative data accurately to help maintain safe and effective nursing care.

Level II: Analyzing multiple quantitative assessment data to make safe and accurate clinical judgments.

PSLO #7: Principled Workers

- a. Students demonstrate professional accountability, responsibility and integrity.

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.

- b. 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.

- c. Begin to utilize knowledge of 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 multiple individuals and families.

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 page 86). 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 college. 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
- High 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 (or wear a mask), and 2-step 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 86 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	C	76-79	D-	66-67
B	84-87	C-	74-75	F	0-65

AS in Nursing Graduation Requirements

Total Units for Graduation: 77 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 I

NURS 225: Psychiatric/Mental-Health

NURS 226: Pharmacology

Semester 3:

NURS 300: Intermediate Medical-Surgical Nursing II

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

<i>Pre-Nursing*</i>			<i>30-36 credits</i>
Fall Semester			
BIOL	121	<i>Anatomy & Physiology I</i>	3
BIOL	121a	<i>Anatomy & Physiology I Lab</i>	1
CHEM	111	<i>Survey of Chemistry</i>	3
CHEM	111a	<i>Survey of Chemistry Lab</i>	1
(OR DEMONSTRATE PROFICIENCY BY EXAMINATION)			
ENGL	101	<i>English Composition I</i>	3
FDNT	214	<i>Human Nutrition</i>	3
MATH	110	<i>Survey of Applied Mathematics</i>	3
(OR DEMONSTRATE PROFICIENCY BY EXAMINATION)			
RELB	101	<i>Life & Teachings of Jesus</i>	3
Spring Semester			
BIOL	122	<i>Anatomy & Physiology II</i>	3
BIOL	122a	<i>Anatomy & Physiology II Lab</i>	1
BIOL	223	<i>Introductory Microbiology</i>	3
BIOL	223a	<i>Introductory Microbiology Lab</i>	1

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

COMM	202	<i>Speech & Rhetoric</i>	3
PSYC	101	<i>General Psychology</i>	3
SOCI	215	<i>Introduction to Sociology</i>	3

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

TOTAL CREDITS FOR AS IN NURSING	83 CREDITS
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RN to BS in Nursing

The Bachelor of Science in Nursing

The RN to a BS in Nursing will prepare nurses as leaders in nursing who will be prepared to promote safe, quality patient care in complex situations. It will also prepare graduates for more advanced degrees in nursing. The courses will include experience in mission nursing, specialized experience in an area of personal interest, and further preparation in health promotion.

Mission Statement

The Weimar Institute Nursing program prepares professional nurses from diverse communities to be leaders who bring physical, emotional, mental and spiritual healing through Christ-like modeling and education.

What kind of program is the BS in Nursing?

The BS Nursing Program is a continuation of the AS nursing program which supports and facilitates Weimar Institute's vision To Heal a Hurting World.

The goals of the program are to prepare professional nurses who will provide leadership in:

* Course is taken during the summer.

- The compassionate ministry of Jesus Christ to all people
- Health promotion for the whole person (body, mind, soul, and spirit) across the lifespan
- Evidence-based quality patient care across the lifespan for diverse populations
- Engaging in care of self and continuous professional development in order to provide the best care for others

What will the instruction be like?

The instruction will include interactive classroom instruction, hospital and clinical experiences, and online courses. A mission trip will also be included for one of the courses. Students who successfully finish this program of study will enhance their future effectiveness as registered nurses and will be offered a greater variety of career opportunities.

Who should attend this type of program?

Registered nurses who are interested in preparing for:

- Domestic and international medical ministry
- Community and church health promotion
- Leadership positions in community and hospital facilities including Magnet hospitals
- Nurse Entrepreneur opportunities
- Advanced practice nursing
- Nursing research or providing nursing education

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

Upon satisfactory completion of the Weimar Institute BS Nursing Program, the graduates will have developed the following Program Student Learning Outcomes (PSLOs):

PSLO #1: Spiritual Leaders

Nurses follow Jesus Christ's spiritual leadership in loving church ministry as they conduct health coaching, engage in community outreach events, and lead in health evangelism outreach.

PSLO #2: Health Evangelists

Nurses practice and promote physical, emotional, mental and spiritual healing as they collaborate with patients, healthcare professionals and communities to provide spiritually and culturally appropriate health promotion and disease prevention interventions and support in dying.

PSLO #3: Professional Growth

Nurses assume responsibility for continuing professional development through self-directed learning and growth.

PSLO #4: Critical Thinkers

Nurses investigate a controversy, problem or question related to nursing in which diverse current research perspectives are assembled, analyzed and used to creatively draw informed decisions that consider the complexities of the context, resource management, appropriate delegation, and viable outcomes.

PSLO #5: Effective Communicators

Nurses demonstrate inter- and intra-professional communication and collaboration skills orally and in writing using appropriate technologies, information systems and communication devices.

PSLO #6 Quantitative Thinkers

Nurses demonstrate ability to explore nursing-related quantitative research and clearly communicate their findings by interpreting and representing quantitative information in appropriate forms (e.g. symbolical, graphical, numerical, etc.).

PSLO #7 Principled Workers

Nurses demonstrate professional accountability, responsibility, and compassion consistent with professional values of altruism, autonomy, human dignity, and integrity. Nurses engage in therapeutic nursing interventions which support healthful behaviors, disease prevention, illness recovery and acceptance of the dying process in any setting.

BS in Nursing Initial Admission Requirements

Nurses intending to complete a BS in Nursing after completing the AS in Nursing at Weimar Institute must apply for the program through the Department of Nursing. Priority will be given to those who have completed the AS in Nursing at Weimar.

Nurses intending to complete a BS in Nursing who have not previously attended Weimar Institute are required to take the following prerequisite courses at Weimar prior to enrolling in the BS in Nursing program:

<i>Prerequisites</i>			<i>6 credits</i>
NURS	302	<i>Health Promotion/Disease Prevention Nursing</i>	3
RELB	271	<i>Religion & Health</i>	3
		OR	
RELB	301	<i>Daniel</i>	3

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

- Spiritual commitment
- High ethical and social standing
- Valid California Registered Nursing License
- CPR through American Heart Association for Health Professionals
- Academic eligibility. GPA must be 3.0 or higher
- Required Immunizations (MMR, Td, Hepatitis B, Varicella, Influenza (or wear a mask), and 2-step 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

BS in Nursing Course Requirements

<i>General Education</i>			<i>28 credits</i>
		<i>Art or Music electives</i>	3
ENGL	102	<i>English Composition II</i>	3
HLED	111	<i>Optimize Your Brain</i>	1
HIST	101	<i>Survey of World History</i>	3
RELB	302	<i>Revelation</i>	
		OR	
RELH	203	<i>SDA Church History</i>	3
EDUC	124	<i>Philosophy of Christian Education</i>	3
PSYC	223	<i>Developmental Psychology</i>	3
SOCI	214	<i>Christian Marriage & Family</i>	3
NSCI	310	<i>Issues in Origins</i>	3
STAT	315	<i>Statistics</i>	3
<i>Nursing Courses</i>			<i>20 credits</i>
NURS	401	<i>Nursing Leadership</i>	3
NURS	402	<i>Pathophysiology</i>	3
NURS	405	<i>Community Health Nursing</i>	4
NURS	406	<i>Nursing Research</i>	3
NURS	410	<i>Cross Cultural Mission Nursing</i>	3
NURS	412	<i>Nursing Preceptorship</i>	4
TOTAL CREDITS			48 CREDITS

Planned curriculum for each semester:

<i>Fall Semester</i>			<i>16 credits</i>
		<i>Art or Music electives</i>	3
EDUC	124	<i>Philosophy of Christian Education</i>	3
HIST	101	<i>Survey of World History</i>	3
HLED	111	<i>Optimize Your Brain</i>	1
NURS	401	<i>Nursing Leadership</i>	3
NURS	402	<i>Pathophysiology</i>	3
<i>Spring Semester</i>			<i>16 credits</i>
ENGL	102	<i>English Composition II</i>	3
NSCI	310	<i>Issues in Origins</i>	3
NURS	405	<i>Community Health Nursing</i>	4
PSYC	223	<i>Developmental Psychology</i>	3
STAT	315	<i>Statistics</i>	3
<i>Summer Semester</i>			<i>16 credits</i>
NURS	406	<i>Nursing Research</i>	3
NURS	410	<i>Cross Cultural Mission Nursing</i>	3
NURS	412	<i>Nursing Preceptorship</i>	4
RELH	203	<i>SDA Church History</i>	3
SOCI	214	<i>Christian Marriage and Family</i>	3
TOTAL CREDITS			48 CREDITS

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.

Programs Offered

- HEALTH 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 environments, 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 Admissions), 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 16 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>15 credits</i>
HLCP	230	<i>Lifestyle Coaching</i>	2
HLED	202	<i>Community Health Programs</i>	2
HLED	324	<i>Principles of Health</i>	3
LEAD	110	<i>Leadership in Health Evangelism</i>	2
RELB	271	<i>Religion & Health</i>	3
RELP	320	<i>Personal Evangelism</i>	3

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

<i>HEALTH Ministry minor</i>			<i>15 credits</i>
BIOL	120	<i>Survey of Anatomy & Physiology</i>	3
FDNT	214	<i>Human Nutrition</i>	3
HLCP	230	<i>Lifestyle Coaching</i>	2
HLED	202	<i>Community Health Programs</i>	2

HLED	324	<i>Principles of Health</i>	(3)
LEAD	110	<i>Leadership in Health Evangelism</i>	2
RELB	271	<i>Religion & Health</i>	3

Online HEALTH Certificate

The Online HEALTH Certificate program caters to the health care professional and lay person alike, providing the tools every student will need in order to become an effective health coach, leader and evangelist, whoever and wherever they are. Students can access the same quality curriculum as offered on campus, but through online modalities. Students will also have flexible track options to complete the program within 4-18 months, utilizing self-paced instruction.

What will the instruction be like?

This online certificate program includes lecture videos and conference calls, with assignments, quizzes, and interactive discussion boards online, where students can interface with other virtual students and their instructors. For the practical element of the program, students will arrange internships in their local churches in order to carry out required activities.

What are the requirements for the internship?

To complete the Online HEALTH certificate Program, students will need to secure an internship with their local Seventh-day Adventist congregation. The student will be working under the mentorship of either the pastor, elder or health ministry director of the church. They will be monitored and have assignments signed off by them.

The local congregation will allow and support the student to lead the community health programs associated with the Online HEALTH Certificate Program in their church. These programs include: The Nedley Depression & Anxiety Recovery Program, Diabetes Undone, Secrets to Living Longer and Living Stronger and a plant based cooking school.

It is the responsibility of the student to secure a mentor at their local church and to establish communication between their mentor and online academic advisor. The church mentor will work in coordination with the online academic advisor to provide accountability, assessment, and evaluation for the internship grade.

The church will receive a training pack which will help them to better provide support and monitor the student's learning and experiences through the following activities:

- Planning and execution of 3 community programs
- The planning and execution of 1 health expo

What are the admission and program requirements?

The admissions process and program requirements are no different than the live program on campus. For information on credits, courses, and requirements please refer to the preceding section entitled “HEALTH Certificate.”

Information and Policies

Please note that all changes in academic policies announced during the school year are as valid as the printed regulations.

Registration and Enrollment

Registration

New and returning students are required to complete a registration checklist prior to the beginning of each semester, which will guide them through the process of enrollment. This checklist will be provided by the Registrar's Office at a designated time prior to the beginning of each semester.

Late Registration Fee

Failure to finalize and submit a registration checklist to the Registrar's Office by the given deadline will incur a \$175.00 administrative fee, which will be charged to the student account.

Enrollment Agreements

After the Last Day to Register deadline, the Student Finance Advisor will issue Enrollment Agreements via Populi. New and returning students must sign these digital Enrollment Agreements by the given deadline, 1 month after classes begin.

Late Enrollment Agreement Fee

Failure to sign Enrollment Agreements by the given deadline will incur a \$75.00 administrative fee, which will be charged to the student account. In addition, failure to make the semester down payment by the end of the first week of classes will result in a disenrollment of all classes.

Registration Fee

A registration fee of \$100 will be charged to the student account at the beginning of every semester.

Weimar Employee Free Course Registration

Full-time employees of Weimar Institute are qualified to take one free course (maximum 3 credits) per semester at the college, subsidized by the department they work for. Tuition for one course up to 3 credits will be covered. Any tuition cost above 3 credits and any general fees and lab fees will be covered by the employee. To enroll for a course, employees can pick up a single course enrollment form available at the College

Office. This form needs to be completed and submitted to the College Office by the Last Day to Register deadline, which is seven business days into the semester.

Student Single Course Registration

All students, no matter the credit load, must first be accepted through the general admissions process. Upon acceptance, if a student chooses to take only one course for the semester, he or she needs to complete the full registration process. However, the registration deadline would not apply to them. Students can finish the pre-registration checklist and submit by the Last Day to Register deadline, which is seven business days into the semester. Student enrolled in 5 credits or less will pay a partial technology fee of \$35.

Change in Course Enrollment

Classes may be added or dropped within the first seven business days of the semester without penalty. The student must fill out a Change in Course Enrollment form, which is available at the College Office, and obtain necessary signatures before returning the form to the Registrar in order for the change to be recorded on Populi.

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 business days of the semester, it will be deleted from the record.

After the first seven business days of the semester and up to two weeks after midterm grades are posted, the student may still drop or change to an audit, however a \$20 fee is charged per Change in Course Enrollment form filed at the Records Office. If a student drops a course, a “W” is recorded on the transcript. If a student changes to an audit, “AUD” is recorded on the transcript.

Audit Courses

A student may audit one or two courses per 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 75% of classes, but is not obligated to complete class work or take course quizzes or examinations. If a student does not meet the required attendance percentage by the end of the semester, they will be automatically withdrawn from the class, incur the change fee, and it will appear as a W on the transcript. 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 16 credits.

Directed Study

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 Records Office. This form becomes a part of the student's file and provides additional information about the directed study experience.

Course Load

The academic course load is described in terms of semester hours of credit.

<i>Enrollment Status</i>	<i>Course Load</i>
Overload	>16 credits
Full-Time Load	12-16 credits
Part-Time Load	<11 credits

- Students may take a 17th performing music credit at no additional cost.
- Students who seek to take over 16 credits must have a cumulative GPA of 3.5 or higher and submit a petition to the Academic Standards Committee for their approval.
- Students on academic probation must have approval from the Student Success Coordinator in order to take more than 12 credits per semester.
- 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 load students. If space is available, part time load students who are on a degree track and taking a minimum of 6 credits may reside in the dorms.

Change of Major, Minor, or Bulletin Year

If a student would like to change their major, minor, or switch to the current bulletin, they must first discuss this change with their advisor, and then complete the Change of Major, Minor, or Bulletin Year Request Form at the Record's office. This change will then be reflected in their student account, and they will be held to the new requirements of that major, minor, or bulletin year.

Class Standing

At the beginning of the Fall semester, students are classified as follows:

Freshman: 0-30 credits	Sophomore: 31-60 credits
Junior: 61-90 credits	Senior: 91+ credits

Final Exams

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 by completing and submitting a Request to Reschedule Form at the Records Office. The form must be approved by the instructor and registrar, and a \$50 fee will be charged per exam.

Leave of Absence

When it is necessary/appropriate for a student to delay some of his/her coursework for an extended amount of time, the student may request to take a Leave of Absence. The student should first consult his/her advisor in regard to their future educational plans. Then, the student can obtain a Leave of Absence Request form from the Records Office. The form should be completed and submitted back to the office, to be reviewed for approval by administration.

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, death or serious illness within the family, 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 Withdrawal Form at the Records 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 Education

Weimar's Work Education program provides practical work experience and vocational mentorship while following the philosophy of balancing academics with work. The on-the-job experience students gain at Weimar will add an extra dimension to learning. Through supervised and scheduled work times, students will learn the value of work, develop a work ethic, and gain experience and skills in a number of different vocational areas. It will also help to prepare students seeking future employment by providing opportunities in practicums and internships. On-the-job experience gives students a significant competitive edge when they begin their careers after college. All students will be enrolled in a zero credit course and a letter grade will be assigned at the end of each semester. A grade of C or higher is required to pass the competency. HEALTH, MAP, and Nursing students involved in clinicals are exempt from Work Education. All other students taking 8 or more credit hours are required to participate in Work Education each semester (Fall and Spring) through one of the following options.

YEAR	WORK EDUCATION OPTIONS (STUDENT WILL CHOOSE ONE OPTION)		
Freshmen	Campus Work (Assigned position)		
Sophomore	Campus Work (May request a position)	Practicum	
Junior	Campus Work (May request a position)	Practicum	Internship
Senior	Campus Work (May request a position)	Practicum	Internship

Campus Work

Freshmen students will be enrolled in the Campus Work option which requires them to work 6 hours each week (90 hours per semester) at assigned campus work stations. Exceptions are granted only upon the approval of the Work Education Committee. Upon successful completion of the required number of hours and a passing grade at the end of each semester, the Work Education Scholarship will be applied toward their tuition. Campus Work assignment requests by Sophomores, Juniors, and Seniors will be considered but not guaranteed and must be turned in the Work Education Director at least 4 weeks prior to the first day of classes.

Those engaged in the campus work option are required to submit their time cards before the deadline each week. Those who fail to submit their timecards by the time specified will be penalized by a 10% reduction in the hours worked on each timecard which is submitted late.

Practicum

A practicum is an approved employment position, on or off campus, in which the student is required to work 8 hours each week or a minimum of 120 hours per semester. The student may receive payment as an employee, however, they will not be eligible for the Work Education Scholarship. To qualify, a student must have a GPA of at least 2.75 and will need to submit: a Practicum Request*, a Supervisor Recommendation by his or her most recent supervisor, and a Practicum Plan of Accountability*. These documents must be turned in to the Director of Work Education at least 4 weeks prior to the first day of the upcoming semester, otherwise it will be assumed that the student is planning to be in the Campus Work option and will be assigned a position on campus. Final approval for the requested practicum will come from the Work Education Committee. At the end of the semester, the student's supervisor will need to submit to the Director of Work Education: a Practicum Evaluation*, proof of number of hours worked, and a suggested letter grade.

Internship

An internship is an approved employment position in the student's field of study that may occur on or off campus for a duration of no less than one semester. Students are required to work a minimum of 12 hours per week or 180 hours per semester. The student may receive payment as an employee, however, they will not be eligible for the Work Education Scholarship. To qualify, a student must have a GPA of at least 3.0 and will need to submit: an Internship Request*, a Supervisor Recommendation* by his or her most recent supervisor, and an Internship Plan of Accountability*. These documents must be turned in to the Director of Work Education at least 4 weeks prior to the first day of the upcoming semester, otherwise it will be assumed that the student is planning to be in the Campus Work option and will be assigned a position on campus. Final approval for the requested internship will come from the Work Education Committee. At the end of the semester, the student's supervisor will need to submit to the Director of Work Education: an Internship Evaluation*, proof of number of hours worked, and a suggested letter grade.

* All forms are available at the Work Education Department or www.weimar.edu.

	Campus Work	Practicum	Internship
Available to Freshmen	✓		
Available to Sophomore, Junior or Seniors	✓	✓	✓
Required 6 hours per week (90 hours per semester)	✓		
Required 8 hours per week or 120 hours per semester		✓	
Required 12 hours per week or 180 hours per semester			✓
Eligible for Work Education Scholarship	✓		
A paid or volunteer position arranged by student		✓	✓
Not eligible for Work Education Scholarship		✓	✓
Requires application and approval by Work Education Committee		✓	✓
Will receive a letter grade at the end of the semester	✓	✓	✓
Requires a minimum GPA		✓	✓
Available to students enrolled in 8 credit hours or more	✓	✓	✓
Guaranteed position	✓		
Evaluations will be due at midterm and finals week for grading purposes.	✓	✓	✓
Absenteeism from any school related responsibilities for work purposes will not be excused. Please do not ask for exceptions.	✓	✓	✓

Grades

Grading System

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 (GPA). The student's GPA is computed by dividing the total number of grade points earned by the attempted credits.

The following grades are not computed in the GPA but are recorded on transcripts as follows:

I	Incomplete
AUD	Audit
W	Withdrawal
P	Pass

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. In such a situation, an incomplete form must be submitted to the Records Office. 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

See Audit Courses section on page 98

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, clinicals, 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.

Repeating Courses

1. All grades will be recorded. If a student wishes to repeat a course to improve the grade, they must repeat the course in residence at Weimar Institute in order

for the grade point average (GPA) to be recomputed. A repeated course taken at another Institution will not replace a course taken at Weimar Institute to be counted in the GPA.

2. If a student takes a course at Weimar institute, and repeats the course in residence in order to improve the grade, both instances of the course with grades will still appear on the official transcript. Only the course with the higher grade is included in the grade-point calculation.
3. If a student transfers a course and then repeat the course while in residence to improve the grade, the transfer course will no longer apply at Weimar Institute.

Grade Posting

Grades are posted on Populi. Course instructors are required to update grades to reflect current standings throughout the semester. Midterm grades are posted 1 week after midterms, and final grades are posted 2 weeks after finals.

Grade Appeal

A student who wishes to appeal a grade must first discuss the matter with the instructor of record. Instructor of record will refer students to the Records Office to complete a Change of Grade Form.

If a student would like to appeal the decision made by the Instructor of record, they can do so by sending an appeal to the Academic Standards Committee. The approval/denial of the grade appeal is final. The Registrar will send a written response to the student within 14 business days regarding the outcome.

Any Grade Appeal must be made within one academic semester of the course in question. If a student believes that they have been assigned a grade that was arbitrary, prejudiced, or unfair, they should refer to the academic grievance policy (in the Student Handbook).

Academic Attendance and Behavior

Academic Freedom

The landscape of higher education in America, a faculty of broad intellectual diversity within institutions of great diversity of mission, is an anomaly to the rest of the world. This remarkable variety is one of its greatest strengths. “The advancement of knowledge requires that intellectual differences be engaged and explored even as individuals with different points of view are also respected” (AAC&U, 2006, p. 4).

Weimar Institute contributes to this diversity by defining its educational approach, not under the idea that all types of thinking are equally correct and worth exploring,

nor even by following directly in the footsteps of other Seventh-day Adventist institutions of higher learning, but by exploring an educational philosophy and practice decidedly informed by the biblical educational model as expressed in the writings of Ellen G. White and its effect on the practice of higher education.

In our search for truth, we have no fear of rigorous examination. Yet where and how we search is vitally important. “Since God is the source of all true knowledge, it is...the first object of education to direct our minds to His own revelation of Himself” (Education, White, 1903/1952, p. 16). Scripture, His primary means of revealing Himself, is seen as the first and foremost resource in the pursuit of truth. However, we must also study and utilize nature, “reason, reflection, and research to discover truth and its implications for human life here and in the hereafter, while recognizing the limitations inherent in all human endeavors...” At the same time, as a group of committed Seventh-day Adventist scholars and educators, we believe our calling is not to control minds, but to develop a community of learners who are “thinkers, and not mere reflectors of [other’s] thought” (Education, White, 1903/1952, p. 17).

The intellectual growth of faculty and students as well as the advancement of the institution is dependent upon clarity in the protection of academic freedom for both the individual as well as the institution. Thus, Weimar Institute seeks to foster a learning environment in which faculty are free to engage in teaching and research within an intellectual context shaped by our foundational documents.* These documents are representative of an educational philosophy and practice informed by the biblical educational model expressed in the writings of Ellen G. White and its implementation in the practice of higher education. As a result, Weimar Institute expects to pursue teaching and research in a way that enhances the academic disciplines through scholarship that reflects the distinctiveness of our institution’s mission.

The Institute recognizes that academic freedom has historically been defined both by broadly accepted practices of higher education, and by the mission and character of the institution in which it is practiced. Freedom to speak, conduct research, and publish are the right of all members of the academic community, but this freedom carries with it corollary responsibilities. “Academic responsibility requires professors to submit their knowledge and claims to rigorous and public review by peers who are experts in the subject matter under consideration; to ground their arguments in

* From a statement developed at the First International Conference on the Seventh-day Adventist Philosophy of Education convened by the General Conference Department of Education and held at Andrews University, April 7-9, 2001.

** The foundational documents include but are not limited to the Bible, the writings of Ellen G. White and statements that address in detail the Institute’s Mission through the following topics: 28 Fundamental Beliefs of the Seventh-day Adventist church; the institution’s Mission Statement, Position Statements on creation, sexual behavior, homosexuality, chemical abuse and dependency, and competition; Philosophy of Education; and Academic Freedom Statement.

the best available evidence; and to work together to foster the education of students” (AAC&U, 2006, p. 1).

Weimar Institute adheres to the following principles of academic freedom and responsibility as applicable to all faculty, staff, and students as outlined herein:

- **As Teachers.** Faculty members are free to examine and discuss in the classroom the subjects they have been appointed to teach and to present data fairly and objectively. In the teaching role faculty members may clearly state their own personal convictions but will evaluate all information in light of the Institute’s foundational documents. Teachers are required to exercise discretion and good judgment in the presentation and discussion of classroom material. Controversial matters not pertinent to the subject matter being taught are not appropriate material to introduce in the classroom.
- **As Scholars.** Faculty members are free to speak as an authority in their own field of study and to engage in rigorous scholarly inquiry and expression. These should be conducted within an intellectual context shaped by the Institute’s foundational documents. At all times faculty should strive for accuracy, exercise appropriate restraint, and show respect for the opinions of others, lest unadvised words or actions injure their own influence and the mission of the Institute. 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. 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.
- **As Citizens.** When speaking as private citizens, faculty members must make every effort to state that they are not speaking as spokespersons of the Institute. The faculty of Weimar Institute have a status and authority among Seventh-day Adventists and the public that demands responsibility in any statement of ideas, especially in issues of controversy and sensitivity that affect the church. Faculty should bear in mind the wise words of King Solomon, “there is...a time to speak and a time to keep silence.” (Eccl 3:7) With such controversial matters, there are times when “silence is eloquence” (White, 1903, par. 4) unless the heart is stirred by the spirit of God and “the words are of such a character that they should be immortalized by being communicated” (White, 1897, p. 77).
- **On Behalf of Weimar Institute.** In choosing to be a part of the faculty of Weimar Institute, faculty members indicate their support of the Institute’s foundational documents and their commitment to the mission of the Institute. Acceptance of these documents is reaffirmed yearly by faculty members (and staff) with the renewal of yearly work agreements. As an institution with a purpose of propagating these core beliefs in its students, it would be incongru-

ous to have faculty with personal convictions not in harmony with the beliefs declared through the Institute's foundational documents. In each of the areas above, communication in any public venue (including social media) should support the beliefs and values represented in the foundational documents.

Faculty members who recognize they hold views that conflict with the Institute's foundational documents shall abstain from expressing their differences in the presence of students, faculty members, and/or through social media and immediately communicate those differences to the Vice-President of Academic Affairs (VPAA).

- **As Students.** Students at Weimar Institute are afforded the same academic freedoms as are faculty "As Scholars" and "As Citizens", as noted above. Weimar Institute subscribes to the principles of academic freedom promulgated by the General Conference of Seventh-day Adventists.

Guidelines for Scholars

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

- The Word of God is Weimar Institute's standard of Truth. We believe the Bible offers ultimate meaning and purpose to human existence and all human endeavors.
- All scholarly work must conform to the very highest intellectual standards as inspired by the biblical world-view and guided by the community of active scholars.
- All scholarly work should exemplify a careful handling of evidence and the avoidance of undue bias. Scholarship at Weimar should also strive to make significant contributions to existing knowledge.
- Weimar teachers and scholars should demonstrate a humble willingness to listen to points of view different from their own and modify their positions whenever truth requires it.
- Weimar teachers and students will exercise academic freedom responsibly by showing respect for Weimar Institute's Christian philosophy, its educational goals, its standing in the community, and its commitment to the truths of the Bible.

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.

Class Attendance

Regular attendance is required at classes, assemblies, and dormitory worships. 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.

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.

Graduation Requirements

Graduation is held once a year at the end of the Spring semester. Should a student complete degree requirements during the Summer or Fall semester, they are eligible to march the following Spring.

Requirements

- A minimum total of 120 credits for bachelor degrees—this includes the listed general studies requirements and the specific requirements for a departmental major.

- A minimum total of 60 credits for associate degrees—this includes the listed general studies requirements and the specific requirements for a departmental major.
- A cumulative GPA of 2.00 (C) or better (specific majors may have higher requirements).
- No grade below C- in student's degree field (major or minor) may apply toward graduation.
- A minimum of 30/36 credits earned during the graduation/senior year must be taken at Weimar Institute for a Bachelors degree
- A demonstrated evidence of Christian growth and commitment.
- Students must fill out an Graduation Application Form by the Last day of Class in the Spring Semester of the year prior to the graduation date.
- 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.

Graduation Approval Process

Graduation is held once a year at the end of the Spring semester. Should a student complete degree requirements during the Summer or Fall semester, they are eligible to march the following Spring.

Students must fill out a graduation application by the Last Day of Class in the Spring Semester of the year prior to the graduation date.

Graduation application forms are available through the advisor or at the Registrar's Office.

After the graduation application has been submitted to the Registrar's Office, there will be a vote of acceptance by the Academic Affairs Council upon recommendation from the candidate's major department.

During the Senior year, the registrar, in conjunction with the student's advisor and department chair will continue to monitor student progress to ensure that the student follows their Senior Schedule. Student must complete all requirements pertaining to 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 next Spring.

Graduation Fee

For all students participating in graduation weekend, a \$100 fee will be charged to the student account to cover graduation expenses.

Graduation in Absentia

If a graduating student is unable to attend graduation events, they must notify the Registrar's Office beforehand (via the graduation application form).

Graduation Recognition for Nurses

All nursing students are expected to participate in the pinning service. Requests for exemption may be submitted to the Nursing Department.

Bulletin Year Requirements

Students are expected to meet the requirements as published in the bulletin for the academic year in which they enter Weimar 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.

Students will be required to follow a current or newer bulletin under the following circumstances:

1. Students who have discontinued 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).

Credits

Credit Hour Policy

Weimar Institute recognizes one semester credit hour of didactic instruction, marking student achievement through intended learning outcomes and verified by tangible

evidence of student learning, as 3 hours of work per week over a fifteen week academic semester, totaling 45 hours per semester.

One semester credit represents one hour (minimum 50 minutes) of class per week for a total of 15 weeks. The expectation for students is to work (study, read, develop class deliverables, etc.) outside of class two hours per week for each credit hour of class. The balance of in-class and out-of-class work may be adjusted to best suit learning objectives.

One semester credit hour of laboratory or practicum represents 45 hours of laboratory, practicum, or observation experience.

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, Interdisciplinary BA, Natural Science BS, Religion BA, General Education, 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.

Credits and Accreditation

Weimar Institute is accredited by the WASC Senior College and University Commission (WSCUC), 985 Atlantic Avenue, Suite 100, Alameda, CA 94501, 510.748.9001. This status is retroactive to January 2018.

Transfer

Contact the Weimar Institute Registrar for help in facilitating transfer of credit(s).

Credits earned at Weimar Institute previous to January 1, 2018 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.

Student Records

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.

Release of Transcripts and Degrees

Weimar Institute diplomas, certificates, and transcripts (official or unofficial) may not be released until the student's account is paid in full. Transcripts are available for electronic delivery to those institutions which accept the electronic form. Students wishing to obtain an electronic copy of their transcript will only be eligible to receive an unofficial e-transcript. Contact the Records Office for charges on diplomas and certificate duplicates.

Transcript Requests

To request a transcript, complete a Transcript Request form available on the Institute website or at the Records Office. The form includes updated information on costs, processing time, and shipping details.

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.

Institute Releases

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.

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.

Weimar Institute Teach-Out Policy

In the event a decision is made by Weimar Institute to discontinue a program or track of an existing program, new student enrollment will cease immediately in that program or track. The program or track will be designated as a “teach-out” program. All marketing materials and advertising for the program will be cancelled/withdrawn. Recruitment for the teach-out program will cease. The Chair of the teach-out program will work with the Registrar to complete a course audit to determine all courses required to enable all students enrolled in the program at the time the decision to teach-out is announced. Under such circumstances, students would be required to meet the stipulations of the “teach-out” as expressed below.

The Chair of the teach-out program will design a schedule of courses that will ensure that all remaining courses required for students enrolled in the program will be offered in a sequence and on a schedule that will enable students to complete the program. This schedule will determine a defined maximum program completion time with a teach-out end date. Students will be notified at least one semester prior to the teach-out. A directed study, in some cases, may be necessary in order to enable students to graduate from the program. Faculty required to ensure the orderly teach-out of enrolled students will remain in place until the teach-out end date, so long as their services are required by students to complete their program, assuming normal progression to graduation prior to or on the teach-out end date.

- The Institute will assist students enrolled in the program who would like to transfer to another program to complete their degree. Students who transfer will be due no benefit as described in this teach-out policy once they have transferred.
- Students who fall out of sequence in their program as a result of course failure may retake the failed course only if it continues to be offered at the Institute and the student can still complete the retaken course prior to the teach-out end date. If the course is no longer offered, the student may upon the approval of the Chair complete the course or an equivalent course at an approved institution, either face to face or online in order to complete the program.
- Students who fail to make satisfactory academic progress and are dismissed from the program following an appeal, or failure to make an appeal will lose their right to benefit under the teach-out policy.
- Students who are dismissed, take a leave of absence after the announcement of the teach-out, or withdraw from the program will be allowed to return only if the program is still offered and the courses required by the student for comple-

tion of the program are still offered and the returning student will be able to complete those courses prior to the teach-out end date. The student must file an appeal in order to re-enter the program.

- The Institute commits to providing a schedule to offer all courses needed by students to complete the program in a sequence and on a schedule that will enable them to complete their programs. Students will be expected to take the courses required to complete their programs when offered. Failure of students to take required courses when offered will not obligate the institution to offer the courses again.
- Should the Institute decide to terminate the teach-out, all students enrolled at the time of termination will be entitled to a full refund of all tuition and fees paid for the program courses offered during the term when the program is terminated. All credits earned by students will remain on their transcripts.
- Teach-out plans will specify additional charges, if any, and provide for notification to the students of any additional charges.
- Teach-out plans must provide for the equitable treatment of students.
- Teach-out plans must be approved by the Academic Standards Committee, Academic Affairs Council, VPAA, and President.
- Programs with special accreditation must also meet the teach-out terms of the special accrediting body.

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 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 \$9,085.00 per semester and applies to all students taking between 12 and 16 credits. When taking fewer than 12 or greater than 16 credits, the cost is \$760.00 per semester credit. A 17th performing music credit can be taken at no additional cost.

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 and single course enrollment students (not staying in the dorms or eating at the cafeteria) are required to pay a minimum of one third of their fees upon registration.

Students who pay annual room, board, tuition, and fees in advance by check, cash, or wire transfer are entitled to a 3% discount on tuition only. Credit card payments do not qualify for discounts.

Estimate of Expenses - College

<i>Estimated Expenses</i>	<i>Semester</i>	<i>School Year</i>
Tuition	\$9,085.00	\$18,170.00
Room & Board (3 meal plan)	\$4,180.00	\$8,360.00
Room & Board (2 meal plan)	\$3,805.00	\$7,610.00
Technology Fee	\$360.00	\$720.00
Registration Fee	\$100.00	\$200.00
Student Association Fee:		
Dorm	\$120.00	\$240.00
Village	\$150.00	\$300.00
Accident Insurance Fee (subject to change)	\$100	\$100
Total: (with 3 meal plan)	\$13,945.00	\$27,790.00
Total: (with 2 meal plan)	\$13,570.00	\$27,040.00

Miscellaneous Fees & Charges

Application Fee (One time fee)	\$50
Commitment Fee (non-refundable)	\$200
Room Deposit (refundable)	\$200
Books	Varies
Lab Fees:	
Miscellaneous	Varies
Performing Music	\$80 per lab
Science	\$260 per lab
Music Lesson	\$420 per lab
A.S Nursing Program Fee**	\$2,470
A.S Clinical Lab Fee**	\$830
Nursing Books***	\$750
Nursing Uniforms***	\$120

*Physics \$100, Research Methods \$150

**Per semester

***Approximation

Total approximate cost for baccalaureate degree programs: \$108,000

Total approximate cost for BS Nursing program: \$38,000

Total approximate cost for AS Nursing program: \$67,000

Students can view their charges and account balance on their Populi account. Students should plan to bring sufficient cash for books, and personal items.

Estimate of Expenses - HEALTH

Estimated Expenses

Taken as College Credit		
	Residential	\$8,500.00
	Online	\$4,500.00
Taken for Certificate		
	Residential	\$7,000.00
	Online	\$3,000.00
	Online group of 5 or more	\$2,000.00

Discounts available to HEALTH students:

- Early Bird Application* \$75.00
- Buddy** \$150.00

*Not eligible for online course

** Does not apply to online group of 5 or more.

Accident Insurance Fee

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 College Admissions 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.

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.

Commitment Fee

A nonrefundable commitment fee of \$200.00 shall be required for both new and returning students to secure a place in the school. The deposit will be applied towards the student's semester fees.

Room Deposit

A refundable room deposit of \$200 shall be required for all dorm students.

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 \$3,200 USD to the Student Finance Office after being accepted to the Institute 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. The remaining \$3,000 will be on deposit in a trust fund until the student's Student and Exchange Visitor Information System (SEVIS) record is terminated. Upon termination, the \$3,000 deposit will be refunded unless otherwise indicated. If a financial obligation remains at the time SEVIS record is terminated, the deposit in the trust fund will be used toward the student's debt. If the student must return home unexpectedly, the deposit may be used to pay for transportation. Please note that the \$3,000 semester downpayment on registration day is also required of international students. Please see *Semester Tuition Charge* on page 116 for details.

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 or find an appropriate alternative.

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

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 \$100.00 per month. A student's account must be in good standing, and the student must be faithfully following their Financial Plan, and following what was 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.

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. Students at Weimar Institute are not eligible for student Federal financial aid loans.

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 and the Student Finance Representative 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 Association (SA) Fee

A fee of \$120 for dorm and \$150 for village students will be charged per semester to cover the cost of Student Association (SA) sponsored activities.

Student Finance Policy

Students who pay annual Tuition, Room, Board and Fees in advance are entitled to 3% 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 unless made through Populi.

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.

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.

Students can view their financial statements through their Populi account. Students or the responsible party must make payments as outlined on the Financial Support Agreement. Students can access their invoices via their Populi account and make credit card payments online through Populi.

If paying by check, make checks payable to Weimar Institute and mail to:

Weimar Institute
Att: Business Office
P.O. Box 486
Weimar, CA 95736

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 3% 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. Nursing students taking less than 12 credits but enrolled in courses considered a full load in accordance with the nursing schedule/practicum are eligible for the family discount.

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 tuition 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 is refunded based on the same percentage basis as tuition. All fees are nonrefundable. Refunds will be sent to the student within 45 days of their cancellation or withdrawal.

Full Semester Refund

Date of Withdrawal/Cancellation	Refund Received
1st week	100%
2nd & 3rd weeks	80%
4th & 5th weeks	60%
6th - 9th weeks	40%
10th week through end of term	0%

Shortened Summer Session Refund

Date of Withdrawal/Cancellation	Refund Received
1st week	100%
2nd week	50%
3rd week through end of session	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

Currently, we are not involved in any government scholarships or grant programs, and do 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. The following assistance programs are privately funded and, while limited, 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 are not transferable to another person or deferrable to another school year. In addition, full time enrollment is required to maintain scholarship eligibility.

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 student's net LE earnings. All monies forwarded to Weimar Institute through the church or recognized ministry will be matched 50% up to a maximum of \$1,500. Students will receive one half of this scholarship each semester. If a student withdraws and does not return for second semester, the remaining matching funds will not be applied. A statement of net earnings must be forwarded to Weimar Institute by the formalized LE program, and a copy of the last paystub with the year to date total must be submitted.

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. Students are encouraged to apply prior to leaving on assignment to insure funding. In addition, a recommendation letter from the employing organization needs to be submitted in order to qualify for the grant.

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". Please note that submitting an application does not guarantee funding.

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 application deadline for new and returning students is the "Last Day to Add/Withdraw" for Fall semester as specified on the academic calendar of this bulletin. For new students starting in the Spring term, the application deadline is the "Last Day to Add/Withdraw" for Spring semester as specified on the

academic calendar of this bulletin. The Student Finance Committee may consider accepting applications past the deadline based on unexpected extreme financial hardship. The student must submit their request in writing to the Student Finance Committee.

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 9 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.

Course Descriptions

The courses 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.*

ART 105 Two-Dimensional Design **1**

What makes a design appealing to the eye? How do artists express ideas effectively through art? This introductory studio course explores the principles of two dimensional design, with a focus on how we perceive, communicate, and evaluate the visual world around us, in the context of history and culture. Through a series of hands-on, multimedia design projects, we will learn as we create - how to reflect the artistry of a Higher Kingdom.

CREA 100/200 Creativity & Innovation Workshop **1**

This course provides an experiential introduction to the design thinking process through activities, interaction and reflection. This face-to-face weekly/ block intensive experience introduces participants to design thinking and its usefulness for nurturing and enhancing the creativity of individuals and groups. As an important aspect of the image of God in us, creativity can serve many purposes, including innovation and heightened engagement through experienced meaning and fulfillment. *Lab fee applies.*

COMM 202 Speech & 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

Description listed under Education Department.

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 discussions 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

Description listed under Natural Science Department.

HLED 324 Principles of Health 3

Description listed under Natural Science Department.

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.

MATH 099a 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. This course is available for both Fall and Springs semesters, on an as-needed basis.

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. The class helps students prepare for the mathematics they will see in their college classes. 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, mathematical modeling and introduction to calculus.

Prerequisite: Passing Math Placement Exam

MATH 126 Precalculus II **3**

A one semester course examining the topics from advanced algebra and trigonometry, thus preparing students for the study of Calculus and/or for science courses which require a good command of algebra and trigonometry, such as PHYS 271 and PHYS 272.

Prerequisite: MATH 121 with a minimum grade of “C” or passing the challenge exam for MATH 121

MATH 131 Calculus I **4**

Topics covered include: functions and models, limits and derivatives, differentiation rules, applications of differentiation, introduction integration and it’s applications.

Prerequisite: MATH 126 with a minimum grade of “C” or passing the challenge exam for MATH 126

MATH 132 Calculus II **4**

Topics covered include: Applications of integrations, techniques of integration, differential equations, parametric and polar equations, infinite sequences and series, and vectors.

Prerequisite: MATH 131 with a minimum grade of “C” or passing the challenge exam for MATH 131

MSSN 101 Mission Experience

2

Students will participate in the planning and execution of an international mission trip. Students will have the opportunity to be trained in doing public health education through a variety of techniques such as health expos, children’s health expos, community health lectures, and health screening. Student’s will also have the opportunity to be involved in evangelism through a variety of programs such as adult evangelism programs (i.e. Share Him, New Beginnings) and children evangelism programs. Often students also have the opportunity to shadow health professionals (i.e. dentists, doctors) and participate in free medical and dental clinics.

MUCT 112 Ear Training I

1

This course trains in aural skill with melodies, rhythms, intervals, chords and harmonic progressions. Students should already be knowledgeable in reading treble or bass clef. Class activities include sight reading, singing and matching pitch, error correction, transcription and improvisation of tonal music.

Prerequisite: MUCT 101

MUCT 212 Ear Training II

1

This course trains in advanced aural skill with melodies, rhythms, intervals, chords and harmonic progressions. Students should already be knowledgeable in reading treble or bass clef. Class activities include sight reading, singing and matching pitch, error correction, transcription and improvisation of tonal and atonal music.

Corequisite: MUCT 201

MUCT 101 Music Theory I: Music Foundations

1

Review of music fundamentals, including the music vocabulary, keys and rhythm, as well as the basic elements of melody and harmony (scales, intervals, and triads) and a basic study of the principles of chord progression utilizing triads in root position.

Corequisite: MUCT 112

MUCT 201 Music Theory II: Harmony & Function

1

Study of the principles of voice leading and chord progression in applied four-part harmonization. Emphasis will be placed on interpretation and realization of Figured Basses, four-part harmonization using triads and seventh chords in root position as well as in inversions, the study and use of non-harmonic tones, and the dominant seventh chord as well as the other non-dominant seventh chords.

Corequisite: MUCT 212

MUED 211 Hymnology**3**

This course examines the biblical foundations and historical developments of Psalms, hymns and spiritual songs in the Christian community in large and the Seventh-day Adventist denomination in particular. The student will learn the guiding principles in the use and selection of available literature and practically experience how to organize and lead in educational as well as ecclesial song services.

MUED 302 Biblical Foundations of Christian Worship**3**

This course explores the theology, philosophy and methodology of Christian worship. Students will learn to use the Bible, the writings of Ellen White, and sound musical research to study principles of sacred music that will guide the choice and performance of music in every situation. The class is guided by a series of projects whereby students build a personal philosophy of music. If applicable, the final portfolio for this class can be incorporated as a capstone project.

MUED 401 Music Cognition**3**

This course presents an overview of major topics in the interdisciplinary study of music cognition. Music processing in the human brain is studied including topics such as learning, memory, attention, categorization, communication, emotion, performance, and expertise. How is music similar to and different from language? How are musical skills acquired? How is emotion conveyed in music and are these cues universal or specific to certain cultures? Research findings will be considered from the perspectives of psychology, neuroscience, music theory and music education. A theme will be consideration of individual differences between musicians and non-musicians.

Prerequisite HLED 421 or equivalent

MUPF 105 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. *Lab fee applies.*

MUPF 106 String Ensemble**1**

This course is organized to educate musicians to glorify God and bless others through sacred String Ensemble music; to achieve proficiency in String Ensemble playing as an educational experience for members; and to train students to identify musical elements characterizing music that honors God, implementing those principles in their

personal and public music selections. Frequent performances on and off campus, as well as tours, are expected of this ensemble. *Lab fee applies.*

MUPF 107 Handbells

1

The purpose of the Weimar Handbell Choir is to achieve the highest possible proficiency in handbell playing as an educational experience for choir members and as a benefit to the Weimar campus and the community through monthly or bi-monthly special music for the Weimar Campus church in coordination with the Weimar College Chorus and/or piano and organ, depending on the literature, and for the student body worship times during the week and seasonal occasions throughout the church year as they are available. The handbell choir will perform the standard sacred handbell literature for 2, 3, and 4 octave literature. A minimum of seven students for a two octave group to a maximum of 14-16 for a four octave choir, depending on music assignments. The number of students enrolled will determine the size and number of choirs. This will be an open class for non-college members to join space permitting. *Lab fee applies.*

MUPF 126 Private Piano Lessons

1

This course is organized to educate musicians to glorify God and bless others through sacred Piano music; to achieve proficiency in Piano playing as an educational experience for students; and to train students to identify musical elements characterizing music that honors God, implementing those principles in their personal and public music selections. Private instruction in piano performance. One forty-five minute lesson and a minimum of five hours practice per week are required for each hour of credit granted. May be repeated for credit. Repertoire study will focus on classical and sacred works. Technical study will focus on right and left hand coordination, and proper use of sustain pedal. Performance-related skills will focus on note reading and the study of sight-reading. The student will be encouraged to become proficient enough on their instrument in order to serve and bless the church through their musical gifts.

MUPF 136 Private Organ Lessons

1

This course is organized to educate musicians to glorify God and bless others through sacred Organ music; to achieve proficiency in Organ playing as an educational experience for members; and to train students to identify musical elements characterizing music that honors God, implementing those principles in their personal and public music selections. Private instruction in organ performance. One forty-five minute lesson and a minimum of five hours practice per week are required for each hour of credit granted. May be repeated for credit. Repertoire study will focus on classical and sacred works. Technical study will focus on pedal and hand coordination. Performance-related skills study includes the development of basic-level skills in improvisation and the study of sight-reading. The student will be encouraged to become proficient enough on their instrument in order to serve and bless the church through their musical gifts.

NSO 101 The Weimar Experience**1**

NSO 101 is a fully online course formulated to get all new students off to a great start. Beginning with an introduction to Weimar—its culture and everything you need to know—this class will help students to be well informed on Weimar’s ISLOs (Institutional Student Learning Outcomes) as well as school policies and procedures. It explains our required competencies and experiences (also known as the “special sauce”) that sets Weimar apart from other academic institutions. Students will learn skills that will help them to be successful in school and what to do if they need help along the way. This course covers the first step of the information literacy competency (IL 000) and successful completion of the course will meet the required competency for office applications (OA 000).

PHOT 110 Photographic Production**1**

Photographic Production is a theoretical and practical class that allows students to develop visual communication skills through the proper use of camera technique, visual aesthetics and photographic narrative.

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" {2T 347}. 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, the 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.

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

Through supervised work experience each week 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 assets, 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 analysis, and budgeting.

Prerequisite: ACCT 111 with a grade of "C" or higher.

ACCT 300 Managerial Accounting 3

This course teaches how to prepare managerial cost accounting information and how this information is used by companies and institutions for decision making, business planning, directing, and improving operations.

Prerequisite: ACCT 111 and ACCT 112 with a grade of "C" or higher.

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 301 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.

Prerequisite: STAT 314, CPTR 155 with a grade of "C" or higher.

BSAD 310 Business Law 3

This course introduces the laws and legal principles that affect business and institutional operations. Topics covered include contracts, creditors, employment, torts, commercial transactions, criminal and property law.

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 330 Leadership in Organizations 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 I 3

This is a two-part series of courses that 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. This course is held for the first half of the semester.

BSAD 336 Healthcare Administration II 3

This is a two-part series of courses that 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. This course is held for the second half of the semester.

Prerequisite: BSAD 335 with a grade of "C" or higher.

BSAD 340 Multicultural Management 4

This course examines the theoretical and practical approaches to diversity, with review of typical values, habits, interactions, structural constraints, and concerns of different cultural groups in the workplace. Students will identify strategies to overcome barriers and conflict resolution in the workplace.

BSAD 345 Principles of Entrepreneurship 3

This course introduces students to a wide array of entrepreneurial roles, including: entrepreneurship in our economy, venture planning, discovery process, and ethics of entrepreneurship. Students will learn about the importance of marketing in the success of a new business, including how to select target markets, competitive analysis, forecasting sales, and how to set budgets.

Prerequisite: ACCT 112, CPTR 155 with a grade of "C" or higher.

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 360 Ethical, Social, and Legal Issues 3

A study of how Christian businesses and leaders should operate within the ethical, social, legal, and political environment. *Lab fee applies.*

BSAD 370 Internship 6

400 hour supervised internship through the domains of a healthcare facility.

Prerequisite: BSAD 336 with a grade of "C" or higher.

BSAD 380 Advertising Management 3

This course will cover theories and practices of adverting including communication objectives and selection of appropriate media. We will also examine historical, social, economical, and psychological aspects of advertising and how to advertise Jesus in our day-to-day interactions.

BSAD 400 Business Seminar 2

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 3

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.

Prerequisite: STAT 314 with a grade of "C" or higher.

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 440 Organizational Behavior 3

This course covers how individuals and groups impact the values, attitudes, motivation, satisfaction, and the overall organization's effectiveness. Students learn how leadership and management can influence the organization's behavior.

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.

Requirements: Permission from Program Chair

CPTR 155 Computer Concepts 3

This hands-on course teaches students to use the most famous business related computer software in the world such as: Microsoft Word, Excel, and PowerPoint. We will also explore the basics of software and systems that are in high-demand currently in the market including Adobe InDesign, Website Management with WordPress, Photoshop, some cloud-based services like Dropbox, Salesforce, Zoho, Wufoo, Survey Monkey, Google Docs, Google Drive, and others.

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 econ-

omy 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 evaluated resources, costs, and trade-offs. 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 **1**

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 **3**

This course studies the fundamental principles of business financial organization. Topics covered include capitalization, instruments of finance, working capital, investments, corporate expansion, taxation, and reorganization.

Prerequisites: ACCT 112, STAT 314

HEALTH Department

HCLP 230 Lifestyle Coaching **2**

This course presents an overview of lifestyle coaching, and how to incorporate natural remedies, hydrotherapy, and massage into practical lifestyle outreach. Includes both lecture and lab time to practice techniques. Also includes First Aid and BLS certification.

HLED 201 Community Health Programs **2**

This course introduces different types of health programs used for community outreach. Students will learn how to plan and conduct each type of program from start to finish and put it into practice, hosting several different health programs for the local community at Weimar.

HLED 324 Principles of Health **3**

Description listed under Natural Science Department

LEAD 110 Leadership in Health Evangelism **2**

This course provides both a theoretical and practical training in health evangelism. It details the importance of medical missionary work and its history within the Adventist

movement, and equips the learner with knowledge and tools to be a leader of health evangelism in their local church setting.

RELB 271 Religion & Health 3

Description listed under Religion Department

RELP 320 Personal Evangelism 3

Description listed under Religion Department

HLED 210 Pre-professional Natural Remedies & Lab 3,1

Description listed under Natural Science Department

Natural Science 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 homeostasis. It includes the study of cells, tissues, and the integumentary, skeletal, muscular, and nervous systems. *Lab fee applies.*

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. *Lab fee applies.*

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, photosynthe-

sis, 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. *Lab fee applies.*

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. *Lab fee applies.*

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, mycoplasma, 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. *Lab fee applies.*

BIOL 420 Genetics

3,1

This course is intended to build upon the genetic principles taught in Biology. Special attention will be given to human genetics and genetic disorders affecting humans, as well as making connections between genetics and spiritual topics. Upon completion of the course, students should have an increased understanding of the basics of genetics, inheritance, Mendelian genetics, multifactorial traits, the expression and regulation of genes, epigenetics, mutations, chromosomes and alleles, technologies used, and bioethics, all within a biblical framework.

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. *Lab fee applies.*

Prerequisite: 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

BIOL 410/410a Human Histology & Lab**3,1**

Histology examines the structure and functions of tissues and cells using light microscopy, electron microscopy and other types of microscopic methods. This course will involve a study of general tissue characteristics and will explore histologically different tissue types in the body including epithelial, connective, skeletal, blood, lymph and their vascular, muscular, and neurological tissues as well as the various organ systems including cardiovascular, lymphatic, integumentary, digestive, respiratory, urinary, endocrine, male and female reproductive, and special senses (eye and ear). While the course's emphasis will be a study of the appearance of normal cells and tissues, selected abnormal or diseased tissues will be examined as well, for example, osteoporosis, Myocardial infarctions, neurological diseases, and functional correlations will be made. *Lab fee applies.*

Prerequisite: BIOL 135/135a or BIOL 122/122a with a grade of "C" or higher.

CHEM 095a General Chemistry I Recitation**1**

This one credit course will strengthen the student's problem solving skills via direct student-instructor interaction. Problem solving efforts will be directed toward the concepts related to the lecture and laboratory portion of CHEM 151 and CHEM 151a. Required for students not passing the General Chemistry Entrance exam.

CHEM 095b General Chemistry II Recitation**1**

This one credit course will strengthen the student's problem solving skills via direct student-instructor interaction. Problem solving efforts will be directed toward the concepts related to the lecture and laboratory portion of CHEM 151 and CHEM 151a. Required for students receiving a B or lower in CHEM 151.

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 princi-

ples 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. *Lab fee applies.*

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. *Lab fee applies.*

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. *Lab fee applies.*

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. *Lab fee applies.*

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. *Lab fee applies.*

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.

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 and a sense of purpose and self control.

HLED 120 Fit & Well**1**

This course guides students in the incorporation of fitness and wellness into 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 200 Medical Terminology**1**

This course offers an in-depth study of medical terms and abbreviations relating to diseases, disorders and drugs.

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 231/231a Introduction to Chronic Disease and Lifestyle Medicine**2,1**

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 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 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 & 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 rotation.

Prerequisites: BIOL 121/121a and BIOL 122/122a or BIOL 134/134a and BIOL 135/135a with a grade of “C” or higher

HLED 421 Research Methods **3**

This course will provide students the proper tools to understand research papers and give them the confidence to design, choose, and create quality research papers that meet the intellectual rigors of college academia. The goal is to stimulate thinkers and creators, and not mere reflectors of other people’s thought. The course will have a basic statistics review, including research methods and practical research projects, with the goal of publishing.

Prerequisites: STAT 314 with a grade of “C” or higher

HLED 432/432a Chronic Disease & Lifestyle Medicine **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 hours including HLED 231/231a (or HLED 331/331a) and BIOL 121/122 or BIOL 134/135 with a grade of “C” or higher

HLED 441 Depression & Anxiety Recovery Program Rotation **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 reviewed. 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 310 Issues in Origins

3

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.

NSCI 311 Introduction to Neuroscience Seminar

1

This course is a one-semester seminar designed to introduce students to the field of neuroscience. It will introduce some of the key concepts, scientific techniques, and major discoveries within the field. Topics covered will include a brief history of neuroscience, some of the sub-fields of neuroscience, techniques old and new, cellular properties of neurons, model systems/ organisms (primarily the mouse), sensory systems (primarily using the visual system as a model), and understanding literature. Students will hopefully leave the class with an appreciation for why neuroscience matters and is an ever expanding field as well as a better understanding of how to read the literature for themselves.

Prerequisites: Completed or concurrent enrollment in BIOL 121/122, or BIOL 134/135, or by instructor permission

NSCI 312 Disease of the Nervous System

1

This course is a one hour seminar designed to introduce students to various diseases that affect the brain and nervous system. As infant mortality decreases and as the average lifespan increases there are an increasing number of diseases that many individuals face towards the end of their lives. Many of these diseases, such as Alzheimer's, Parkinson's, and Multiple Sclerosis affect the nervous system. Other diseases of the nervous system such as epilepsy, traumatic brain injury, and schizophrenia often have much earlier onsets. Students will learn about causes (biological, chemical, environmental, etc.), signs and symptoms, treatments, as well as current ongoing research related to several of the most prevalent diseases of the nervous system.

NSCI 490/491 Natural Science Capstone 2

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 a 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 132

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

Education Department

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 Seventh Day Adventist philosophy of Christian Education with its strongly biblical orientation and other educational philosophies.

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 132 Classroom Management & Discipline **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 students and teachers in order to obtain a deeper understanding how to create a safe and positive classroom environment for student learning and achievement to take place.

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 225 Curriculum & Instruction **3**

This course examines curriculum, instruction, and assessment in the context of standards based education. It explores theories, methods, and procedures underlying the development and design of curriculum and instruction, the interrelationships among curriculum, instruction, and assessment and best practices for developing curriculum and instruction. Grading, use of assessment data, data driven decision making, planning, and collaboration are addressed.

EDUC 300 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 301 Language Arts Methods **3**

This is a elementary methods course emphasizing integrated language arts with a focus on reading, writing, listening, and speaking in the elementary school.

EDUC 302 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 303 Fine Art Methods 1

This course introduces art education methods in the elementary school setting. The topics of material selection, preparation, process, and critique will be covered. Teachers will produce a portfolio of art lessons with prepared demonstration pieces, appropriate for each age level.

EDUC 304 Music Methods 1

This course examines how to teach music to elementary students. It explores theories, methods, and procedures for music instruction. Grading, use of assessment data, data driven decision making, planning, and collaboration are addressed.

EDUC 305 PE Methods 1

This course introduces physical education methods in the elementary school setting. It addresses age-appropriate activity interests of children, effective teaching methods and strategies, and assessment.

EDUC 306 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 307 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 308 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 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 3

A survey of how people learn, including topics such as outcome types, the instructional process, individual differences in learning, etc.

Prerequisite: PSYC 101

EDUC 488 Student Teaching Capstone 12

Done during the final semester of the senior year, this culminating 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.

Interdisciplinary Department

PSYC 105 Psychology as a Career 1

Psychology 105 is designed to inform the student of and introduce them to the various careers available within the broad discipline of psychology. Instructor and guest lectures will increase student awareness of job types and requirements (degrees/skills) for these jobs. Students will have the chance to hear directly from experts in the field about the different jobs. Students will also learn about requirements and exams needed for entrance into psychology graduate programs, and they will also learn how to create an appropriate resume/curriculum vitae. Other practical skills can be acquired as well, such as learning how to prepare for an interview, and how to be a God-fearing, Bible-based Seventh-day Adventist Christian in today's psychology job field.

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

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 the life span.

PSYC 225/225a Psychological Statistics & Lab 3,1

This course introduces the student to statistical reasoning and an application of basic statistical procedures in psychology. It includes both descriptive and inferential statistics with an emphasis on parametric techniques. The laboratory course will introduce students to the SPSS computer program for data analysis. *Lab fee applies.*

PSYC 310 Abnormal Psychology

3

The purpose of this course is to define the psychopathology of abnormal behavior as classified in the Diagnostic and Statistical Manual 5. We will describe possible etiology of such behavior, as well as researched therapeutic application to change abnormal behavior within a group or individual. Students will learn to recognize a wide range of mental disorders and how these can be addressed in the context of Christian healing.

Prerequisite: PSYC 101 with a minimum grade of "C" or by permission of instructor

PSYC 330 Learning & Memory

3

Psychology 330 presents an in-depth study of concepts and applications within the fields of Behavioral (Learning) Psychology and Cognitive (Memory) psychology. We will look at animal conditioning and behaviorist approaches, such as habituation, sensitization, and associative learning and progress to studying human memory and cognition, including varying degrees of cognitive neuroscience perspectives. These concepts will also be integrated to better understand emotional learning and memory, social learning and memory and lifespan changes in learning and memory from prenatal development to old age. Much of this class will focus on application of these concepts utilizing real-life principles and in-class activities, projects and assignments. These concepts will be approached using a Biblical framework so students may understand how best to enhance learning in memory in both spiritually teaching and counseling others, as well as how to best explain the gospel in a meaningful way.

PSYC 351 Intro to Personality Theory

3

This course introduces the student to the major theoretical explanations in understanding how personality is developed. In addition, this course looks at how personality is assessed. The focus will be on understanding the validity of these theories and assessments, according to scientific research as well as when measured with the truth of God's Word. This course will also explore how applicable these theories are within the career of the Christian psychologist.

Prerequisite: PSYC 101 with a minimum grade of "C" or by permission of instructor

PSYC 401 History & Systems of Psychology

3

This course will explore the historical framework for integrating basic orientations in contemporary psychology, including the development of the major schools of thought in psychology. Special focus will be on how Ellen G. White viewed and wrote about psychology within the framework of Scripture. The course will also look at how Scriptural and spirit of prophecy concepts fit in to contemporary psychology.

Prerequisite: PSYC 101 with a minimum grade of "C" or by permission of instructor

PSYC 410 Intro to Counseling & Psychotherapy 3

This course will introduce the student to the theories, methods and research utilized in contemporary counseling and psychotherapy. This course will emphasize how the application of Biblical principles can benefit mental health clients/patients, and will especially focus on methods of Cognitive Behavioral Therapy (CBT).

Prerequisite: PSYC 310 with a minimum grade of "C" or by permission of instructor

PSYC 411 Field study: DR Rotation 2

The DR Rotation is a service and field learning experience in which students will shadow a licensed psychologist during the Depression and Anxiety Recovery Program™. Students will reinforce psychological principles learned in the classroom by observing therapeutic practices of program counselors with participants. Students will be involved in facilitating table discussions on various topics related to depression and anxiety. In addition, they will integrate Biblical aspects and psychology into their discussion thus promoting a more comprehensive approach to heal hurting community members in alignment with the mission of Weimar Institute. In this context, students will be able to use the principles learned in their courses to serve community members in future settings.

Prerequisite: PSYC 410 with a minimum grade of "C" or by permission of instructor

PSYC 422 Directed study: Research Methods Lab 1

The Research Methods Lab is a directed study course created to allow application of the concepts learned in both the Psychological Statistics and Research Methods courses. The goal of this course is to create a poster to be presented at an approved research conference in the Spring of their junior or senior year. Specific skills will be honed in researching literature, conducting research, analyzing data, and constructing and editing a poster.

Prerequisite: PSYC 225/a & HELD 421 with a minimum grade of "C" or by permission of instructor

INDS 490/491 Capstone I & II 3

The senior capstone course will take place over two consecutive semesters in the student's senior year and is designed to demonstrate a student's ability to integrate accumulated training across chosen disciplines through a single original project of choice. This project will be subject to the instructor's approval and will be conducted under supervision of a capstone committee. The project will incorporate a chosen aim to benefit others (by increased knowledge, service, innovation, etc), with all disciplines

of focus in the degree. The main goal of this project is for students to utilize compiled knowledge from course studies to benefit mankind to aid in healing a hurting world.

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; Corequisite: 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; Corequisites: NURS 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;

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; Corequisites: 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. Sociocultural influences on the family, child-rearing, and care of chronically or acutely ill infants, children, and adolescents are incorporated. Clinical experience in the nursing management of child-rearing 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.

(3.5 Units Theory)

Prerequisite: NURS 223

NURS 302 Health Promotion/Disease Prevention Nursing

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

NURS 401 Nursing Leadership **3**

This course is designed to develop Christian based leadership, management, and professional nursing skills that will enable nurses to be leaders in promoting safe, quality, and patient-centered care to a diverse population. Attention will be given to leadership theories and models, evidence-based practice, resource management, legal and ethical issues, quality improvement, and healthcare organizational systems, with the focus of a biblical worldview and the servant leadership of Christ.

(2.5 Units Theory; .5 Units Clinical)

NURS 402 Pathophysiology **3**

This course explores the pathophysiology and biological basis of common disease processes occurring throughout the lifespan. This course will focus on allowing the student to gain a greater understanding of the abnormal physiology of disease states to provide a basis for clinical manifestations and nursing and interprofessional management.

(3 Units Theory)

NURS 405 Community Health Nursing

4

This course focuses on promoting the optimal wellness of the community. The principles of health taught at Weimar will be synthesized with the role of the nurse in population-based health promotion and disease prevention using evidence-based practices of assessment, health teaching, and care delivery. Satisfactory completion of this course, along with completion of the B.S. degree leads to eligibility for the California Public Health Nurse Certificate.

(2 Units Theory; 2 Units Clinical)

NURS 406 Nursing Research

3

This course focuses on the concepts and methodology involved in conducting research in nursing. Students will learn beginning competencies in critical reading, evaluation, and application of research findings for evidence-based practice. This course reflects the American Nurses' Association Standards for Research at the Baccalaureate Level.

(3 Units Theory)

Prerequisites or Corequisite: STAT 314 Statistics

NURS 410 Cross Cultural Mission Nursing

3

This course is designed to provide nurses with a knowledge of cross-cultural communication and principles of working with other cultures. The goal of this course is to equip nurses with professional skills to effectively serve the physical and spiritual aspects of patients and their families in cross cultural contexts. Nurses in this course will participate in a short-term medical mission trip experiencing first-hand cross-cultural patient care providing humanitarian health services and spiritual support to an under-served population.

(1.5 Unit Theory; 1.5 Units Clinical)

NURS 412 Nursing Preceptorship

4

This is a clinically based course that allows the student to apply and build upon previous theoretical knowledge and skills in a precepted clinical experience. The course facilitates the student's application of principles and practices of the profession of nursing through the synthesis of leadership and management principles, organizational culture, and inter-professional collaboration. Clinical settings include acute care with various specialties.

(1 Unit Theory; 3 Units Clinical)

Prerequisite NURS 401

Psychology Department

PSYC 506: Lifespan Development

3

From conception to old age, this course explores focuses on the biological, psychological, and social developmental issues and milestones for each stage of the lifespan, paying particular attention to the aspects of context, culture, and environmental issues. Topics include, but are not limited to: parenting style (child guidance), social contexts, social stress, poverty, low educational attainment, abuse and neglect, gender and family issues salient to relationships, separation, nontraditional and blended families and inadequate housing and how these affect development. Issues of aging and long-term care are included.

PSYC 507: Moral Identity and Faith as a Counselor

3

This course explores the formation of the student therapist's identity as a counselor within the framework of Christianity and how this plays out in a secular world of counseling. This course presents philosophical and ethical perspectives integral to the understanding of the contemporary psychologies. Students learn how to analyze the ethical bias of psychotherapeutic psychologies, identify their underlying philosophical assumptions, and develop an appreciation for the moral components in individual, marital, and family identity formation. Also included will be a workshop to enhance spiritual development.

PSYC 510: Christian Counseling & Psychotherapy: Basic Theories & Skills

3

This course develops an understanding of the major theoretical orientations used by current practitioners, focusing on systemic approaches. Theories provide a coherent framework for understanding how people change. This course will highlight the Biblical understanding of how change takes place. This course covers the concepts and techniques associated with the primary theories of counseling psychology: psychodynamic, existentialhumanistic, cognitive-behavioral, and post-modern; in contrast with wholistic counseling techniques. Also included are the evidence-based treatments, limitations, and outcome research associated with each concept. The course also highlights cultural and spiritual diversity as it applies to the therapeutic process and awareness of the self, interpersonal issues, and spiritual values as they impact the use of theoretical frameworks. This course also introduces the student to basic skill in attending behavior, clinical interviewing and clinical intervention. Finally, this foundational course clarifies key issues in human nature and prepares the student for developing a worldview that is consistent with their theological and spiritual orientation.

PSYC 515: Advanced Counseling Theory

3

This course will examine several individuals, and family approaches for counseling. The development of specific behavioral, cognitive, humanistic/experiential, psycho-

dynamic and systemic frameworks will be deconstructed. Student will distinguish Christian approach of addressing individual and family concerns. Students will be involved in experiential activities designed to relate the observation, demonstration and practice to researchbased explanations. In this course, we will consider how each approach is used in clinical, school, and marriage and family counseling applications. Training in the use of the therapeutic relationship will be a focus for understanding and intervening with clients.

PSYC 518: Group Processes in Counseling **3**

This course introduces students to the theory and practice of group counseling with children, adults, families, and couples. The course focuses on basic group counseling theory including therapeutic group factors, stages of group development, and principles of commonly accepted and research-based group interventions. The course will cover different types of groups, such as support, psycho-educational, and process groups; the tasks, skills, and qualities of effective group leaders; roles of group members; and legal and ethical issues pertaining to groups, group leaders; roles of group members; and legal and ethical issues pertaining to groups. Importance is placed on responsibilities and skills and cultural considerations. Emphasis on small and large group processes and involvement in experiential activities is designed to relate the clinical process to theoretical explanations. Throughout, there is an emphasis on group work within community mental health settings.

PSYC 520: Child & Adolescent Counseling **3**

This course provides an understanding of the broad range of childhood and adolescent problems and maladjustment behaviors. A variety of psychotherapeutic modalities are presented, providing the student with an opportunity to develop knowledge of basic child and adolescent therapy skills, assessments, and treatment strategies. The impact of the development aspects, family dynamics, social environments, and multicultural issues are addressed. In addition, legal and ethical issues and the role of hospitalization are considered.

PSYC 522: Addictions Counseling & Treatment **3**

This course covers the prevention, assessment, and treatment of substance abuse/dependence, behavioral addictions, and co-occurring conditions. Theories of etiology, populations at risk, and the role of persons and systems in supporting or compounding abuse/addiction are discussed. The course reviews the cognitive, affective, behavioral, and neurological effects of psychoactive drug use and the impact of addiction on the family system. Best practices for the screening, assessment, and treatment of addictions and co-occurring behaviors are covered as well as community resources for individuals and family members. Additional focus will be placed on developing

understanding of Recovery Oriented Care, social and psychological implications of socioeconomic position, and cultural awareness and competencies.

PSYC 524: Counseling Diverse Populations

3

This course focuses on the intersection and convergence of culture, race, ethnicity, gender, sexuality, disability, socioeconomic status, religion, acculturation, and chronological age and how these inform effective mental health care. The goal is to increase awareness of multiple dimensions of diversity in order to prepare students to work sensitively and effectively with California's multi-cultural population. Attention also is given to issues of privilege, marginality, and oppression, including sexism, racism, classism, ableism, ageism, and heterosexism. Theoretical perspectives on multicultural counseling will be examined as well as strategies for intervention and advocacy. This course will focus on eliminating biases, prejudices, and processes of intentional and unintentional oppression and discrimination. Throughout, effective strategies for communicating about emotionally charged material is emphasized.

PSYC 530: Couples & Family Counseling: Post-Modern

3

This course continues the study of the assessment, diagnosis, and treatment of individuals, couples, and families using interactional and brief models. This course provides advanced training in the theories and techniques of modern and post-modern schools of family therapy including Cognitive Behavioral, Behavioral, Solution-Focused, and Narrative Therapy. Also included are the evidence-based treatments, outcome research, and limitations associated with each theory. Specific family issues addressed include: transition to parenthood, parenting young and school-age children, household division of labor, and blended families. Throughout, careful attention is paid to the historical and cultural context in which the theories were developed and the implications for working with diverse populations in recovery-oriented community mental health settings.

PSYC 531: Christian Counseling & Psychotherapy: Advanced Techniques

3

This course is designed to further develop the psychotherapeutic skills of students prior to their entry into a clinical placement. Students focus on developing proficiency in the core interviewing qualities, deriving goals for a clinical session, and in making contracts with clients for change. Additionally, students are encouraged to begin developing a theoretical and conceptual understanding of cases and trained to work with diverse populations. Students are also encouraged to address issues regarding the integration of their faith with the practice of psychotherapy.

PSYC 533: Assessment of Individuals, Couples, & Families

3

This course examines the application of psychological instruments to the assessment of individuals, couples, and families. Fundamentals of psychological assessment are

reviewed including standardized and non-standardized testing approaches, basic statistical concepts, and moral, ethical and cultural considerations in assessment. The course will also provide an overview of issues related to cognitive assessment, achievement, aptitude, and neuropsychological assessment. Emphasis will also be on clinical, behavioral, and personality assessment.

PSYC 540: Knowing God Better Through Career Development: Theories & Techniques

3

This course prepares students to address the intersections of career, values, and life roles in the context of career counseling and responding to career and work-related issues for majority and marginalized groups. Students will gain core knowledge of major career development theories; examine the implications of sociocultural factors on career development, work transitions, and the career counseling process; gain experience with career counseling assessments and resources; and become familiar with current career development literature.

PSYC 550: Crisis & Trauma Counseling

3

Students will develop a foundation for assessing and treating post-trauma reactions in adults along with an overview of trauma responses in children. We will begin by reviewing the variety of trauma populations followed by in-depth instruction on the mechanism of development major trauma concerns. The assessment and intervention of post-trauma conditions will be identified. Next, we will address clinical interventions including disaster mental health and exposure-based treatment. Finally, we will review issues affecting therapists working with trauma populations and self-care strategies to prevent compassion fatigue.

PSYC 562: Research & Evaluation in Counseling

3

The goal of this course is to enable students to become informed consumers of psychological research and to use current research knowledge and tools to improve treatment outcomes. Students will explore methods and issues associated with the conduct and use of research concerning phenomena relevant to counseling psychology. The course provides an overview of hypothesis generation, research design, data collection and interpretation, and utilization of research findings in clinical practice, while considering systemic and sociocultural influences. Students will review seminal research findings including research on specific treatments and common factors across treatments that improve therapy outcome. The course also provides students with assessment tools for evaluating mental health programs and the effectiveness of one's own clinical practice. Emphasis is given to helping students become knowledgeable consumers of research, including the use of research to inform evidence-based practice.

PSYC 564: Clinical Neuroscience & Psychopharmacology**3**

Fulfills the California Board of Behavioral Sciences requirement for surveying the use of pharmacological agents in patient care. This course provides a basic overview of neurobiology in order to understand the biological bases of behavior and the psychopharmacological treatment of mental disorders. The course includes information about commonly prescribed psychiatric medications for children and adults - indications, contraindications, mechanisms of action, side effects, drug-drug interactions, iatrogenics, and variability related to age, gender, ethnicity, and medical condition. Students will learn how to work cooperatively and effectively with clients, family members, and prescribing clinicians. Additionally, controversies related to the medical model and to specific prescribing practices will be explored.

PSYC 572: Psychopathology & Diagnostic Processes**3**

This course examines the major types of psychopathology. It explores techniques of intake interviewing and determining mental status to formulate a differential diagnosis based upon the Diagnostic and Statistical Manual of Mental Disorders. Students will also recognize and understand the controversial history of the development of the DSM. The course also includes a critical examination of the clinical and experimental literature in psychopathy. Etiologies of cognitive/affective functions and dysfunctions and implications for therapeutic intervention are also addressed.

PSYC 575: Human Sexuality & Sex Therapy**3**

This course will provide students with an understanding of human sexual development with a particular focus upon sexuality counseling from a systems perspective. The goal of this course is to learn about the many facets of human sexuality and the treatment of sexual dysfunctions in a safe and respectful environment. Topics include the physiology, psychology, and sociology of sexuality, including the effects of sexual attitudes and functioning on individuals and families. Gender Identity and LGBTQ and sexual perspectives will be reviewed. Clinical applications, including the treatment of sexual difficulty and dysfunction will also be explored. Students will develop familiarity with the language and terms of sexology and demonstrate an ability to apply this knowledge to clinical situations. Finally, students will explore the above with a framework of Christian compassion and love, exploring how God created sex to be beneficial. A review of AIDS, HIV, and STDs will be given.

PSYC 589: Legal, Ethical, & Professional Issues in Counseling**3**

This course introduces students to the legal, ethical, and moral issues related to the practice of LPCC and MFT in the state of California. This course focuses on contemporary professional law and ethics and moral dilemmas related to counseling practice. Students review statutory, regulatory, and decisional laws related to the scope of therapy practice, including confidentiality, privilege, reporting requirements, family law, and

the treatment of minors. Professional codes of ethics (ACA, AAMFT/ CAMFT, and APA) will be reviewed. California law that is relevant to the practice of counseling will be examined including goals and objectives of professional organizations, standards of training, licensure, and the rights and responsibilities of professional counselors. Case examples will be discussed. Consideration is also given to the student practitioner's values and behaviors, especially in relation to becoming a Christian therapist.

PSYC 590: Practicum in Counseling**6 3/term**

The purpose of this course is to develop counseling competencies when working with a variety of clients with unique presenting concerns. Specifically, the focus will be on your ability to engage your clients in treatment, establish a working alliance, identify dysfunctional patterns, and use either general strategies or ECBIS strategies to facilitate change. You will work toward the development of a personally acceptable and professionally effective style of establishing and working in helping relationships. We will work toward helping you to examine your behaviors and rationales and to modify for greater effectiveness.

Prerequisites: This is the terminal course for the program and will run concurrently with a weekly seminar that will address issues in counseling practice.

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 hithpaal).

Prerequisite: HEBR 201 or equivalent

RELB 101 Life & 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 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 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 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

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.

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 & 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 & 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 & 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.

WRSP 101 The Ministry of Music 3

Students will learn the various responsibilities of the Seventh-day Adventist worship leader in relation to other staff members, singers, instrumentalists, and the congregation. Special emphasis is placed on the relationship between the pastor and the minister of music. In addition to required reading, significant research within the Christian community in general and the Seventh-day Adventist Church in particular as well as application to various worship ministries, students are required to complete a final project that integrates learned principles and practical applications. The final project will focus on trends and transitions for worship leaders who serve in a multi-ethnic, multi-generational church setting of the 21st century.

WRSP 328 Introduction to Ethnodoxology 3

Introduction to Ethnodoxology seeks to introduce the student to the basic issues of cross-cultural mission including matters of culture and culture shock, as well as con-

textualization 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.

WRSP 480 Seminar in Worship Studies

This course focuses on a study of worship practices in the Seventh-day Adventist church. Students and faculty work together to develop and tailor assignments to each student's individual academic objectives. A 20-30 page major paper demonstrating research ability must be completed. This major project must be practical in application to the student's ministry as worship leader.

Faculty Listing

George Araya, Chair of Education Program (2016)

- EdD, Administration and Leadership, Loma Linda University, 1991
- EdS, Administration and Leadership, Loma Linda University, 1989
- MA, Administration and Leadership, Universidad de Concepcion, 1985
- BS, Mathematics, Universidad Catolica de Chile, 1976

Ronald Celestine, Faculty in Natural Science Department (2015)

- ND, Bastyr University, 2015
- PhD, 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

Alma Esparagoza, Faculty in Nursing Department (2020)

- MD, Cebu Doctors College of Medicine, 2001
- MS, Nursing, Silliman University, 2006
- BS, Nursing, Mountain View College, 1993

Julie Farmer, Faculty in Business Department (2018)

- MBA, Andrews University, 2003
- BS, Finance, University of Northern Colorado, 1994

Berquin Feese, Faculty in Natural Science Department (2018)

- PhD, Biological Sciences, Carnegie Mellon University, 2017
- BS, Chemistry, William Carey University, 2011

Dillan Flannery, Chair of Business Department (2020)

- PhD, Economics, University of California, Irvine, 2020
- MA, Economics, University of California, Irvine, 2016

- BA, Economics, St. Mary's College of California, 2009

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 Natural Science Department (2015)

- MD, Loma Linda University, 1994
- BS, Biology, Loma Linda University, 1988

Melissa Garcia, Chair of Interdisciplinary Department (2017)

- PhD, Experimental Psychology, Loma Linda University, 2013
- MA, Psychology, California State University, Bakersfield, 2001
- BA, English, Pacific Union College, 1997

Rita Germain, Faculty in Nursing Department (2020)

- MS, Nursing, Florida International University, 2012
- BS, Nursing, University of Miami, 2007

Darren Greenfield, Faculty in General Education (2013)

- BA, Pastoral Ministry, Weimar College, 1997

Cheryl Guarin, Faculty in Nursing Department (2015)

- MS, Medical-Surgical Nursing, Adventist University of the Philippines, 1995
- BS, Nursing, Adventist University of the Philippines, 1989

Christina R. Harris, Director of Assessment & Institutional Research; Chair of Natural Science 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

Masato Kinjo, Faculty in Natural Science Department (2017)

- ND, Bastyr University, 2007
- BA, Health Sciences, Walla Walla University, 1998

Michelle Kinjo, Faculty in Nursing Department (2020)

- BS, Nursing, Loma Linda University, 2020

Mariko Kinjo, Faculty in General Education (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

Russell Malott, Faculty in Business Department (2018)

- JD, Pepperdine University, 1992
- BBA, Pacific Union College, 1988

Andres Mendoza, Faculty in General Education (2020)

- MM, Instrumental Conducting, Central Michigan University, 2016
- BM, Music Education, Andrews University, 2010

Erwin Nanasi, Faculty in General Education (2015)

- DWS, Liberty University, 2020
- MA, Leadership, Andrews University, 2018
- BA, Theology, Weimar College, 2014

Phodidas Ndamyumgabe, Faculty in Religion Department (2018)

- PhD, Religion, Adventist International Institute of Advanced Studies, 2006
- MA, Ministry, Adventist International Institute of Advanced Studies, 2001
- BA, Religion, Adventist University of Central Africa, 1999

Neil Nedley, Faculty in Natural Science Department (2008)

- MD, Loma Linda University, School of Medicine, 1986
- BS, Biochemistry, Andrews University, 1982

John Peacock, Faculty in Natural Science Department (2012)

- MS, Applied Physics, Oregon Health & Science University, 1989
- BS, Physics and Math, Elmhurst College, 1984

Magdana Philossaint, Chair of Clinical Psychology (2020)

- PhD, Psychology; Andrews University, 2009
- EdS, School Psychology; Andrews University, 2006

- MSW, Andrews University, 2001
- BSW, Southwestern Adventist University, 2000

Stacey Philpott, Faculty in Nursing Department (2020)

- BS, Nursing, Southern Adventist University, 2019

Carolyn Ramirez, Faculty in Education (2017)

- MA, Instructional Technology, Cal State San Bernardino, 2004
- BA, Liberal Studies - Multi Sub Elem Ed, La Sierra University, 1995

Eddie Ramirez, Faculty in General Education (2015)

- MD, CEUX University, 2005
- BS, Computer Science, Autonomous University of Baja California, 1995

Rodolfo Ramirez, Faculty in General Education (2018)

- MBA, Universidad Autonoma de Baja California, 2012
- BBA, Universidad Autonoma de Baja California, 1991

Michel Sun Lee, Faculty in General Education (2020)

- PhD, Religious Studies - Religion in the Americas, The University of Texas at Austin, 2019
- MA, Religious Studies, The University of Texas at Austin, 2016
- MA, History - East Asia, Stanford University, 2013
- BA, East Asian Studies; History - United States, Stanford University, 2013

Karl Wilcox, Faculty in General Education (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

Kalandra Williams, Faculty in Interdisciplinary Department (2020)

- MS, Psychology, Tennessee State University, 2008
- BS, Psychology, Oakwood University, 2004

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

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