Academic Bulletin
2026-2027

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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

2026-2027 Academic Calendar 1

Fall Semester 1
Spring Semester 1
Summer Semester 2

Philosophical & Educational Foundations 3

Fundamental Principles of Scripture 3
Lifestyle Commitments 4
Our Educational Philosophy 5
Mission of Weimar University 6
Institutional Core Values 6
Institutional Student Learning Outcomes (ISLOs) 7
History of Weimar University 8
Statement of Diversity, Equity, and Inclusion 9
Commitment to Equal Opportunity 19

Admissions 21

Is Weimar for You? 21
Undergraduate Admission Process 21
Graduate Admissions Process 23
Undergraduate Admission Standards 25
Permission to Take Classes (PTC) Enrollment Status 34
Admission of International Students 34

Approach to Learning 36

Core Competencies - HEAL 36

Baccalaureate Degree Requirements 38

General Education Student Learning Outcomes 38
General Education Requirements 39
Required Experiences 42

Departments Introduction 47

Graduate Programs 47
Undergraduate Programs 47
Certificate Programs 49

Business Department 50

Programs Offered 50

Bachelor of Business Administration 56
Business Administration Minor 58

Education Department 59

Programs Offered 59
BA in Christian Education 59
Bachelor of Arts in Christian Education 63
Christian Education Minor 64
English Minor Emphasis 65

HEALTH Department 66

HEALTH Certificate 66
Online HEALTH Certificate 69

Interdisciplinary Department 71

Programs Offered 71
Christian Interdisciplinary Program 71
Psychology Major Concentration 75
Psychology Minor 76
Minor Concentrations 76
Business Minor Concentration 77
Education Minor Concentration 77
Music Minor Concentration 78
Natural Science Minor Concentration 79
Religion Minor Concentration 79

Music Department 80

Programs Offered 80
Music Course Requirements 86
Degree Core Requirements 87
BM in Musical Arts 88
BM in Worship Studies 89
BM in Music Education 90
BM in Ministry and Entrepreneurship 90
BM in Composition 91
Music Minor 92
Music Emphasis 93

Natural Science Department 94

Programs Offered 94

AS in Natural Science 94
AS in Natural Science Course Requirements 97
BS in Natural Science 99
BS in Natural Science Course Requirements 104
Natural Science Minor 108
Biology Minor 109
Chemistry Minor 109
Health Ministry Minor 110
Nutrition & Lifestyle Ministry Minor 110

Nursing Department 111

Programs Offered 111
AS in Nursing Course Requirements 116
LVN to RN Admission Option 117
RN to BS in Nursing 118
BS in Nursing Course Requirements 122

Religion Department 123

Programs Offered 123
Undergraduate Program 123
BA in Religion 123
Religion Course Requirements 126
Religion Minor 128
Graduate Program 128
MA in Biblical Mission and Wellness 128
MA in Biblical Mission and Wellness Course Requirements 132

Psychology Department 134

Program Offered 134
Masters of Counseling Psychology and Wellness 134
Masters in Counseling Psychology & Wellness Course Requirements 140

Information and Policies 142

Registration and Enrollment 142
Work Education 146
Grades 149
Academic Attendance and Behavior 151
Graduation Requirements 156
Credits 158
Student Records 160

University Releases 161
Weimar University Teach-Out Policy 161

Financial Information 164

Financial Planning Services 164
Semester Tuition Charge – Undergraduate Programs 164
Estimate of Expenses – Undergraduate Programs 165
Estimate of Expenses – HEALTH 166
Semester Tuition Charge – MA Biblical Mission and Wellness 166
Estimate of Expenses – MA Biblical Mission and Wellness 166
Semester Tuition Charge – MA Counseling Psychology and Wellness 167
Estimate of Expenses – MA Counseling Psychology and Wellness 167
Accident Insurance Fee 168
Book Charges 168
Commitment Fee 169
Room Deposit 169
International Students 169
Loans 170
Student Meal Plan Policy 170
Student Association (SA) Fee 170

Student Finance Policy 171

Tuition Refund Policy 172

Student Assistance Programs 174

Scholarship Guidelines 174
Literature Evangelism Scholarship 174
Student Missionary Scholarship 175
Worthy Student Fund 175

Course Descriptions 177

General Education Department 177
Business Department 181
Education Department 185
HEALTH Department 190
Interdisciplinary Department 191
Music Department 194
Natural Science Department 199
Nursing Department 209

Psychology Department 213
Religion Department (Undergraduate) 219
Religion Department (Graduate) 224

Faculty Listing 227

2026-2027 Academic Calendar

Fall Semester

August 2-6	Faculty Retreat
August 18	New Student Dorm Move-In
August 19-22	New Student Orientation
August 24	First Day of Classes
August 24-28	Week of Spiritual Emphasis
September 1	Last day to Register
	Last Day to Add/Withdraw without Charge
	Last Day to Change to Audit without Charge
September 2	Change in Course Enrollment Fee Applies
September 4-6	Alumni Weekend
September 24-25	Fall Board Meetings
October 8-11	Fall R&R Weekend
October 12-16	Midterms Week
October 17-18	Lake Tahoe Marathon
October 21	Midterm Grades Due
October 22	Friday Class Schedule on Thursday
October 21-25	Fall Music Tour
October 27	Prayer Vigil (2 - 7 AM)
October 29-November 1	College Days
November 5	Last Day to Withdraw with "W" or Audit
November 6-7	Colloquium
November 20-29	Thanksgiving Break (Begins 1 PM Friday)
December 11-13	Christmas Music Weekend
December 14	Thursday Class Schedule/Last Day of Class
December 15-17	Final Exams
December 23	Final Grades Due

Spring Semester

January 10	New Student Dorm Move-In
January 11	First Day of Classes
January 19	Last Day to Register
	Last Day to Add/Withdraw without Charge
	Last Day to Change to Audit without Charge
January 20	Change in Course Enrollment Fee Applies
January 25-29	Week of Spiritual Emphasis
February 5-6	Colloquium Weekend
February 7	Prayer Vigil (2 - 7 AM)
TBA	Evangelistic Series
March 8-12	Midterms Week
March 12-21	Spring Break (Begins 1 PM Friday)
March 17	Midterm Grades Due
March 24	Last Day to Withdraw with “W” or Audit
March 25-28	Spring Music Weekend & College Days
April 2-4	Spring Music Tour

April 15	Friday Class Schedule on Thursday
April 15-18	Spring R&R Weekend
April 19	Weimar Symposium (Class cancelled 2-5 PM)
May 3	Thursday Class Schedule/Last Day of Class
May 4-6	Final Exams
May 7-9	Graduation Weekend
May 12	Final Grades Due

Summer Semester

May 11-24	International Mission Trip
May 13	First Day of Semester (Dates Vary By Course)
May 25	Late Registration Fee Applies
June 1	Last Day to Register for Summer Courses *See Registrar for withdrawal/change deadlines*
August 16	Last Day of Summer Classes
August 22	Final Grades Due
August 23	First Day of Classes for the Fall 2027 Semester

Philosophical & Educational Foundations

Fundamental Principles of Scripture

As a supporting ministry of the Seventh-day Adventist Church, Weimar University 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 University faculty, staff, and students participate in the mission of Weimar University 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 University, 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 University. 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 University. 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 University and will do everything within my power to achieve His goals for me, even as unexpected circumstances or challenges arise.

Our Educational Philosophy

Weimar University 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 University, 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 University 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 University

Institutional Vision:

The Weimar Institutional Vision statement describes, broadly, the "reason" for the University'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:

> To provide a Seventh-day Advenist education through modeling Christ's methods of physical, mental, emotional, and spiritual healing, helping to finish the work of the everlasting gospel.

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

HEAL

Health and Wellness Rooted in Biblically Consistent Science (Ps. 107:20)

Evangelism and Discipleship that are Unapologetically Biblical (Ed 13)

Academic Excellence through Seventh-Day Adventist Education that is Uncompromisingly Scientific

Labor that flows from love for God and man.

Institutional Student Learning Outcomes (ISLOs)

The following Institutional Student Learning Outcomes (ISLOs) contain a description of the characteristics expected of the Weimar University 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 University

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 University is one such institution.

Weimar University 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 concerns.

Through a series of miracles, they were able to purchase an abandoned tuberculosis center located in Weimar, California and repurposed it as Weimar Institute. 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 2021, more than 400 students have received Baccalaureate or Associate degrees from this institution.

In early 2019, Weimar Institute was granted accreditation by the Western Association of Schools and Colleges (WASC) Senior College and University Commission (WSCUC) for a period of six years—retroactive to January 2018.

The institution was approved for and then began offering a bachelor's degree in Nursing in August 2019 and a new graduate program in Counseling Psychology and Wellness in fall 2020. This MA has two tracks: Marriage and Family Therapy and Licensed Professional Counseling. This program is approved by WSCUC and California's Board of Behavioral Science for licensure of graduates who successfully meet the requirements. Another graduate level master's program, Biblical Mission and Wellness, was recently approved by WSCUC, and more graduate level programs are under consideration.

Noting the institution's expansion into graduate-level education, a WASC peer reviewer suggested the institution's name should reflect these changes. After receiving student, faculty and staff input, the board of directors voted in December 2020 to change the name to Weimar University. The new name and logo as well as an updated seal were unveiled during the May 2021 graduation weekend.

Through the years, Weimar University 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 countries. Still others have sought out new ways to share Christ in their secular careers. Weimar University is thankful for the positive contribution its alumni are making to the soon return of Jesus.

Statement of Diversity, Equity, and Inclusion

Weimar University is a faith-based institution of higher education committed to the biblical principles and inspired ideals of the Seventh-day Adventist (SDA) Church, a worldwide religion with over 22 million members. According to the Pew Research Center, it is the United States' most racially and ethnically diverse religious group (2014, Religious Landscape Study, PRC).

The University is guided by its inclusive Vision Statement—To Heal a Hurting World—a diverse world. The University's Vision is further clarified in its Mission—to provide a Seventh-day Adventist education through modeling Christ's methods of physical, mental, emotional, and spiritual healing, helping to finish the work of the everlasting gospel. Christ's plan includes all peoples, nations, and languages (Rev. 14:6), and He desires that all should experience abundant life (John 10:10). Moreover, Scripture clearly indicates that God judges with equity (Ps. 67:4; 75:2; 98:9; 99:4) and commands his people to follow this model of judging (Micah 6:8; 2 Sam. 8:15; 1 Chron. 18:14).

We believe God's ideal for Weimar University is stated in the Lord's prayer—"Your will be done on earth as it is in heaven" (Matt. 6:10). Our understanding of diversity, equity, and inclusion is rooted in our understanding of the will of God as revealed in His word. Our position is defined and guided by Scripture, which paints a picture of a world broken by sin and in need of salvation (Romans 3:23; 6:23) and a new identity in Christ (1 Cor. 6:11), defined by Scripture as sons and daughters of God of every nation, tribe, language, and people (Acts 17:26). All are included in the call of the everlasting gospel (Rev. 14:6-7).

Diversity

God is the Author of diversity. He created the world not with a drab uniformity but with a kaleidoscope of interesting and complementary differences for us to admire and study, defined by Scripture as a world filled with persons of every nation, tribe, language, and people (Rev. 14:6-7). Our mission focus is global and diverse in that all (whatever nation, race, sex, ethnicity, or social standing) are to be included in the healing that the gospel promises, not a narrow subset. Indeed, our sense of mission is all-inclusive; we seek to train our students, faculty, and staff to bring healing to the entire world. Guided by the Great Commission (Matt. 28:18-20), we seek to reach out to those who are broken, to bring them to a restoration in Christ.

We define ourselves not by our brokenness but by God's sense of identity for us—our identity in Christ (1 Cor. 6:11), which is informed by the biblical paradigm given in the creation narrative (Gen. 1:26-27).

One of the main beliefs that fosters such diversity is the doctrine of salvation, which is open to all (John 3:16). Additionally, all persons were meant to bear the image of God (Gen. 1:27; 9:6; Jam. 3:9). Even though sin has marred everyone, Christ, in His great love, has chosen to die on the cross for all (I John 2:2), that each may receive forgiveness for sin and be reconciled to God (2 Cor. 5:18-21).

Thus, Weimar University and the worldwide Seventh-day Adventist church believe 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 serve all the earth's inhabitants (Rom. 12:4-8). All persons, regardless of race, creed, sex, socioeconomic background, nationality, or age, are equal before God and have a specific purpose.

Purpose

This created diversity reveals God's design in the complementary diversity of His creation:

Variey: Diversity requires distinct differences. The Bible uses musical instruments to make this point—"Even things without life, whether flute or harp, when they make a sound, unless they make a distinction in the sounds, how will it be known what is piped or played?" (1 Cor. 14:7).

Mutual Interdependence: Nothing is complete in itself; all things are created to receive and then give. In the insightful words of a Christian author, "every tree and shrub and leaf pours forth that element of life without which neither man nor animal could live; and man and animal, in turn, minister to the life of tree and shrub and leaf. The flowers breathe fragrance and unfold their beauty in blessing to the world. The sun sheds its light to gladden a thousand worlds. The ocean, itself the source of all our springs and fountains, receives the streams from every land, but takes to give. The mists ascending from its bosom fall in showers to water the earth, that it may bring forth and bud."

This mutually interdependent diversity is illustrated in God's creation of man—male and female (Gen. 1:27; 2:18). The need of the one was matched by the complementary diversity of the other so that the whole was more than the parts. Together, Adam and Eve could accomplish what each could never accomplish.

Equality: The great Christian theologian Paul noted that this mutual interdependence makes all people equal—

"For I do not mean that others should be eased and you burdened; but by an equality, that now at this time your abundance may supply their lack, that their abundance also may supply your lack—that there may be equality. As it is written, 'He who gathered much had nothing left over, and he who gathered little had no lack'" (2 Cor. 8:13-15).

Love: God is love (1 John 4:8). It is His love that brings harmony and unity into complementary diversity. God created Adam and Eve with an appreciation and love for each other that united them in their diversity (Eph 5:25). It is the glue that makes strong bonds within diversity.

Value

Ezekiel was given a vision illustrating God's plan of mutual interdependence. He saw the inside of a complex mechanism with varying sizes and shapes of gears connected to gears. He described this smoothly functioning mechanism as wheels within wheels (Eze. 1:16).

God's creation plan was to fill the world, not with identical and easily reproducible robots, but with irreplaceable and unique individuals (Gen. 1:28). These individuals, with their differing interests and gifts would work in harmony together and care for this world's unimaginably complex creation (Gen. 1:28; 2:15).

God's plan for diverse humans—made in His own image—gives man such value that their Creator was willing to suffer and die to enable them to reach their full potential (John 3:16) and use their unique and diverse combination of abilities to take their specially assigned place in the smooth operation and maintenance of His universe throughout eternity (Luke 20:36).

Necessity

The larger the task, the greater the need for diversity. To make and fly a paper airplane requires less diversity than to make and fly a moon mission.

Christians were given a large task—to take the transforming gospel message to an unwelcoming world (Matt. 28:18-20). Varied talents would be needed by the few first Christians. The outpouring of the Holy Spirit on the day of Pentecost gave the required diversity of gifts and the love that would unite them.

The University is committed to the growth and use of these diverse spiritual gifts by creating an atmosphere and providing the opportunity to develop and use the gifts described by the following:

God has appointed in the church first apostles, second prophets, third teachers, then miracles, then gifts of healing, those able to help others, those who can provide guidance, and various kinds of tongues.… Set your hearts then on the higher gifts. And now I will show you a way that is beyond comparison. If I speak in the tongues of men and of angels, but do not have love, I am a resounding gong or a clanging cymbal." 1 Cor. 12:28-13:1

Having gifts that differ according to the grace given to us, let us use them: if prophecy, in proportion to our faith; if service, in our serving; the one who teaches, in his teaching; the one who exhorts, in his exhortation; the one who contributes, in generosity; the one who leads, with zeal; the one who does acts of mercy, with cheerfulness. Rom. 12:6-8

Show hospitality to one another without grumbling. As each has received a gift, use it to serve one another, as good stewards of God's varied grace: whoever speaks, as one who speaks oracles of God; whoever serves, as one who serves by the strength that God supplies—in order that in everything God may be glorified through Jesus Christ. To him belong glory and dominion forever and ever. Amen. Eph. 4:9-11

With this diversity and love, a few Christians took the gospel to the entire world in one generation (Col. 1:23).

Limits

God created the father and mother of the human race with the maximum DNA diversity possible, making myriad combinations of sizes, shapes, eye color, hair color and texture, skin tone, personality, and aptitude possible. Yet this diversity was not—and is not—unlimited. God's created order produces only after its kind (Gen. 1:11-12,21,24). Darwin Finches are still finches. Diversity has its limits. Unlimited diversity would simply be chaos. God created unvarying physical laws that bring stability and dependability to diversity (Jer. 33:25).

Deformity

The choice of humanity's first parents to eat the forbidden fruit, brought a new diversity into this world—deformity. No longer was all diversity good diversity. The new diversity included thorns and thistle (Gen. 3:18), shame (Gen. 3:7), fear (Gen. 3:10), disease, and death (Gen. 2:17, 5:5). Such diversity is not celebrated (Rom. 8:22), though it must be endured (1 Cor. 15:26) until this present world and its deformities are consumed by fire (2 Pet. 3:10) and God creates a new heaven and a new earth (Rev. 21:1).

Weimar University Commitment to Diversity

Weimar University and the worldwide Seventh-day Adventist church believe 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 serve all the earth's inhabitants (Rom. 12:4-8). All persons, regardless of race, creed, sex, socioeconomic background, nationality, or age, are equal before God and have a 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).

Because God is the author of complementary diversity, and because God has given Weimar University a part of a large and world-wide mission, the University, seeks to foster complementary diversity of gifts at every level with love as the glue to harmonious and united action.

Equity

Equity is concerned with our judgment and treatment of others. It is a biblical word with a biblical meaning. Historically, equity is defined as "the impartial distribution of justice, or the doing that to another which the laws of God and man, and of reason, give him a right to claim. It is the treating of a person according to justice and reason."

Equality vs Equity: Equity is sometimes confused with equality, but the two differ. Equality is a part of complementary diversity as previously discussed. Equity is being even-handed and fair, playing by the rules, not cheating.

The God who created man treats man with equity (Jer. 9:24) and is concerned with how we treat each other (Col. 3:12).

Impartial judgment

Equity is the framing of good rules and applying them impartially. The Old Testament says,

"You shall do no injustice in judgment. You shall not be partial to the poor, nor honor the person of the mighty. In righteousness you shall judge your neighbor" (Lev. 19:15).

The New Testament applies this as follows—

"If there should come into your assembly a man with gold rings, in fine apparel, and there should also come in a poor man in filthy clothes, and you pay attention to the one wearing the fine clothes and say to him, 'You sit here in a good place,' and say to the poor man, 'You stand there,' or, 'Sit here at my footstool,' have you not shown partiality among yourselves, and become judges with evil thoughts?" Jam. 2:2-4

Sense of Equity

God's principle of justice determines our sense of equity. The Scripture indicates through the story of the Good Samaritan (Luke 10:25-37) and the ministry of deacon Stephen (Acts 6:1-6) that equity is not driven by a secular sense of nationalism or tribalism but by the needs of those we are called to serve. Since there is no partiality with God (Rom. 2:11), the University also wishes to serve all persons with equity (Jam. 2:1-4) by not showing partiality based on nation, tribe, language, or sex.

Honest Evaluations

The Scripture says, "You shall do no injustice in judgment, in measurement of length, weight, or volume" (Lev. 19:35).

Grading equity is grading with a uniform and objective standard.

Faculty, staff, and administration is evaluated using job-appropriate and objective standards.

Deliberate and Equitable Discipline

When discipline is necessary, equity means deliberate processes are followed, all sides are considered, and appeals are allowed. The Bible states, "The first one to plead his cause seems right until his neighbor comes and examines him" (Prov. 18:17).

Sowing and Reaping

Though this is the last principle, it may be the most important. The Bible states, "He who sows sparingly will also reap sparingly, and he who sows bountifully will also reap bountifully" (2 Cor. 9:6).

We reap what we sow. Though "time and chance" may temporarily impede our efforts, in time, results are connected to well-directed applications. Ultimately, this law will be strictly and equitably applied to every human being and organization. The law of God will equitably judge all.

"Let us hear the conclusion of the whole matter: Fear God, and keep his commandments: for this is the whole duty of man. For God shall bring every work into judgment, with every secret thing, whether it be good, or whether it be evil" (Eccl. 12:13, 14).

We need not seek revenge on others who we feel have unjustly violated our rights. God will take care of this in an appropriate time and way.

"There is nothing covered that will not be revealed, nor hidden that will not be known" (Luke 12:2).

"Do not be deceived, God is not mocked; for whatever a man sows, that he will also reap. For he who sows to his flesh will of the flesh reap corruption, but he who sows to the Spirit will of the Spirit reap everlasting life. And let us not grow weary while doing good, for in due season we shall reap if we do not lose heart" (Gal. 6:7-9).

In this life we cannot settle every score, right every wrong. But we can rest assured that no one will get away with anything. The Hitler's of this world will receive a severe, but perfectly just sentence from the Judge of the world. We can leave this all with God and as we have opportunity, seek to do good unto all men (Gal. 6:10).

"Beloved, do not avenge yourselves, but rather give place to wrath; for it is written, 'Vengeance is Mine, I will repay,' says the Lord. Therefore, 'If your enemy is hungry, feed him; if he is thirsty, give him a drink; for in so doing you will heap coals of fire on his head.' Do not be overcome by evil, but overcome evil with good" (Rom. 12:19-21).

Weimar University Commitment to Equity

While complete equity will ultimately be fully realized only upon His return because God is a God of equity and will judge every action and motive, Weimar University is committed to:

- Framing rules and requirements that promote learning, cooperation, and respect among students, faculty, staff, and administration.
- Seeking to model "just equity" in our admission and educational policies and our discipleship, mission, and evangelistic work as a Seventh-day Adventist educational institution as our goal.
- Being even-handed and honest in all grading and evaluations.
- Being careful and deliberate when administering discipline.
- Promoting an understanding of reaping, sowing, and the ultimate equity of God's judgment.

Inclusion

God's idea of "belonging" (1 Cor. 12:12-14) determines our sense of inclusion. For example, when Jesus' disciples were recruited, they had a general but not a full sense of the inclusive scope of His mission. They did not love the Samaritans, but

Jesus sought to mature their understanding by going out of his way to meet with and bring spiritual conversion to a Samaritan woman (John 4; Luke 10:25-37).

The biblical model of inclusion is an extension of complementary diversity and equity.

For a Christian institution, inclusion is the most complex and difficult of the three to explain because it involves seemingly contradictory truths, because "inclusion" is always accompanied by its corollary "exclusion":

- The cross attracts all (John 12:32), yet repels most (1 Cor. 1:18,23).
- The cross unites (John 17:22, 23), yet separates (John 17:16).
- The cross contains the most inclusive offers (Rev. 14:6) yet produces the most exclusive of all results (Matt. 7:13-14). This is the "many called, few chosen" principle (Matt. 22:14).

Jesus gave many illustrations to explain the difficult concepts of inclusion: Sheep and goats (Matt. 25:32), wheat and tares (Matt. 13:24-30), good and bad fish (Matt. 13:47,48), good and bad soil (Matt. 13:3-8), etc.

From these stories, four key principles of inclusion and their application to higher education can be extracted: Protection, Harmony, Opportunity, and Choice.

Protection and Inclusion

Protection is important. There are high walls around the New Jerusalem (Rev. 21:16). It is a safe place. These high walls protect by what they exclude.

"But there shall by no means enter it anything that defiles, or causes an abomination or a lie" (Rev. 21:17).

This was illustrated in the early days of COVID. At that time COVID testing and quarantining of potentially exposed or infected students was done. To protect the well-being of all, there was the exclusion of some (Lev. 13:46).

Harmony, Self-control, and Self-denial

Biblical inclusion is illustrated by the harmonious music produced by a diverse orchestra. Just as an orchestra benefit from the inclusion of the complementary diversity of bassoon and piccolo, a university benefits from the inclusion of complementary diversity among the administration, faculty, staff, student body.

But choir, orchestra, and band members can't simply do their own thing, unwilling to perform unitedly and harmoniously under the leadership of the conductor. They can't all independently be playing their own song, in their own key, in their own time. Harmonious music requires a measure of self-control and self-sacrifice on the part of all performing in the music.

This is true of all group endeavors. Moses told the independent-minded Israelites, "You shall not at all do as we are doing here today—every man doing whatever is right in his own eyes" (Deut. 12:8).

The Scripture says, "Can two walk together, unless they are agreed?" (Amos 3:3).

At a minimum the two must agree on their direction and speed. And if they are to stay together to the end, they must agree on their destination.

Those who are repeatedly unwilling to cooperate with properly constituted rules and leaders must be excluded (Titus 3:10). This is an important part of training (1 Tim. 5:20).

Opportunity

Without opportunity, there is no choice. Weimar University seeks to make its education as broadly available as its resources allow. Opportunity requires accessibility and affordability. This requires creative thought and sacrificial effort on the part of all.

While in-person instruction is preferable, at times accessibility may only be possible with mobile courses and some may only be possible through distance learning resources. This is the biblical example of the sanctuary that teaches about the activity of heaven with a mobile sanctuary and distance learning modules.

Choice—Self-selection

God is the champion of choice. All must make a choice as to whether to accept or reject Him (Josh. 24:15). He forces no one. God's offer of eternal life extends to the last chapter and almost last verse of the Bible. His offer is entirely inclusive "whosoever will" (Rev. 22:17). "Whosoever" includes all and excludes none. "Whosoever" is the opportunity, but "will" is the choice. To choose Him means to exclude those things would prevent us from receiving the very benefits He has to offer.

"Blessed are those who do His commandments, that they may have the right to the tree of life, and may enter through the gates into the city. But outside are dogs and sorcerers and sexually immoral and murderers and idolaters, and whoever loves and practices a lie" (Rev. 22:14-15).

This divine model of inclusion is a model that Weimar follows. A choice to gain the value Weimar University offers requires a choice to exclude

those things that would prevent the student from receiving the value Weimar University offers.

Weimar University Commitment to Inclusion

Because God includes all in the gospel invitation, Weimar University is committed to making its education as broadly available as resources permit. Admitting those whom God brings to Weimar (John 17:6) who choose to unitedly work to train and be trained, equip, and be equipped for the global task of healing a hurting world. While we strive to foster a sense of belonging and community among all students, faculty, and staff, at the same time, our admissions and hiring policies are strictly guided by the biblical definition of sexuality, which is distinctly male and female (Gen. 1:26-27; Matt. 19:4-5; Rom. 1:26-27).

Concluding Statement

The statements above reflect not only the University's commitment to preparing missionary-minded graduates for all nations, including every race, ethnicity, culture, sex, socioeconomic status, class, and age. We concomitantly commit wholeheartedly to the teachings of Jesus Christ, and desire to show others how they can be healed spiritually, socially, mentally, emotionally, and physically by accepting His teachings. Weimar University is committed to enriching and fostering this complementary diversity in its community because this fulfills Christ's command to love our neighbors as ourselves (Matt. 19:19; Mark 12:31, Luke 10:27). We support a diverse college and appreciate and welcome these differences. In submitting to the Lordship of Christ, we endeavor to eliminate attitudes of superiority and failure to fulfill Christ's charge to reach all people.

Therefore, we must submit to Christ and love one another as we value individual uniqueness while pursuing the unity for which Jesus prayed (John 17:21). As a Christian University, it is our purpose to recruit students, faculty, and staff with a variety of spiritual gifts regardless of cultural, ethnic, or socioeconomic background. We acknowledge that complementary diversity brings greater strength of character to any establishment, and we strive to become truly educated in diverse ideas, practices, and relationships. We commit to respectful and courteous engagement and interactions that will enhance community.

Our goal is to work together as a university to achieve a biblically-based unity in complementary diversity and to actively work to heal a world that is hurting from disease, poverty, isolation, and discrimination. To this end, we do not unlawfully discriminate against our employees and students based on race, sex, ethnic origin, socio-economic status or nationality. As an institution, we encourage all to develop to their full potential in an environment of love, support, and mutual respect. Consequently, we seek to engage with our surrounding community weekly and

nationally through reaching large multi-ethnic cities and internationally through mission groups to many global cultures

Commitment to Equal Opportunity

Weimar University 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 University-administered programs.

Statement of Non-Discrimination

Weimar University considers non-discrimination to be important to its mission, goals, and objectives. Weimar University 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 University 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 University 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:

Students: Vice President of Academic Affairs
Physical Address – Douglas Hall, 20601 W. Paoli Lane, Weimar, CA 95736
Mailing Address – Weimar University, P.O. Box 486 Weimar, CA 95736
Telephone – (530) 422-7907

Employees: Human Resources

Physical Address – Administration Building, 20601 W. Paoli Lane, Weimar, CA 95736
Mailing Address – Weimar University, 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 University, the inspired Word of God is the lens through which all knowledge will be viewed. But, before choosing Weimar University, 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 University 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 University will prepare you for your goals in life.

A decision to apply to Weimar University should be weighed carefully. Being a student at Weimar University 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 4) will help indicate your readiness to be a student at Weimar University. If you feel that the Lifestyle Commitments are true for you and you would like to apply to be a student at Weimar University, 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 University.

Att: Admissions Office	ACT Code: 0620
20601 West Paoli Lane	SAT Code: 4440
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.

Step 3: Admissions Interview

After the application has been submitted, you will have an interview with an assigned staff member as well as another interview with a faculty member from your department of interest. While we prefer face-to-face interviews, we understand that this may not be feasible for everyone. The interview is typically 30-60 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 Interviews are 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 University 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.

Step 5: Pay Commitment Fee

Applicants who have been accepted will be required to pay a nonrefundable commitment fee of $200.00 each semester. 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 who have previously attended or graduated from Weimar University and are applying for admission to a Weimar University master's program must complete the graduate admission application. The application fee is waived for students who have previously attended Weimar University.

MA Counseling Students may be admitted into any semester. MA Biblical Mission & Wellness students may only be admitted into the Fall semester. Admission requirements 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
- Applicants with a degree in a language other than English must provide acceptable TOEFL or Duolingo scores.
- 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.
- 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.
- Official Transcripts.
- A letter of personal statement of faith.
- 3 letters of recommendation (at least one from faculty and one from a work supervisor).

MA in Biblical Mission and Wellness Online Application Requirements

- Hold a bachelor's degree (or non-U.S. equivalent) from an accredited college or university
  - Students who have not yet completed a bachelor's degree may be accepted into the program on the condition that they complete their bachelor's degree prior to the start of the Master's program.
- Present Official Transcripts with a minimum GPA of 3.0
- Have a letter of personal statement of faith and interest in Pastoral Ministry, Evangelism, and Missionary work.
- Have 3 letters of recommendation (one from faculty, one from a Church Pastor, or one from a Church elder)
- Have a successful interview with the Chair of Graduate Religion Department, a faculty member, and a representative from the Conference of the Seventh-day Adventist Church.

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

Weimar University.

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.

Step 3: Admissions Interview

After the application has been submitted, an assigned faculty 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 30-60 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 University 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.

Step 5: Pay Commitment Fee

Applicants who have been accepted will be required to pay a nonrefundable commitment fee of $200.00 per semester. 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.

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.

Admission Policy for Homeschooled Students

Weimar University is "homeschool friendly" and welcomes students who have completed high school at home. For further information on homeschool admissions, Weimar University 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. Note that homeschooled applicants (including international homeschooled applicants) must submit official SAT or ACT scores prior to enrollment and may not defer this requirement until after enrollment.
- Applicants who have earned a GED with a minimum score of 155 will be evaluated under the same admission requirements as graduates of conventional high schools.

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 University 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 University 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 University 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 University 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 Natural Science, Nursing, and Pre-Nursing students are required to take a math placement entrance exam prior to the beginning of their first semester. Pre-Nursing/Nursing students who have already transferred in a College Algebra course, or Pre-Nursing/Nursing/Natural Science students who have transferred in a Pre-Calculus I course will not need to take the math entrance exam. Please contact the Registrar if you have questions regarding course transfers.

Incoming Pre-Nursing students may request to take a chemistry entrance exam sometime between admission and Spring semester to test out of taking the Survey of Chemistry course. Pre-Nursing students who have already transferred in a college level Survey of Chemistry course will not need to take the chemistry entrance exam.

Transfer Credits

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

- 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.
- Transient Student Request form is submitted to the Registrar's office and is approved by the Academic Standards Committee if transferring any of the following courses: Principles of Health, Optimize Your Brain, Philosophy of Christian Education, Issues in Origins, Sociology, Life and Teachings of Jesus, Daniel, and Revelation.

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 University. However, courses aligned with the mission of Weimar University may be used toward electives as approved by the registrar. The University reserves the right to require repetition of courses that have become outdated.

Students who have completed one of the specified history courses while enrolled as a full-time student at another Seventh-day Adventist university may transfer this course to meet the history requirement in the General Education Department. Prior to the transfer of approved history credits, the student is required to audit HIST 101: Survey of World History at Weimar University, to receive the philosophical and Biblical persepctive offered on our planet's history. History courses

transferable from another Seventh-day Adventist university include: U.S. History, Archaeology & the OT, Civil War History, or other related history courses.

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 University.

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 University faculty in the English department.

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

Quarter-System to Semester System Credit Transfer

Weimar University welcomes students transferring from institutions that operate on a quarter-based academic calendar. In evaluating these credits for use in Weimar's semester-based programs, the following guidelines apply:

1. Credits earned on a quarter system will be converted to semester credit hours using the standard conversion formula:

   Quarter Credit Hours × 0.66 = Equivalent Semester Credit Hours

2. Quarter-system courses are typically accepted at two-thirds of their original credit value. However, if the content of a transferred course does not align sufficiently with the corresponding Weimar University course—even if the adjusted credit value is acceptable—the department, in consultation with the Registrar, may require a supplemental Directed Study (see point 3) to fulfill the subject requirement without requiring the student to retake the full course at Weimar.

3. In cases where course content is relevant but insufficient in credit hours or scope, students may fulfill the remaining requirement through a 1-credit Directed Study (DS) course under the following conditions:

   a. The course is to be designed and overseen by the respective department.

b. One credit hour represents a minimum of 45 hours of academic work.

c. The Directed Study syllabus must be submitted to and approved by the Registrar prior to enrollment.

4. If the Directed Study results in the 17th credit hour of a student's semester schedule, no additional tuition will be charged, consistent with the policy for choir and orchestra participation.

5. Directed Study courses will be recorded with standard credit and grade notation and must be completed within the term in which they are enrolled.

Credit for Prior Learning

Credit by Examination: CLEP and AP

Students seeking to gain credit from previous learning should explore Challenge Exams or Experiential Learning (EL) as listed below.

The University may award academic credit for qualifying scores on the College-Level Examination Program (CLEP) and Advanced Placement (AP) examinations, subject to the following provisions:

1. The minimum scoring standards are as follows. Higher minimum scores may be required for specific course equivalencies.

- *CLEP*: Scored 20–80; a minimum score of 50 is equivalent to a grade of C and is the minimum for credit consideration unless otherwise specified.
- *AP*: Scored 1–5; a minimum score of 3 is equivalent to a grade of C and is the minimum for credit consideration unless otherwise specified.

2. Approved Course Equivalencies

ENGL 101: English Composition I

- May be satisfied by qualifying CLEP or AP scores.

MATH 110: Survey of Applied Math

- AP Precalculus Exam: score of 3–5

MATH 121: Pre-Calculus I

- AP Precalculus Exam: score of 4 or 5, or
- CLEP Precalculus Exam: score of 50 or higher

MATH 126 Pre-Calculus II

- CLEP Calculus Exam: score of 50 or higher

The student must request the official record from the College Board to be sent directly to the Records Office in order to complete the transfer of approved credits.

Weimar University CLEP Code: 9262

Students seeking to gain credit from previous learning not accepted though CLEP and AP should explore Challenge Exams (CE) 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 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 University 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 or as approved by Academic Standards. No further credit(s) will be accepted after that time.

Experiential Learning (EL)

Weimar University recognizes that learning is a lifelong process that occurs in many environments both inside and outside of classrooms. The University 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 University 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 University student residency requirements.

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

The transferability of experiential learning credit earned at Weimar University 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 (Academy and Homeschool Students)

Weimar University provides the opportunity for qualifying high students from both Weimar Academy and Homeschool to earn both high school and college credit for select courses taught by university faculty. Weimar Academy students seeking for dual enrollment should meet with the Academy Registrar to obtain a registration form. Homeschool students should meet with the University Registrar to proceed with registration.

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 University's credit hour policy.

Tuition refund will also be based on the Weimar University refund schedule policy. All fees are nonrefundable.

Upon completion, the college credit courses will be recorded onto the student's Weimar University 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 (or 16 by first day of school for homeschoolers)
- 3.0 cumulative GPA
- Students are subject to college deadlines regarding the add/drop/withdraw dates. Please refer to the Academic Calendar on page 1

Homeschool and academy students may enroll in up to two dual-enrollment courses. Only 100-level courses without a laboratory component are eligible. Approved dual-enrollment courses include:

ENGL 101: English I

PSYC 101: General Psychology

HIST 101: Survey of World History

RELB 101: Life and Teachings of Jesus

EDUC 124: Philosophy of Christian Education

MATH 110: Survey of Applied Mathematics (prerequisite: Algebra II)

Students may enroll in MATH 121 Pre-Calculus I if they have a minimum 3.5 academy GPA, have successfully completed Algebra II, and receive a recommendation from their Algebra II teacher.

Permission to Take Classes (PTC) Enrollment Status

Students may be permitted to enroll in coursework under a "Permission to Take Courses" (PTC) enrollment. Status without formal admission to a degree program. Such enrollment is limited to a maximum of 16 credits (or two semesters, whichever comes first) and does not constitute acceptance into the University. Students enrolling under PTC Enrollment Status must meet all standard admissions requirements. Students wishing to continue beyond the PTC credit limit must apply for admission and be formally accepted into a program. Coursework completed under PTC status will not be applied toward any degree or program requirements unless and until the student is officially admitted. The University reserves the right to establish additional regulations governing eligibility, enrollment limits, and continuation under this status.

Admission of International Students

Weimar University 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 University 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 University is given in English. English language services are not provided at Weimar University. 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, or a Duolingo score of 105 or higher.

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* section.

Obtaining a Student Visa

Applying for a student visa must be done after you have been accepted to Weimar University, 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 University does provide verification of student status through SEVIS. However, Weimar University 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 for undergraduate programs and 9 credits per semester for graduate programs.
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 <?>.

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 University. 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 University 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.

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 for on-campus programs are required to attend the in-person New Student Orientation (refer to the Academic Calendar on page 1).
- New students who have not taken a semester of college courses will be enrolled in WUE 101: The Weimar Experience. This course is a 1-credit class designed to support the successful transition of new students into the Weimar University academic environment and is required for all freshmen. In select cases, this requirement may be waived, provided it is approved by the Student Success Coordinator, the University Librarian, and the student's Academic Advisor. All three approvals must be documented before the course requirement is waived.
- Students enrolled in HEALTH who are attending Weimar University for the first time are exempt from the traditional WUE 101 course, provided they meet with the Student Success Coordinator during the subsequent Spring semester. The SCC will determine whether a student success plan is necessary and ensure students are supported in their transition to the main undergraduate program.

- Graduate students enrolled at the Master's level will be enrolled in NSO 500: The Weimar Experience, a short tutorial course. Students who have previously completed an undergraduate degree at Weimar University within the last five years are not required to repeat the orientation course (NSO 500). This exemption recognizes their prior completion of the course and their demonstrated familiarity with Weimar University resources and systems.

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 or associate degree must be earned through Weimar University.

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 towards graduation.
- A maximum of 12 credits may be applied to both a major and a minor, or to both a major or minor and General Education requirements.

Required Courses

Religion			*9 credits*
RELB	101	*Life & Teachings of Jesus*	3
CHOICE OF EITHER			
RELB	271	*Religion & Health*	3
RELB	301	*Daniel*	3
CHOICE OF EITHER			
RELB	302	Revelation	3
RELH	203	SDA Church History	3

Language/Communication			*9 credits*
ENGL	101	*English Composition I*	3
ENGL	102	*English Composition II*	3
CHOICE OF EITHER			
COMM	202	*Speech & Rhetoric**	3
RELP	308	*Biblical Preaching & Homiletics**	3

*SPEECH REQUIRED FOR NURSING MAJORS

*HOMILETICS REQUIRED FOR RELIGION/THEOLOGY/BM WORSHIP STUDIES MAJORS.

Fine Arts & Humanities			*6 credits*
HIST	101	*Survey of World History*	3
CHOOSE 3 ELECTIVES AS FOLLOWS (MIN. OF 1 CREDIT MUSIC ELECTIVE)*			3
		Art Elective (Generally offered as 1 cr; can be taken twice)	
		Music Elective (Generally offered as 1 cr; can be taken twice)	

*BM STUDENTS DO NOT NEED TO TAKE FINE ARTS ELECTIVES

Life/Physical Sciences			*11 credits*
HLED	111	*Optimize Your Brain*	2
HLED	324	*Principles of Health*	3
NSCI	310	*Issues in Origins*	3
		Science Elective	3

*NATURAL SCIENCE MAJORS DO NOT NEED TO TAKE SCIENCE ELECTIVE

Mathematics			*3 credits*
CHOICE OF:			
MATH	110	*Survey of Applied Mathematics*	3
MATH	121	*Precalculus I**	3

*REQUIRED FOR NATURAL SCIENCE MAJORS

Social Sciences			*10 credits*
EDUC	124	*Philosophy of Christian Education*	3
PSYC	101	*General Psychology*	3
SOCI	214	*Christian Marriage & Family*	3
		Leadership Elective (LEAD 101 or above)	1

Practical/Applied Arts			*2 credits*
AGRI	110	*Character Development & Agriculture*	1
CHOICE OF ONE			
FINA	101	*Personal Finance**	1
HLED	131	*Natural Remedies*	1
HLED	144	*The Depression and Anxiety Recovery Experience*	1
HLCP	230	*Lifestyle Coaching*	3
OR			
WKED	190	*Vocational Training*	1

*BUSINESS MAJORS CHOOSE HLCP 230, HLED 131, HLED 144, OR WKED 190

Total Credits for General Education (BA/BBA/BM/BS) 47-50 credits

Required Experiences

The general requirements are the minimum required to receive a baccalaureate degree. Because Weimar University 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 0 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 University 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 University. Students are encouraged to participate in a variety of activities rather than focus in one area. Students are welcome to request becoming new church members or transferring in their current membership to the Weimar Campus Church.

Possible areas of involvement:

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

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 University. TCI is required for all degree-seeking students enrolled in eight or more credits, including those pursuing Baccalaureate and Associate degrees, as well as students in the on-campus portion of the Master of Religion program.

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)

Criteria

Weimar University 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 University. 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), 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 University.

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, AS and BS in Nursing students, and graduate 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 <?>.

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

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).

Religion Department

The Department of Religion offers a Masters in Biblical Mission and Wellness that trains pastors, evangelists and missionaries preparing them to preach the final message of the coming of Jesus Christ and train others to do so. The program emphasizes applied knowledge and equips students with skills to minister to a declining church and to plant new churches. There is combination of academic and practical training in a local church setting.

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 four track options within the Bachelor of Business Administration: Healthcare Administration, Organizational Management, Religion Emphasis, or Natural Science Emphasis. 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 and secondary 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. The pyschology concentration may be combined with any other field of study offered at Weimar (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 other psychology related fields.

Music Department

"Music, rightly employed, is a precious gift of God, designed to uplift the thoughts to high and noble themes, to inspire and elevate the soul."

Weimar's Music Department exists to nurture a new generation of Christian musicians who seek to fulfill the Gospel commission. Here, students receive a strong Biblical foundation in a service-oriented environment that upholds academic excellency and artistic distinction. While pursuing your music studies at Weimar, you will be exposed to music that seeks to promote mental, physical, and spiritual health in the life of mankind.

Weimar's Music Program is unique in many ways:

- Centered in mission and service.
- Approaches the study of music from a Biblical, Christ-centered worldview.
- Equips students with an entrepreneurial mindset to prepare them for life beyond the classroom.
- Provides students with local and international performance opportunities where the healing power of music can be experienced first-hand.
- Seeks to nurture students individually by faculty that is caring and knowledgeable.

Programs:

- Bachelor of Music in Musical Arts
- Bachelor of Music in Music Education
- Bachelor of Music in Worship Studies
- Bachelor of Music in Ministry and Entrepreneurship
- Bachelor of Music in Composition

Natural Science Department

The Department of Natural Science provides both an Associate and Bachelor of Science in Natural Science. For those completing the BS in Natural Science, opportunities include earning advanced professional degrees in medicine, physical therapy, physician's assistant, dentistry, etc. For those completing the AS in Natural Science, opportunities include dietetics/nutrition, dental hygiene, physical therapy assistant, respiratory therapy, radiation science, and speech pathology. Additionally, students interested in teaching science at the secondary level have taken this degree as training for the teaching of science. The department also provides other minors which can be found in the departmental section.

Nursing Department

The Department of Nursing offers two majors: an Associate of Science in Nursing (ASN) and an RN-BSN program (Bachelor of Science in Nursing). 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.

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 two options: Religious Studies Emphasis and Theology Emphasis.

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.

Business Department

Programs Offered

- Bachelor of Business Administration
  - Healthcare Administration Emphasis
  - Organizational Management Emphasis
- 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 University exists:

To develop Christian business leaders who integrate Biblical principles with professional excellence, whether serving in healthcare administration, launching mission-driven businesses, managing nonprofit organizations, or leading any enterprise with integrity and purpose.

> *"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."**

Distinct advantages:

- **Three On-Campus Healthcare Clinics** — Healthcare Administration students could gain immediate internship access to NEWSTART® Lifestyle Program, Nedley Health Clinic, and Bluestone Clinic—all within walking distance.
- **Exceptional Faculty Credentials** — Chair holds five graduate degrees spanning business, theology, and international development. Active marketing professionals teaching digital strategy.
- **Faith-Integrated Curriculum** — Christian ethics and Biblical principles integrated into every course, not just electives. Faith-based textbooks used when available.
- **Graduate Nearly Debt-Free** — 71% of Weimar students graduate with under $2,000 in debt, enabling ministry service without crushing loan payments.
- **Personal Attention** — Small classes ensure professors know students by name and provide individualized mentorship.

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

- **Practical Experience** — External internships, on-campus shadowing, hands-on work experience, and real-world business exposure prepare students for immediate workforce contribution.
- **Modern Business Skills** — Digital marketing, social media strategy, AI tools, and contemporary business technology integrated throughout curriculum.
- **Mission-Focused** — Entrepreneurship training specifically designed for self-supporting mission work and social entrepreneurship.

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 deep faith and professional competence. Our approach includes:

- Faith-integrated curriculum using Christian business textbooks when available
- Hands-on internships in healthcare, business, and ministry contexts
- Clinical facility exposure to three on-campus healthcare operations (Healthcare track)
- Modern business technology training including AI tools and digital platforms
- Professional instruction from active professionals
- Digital marketing and media strategy from practitioners in the field
- Case studies and presentations from variety of business leaders
- Spirit of Prophecy integration throughout coursework
- Real-world problem solving using actual business challenges

This combination creates well-rounded business leaders who can expand the gospel's reach through professional excellence and ethical practices.

Why Pursue Business at Weimar?

Because of Weimar University'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 University 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 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

Business Advisory Council Input

A group of business leaders serving on our Business Advisory Council shared their insights about essential competencies needed in today's workforce. One hospital president noted he spends thousands of dollars on professional training because business graduates often lack certain critical skills. 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

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

- Flexibility
- Emotional intelligence
- Mastering feedback (both giving and receiving)

Our curriculum is intentionally designed to address these competencies.

Integrated Learning Approach

The business program teaches students how to integrate their faith into business practices through:

- Hands-on learning experience through internships and shadowing with various businesses
- Faith-based textbook selection to strengthen students' walk with Jesus Christ
- Case study analysis from real business scenarios
- Presentations from business leaders across various industries
- Class attendance and participation in active learning
- Spirit of Prophecy readings integrated throughout courses
- Practical application in real-world business contexts

Healthcare Administration Emphasis: Unique Clinical Access

The BBA in Healthcare Administration provides unprecedented access to three working healthcare facilities on campus:

- **NEWSTART® Lifestyle Program** — World-renowned 18-day residential lifestyle medicine program treating chronic diseases through natural methods
- **Nedley Health Clinic** — Specialized depression and anxiety treatment center using the evidence-based Nedley Depression & Anxiety Recovery Program
- **Bluestone Clinic** — Full-service primary care medical clinic serving the local community

Students shadow administrators, observe operations, and complete internships—all within walking distance. No off-campus travel required. This immediate access is unmatched by other programs where students must compete for limited external placements or travel to multiple locations.

Additional Resources and Experiences

- External internship opportunities to gain practical experience
- Shadowing throughout different departments of Weimar University

- Unique-to-Weimar practical experiences in the NEWSTART lifestyle program, designed to expose students to practical medical evangelism work
- Work-study opportunities to help finance education while gaining professional experience

Faith Foundation

In addition to our balanced program of rigorous academic requirements and practical experience, we 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 ethics and practice.

Career Paths for Graduates

Healthcare Administration Track

- Hospital & Healthcare Leadership:
- Hospital Administrator
- Healthcare Clinic Operations Manager
- Long-term Care Facility Administrator
- Healthcare Finance Manager
- Quality Improvement Director

Mission & Ministry Healthcare:

- Health Ministry Director
- Medical Mission Organization Leadership
- Lifestyle Medicine Program Administrator
- Mission Hospital Administration
- Healthcare Development Coordinator

Specialized Healthcare Business:

- Mental Health Program Administrator
- Wellness Center Operations Manager
- Healthcare Consulting
- Medical Practice Management

Organizational Management Track

Business & Entrepreneurship:

- Business Operations Manager
- Self-Supporting Mission Entrepreneur
- Social Enterprise Founder

- Small Business Owner
- Startup Leadership

Nonprofit & Ministry:

- Nonprofit Executive Director
- Church/Conference Administrator
- Ministry Development Director
- ADRA Leadership
- Mission Organization Management

Marketing & Communications:

- Marketing Director
- Digital Marketing Specialist
- Social Media Manager
- Brand Strategist
- Communications Director

General Management:

- Operations Manager
- Human Resources Director
- Project Manager
- Business Analyst
- Financial Manager

Graduate Education

The BBA provides strong foundation for pursuing:

- MBA (Master of Business Administration)
- MHA (Master of Healthcare Administration)
- MPH (Master of Public Health)
- Other graduate business and management programs

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.

Program Student Learning Outcomes & Learning Expectations

We expect graduates from the BBA program 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.

PSLO #5: Technology-Proficient Business Leaders

Students demonstrate proficiency in modern business technology, including digital marketing tools, AI applications, financial software, and communication platforms essential for 21st-century business operations.

Graduation Requirements

A minimum of 120 semester credits are required for the Healthcare Administration, Organizational Management. The students pursuing a BBA in Business Administration will fulfill the general education requirements, including the practical, work education and then ministry-related components (see page 38). In addition, students will take the specific core, cognate, and emphasis-related courses listed below.

Bachelor of Business Administration

Business Core			*49 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	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	*Strategic Marketing*	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
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*
RELT	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
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**

Natural Science Emphasis			*11-15 credits*
		Select 11-15 credits from the following courses, such as (6 credits must be upper division):	
BIOL	121	*Anatomy & Physiology I*	3
BIOL	121a	*Anatomy & Physiology I Lab*	1
BIOL	122	*Anatomy & Physiology II*	3
BIOL	122a	*Anatomy & Physiology II Lab*	1
BIOL	134	*Biology I*	3
BIOL	134a	*Biology I Lab*	1
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

Total Credits for BBA with Natural Science Emphasis 72-76 credits

Religion Emphasis ***11-15 credits***

Students pursuing a Religion minor must complete 11–15 credits in Religion courses, excluding those used to satisfy General Education requirements. A minimum of 6 credits must be earned at the upper-division level.

Total Credits for BBA with Religion Emphasis 72-76 credits

Business Administration Minor

Required Courses			*12 credits*
ACCT	111	*Principles of Accounting I*	3
ACCT	112	*Principles of Accounting II*	3
ECON	202	*Principles of Microeconomics*	3
CHOICE OF EITHER			
BSAD	355	*Principles of Management*	3
BSAD	320	*Human Resource Management*	3

Business Electives ***6 credits***

Three elective credit hours must be earned at the upper-division level.

Total Credits for Business Administration Minor 18 credits

Education Department

The Education Program endeavors to lead students to an ever deeper, experiential knowledge of God with the aim of becoming effective co-workers with heavenly beings as agents of transformation. Students will learn the fundamental beliefs and worldview of the Seventh-day Adventist church and its educative mission. The education major provides interactive practicums in diverse teaching settings. Combined with the General Education coursework, this program helps develop students holistically—mind, body, and spirit.

Programs Offered

- BA in Christian Education
  - Elementary Track
  - Secondary Track
- Christian Education Minor
- English Emphasis 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 University'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 University exists.

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

How we intend to acomplish 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 the knowledge, abilities, and depth of experience to effectively facilitate a close-knit community of learners.

The Christian Education program at Weimar University is designed to prepare students to competently understand and implement a Biblical education paradigm in an elementary school, academy, or homeschool environment. Some students may find opportunities as Youth Ministry Directors or missionaries, as well as educational administrators within the Seventh-day Adventist Church. Students may also choose to pursue graduate education and attain further certifications.

Why Pursue Christian Education

Weimar University has developed a program focused on the broad spectrum of Christian Education. It is based on biblical ideas, expanded through the writings of Ellen G. White, and informed by integrating current educational research and theory. As a unique program of learning, it is immersed with Christ in the classroom, practical observation and on-site experience that equips and empowers 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.
- 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 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 the study of true Christian education.

Who should attend this type of program?

This program is designed to prepare qualified and motivated teachers 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

its graduates to pursue a graduate degree at an AAA-accredited Adventist institution to obtain Adventist teacher certification or for further graduate study in curriculum, instruction, and/or assessment. Those aspiring to become professors or educational administrators should plan to pursue further education.

Graduates intending to use the BA in Christian Education degree to teach in a California public school should plan to obtain California teacher certification by completing a California state-approved credentialing program 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 University (see section on Admissions). Admissions requirements include minimum levels of prior education, preparation, or training.

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.

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.

Bachelor of Arts in Christian Education

Education Core			*35 credits*
EDUC	124	*Philosophy of Christian Education**	(3)
EDUC	131	*Intro to Teaching*	3
EDUC	132	*Classroom Management & Discipline*	3
EDUC	222	*Technology for Learning*	1
EDUC	224	*Assessment & Evaluation of Learning*	1
EDUC	225	*Curriculum & Instruction*	3
EDUC	328	*Strategies for Exceptional & Diverse Learners*	3
EDUC	330	*Multicultural Education*	3
EDUC	340	*ELL in the K-12 Classroom*	3
EDUC	362	*Educational Psychology*	3
EDUC	488	*Student Teaching Capstone*	12
Major Cognates			*9 credits*
		COGNATES COUNT TOWARDS RELIGION MINOR REUQIREMENT IF DESIRED	
PSYC	223	*Developmental Psychology*	3
RELB	250	*Principles of Christian Faith*	3
RELH	203	*Seventh-day Adventist Church History**	(3)
RELT	439	*Prophetic Ministry of Ellen G. White*	3
Elementary Track			*21 credits*
EDUC	300	*Language Arts Methods Part I/Lab*	3
EDUC	301	*Language Arts Methods Part II/Lab*	3
EDUC	302	*Religion Methods in the K-12 Classroom*	3
EDUC	303	*Art & Music Methods*	2
EDUC	305	*PE Methods/Lab*	1
EDUC	306	*Social Studies Methods/Lab*	3
EDUC	307	*Science & Health Methods/Lab*	3
EDUC	308	*Math Methods/Lab*	3
Minor of Choice			*12-21 credits*
Total Credits for BA Education Elementary Track			**70-91 credits**

Secondary Track			*14 credits*
EDUC	302	*Religion Methods in the K-12 Classroom* (ONLY REQUIRED FOR RELIGION EMPHASIS)	3
EDUC	309	*Secondary Reading and Writing in the Content Area*	3
EDUC	310	*Secondary Teaching Strategies & Field Experience Lab*	4
EDUC	311	*Middle School Teaching Strategies & Field Experience Lab*	3
EDUC	312	*Content Specific Methodology*	1

* *Course required as part of General Education requirements*

Minor Emphasis	*12-21 credits*

Students should select a minor in their area of professional interest. If a desired minor is not offered by Weimar University, students may request approval from the department chair in conjunction with the registrar for their desired minor.

Total Credits for BA Education Secondary Track	70-79 credits

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.

Elementary Track			*14 credits*
EDUC	131	*Intro to Teaching*	3
EDUC	132	*Classroom Management & Discipline*	3
EDUC	222	*Technology for Learning*	1
EDUC	224	*Assessment & Evaluation of Learning*	1
EDUC	328	*Strategies for Exceptional & Diverse Learners*	3
EDUC	225	*Curriculum & Instruction*	3
Professional Education Electives			***6 credits***
		SELECT 6 CREDITS FROM THE FOLLOWING COURSES	
EDUC	330	*Multicultural Education*	3
EDUC	340	*ELL in the K-12 Classroom*	3
EDUC	362	*Educational Psychology*	3
Total Credits for Christian Education Minor (elem. track)			**20 credits**

Secondary Track			*14 credits*
EDUC	131	*Intro to Teaching*	3
EDUC	222	*Technology for Learning*	1
EDUC	224	*Assessment & Evaluation of Learning*	1
EDUC	225	*Curriculum & Instruction*	3
EDUC	328	*Strategies for Exceptional & Diverse Learners*	3
EDUC	309	*Secondary Reading and Writing in the Content Area*	3
Professional Education Electives			***6 credits***
		SELECT 6 CREDITS FROM THE FOLLOWING COURSES	
EDUC	132	*Classroom Management & Discipline*	3
EDUC	330	*Multicultural Education*	3
EDUC	340	*ELL in the K-12 Classroom*	3
EDUC	362	*Education Psychology*	3
EDUC	302	*Religion Methods in the K-12 Classroom*	3

Total Credits for Christian Education Minor (sec. track)	**20 credits**

English Minor Emphasis

Required Courses			*18 credits*
ENGL	240	*History of the English Language*	3
ENGL	248	*Advanced Grammar*	3
ENGL	253	*Reading the Bible as Literature*	3
ENGL	320	*Creative Writing*	3
ENGL	345	*Analyzing Christian Literature*	3
ENGL	360	*Methods of Teaching and Coaching Writers*	3
Total Credits for English Emphasis Minor			**18 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 University 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 University (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 all requirements in the one semester of 16 credits to attain certification. Any student who receives an F grade in any class will not receive a certificate. The student has the option to pay for and repeat the class. 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 (of at least 80%) and test taking are still required.

HEALTH Course Requirements

HEALTH Certification			*16 credits*
HLCP	230	*Lifestyle Coaching*	3
WPDI	101	*Whole-Person Discipleship*	1
HLED	202	*Community Health Programs*	3
HLED	324	*Principles of Health*	3
LEAD	110	*Leadership in Health Evangelism*	1
LEAD	131	*Leadership Seminar: Ministry Development*	1
MHLC	100	*Mental Health Coaching*	1
RELB	271	*Religion & Health*	3

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

Health Ministry Minor			*22 credits*
BIOL	120	*Survey of Anatomy & Physiology*	3
FDNT	214	*Human Nutrition*	3
HLCP	230	*Lifestyle Coaching*	3
WPDI	101	*Whole-Person Discipleship*	1
HLED	202	*Community Health Programs*	3
HLED	324	*Principles of Health*	(3)
LEAD	110	*Leadership in Health Evangelism*	1
LEAD	131	*Leadership Seminar: Ministry Development*	1
MHLC	100	*Mental Health Coaching*	1
RELB	271	*Religion & Health*	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 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 alongside 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 to the live program on campus. For information on credits, courses, and requirements please refer to the preceding section entitled "HEALTH Certificate."

Interdisciplinary Department

Programs Offered

- BA in Christian Interdisciplinary Studies
  - Major Concentration: Psychology
  - Minor Concentration: Any Weimar University program other than Nursing/HEALTH
  - Minor: Psychology

Christian Interdisciplinary Program

Program Mission Statement

The Weimar University 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 University 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, 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, 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 a bachelor of arts degree 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. Students will earn a BA in Christian Interdisciplinary Studies. Students must declare at least one major concentration in psychology, and may then choose to declare one of the following: a) a 2nd major concentration from any offered Weimar University field of study, b) a minor concentration from any offered Weimar University field of study, or c) field-focused electives from at least 2 additional fields of study offered at Weimar University. (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 (Note: a secondary major concentration from any field of study offered at Weimar University may also be chosen in addition to psychology).

  (Note: Specific concentrations may require specific cognates that count toward electives.)
- **Minor Concentrations:** Any field of study, or music classes, offered at Weimar University, except nursing and HEALTH.

Program Methods

The BA in Interdisciplinary studies focuses on the core subjects of psychology 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 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 University experience.

Who should attend this type of program?

The program will prepare students who wish to pursue graduate work in mental health or another psychology related field 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.

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 125

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 C or above in each major and cognate course, completion of the General Education requirements, and electives to satisfy the total credit are required for graduation.

Students who have completed all requirements for their degree track, excluding the Depression & Anxiety Recover Program Rotation, may complete this course during the summer after their graduation ceremony.

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: 50 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 125 credits): 2-18
- **Option 2*:** 1 Major Concentration + 2 fields of focus
  - General Education Requirements: 50 credits
  - Major field of concentration: 35 or 50 credits
  - Required courses outside concentration: 3-6 credits
  - Electives (to 125 credits): 22-34
- **Option 3**: 2 Major Concentrations (one major concentration must be psychology and any 2nd non-psychology major concentration must be approved by both the Interdisciplinary chair as well as the chair of the chosen field's department).
  - General Education Requirements: 50 credits
  - 1st Major field of concentration: 35-50 credits
  - 2nd Major field of concentration: 35-50 credits
  - Required courses outside concentration: 3-6 credits

Psychology Major Concentration

All of the following classes are required for this concentration.

Core Courses			*35 credits*
HLED	421	*Research Methods*	3
INDS	490	*Capstone I*	1.5
INDS	491	*Capstone II*	1.5
PSYC	101	*General Psychology*	(3)
PSYC	105	*Psychology as a Career*	1
PSYC	150	*Health Psychology*	3
PSYC	223	*Developmental Psychology*	3

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

PSYC	225	*Psychological Statistics*	3
PSYC	225a	*Psychological Statistics Lab*	1
PSYC	310	*Abnormal Psychology*	3
PSYC	330	*Learning & Memory*	3
PSYC	351	*Intro to Personality Theory*	3
PSYC	401	*History & Systems in Psychology*	3
PSYC	410	*Intro to Counseling or Psychotherapy*	3
PSYC	411	*Field study: DR Rotation*	2
PSYC	422	*Directed study: Research Methods Lab*	1
Required Cognate			
EDUC	362	*Educational Psychology*	3
RELT	385	*Christian Ethics*	3
Total Credits			**41 credits**

Psychology Minor

The minor in Psychology has two components: Required courses and minor electives. A total of 18 credits are required to complete the minor. A Psychology minor cannot be taken with a Psychology major concentration.

Required Courses			***6 credits***
PSYC	223	*Developmental Psychology*	3
PSYC	310	*Abnormal Psychology*	3
Minor Electives			***12-13 credits***
		SELECT 12-13 CREDITS FROM THE FOLLOWING COURSES (DO NOT COUNT TOWARDS DEGREE ELECTIVES)	
PSYC	150	*Health Psychology*	3
PSYC	225	*Psychological Statistics*	3
PSYC	225a	*Psychological Statistics Lab*	1
PSYC	330	*Learning & Memory*	3
PSYC	351	*Intro to Personality Theory*	3
PSYC	401	*History & Systems in Psychology*	3
PSYC	410	*Intro to Counseling or Psychotherapy*	3
Total Credits			**18-19 credits**

Minor Concentrations

Note that courses for minor concentrations can be compiled from any existing field of study offered at Weimar University. However, the minor concentration of courses for Business, Education, Music, Natural Science, and Religion are already established but may be tailored upon request. Required courses for pre-approved minor concentrations are listed below.

Business Minor Concentration

Required Courses			***6 credits***
BSAD	355	*Principles of Marketing*	3
BSAD	380	*Strategic Marketing & Digital Media*	3
Required Courses			***12 credits***
		SELECT 12 CREDITS FROM THE FOLLOWING COURSES	
ACCT	111	*Principles of Accounting I*	3
ACCT	112	*Principles of Accounting II*	3
BSAD	310	*Business Law*	3
BSAD	320	*Human Resource Management*	3
BSAD	330	*Leadership in Organizations*	3
BSAD	345	*Principles in Entrepreneurship*	3
BSAD	360	*Ethical, Social, and Legal Issues*	3
BSAD	440	*Organizational Behavior*	3
ECON	201	*Principles of Macroeconomics*	3
ECON	202	*Principles of Microeconomics*	3
FINA	401	*Business Finance*	3
Total Credits for Business Minor Con.			**18 credits**

Education Minor Concentration

The Education minor concentration is offered in two tracks: Elementary and Secondary. Each track consists of required courses and professional education electives. A minimum of 20 credits is required to complete the minor.

Elementary Track			***14 credits***
EDUC	131	*Intro to Teaching*	3
EDUC	132	*Classroom Management & Discipline*	3
EDUC	222	*Technology for Learning*	1
EDUC	224	*Assessment & Evaluation of Learning*	1
EDUC	328	*Strategies for Exceptional & Diverse Learners*	3
EDUC	225	*Curriculum & Instruction*	3
Professional Education Electives			***6 credits***
		SELECT 6 CREDITS FROM THE FOLLOWING COURSES	
EDUC	330	*Multicultural Education*	3
EDUC	340	*ELL in the K-12 Classroom*	3
EDUC	362	*Education Psychology*	3
Total Credits for Education Minor Con. (elem. track)			**20 credits**

Secondary Track			***14 credits***
EDUC	131	*Intro to Teaching*	3
EDUC	222	*Technology for Learning*	1

EDUC	224	*Assessment & Evaluation of Learning*	1
EDUC	225	*Curriculum & Instruction*	3
EDUC	328	*Strategies for Exceptional & Diverse Learners*	3
EDUC	309	*Secondary Reading and Writing in the Content Area*	3

Professional Education Electives — *6 credits*

SELECT 6 CREDITS FROM THE FOLLOWING COURSES

EDUC	132	*Classroom Management & Discipline*	3
EDUC	330	*Multicultural Education*	3
EDUC	340	*ELL in the K-12 Classroom*	3
EDUC	362	*Education Psychology*	3
EDUC	302	*Religion Methods in the K-12 Classroom*	3

Total Credits for Education Minor Con. (sec. track) — **20 credits**

Music Minor Concentration

Required Courses — *10 credits*

MUSC	141	*Music Theory I*	3
MUSC	142	*Music Theory II*	3
MUSC	151	*Ear Training Lab I*	1
MUSC	152	*Ear Training Lab II*	1

SELECT 2 CREDITS FROM THE FOLLOWING COURSES

MUEN	313	*Chamber Music*	1
MUEN	315	*University Choir*	1
MUEN	316	*University Orchestra*	1

Music Electives — *8 credits*

SELECT 8 CREDITS FROM THE FOLLOWING COURSES

MUPF	165	*Applied Music I-IV (repeat for credit)*	1, 2
MUED	315	*Elementary Music Methods*	3
MUED	316	*Vocal Methods*	2
MUED	317	*String Methods*	2
MUED	318	*Brass Methods*	2
MUED	319	*Woodwind Methods*	2
MUED	320	*Percussion Methods*	2
MUSC	321	*Music Technology*	3
MUSC	446	*Music History I: Antiquity to Renaissance*	3
MUSC	447	*Music History II: Baroque to Classical*	3
MUSC	448	*Music History III: Romantic to 20th Century*	3
MUSC	449	*Biblical Foundations of Christian Worship*	3

Total Credits for Music Minor Con. — **18 credits**

Natural Science Minor Concentration

Required Courses — *16 credits*

SELECT 16 CREDITS FROM THE FOLLOWING COURSES

BIOL	120	*Survey of Anatomy & Physiology*	3
BIOL	121	*Anatomy & Physiology I*	3
BIOL	121a	*Anatomy & Physiology I Lab*	1
BIOL	122	*Anatomy & Physiology II*	3
BIOL	122a	*Anatomy & Physiology II Lab*	1
BIOL	134	*Biology I*	3
BIOL	134a	*Biology I Lab*	1
BIOL	135	*Biology II*	3
BIOL	135a	*Biology II Lab*	3
BIOL	361	*Advanced Human Physiology*	3
BIOL	361a	*Advanced Human Physiology Lab*	1
CHEM	111	*Survey of Chemistry*	3
CHEM	111a	*Survey of Chemistry 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
HLED	231	*Intro to Chronic Disease & Lifestyle Medicine*	2
HLED	231a	*Intro to Chronic Disease & Lifestyle Medicine Lab*	1

Total Credits for Natural Science Minor Con. — **16 credits**

Religion Minor Concentration

Required Courses — *16 credits*

Students pursuing a Religion Minor Concentration must complete 16 credits in Religion courses, excluding those used to satisfy General Education requirements. A minimum of 6 credits must be earned at the upper-division level.

Total Credits for Religion Minor Con. — **16 credits**

Music Department

Programs Offered

- Bachelor of Music in Musical Arts
- Bachelor of Music in Music Education
- Bachelor of Music in Worship Studies
- Bachelor of Music in Ministry and Entrepreneurship
- Bachelor of Music in Composition
- Emphasis in Music
- Minor in Music

Program Mission Statement

To Heal a Hurting World Through the Power of Music.

Why the BA degrees in the Music Program exists:

To develop musicians who will use their talents and skills to further the gospel message while healing the mind and spirit.

"Music, rightly employed, is a precious gift of God, designed to uplift the thoughts to high and noble themes, to inspire and elevate the soul" (Education, 167).

How We Intend to Accomplish This:

Through a baccalaureate program committed to the ideals of Seventh-Day Adventist education that fosters spiritual growth, academic excellence, and artistic expression.

What We Do:

"Use Music in a Variety of Ways to Advance Mental, Physical, and Spiritual Growth in the Local and Global Communities."

Why Pursue Music At Weimar?

The music program at Weimar is mission-focused, seeking to inspire musicians to a life of service that honors God and His commandments. It also principles that enhance frontal lobe brain activity while fostering reverence and spiritual growth.

Program Features:

Bachelor of Music in Musical Arts:

This performance track is designed for students pursuing careers as performing musicians. Through intensive private instruction, ensemble participation, chamber music, performance practice, and public performances, students develop the technical proficiency, artistic expression, and professional skills necessary for careers as soloists, ensemble performers, church musicians, and graduate study. This track is available to both instrumentalists and vocalists. A minor of choice in an area of interest is required for students pursuing a Bachelor of Music in Musical Arts.

Bachelor of Music in Music Education:

If you want to change the world, you must do it through education. Regarding the educational work, Ellen White says, "It is the nicest work ever assumed by men and women to deal with youthful minds." If you would like to shape developing minds through the study of music, this is the track for you. The Bachelor of Music in Music Education will prepare you to engage in the work of music education as an elementary music teacher, choir director, orchestra director, or band director. Especially tailored education courses and practical application opportunities will prepare you to raise up the next generation of leaders through the most wonderful work ever given to mankind.

Bachelor of Music in Worship Studies:

The Bachelor of Music in Worship Studies investigates the areas in which theology and music intersect. It seeks to provide music students with a deep Biblical foundation and artistic excellence, preparing them to serve as music ministers, pastors, or scholars. Students who pursue this degree will be ready for graduate work in the areas of music or theology. While pursuing this degree, students will take all the core music courses while participating in performing ensembles, engaging in private lessons, and presenting a senior recital. Students may also take composition lessons in their junior and senior years. Along with the music courses, students will also be fully involved in the Religion department, taking almost forty credits of religion courses, which include Public Evangelism (RELP 370), Christian Apologetics and Worldviews (RELT 388), Cross Cultural Mission (RELM 327), and others.

Bachelor of Music in Ministry and Entrepreneurship:

Have you ever aspired to lead a music ministry that pierces the hearts of an audience with spiritual truth? The BM in Ministry and Entrepreneurship at Weimar University will give you the tools to guide you in making your dream a reality. By

pursuing the Bachelor of Music in Ministry and Entrepreneurship, you will gain artistic excellence and prepare yourself to serve the Lord through the ministry of Music. While pursuing the Ministry and Entrepreneurship track, you will take all the core music classes, deeply engage in the study of their performance medium (vocal or instrumental), participate in performing ensembles, take specific courses that support artistic development and excellence, and put all your skills to work through different performance opportunities and the presentation of a senior recital.

Bachelor of Music in Composition:

According to Ellen White, "…many a song is prayer." Is your desire to promote a more profound worship experience through the creation of new music that elevates God, touches the heart of the performers and listeners, and creates an environment of reverence and awe? At Weimar University you will be able to refine your compositional craft and use it for the glory of God. The Bachelor of Music in Composition has as its goal the formation of a new generation of composers who can furnish the church with music that adheres to the values of a Seventh-Day Adventist worldview. While pursuing your music studies at Weimar, you will explore different ethical values associated with certain music styles, deeply engage in the study of music theory and its compositional aspects, participate in performing ensembles, take private instrumental and composition lessons, and present a final senior recital of your own original pieces.

Who Should Attend This Type of Program:

The target demographic for the incoming students for the music program is 18- to 25-year-olds who have a desire to use music as a means to serve and lead others to Jesus. The degree tracks offered by the music department will prepare students to take up positions as music ministers and educators or for an advanced degree.

Admission Requirements

A music graduate must have a dedication to excellence and possess a humble yet confident spirit. The student should also have a musical background and demonstrate a moderate level of proficiency in a performance medium of choice (instrumental or voice).

All applying music students must submit an audition recording during the application process. Please consult the music department for repertoire guidelines. The music department faculty will review this recording, which will be referred to during the interview with the Music Department Chair. In certain cases, students may be required to perform an additional "live" audition via Zoom.

Students intending to complete any of the Bachelor of Music tracks must meet the criteria noted in the general admission policy of Weimar University (see section on Admissions). Admission requirements include minimum levels of prior education, preparation, or training.

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

Spiritual commitment

Artistic expression

Dedication to excellence

Academic eligibility (2.75 GPA or higher)

Dedication to a healthy lifestyle

Bachelor of Music in Musical Arts Student Learning Outcomes

PSLO 1: Leading Musicians

Students become faith-filled leaders in the field of music by demonstrating lifelong learning abilities and creative thinking skills.

PSLO 2: Healing Musicians

Students promote healing to the mind and spirit by harnessing the uplifting powers of music.

PSLO 3: Critical Thinkers

Students investigate a controversy, problem, or question related to their field of specialization, where diverse perspectives are assembled, analyzed, and used to draw an informed, biblically consistent conclusion.

PSLO 4: Integrative Learners

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

PSLO 5: Effective Communicators

Students effectively and persuasively communicate ideas, feelings, and biblical truth through music performances, oral presentations, and written formats.

Bachelor of Music in Worship Studies Student Learning Outcomes

PSLO 1: Leading Musicians

Students become faith-filled leaders in the field of music by demonstrating lifelong learning abilities and creative thinking skills.

PSLO 2: Healing Musicians

Students promote healing to the mind and spirit by harnessing the uplifting powers of music.

PSLO 3: Critical Thinkers

Students investigate a controversy, problem, or question related to their field of specialization, where diverse perspectives are assembled, analyzed, and used to draw an informed, biblically consistent conclusion.

PSLO 4: Integrative Learners

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

PSLO 5: Effective Communicators

Students effectively and persuasively communicate ideas, feelings, and biblical truth through music performances, oral presentations, and written formats.

PSLO 6a: Biblical Musicians

Students effectively integrate musical and biblical understanding while demonstrating ethical reasoning and intercultural understanding.

Bachelor of Music in Music Education Student Learning Outcomes

PSLO 1: Leading Musicians

Students become faith-filled leaders in the field of music by demonstrating lifelong learning abilities and creative thinking skills.

PSLO 2: Healing Musicians

Students promote healing to the mind and spirit by harnessing the uplifting powers of music.

PSLO 3: Critical Thinkers

Students investigate a controversy, problem, or question related to their field of specialization, where diverse perspectives are assembled, analyzed, and used to draw an informed, biblically consistent conclusion.

PSLO 4: Integrative Learners

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

PSLO 5: Effective Communicators

Students effectively and persuasively communicate ideas, feelings, and biblical truth through music performances, oral presentations, and written formats.

PSLO 6b: Educating Musicians

Students demonstrate exemplary teaching abilities and communication skills while promoting diversity, creative thinking, and ethical reasoning from a Biblical perspective within the classroom.

Bachelor of Music in Ministry and Entrepreneurship Student Learning Outcomes

PSLO 1: Leading Musicians

Students become faith-filled leaders in the field of music by demonstrating lifelong learning abilities and creative thinking skills.

PSLO 2: Healing Musicians

Students promote healing to the mind and spirit by harnessing the uplifting powers of music.

PSLO 3: Critical Thinkers

Students investigate a controversy, problem, or question related to their field of specialization, where diverse perspectives are assembled, analyzed, and used to draw an informed, biblically consistent conclusion.

PSLO 4: Integrative Learners

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

PSLO 5: Effective Communicators

Students effectively and persuasively communicate ideas, feelings, and biblical truth through music performances, oral presentations, and written formats.

PSLO 6c: Ministering Musicians

Students minister to communities through creative and engaging musical activities that promote mental and spiritual healing.

Bachelor of Music Composition Student Learning Outcomes

PSLO 1: Leading Musicians

Students become faith-filled leaders in the field of music by demonstrating lifelong learning abilities and creative thinking skills.

PSLO 2: Healing Musicians

Students promote healing to the mind and spirit by harnessing the uplifting powers of music.

PSLO 3: Critical Thinkers

Students investigate a controversy, problem, or question related to their field of specialization, where diverse perspectives are assembled, analyzed, and used to draw an informed, biblically consistent conclusion.

PSLO 4: Integrative Learners

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

PSLO 5: Effective Communicators

Students effectively and persuasively communicate ideas, feelings, and biblical truth through music performances, oral presentations, and written formats.

PSLO 6d: Composing Musicians

From a Biblical perspective, students compose creative musical works that appeal to diverse cultures and promote mental and spiritual healing.

Graduation Requirements

A minimum of 120 semester credits are required for a student to graduate with a BM in any of the five tracks offered by the music department. Students pursuing any music degree will fulfill the general education requirements, including practical work education and any ministry-related components. In addition, students will take the specific core, cognate, and emphasis-related courses below, and pass the Piano Proficiency Exam.

Music Course Requirements

Required courses for all Bachelor of Music requirements:

Music Core			*31 credits*
MUSC	141	*Music Theory I*	3
MUSC	142	*Music Theory II*	3
MUSC	241	*Music Theory III*	3
MUSC	242	*Music Theory IV*	3
MUSC	151	*Ear Training Lab I*	1
MUSC	152	*Ear Training Lab II*	1
MUSC	251	*Ear Training Lab III*	1
MUSC	252	*Ear Training Lab IV*	1
MUSC	446	*Music History I: Antiquity to Renaissance*	3
MUSC	447	*Music History II: Baroque to Classical*	3
MUSC	448	*Music History III: Romantic to 20th Century*	3
MUSC	449	*Biblical Foundations of Christian Worship*	3
RELM	441	*Depression & Anxiety Recovery Program Spiritual Clinical Rotation*	3
Total credits for Music Core			**31 credits**

Degree Core Requirements

Applied Music

Musical instruction is an integral component of any music program. Private lessons are required as part of every degree track under the course title of Applied Music.

At the end of each semester, the final exam will consist of a jury. Music majors are required to perform a minimum of 15 minutes of repertoire. Music minors may perform as time permits. Juries serve as a formal assessment of student progress and performance development.

Studio classes, a weekly portion of the Applied Music course, will be divided by faculty studio. Each faculty member will lead their own studio class, creating increased opportunities for individual student participation, performance, and focused instruction within each instrument or discipline.

Due to limited instructional resources, enrollment in applied lessons in Voice, Composition, Violin, and Viola is subject to studio capacity. Students wishing to study an instrument not offered by the University may request approval to pursue private lessons outside the University. Students should consult the Music Department Chair regarding enrollment priority and the policy governing private lessons conducted outside the University.

Chamber Music Requirement

Chamber music is a required component of the curriculum for all instrumental students pursuing a Bachelor of Music in Musical Arts with a performance em-

phasis. Participation in a chamber ensemble is expected each semester in which the student is enrolled in the performance track. Students are expected to attend rehearsals, performances, and other assigned chamber music activities as determined by the faculty in the course syllabus. Due to the unique nature of their degree requirements, exceptions may be accomodated for students whose primary area is Composition or Voice, subject to faculty approval. Additional exceptions may be granted by the Music Department Chair in consultation with the music faculty, when warrented by a student's individual academic plan.

Piano Proficiency Exam Policy

All music majors are required to demonstrate basic piano proficiency as part of their degree requirements. The Piano Proficiency Exam is administered once at the beginning of each academic year.

- Students who do not pass the exam may retake it the following year.
- A maximum of three attempts is permitted.
- Students who do not successfully pass the exam by the beginning of their junior year (third attempt) will be ineligible to graduate with a degree in music.
- For specific exam requirements and preparation guidelines, students should contact the Music Department.

This requirement ensures that all graduates possess the keyboard skills necessary for professional competence in the field of music.

Student Recitals

A student recital will be held each semester. Participation is required for all music majors. Music minors are encouraged to participate as appropriate. Recitals are also open to Weimar ensembles and members of the Weimar community.

BM in Musical Arts

General Education Requirements: 47 credits
Major Field of Concentration: 50-58 credits
Required Minor of Choice: 16-22
Competency: Piano Proficiency Exam

Ensemble			*8-16 credits*
INSTRUMENTAL TRACK REQUIRES 8 CREDITS EACH			
MUEN	313	*Chamber Music*	1
MUEN	316	*University Orchestra*	1
VOCAL TRACK REQUIRES 8 CREDITS			
MUEN	315	*University Choir*	1
Private Lessons			***8-16 credits***
MUPF	165	*Applied Music I-IV (repeat for credit, min. 1 cr. per sem.)*	1, 2
Capstone Experience			***3 credits***
MUPF	497	*Senior Recital Capstone*	3
Total credits for BM in Musical Arts			**120 credits**

BM in Worship Studies

General Education Requirements: 47 credits
Major Field of Concentration: 86 credits
Competency: Piano Proficiency Exam

Ensemble			*8 credits*
CHOOSE FROM THE FOLLOWING			
MUEN	313	*Chamber Music*	1
MUEN	315	*University Choir*	1
MUEN	316	*University Orchestra*	1
Private Lessons			***8 credits***
MUPF	165	*Applied Music I-IV (repeat for credit)*	1, 2
OR			
MUCO	265	*Applied Composition I*	1
MUCO	365	*Applied Composition II*	1
Worship & Liturgy			***6 credits***
MUWO	372	*Hymnology*	3
MUWO	382	*Liturgy and the Bible*	3
Religion			***30 credits***
RELH	203	*Seventh-Day Adventist Church History*	(3)
RELB	245	*Old Testament Studies I*	3
RELB	246	*Old Testament Studies II*	3
RELB	302	*Revelation*	3
RELH	303	*History of the Christian Church I*	3
RELH	304	*History of the Christian Church II*	3
RELP	308	*Biblical Preaching & Homiletics*	3
RELM	327	*Cross Cultural Mission*	3
RELT	346	*Sanctuary Doctrine*	3
RELT	387	*Biblical Hermeneutics & Christian Apologetics*	3
RELB	435	*New Testament Studies I*	3
RELB	436	*New Testament Studies II*	3
Capstone Experience			***3 credits***
MUPF	497	*Senior Recital Capstone*	3

Total credits for BM in Worship Studies	133 credits

BM in Music Education

General Education Requirements: 47 credits
Major Field of Concentration: 97 credits
Competency: Piano Proficiency Exam

Ensemble			*8 credits*
		select 8 credits from the following ensemble courses	
MUEN	313	*Chamber Music*	1
MUEN	315	*University Choir*	1
MUEN	316	*University Orchestra*	1
Instrumental Lessons			***8 credits***
MUPF	165	*Applied Music I-IV (repeat for credit)*	1, 2
Upper Division Music			***4 credits***
MUSC	322	*Conducting I – Choral Conducting*	2
MUSC	323	*Conducting II – Instrumental Conducting*	2
Music Education			***12 credits***
MUED	315	*Elementary Music Methods*	2
MUED	316	*Vocal Methods*	2
MUED	317	*String Methods*	2
MUED	318	*Brass Methods*	2
MUED	319	*Woodwind Methods*	2
MUED	320	*Percussion Methods*	2
General Education			***19 credits***
EDUC	131	*Intro to Teaching*	3
EDUC	132	*Classroom Management & Discipline*	3
EDUC	222	*Technology for Learning*	1
PSYC	223	*Developmental Psychology*	3
EDUC	328	*Strategies for Exceptional & Diverse Learners*	3
EDUC	330	*Multicultural Education*	3
EDUC	362	*Education Psychology*	3
Capstone Experience			***15 credits***
MUED	388	*Student Teaching Capstone*	12
MUPF	497	*Senior Recital Capstone*	3
Total credits for BM in Music Education			**144 credits**

BM in Ministry and Entrepreneurship

General Education Requirements: 47 credits
Major Field of Concentration: 80 credits

Cognate: 3 credits
Competency: Piano Proficiency Exam

Ensemble			*10 credits*
choose from the following			
MUEN	313	*Chamber Music*	1
MUEN	315	*University Choir*	1
MUEN	316	*University Orchestra*	1
Instrumental Lessons			***16 credits***
MUPF	165	*Applied Music I-IV (repeat for credit)*	1, 2
Upper Division Music			***10 credits***
MUSC	321	*Music Technology*	2
MUSC	322	*Conducting I – Choral Conducting*	2
MUSC	472	*Form and Analysis*	3
MUSC	482	*Arranging & Orchestration*	3
Worship & Liturgy			***6 credits***
MUWO	372	*Hymnology*	3
MUWO	382	*Liturgy and the Bible*	3
Music Education			***4 credits***
MUED	315	*Elementary Music Methods*	2
choose one from the following			
MUED	316	*Vocal Methods*	2
MUED	317	*String Methods*	2
MUED	318	*Brass Methods*	2
MUED	319	*Woodwind Methods*	2
MUED	320	*Percussion Methods*	2
Capstone Experience			***3 credits***
MUPF	497	*Senior Recital Capstone*	3
Cognate			***3 credits***
BSAD	345	*Principles of Entrepreneurship*	3
Total credits for BM in Ministry and Entrepreneurship			**130 credits**

BM in Composition

General Education Requirements: 47 credits
Major Field of Concentration: 78 credits
Cognate: 3 credits
Competency: Piano Proficiency Exam

Ensemble	*8 credits*
choose from the following	

MUEN	313	*Chamber Music*	1
MUEN	315	*University Choir*	1
MUEN	316	*University Orchestra*	1

Instrumental Lessons — ***4 credits***

MUPF	165	*Applied Music I-IV (repeat for credit)*	1, 2

Composition Lessons — ***12 credits***

MUCO	265	*Applied Composition I (2x)*	2
MUCO	365	*Applied Composition II (2x)*	2
MUCO	465	*Applied Composition III (2x)*	2

Upper Division Music — ***10 credits***

MUSC	321	*Music Technology*	2
MUSC	322	*Conducting I – Choral Conducting*	2
MUSC	472	*Form and Analysis*	3
MUSC	482	*Arranging & Orchestration*	3

Worship & Liturgy — ***6 credits***

MUWO	372	*Hymnology*	3
MUWO	382	*Liturgy and the Bible*	3

Music Education — ***4 credits***

MUED	315	*Elementary Music Methods*	2

CHOOSE ONE FROM THE FOLLOWING

MUED	316	*Vocal Methods*	2
MUED	317	*String Methods*	2
MUED	318	*Brass Methods*	2
MUED	319	*Woodwind Methods*	2
MUED	320	*Percussion Methods*	2

Capstone Experience — ***3 credits***

MUPF	497	*Senior Recital Capstone*	3

Cognate — ***3 credits***

BSAD	345	*Principles of Entrepreneurship*	3

Total credits for BM in Composition — 128 credits

Music Minor

Required Courses — ***11 credits***

MUSC	141	*Music Theory I*	3
MUSC	142	*Music Theory II*	3
MUSC	151	*Ear Training Lab I*	1
MUSC	152	*Ear Training Lab II*	1

CHOICE OF EITHER

MUSC	446	*Music History I: Antiquity to Renaissance*	3
MUSC	447	*Music History II: Baroque to Classical*	3

Ensemble — ***4 credits***

CHOOSE FROM THE FOLLOWING

MUEN	313	*Chamber Music*	1
MUEN	315	*University Choir*	1
MUEN	316	*University Orchestra*	1

Instrumental Lessons — ***4 credits***

MUPF	165	*Applied Music I-IV (repeat for credit)*	1, 2

Total credits for Music Minor — 19 credits

Music Emphasis

The Music Emphasis is designed specifically to complement the Pre-Med with Music Track in the Natural Science department. For use with another major, speak with your department chair and the Music Department to finalize approval.

Required Courses — ***12 credits***

MUSC	141	*Music Theory I*	3
MUSC	142	*Music Theory II*	3
MUSC	241	*Music Theory III*	3
MUSC	151	*Ear Training Lab I*	1
MUSC	152	*Ear Training Lab II*	1
MUSC	251	*Ear Training Lab III*	1

CHOICE OF ONE

MUSC	446	*Music History I: Antiquity to Renaissance*	3
MUSC	447	*Music History II: Baroque to Classical*	3
MUSC	448	*Music History III: Romantic to 20th Century*	3

Ensemble — ***8 credits***

CHOOSE FROM THE FOLLOWING

MUEN	313	*Chamber Music*	1
MUEN	315	*University Choir*	1
MUEN	316	*University Orchestra*	1

Instrumental Lessons — ***8 credits***

MUPF	165	*Applied Music I-IV (repeat for credit)*	1, 2

Total credits for Music Minor — 28 credits

Natural Science Department

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."

The 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

- AS in Natural Science (Pre-Allied Health)
- BS in Natural Science, Track 1 (Pre-Med/Pre-Dent)
- BS in Natural Science, Track 2 (Pre-PT)
- BS in Natural Science, Track 3 (Pre-Med with Music Emphasis)
- BS in Natural Science, Track 4 (Pre-PA)
- Natural Science Minor
- Biology Minor
- Chemistry Minor
- Health and Wellness Minor
- Health Ministry Minor
- Nutrition & Lifestyle Ministry Minor

AS in Natural Science

The AS in Natural Science is a two-year, pre-professional degree designed to prepare students for further study in the allied health fields such as dental hygiene, dietetics, nutrition, physical therapy assistant, radiation science, respiratory therapy, and speech pathology or related fields. These career paths often do not require students to complete a 4-year course of study before entering a specialized training program.

AS Natural Science Program Learning Outcomes

The The Program Student Learning Outcomes (PSLOs) expected of each Natural Science AS 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 AS in Natural Science, our graduates will follow Jesus as:

PSLO #1: Truth-Centered Scientists

Students identify and integrate key concepts from the core sciences (biology, chemistry, and physics) with Scripture and the Spirit of Prophecy.

PSLO #2: Comprehensive Health Evangelists

Students participate in collaborative, community-based programming among diverse people groups domestically or internationally.

PSLO #3: Critical Thinkers

Students investigate topics related to the core sciences (biology and chemistry) or the medical field, where multiple perspectives are assembled, analyzed, and used to draw an informed conclusion.

PSLO #4: Effective Communicators

Students communicate the basic concepts of biology and chemistry in both written and oral forms.

PSLO #5: Scientific Problem Solvers

Students interpret and solve scientific problems using one or more threshold concepts of the core science fields of biology, chemistry, and/or mathematics.

What kind of program is the AS in Natural Science?

The program of study for the AS in Natural Science includes a study of biology and chemistry, where the courses are taught with a decidedly biblical focus. Additionally, the program includes a unique course of study in chronic disease and lifestyle medicine, where students gain an understanding and hands-on experience with the clinical and natural remedy treatment techniques that are used within the NEWSTART Lifestyle program.

Who should attend this program?

The Natural Science AS program is ideal for students who wish to study the sciences and who have a high regard for Scripture. The ideal student will wish to engage in a life of Christian service as a medical missionary dental hygienist, dietician, nutritionist, physical therapy assistant, radiation scientist, respiratory therapist, or speech pathologist. Other related fields are possible, and students should contact the Natural Science Program Director for further information.

What will the instruction be like?

The Natural Science AS degree includes interactive classroom instruction and laboratory experiences in the core sciences that will prepare students for future study in the allied health fields described above. The program strives to promote a balance of theory with hands-on, real-life learning experiences.

For what type of employment or occupation is Natural Science AS designed to prepare students?

The AS in Natural Science affords students the prerequisites for study in the fields of dental hygiene, dietetics, nutrition, physical therapy assistant, radiation science, respiratory therapy, and speech pathology or related fields.

Important elements of the Natural Science AS include:

- The required prerequisites for future study in the areas of dental hygiene, dietetics, nutrition, physical therapy assistant, radiation science, respiratory therapy, and speech pathology or related fields. *
- Balances scientific study with applied learning.
- Is comprised of courses that are taught from a biblical, creation-affirming standpoint.
- Maintains small class sizes to foster close, one-on-one interactions with program faculty.

AS in Natural Science Program Admission Requirements

As future healthcare 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.

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 standing
- Respected among faculty and peers
- Compassion for people
- Dedication to a healthy lifestyle, including NEWSTART® principles

- Academic eligibility (GPA greater than 2.5 in the sciences)

AS in Natural Science Graduation Requirements

Students intending to complete an AS in Natural Sciences must meet the general admission requirements of Weimar University (see section on Admissions), including minimal levels of prior education, preparation, or training.

The overall course of study includes the following:

- 23-semester credits of required sciences
- 24-semester credits of required General Education courses
- 17-semester credits of elective sciences and General Education courses*

A minimum of 64 credits are required for the AS in Natural Science. Students pursuing the Natural Science AS must successfully complete the required sciences, General Education courses, and electives described above, as well as participate in the required work education program, Total Community Involvement (TCI), church attendance, and colloquium that are required of BS graduates, during the duration of their degree. Students must also continue to meet the initial Program Admission Requirements (above).

**Students should work closely with their academic advisor to ensure that the proper prerequisites for their desired program of future study are included within their degree plan electives.*

AS in Natural Science Course Requirements

General Education			*24 credits*
WUE	101	*Foundations for Academic Success*	1
EDUC	124	*Philosophy of Christian Education*	3
ENGL	101	*English Composition I*	3
ENGL	102	*English Composition II*	3
HLED	111	*Optimize Your Brain*	2
CHOICE OF EITHER			
MATH	122	*Pre-Calculus I*	3
OR			
MATH	110	*Survey of Applied Math*	(3)
PSYC	101	*General Psychology*	3
RELB	101	*Life and Teachings of Jesus*	3
CHOOSE 3 CREDITS FROM ANY OF THE FOLLOWING COURSES			
RELB	203	*SDA Church History*	3
RELB	271	*Religion and Health*	3
RELB	301	*Daniel*	3
RELP	320	*Personal Evangelism*	3

Major Cognates			*23 credits*
BIOL	121	*Anatomy & Physiology I*	3
BIOL	121a	*Anatomy & Physiology I Lab*	1
BIOL	122	*Anatomy & Physiology II*	3
BIOL	122a	*Anatomy & Physiology II Lab*	1
OR			
BIOL	134	*Biology I*	3
BIOL	134a	*Biology I Lab*	1
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
HLED	231	*Intro to Chronic Disease & Lifestyle Medicine*	2
HLED	231a	*Intro to Chronic Disease & Lifestyle Medicine Lab*	1
CHOOSE 4 CREDITS FROM ANY OF THE FOLLOWING COURSES			
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
PHYS	271	*Physics I*	3

Major Electives			*17 credits*
CHOOSE 17 CREDITS FROM ANY OF THE FOLLOWING COURSES			
		Music elective	1-3
		Religion elective	3
COMM	202	*Speech & Rhetoric*	3
HIST	101	*Survey of World History*	3
NSCI	310	*Issues in Origins*	3
MATH	126	*Pre-Calculus II*	2
STAT	314	*Statistics*	3
HLED	324	*Principles of Health*	3
HLED	441	*Depression & Anxiety Recovery Program Internship*	2.5
SOCI	214	*Christian Marriage & Family*	3
SOCI	215	*Introduction to Sociology*	3

Total credits for AS in Natural Science	63.5 credits

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, 2 and 4 of the Natural Science BS degree 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. Track 3 of the Natural Science BS degree includes a music emphasis, allowing students to fulfill graduate study prerequisites while cultivating musical proficiency and a well-rounded academic foundation. All 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 any track, 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 can also 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 students 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.

Who should attend this type of program?

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

What will the instruction be like?

The Natural Science BS degree includes interactive classroom instruction along with 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 who 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.

For what type of employment or occupation is Natural Science BS designed to prepare students?

After completing the appropriate post-graduate studies, Natural Science program graduates may find opportunities as missionary physicians, dentists, physical therapists, optometrists, public health servants, educators, or other allied health careers. Graduates will be prepared to minister to their local and global community through Comprehensive Health Evangelism in a community-based setting.

Important elements of the Natural Science BS:

- Mastery of core pre-professional science subjects, including biology, chemistry, physics, and their related sub-disciplines.

- Experience in community-based health programming, 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 and administration of natural remedies.

BS in Natural Science Program Admission Requirements

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

As future healthcare 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.

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 standing
- Respected among faculty and peers
- Compassion for people
- Dedication to a healthy lifestyle, including NEWSTART® principles
- Academic eligibility (Minimum 2.0 GPA. To be competitive for graduate school or professional programs, a 3.5 GPA or higher, with no grade lower than B in core courses, is ideal.)

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 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 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 (Pre-Med, Pre-Dent)
  - Core requirements, 44 credits
  - Cognates, 13 credits
  - Electives, 4 credits
  - Health & Wellness Minor, 19-21 credits
  - Total of 127-129 credits for degree completion
- Natural Science B.S. Major, Track 2 (Pre-PT)
  - Core requirements, 40 credits
  - Cognates, 15 credits
  - Electives, 4 credits
  - Health & Wellness Minor, 19-21 credits
  - Total of 125-127 credits for degree completion
- Natural Science B.S. Major, Track 3 (Pre-Med with Music Emphasis)
  - Core requirements, 44 credits
  - Cognates, 19 credits
  - Music Emphasis, 21 credits (see Music Department)
  - Total of 125 credits for degree completion
- Natural Science B.S. Major, Track 4 (Pre-PA)
  - Core requirements, 35 credits
  - Cognates, 16 credits
  - Major electives, 11 credits
  - Health & Wellness Minor, 19-21 credits
  - Total of 128 credits for degree completion
- General Education requirements, required for all tracks, 47 credits
- Students pursuing any degree track must complete at least 120 credits and fulfill all other graduation requirements to graduate
- Students pursuing a BS in Natural Science, who have completed all requirements for their degree track excluding one rotation (up to 3 credits),

may complete the Depression & Anxiety Recover Program Rotation *or* the NEWSTART Rotation during the summer following their graduation ceremony. Any exception to this policy requires an appeal submitted to the Registrar's office and approved by the Academic Standards Committee. .

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)
- General Education requirements
- Appropriate minor or supplemental courses

BS in Natural Science Course Requirements

Track 1: Pre-Med/Pre-Dent			*44 credits*
BIOL	134	*Biology I*	3
BIOL	134a	*Biology I Lab*	1
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
PHYS	271	*Physics I*	3
PHYS	272	*Physics II*	3
PHYS	310	*Advanced Biophysical Mechanics I*	2
PHYS	310a	*Advanced Biophysical Mechanics I Lab*	1
PHYS	311	*Advanced Biophysical Mechanics II*	2
PHYS	311a	*Advanced Biophysical Mechanics 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			*4 credits*
		SELECT 4 CREDITS FROM ELECTIVE SCIENCE COURSES, SUCH AS (3 CREDITS MUST BE UPPER DIVISION):	
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
HLED	200	*Medical Terminology*	1
Major Cognates			*14 credits*
HLED	421	*Research Methods*	3
MATH	126	*Pre-Calculus II*	2
		OR EQUIVALENT SCORE ON MATHEMATICS CHALLENGE EXAM	
MSSN	101	*Mission Experience*	2
SOCI	215	*Introduction to Sociology*	3
CHOICE OF EITHER			
STAT	314	*Introduction to Statistics*	3
OR			
STAT	225	*Psychological Statistics*	3
AND			
STAT	225a	*Psychological Statistics Lab*	1
Total credits			**62 credits**

Track 2: Pre-Physical Therapy			*40 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	272	*Physics II*	3
PHYS	310	*Advanced Biophysical Mechanics I*	2
PHYS	310a	*Advanced Biophysical Mechanics I Lab*	1
PHYS	311	*Advanced Biophysical Mechanics II*	2
PHYS	311a	*Advanced Biophysical Mechanics 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			*4 credits*
		SELECT 4 CREDITS FROM ELECTIVE SCIENCE COURSES, SUCH AS (3 CREDITS MUST BE UPPER DIVISION):	
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

Major Cognates			*15 credits*
HLED	120	*Fit & Well*	1
MATH	126	*Pre-Calculus II*	2
		OR EQUIVALENT SCORE ON MATHEMATICS CHALLENGE EXAM	
MSSN	101	*Mission Experience*	2
PSYC	223	*Developmental Psychology*	3
CHOICE OF EITHER			
STAT	314	*Introduction to Statistics*	3
OR			
STAT	225	*Psychological Statistics*	3
AND			
STAT	225a	*Psychological Statistics Lab*	1
CHOICE OF EITHER			
RELM	327	*Cross Cultural Mission*	3
RELT	385	*Christian Ethics*	3
Total credits			**59 credits**

Track 3: Pre-Med with Music Emphasis			*44 credits*
BIOL	134	*Biology I*	3
BIOL	134a	*Biology I Lab*	1
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
PHYS	271	*Physics I*	3
PHYS	272	*Physics II*	3
PHYS	310	*Advanced Biophysical Mechanics I*	2
PHYS	310a	*Advanced Biophysical Mechanics I Lab*	1

PHYS	311	*Advanced Biophysical Mechanics II*	2
PHYS	311a	*Advanced Biophysical Mechanics II Lab*	1
NSCI	310	*Issues in Origins*	(3)
NSCI	490	*Natural Science Capstone I*	2
NSCI	491	*Natural Science Capstone II*	2

Major Cognates			*19-21 credits*
HLED	421	*Research Methods*	3
MATH	126	*Pre-Calculus II*	2
		OR EQUIVALENT SCORE ON MATHEMATICS CHALLENGE EXAM	
MSSN	101	*Mission Experience*	2
SOCI	215	*Introduction to Sociology*	3
CHOICE OF EITHER			
STAT	314	*Introduction to Statistics*	3
OR			
STAT	225	*Psychological Statistics*	3
AND			
STAT	225a	*Psychological Statistics Lab*	1
HLED	231	*Introduction to Chronic Disease & Lifestyle Medicine*	2
HLED	231a	*Introduction to Chronic Disease & Lifestyle Medicine Lab*	1
CHOICE OF EITHER			
HLED	431	*Chronic Disease & Lifestyle Medicine 18-Day Clinical Rotation*	4
HLED	441	*Depression & Anxiety Recovery Program Internship*	2.5
Total credits			**62.5 credits**

Track 4: Pre-PA			*35 credits*
BIOL	134	*Biology I*	3
BIOL	134a	*Biology I Lab*	1
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
NSCI	310	*Issues in Origins*	(3)
NSCI	490	*Natural Science Capstone I*	2
NSCI	491	*Natural Science Capstone II*	2

Major Electives			*11 credits*
		SELECT 11 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
MATH	126	*Pre-Calculus II*	2
		OR EQUIVALENT SCORE ON MATHEMATICS CHALLENGE EXAM	
PHYS	271	*Physics I*	3
PHYS	272	*Physics II*	3
PHYS	310	*Advanced Biophysical Mechanics I*	2
PHYS	310a	*Advanced Biophysical Mechanics I Lab*	1
PHYS	311	*Advanced Biophysical Mechanics II*	2
PHYS	311a	*Advanced Biophysical Mechanics II Lab*	1

Major Cognates — *16 credits*

HLED	120	*Fit & Well*	1
HLED	200	*Medical Terminology*	1
HLED	421	*Research Methods*	3
MSSN	101	*Mission Experience*	2
PSYC	223	*Developmental Psychology*	3
CHOICE OF EITHER			
RELB	327	*Cross Cultural Mission*	3
OR			
RELT	385	*Christian Ethics*	3
STAT	314	*Introduction to Statistics*	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
PHYS	271	*Physics I*	3

SELECT 6 ELECTIVE CREDITS FROM THE APPROVED NATURAL SCIENCE COURSES SUCH AS:

BIOL	223	*Introductory Microbiology*	3
BIOL	223a	*Introductory Microbiology Lab*	1
BIOL	361	*Advanced Human Physiology*	3
BIOL	361a	*Advanced Human Physiology Lab*	1
PHYS	310	*Advanced Biophysical Mechanics I*	2
PHYS	310a	*Advanced Biophysical Mechanics I Lab*	1
BIOL	402	*Cell Biology*	3
BIOL	420	*Genetics*	3
FDNT	214	*Human Nutrition*	3

Total credits — **22 credits**

Biology Minor

BIOL	121	*Anatomy & Physiology I*	3
BIOL	121a	*Anatomy & Physiology I Lab*	1
BIOL	122	*Anatomy & Physiology II*	3
BIOL	122a	*Anatomy & Physiology II Lab*	1
BIOL	134	*Biology I*	3
BIOL	134a	*Biology I Lab*	1
BIOL	135	*Biology II*	3
BIOL	135a	*Biology II Lab*	1

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

BIOL	361	*Advanced Physiology*	3
BIOL	361a	*Advanced Physiology Lab*	1
BIOL	402	*Cell Biology*	3
BIOL	410	*Human Histology*	3
BIOL	410a	*Human Histology Lab*	1
BIOL	420	*Genetics*	3

Total credits — **19 credits**

Chemistry Minor

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	*Biochemistry*	4

Total credits — **20 credits**

Health & Wellness Minor

BIOL	121	*Anatomy & Physiology I*	3
BIOL	121a	*Anatomy & Physiology I Lab*	1

BIOL	122	*Anatomy & Physiology II*	3
BIOL	122a	*Anatomy & Physiology II Lab*	1
FDNT	214	*Human Nutrition*	3
HLED	231	*Introduction to Chronic Disease & Lifestyle Medicine*	2
HLED	231a	*Introduction to Chronic Disease & Lifestyle Medicine Lab*	1
CHOICE OF EITHER			
HLED	430	*Chronic Disease & Lifestyle Medicine 11-Day Clinical Rotation*	2
HLED	431	*Chronic Disease & Lifestyle Medicine 18-Day Clinical Rotation*	4
HLED	441	*Depression & Anxiety Recovery Program Internship*	2.5
Total credits			**18.5-20.5 credits**

Health Ministry Minor*

BIOL	120	*Survey of Anatomy & Physiology*	3
FDNT	214	*Human Nutrition*	3
HLCP	230	*Lifestyle Coaching*	3
WPDI	101	*Whole-Person Discipleship*	1
HLED	202	*Community Health Programs*	3
HLED	324	*Principles of Health*	(3)
LEAD	110	*Leadership in Health Evangelism*	1
LEAD	131	*Leadership Seminar: Ministry Development*	1
MHLC	100	*Mental Health Coaching*	1
RELB	271	*Religion & Health*	3
Total credits			**22 credits**

Nutrition & Lifestyle Ministry Minor

FDNT	214	*Human Nutrition*	3
HLED	231	*Introduction to Chronic Disease and Lifestyle Medicine*	2
HLED	231a	*Introduction to Chronic Disease & Lifestyle Medicine Lab*	1
HLED	431	*Chronic Disease & Lifestyle Medicine 18-Day Clinical Rotation*	4
HLED	441	*Depression & Anxiety Recovery Program Internship*	3
HLED	120	*Fit & Well*	1
HLED	131	*Natural Remedies*	1
Total credits			**15 credits**

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

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

- AS in Nursing
- RN to BS in Nursing
- LVN to RN Completion (30 semester unit option)

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 University 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 University'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 University 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, audio visuals, simulations, computerized interactive learning, reflective observation, case study analysis, and group projects. Class activities require group particiation, 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

Program Student Learning Outcomes

The Program Student Learning Outcomes (PSLOs) expected of each ASN graduate are outlined below. A comprehensive description of expected levels of student performance in the first year of nursing courses and in the second year of nursing can be obtained from the nursing department director and is also available in the nursing student handbook.

Upon satisfactory completion of the Weimar Univeristy Associate of Science in Nursing Program, the graduates will have developed the following PSLOs:

PSLO #1: Spiritual Leaders

Students will provide compassionate, Christ-centred nursing care by assessing and addressing the spiritual needs of patients and families.

PSLO #2: Health Evangelists

Students will promote physical, emotional, mental and spiritual healing by implementing therapeutic nursing interventions and providing health education that supports health promotion, disease prevention, health maintenance, and wellness across the lifespan.

PSLO #3: Critical Thinkers

Students will apply the nursing process (assessment, analysis, planning, intervention, and evaluation) and clinical judgment to deliver wholistic, patient-centred care for individuals and families.

PSLO #4: Integrative Learners

Students will demonstrate professionalism and commitment to lifelong learning while incorporating biblical principles into nursing practice.

PSLO #5: Effective Communicators

Students will demonstrate effective communication, collaboration, and appropriate use of healthcare technology in diverse clinical settings.

PSLO #6: Quantitative Reasoners

Students apply critical thinking and clinical judgment to perform accurate dosage calculations, prepare and administer medications safely, and analyze numerical data to support safe, effective nursing care.

PSLO #7: Principled Workers

Students will demonstrate Christian values, professionalism, accountability, integrity, ethical conduct, and self-discipline in nursing practice.

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 been accepted into Weimar University and have successfully completed the prerequisites (see below). Priority will be given to those who have taken Pre-Nursing at Weimar. All new students will be required to attend the orientation prior to the start of the first semester.

Students will submit an application for admission into the university. The student may be required to participate in an admissions interview. After acceptance to the university, 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 may be required for 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), COVID vaccines and booster (or signed medical or religious waiver), 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 University, including minimal levels of prior education, preparation, or training. See page <?> 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: 77-84 semester units

The Weimar University 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 University Associate Degree Nursing Program, students will be required to successfully complete all of the courses required for graduation. Students should consult with a Weimar University 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 University 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 Nursing

NURS 226: Pharmacology

Summer Intensives:

NURS 224: Geriatric-Community Nursing

NURS 301: Pediatric Nursing

Semester 3:

NURS 300: Intermediate Medical-Surgical Nursing II

NURS 302: Health Promotion/Disease Prevention Nursing

Semester 4:

NURS 303: Advanced Medical-Surgical Nursing

NURS 304: Maternal-Child Nursing

Students will receive feedback and remediation resources if they do not successfully pass the examinations. The Kaplan exam is a standardized test administered at the end of the semester for select courses. Faculty utilize comprehensive statistical reports, best practice recommendations, and specific course data to establish score requirements and thresholds for each class or cohort. The Kaplan faculty reports portal highlights potential "at-risk" indicators (red flags), allowing quick identification of students whose scores are close to the 50th percentile ranking within the sample group. These test results not only aid in NCLEX preparation for students but also contribute to ongoing curriculum improvement.

AS in Nursing Course Requirements

*Pre-Nursing**			*30-37 credits*
BIOL	121	*Anatomy & Physiology I*	3
BIOL	121a	*Anatomy & Physiology I Lab*	1
BIOL	122	*Anatomy & Physiology II*	3
BIOL	122a	*Anatomy & Physiology II Lab*	1
BIOL	223	*Introductory Microbiology*	3
BIOL	223a	*Introductory Microbiology Lab*	1
CHEM	111	*Survey of Chemistry*	3
		(or demonstrate proficiency by examination)	
CHEM	111a	*Survey of Chemistry Lab*	1
		(or demonstrate proficiency by examination)	
COMM	202	*Speech & Rhetoric*	3
ENGL	101	*English Composition I*	3
FDNT	214	*Human Nutrition*	3
MATH	110	*Survey of Applied Mathematics*	3
		(or demonstrate proficiency by examination)	
RELB	101	*Life & Teachings of Jesus*	3
PSYC	101	*General Psychology*	3
SOCI	215	*Introduction to Sociology*	3
AS in Nursing			***47 credits***
NURS	220	*Fundamentals of Nursing*	2.5
NURS	220a	*Fundamentals of Nursing Skills/Clinical*	2
NURS	221	*Beginning Medical-Surgical Nursing*	2.5
NURS	221a	*Beginning Medical-Surgical Nursing Skills/Clinical*	2
NURS	223	*Intermediate Medical-Surgical Nursing I*	2.5
NURS	223a	*Intermediate Medical-Surgical Nursing I Skills/Clinical*	2
NURS	224	*Geriatric-Community Nursing*	1
NURS	224a	*Geriatric-Community Nursing Skills/Clinical*	1
NURS	225	*Mental Health/Psychiatric Nursing*	2
NURS	225a	*Mental Health/Psychiatric Nursing Skills/Clinical*	1.5
NURS	226	*Pharmacology*	3
RELB	271	*Religion & Health*	3
NURS	300	*Intermediate Medical-Surgical Nursing II*	2.5
NURS	300a	*Intermediate Medical-Surgical Nursing II Skills/Clinical*	3
NURS	301	*Pediatric Nursing*	2
NURS	301a	*Pediatric Nursing Skills/Clinical*	1.5
NURS	302	*Health Promotion/Disease Prevention Nursing*	3
NURS	302a	*Health Promotion/Disease Prevention Nursing Skills/Clinical*	1
NURS	303	*Advanced Medical-Surgical Nursing*	3
NURS	303a	*Advanced Medical-Surgical Nursing Skills/Clinical*	2.5
NURS	304	*Obstetrics/Maternity Nursing*	2
NURS	304a	*Obstetrics/Maternity Nursing Skills/Clinical*	1.5
Total credits for AS in Nursing			**77-84 credits**

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

LVN to RN Admission Option

Licensed Vocational Nurses (LVN) who possess a current, unencumbered LVN license may apply to take courses at Weimar University. These applicants may matriculate into the degree program or the 30-unit option. The LVN applicants seeking the degree program should refer to the Credit for Previous Education section. The 30 unit option courses must be specified by the California Code of Regulations as applicable toward the requirements for the LVN to take the NCLEX-RN. LVN's who take the 30-unit option will not graduate with an associate degree in nursing and are not eligible to participate in graduation. A California RN license obtained according to the process may not be acknowledged in other states.

Applicants who desire this option for study are required to meet with the Nursing Program chair or designees for objective, academic counseling. LVN's desiring entry will be considered on a space availability basis. LVN's applying into this track are required to comply with the other criteria for acceptance, including health requirements. Each LVN application will be considered on an individual basis.

Students accepted into this track must comply with background checks and drug screens required by the clinical agencies and with the policies included in the Weimar University Associate Degree Nursing Student Handbook.

The following basic sciences are required:

BIOL	126	*Physiology*	3
BIOL	126a	*Physiology Lab*	1
OR EQUIVALENT COURSE, AND			
BIOL	223	*Introductory Microbiology*	3
BIOL	223a	*Introductory Microbiology Lab*	1
Total Basic Science Credits			**8 credits**

The Weimar 30-unit program is in compliance with all of the regulations stated above. All courses prescribed will be beyond the first year courses with the exception of the required Mental Health Nursing. Content includes nursing intervention in acute, geriatric, preventive, remedial, supportive, rehabilitative, and teaching aspects of nursing. Required theory courses with clinical includes:

NURS	224	*Geriatric-Community Nursing*	1
NURS	224a	*Geriatric-Community Nursing Skills/Clinical*	1
NURS	225	*Mental Health/Psychiatric Nursing*	2
NURS	225a	*Mental Health/Psychiatric Nursing Skills/Clinical*	1.5
NURS	300	*Intermediate Medical-Surgical Nursing II*	2.5
NURS	300a	*Intermediate Medical-Surgical Nursing II Skills/Clinical*	3
NURS	302	*Health Promotion/Disease Prevention Nursing*	3
NURS	302a	*Health Promotion/Disease Prevention Nursing Skills/Clinical*	1
NURS	303	*Advanced Medical-Surgical Nursing*	3
NURS	303a	*Advanced Medical-Surgical Nursing Skills/Clinical*	2.5
Total credits for LVN to RN (including science credits)			**28.5 credits**

The 30-unit option required courses will provide opportunity to observe, initiate, practice, and demonstrate consistent application of scientific knowledge from social, biological, physical, and sciences. Each of the clinical courses provides opportunity to formulate a nursing diagnosis and care plan, perform essential skills, evaluate effectiveness of plan of care, and act a client advocate. Delegation of tasks to subordinates will occur in Health Promotion/Disease Prevention I & II clinical component.

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 University 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 University's vision To Heal a Hurting World.

The RN-BSN program seeks to prepare graduates who will:

- Demonstrate Christ-centered leadership and compassionate service by integrating the healing ministry of Jesus Christ into professional nursing practice and serving diverse individuals, families, and communities with respect, dignity, and compassion.
- Promote whole-person care (body, mind, soul, and spirit) by applying evidence-based principles that support the physical, mental, emotional, social, and spiritual health of individuals and populations across the lifespan, domestically or internationally.
- Provide safe, quality, and evidence-based nursing care by utilizing clinical judgment, scholarly inquiry, and current best practices to improve health outcomes for diverse populations in a variety of healthcare settings.
- Exemplify professional development and lifelong learning through self-care, ethical practice, leadership, interprofessional collaboration, and ongoing professional development in response to the evolving healthcare environment.

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 Univeristy RN-BSN Program, the graduates will have developed the following Program Student Learning Outcomes (PSLOs):

PSLO #1: Spiritual Leaders

Students will evaluate and integrate spiritual care interventions that promote healing and support the diverse spiritual needs of patients, families, and communities.

PSLO #2: Health Evangelists

Students will design and coordinate health promotion and disease prevention initiatives for individuals, families, populations, and communities.

PSLO #3: Critical Thinkers

Students will integrate wholistic care based on evidence-based practice, clinical reasoning, and population health principles to improve outcomes for diverse individuals, families, and communities

PSLO #4: Integrative Learners

Students will evaluate and synthesize scientific evidence, nursing research, and professional standards to advance nursing practice and improve patient outcomes.

PSLO #5: Effective Communicators

Students will lead interprofessional communication and collaboration efforts while utilizing information technology and informatics to enhance the quality and continuity of care.

PSLO #6 Quantitative Reasoners

Students will analyze quantitative and qualitative data, research findings, and quality indicators to support evidence-based decision-making and improve healthcare outcomes.

PSLO #7 Principled Workers

Students will exhibit leadership, ethical decision-making, professional accountability, and servant leadership principles grounded in Christian values and professional nursing standards.

BS in Nursing Initial Admission Requirements

Nurses intending to complete a BS in Nursing after completing the AS in Nursing at Weimar University 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.

Prerequisites			*7 credits*
NURS	302	*Health Promotion/Disease Prevention Nursing*	4
RELB	271	*Religion & Health*	3
		OR	
RELB	301	*Daniel*	3

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

- Spiritual commitment
- High ethical and social standing
- Valid Registered Nurse (RN) license in the United States
- 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), COVID vaccines and booster (or signed medical or religious waiver), 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 Transfer Policy

Nurses intending to complete a BS in Nursing who did not complete their AS in Nursing at Weimar University are allowed to transfer up to ten General Education credits towards their degree. The courses are limited to equivalents to the following:

RELB	271	*Religion & Health*	3
		OR	
RELB	301	*Daniel*	3
		AND	

		Art or Music elective	1
ENGL	102	*English Composition II*	3
STAT	315	*Statistics*	3

BS in Nursing Course Requirements

General Education			*25 credits*
		Art or Music elective	1
ENGL	102	*English Composition II*	3
HLED	111	*Optimize Your Brain*	2
HLED	231	*Intro to Chronic Disease & Lifestyle Medecine*	2
HLED	231a	*Intro to Chronic Disease & Lifestyle Medecine Lab*	1
HLED	431	*Chronic Disease & Lifestyle Medicine 18-Day Clinical Rotation*	4

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
- Religion Minor
- MA in Biblical Mission and Wellness

Undergraduate Program

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 Religion Minor is intended to supplement other majors.

BA in Religion

Mission Statement

It is the mission of the Religion Department at Weimar University 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.

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 University. 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.

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 and Religious Studies Emphasis of the BA in Religion include the 9 credits of Religion classes which are part of the General Education requirement for all students (indicated by parentheses around the number of credits for these classes on the next page). In addition, Religion majors must take RELP 308: Biblical Preaching and Homiletics to satisfy the speech portion of the General Education Requirement (see below). Students in this program would also need to take the 50 credits of other classes that are listed as General Education requirements, along with sufficient electives to amount to the 120 total credits needed for graduation.

Religion Course Requirements

Religion Core			*45 credits*
RELB	101	*Life & Teachings of Jesus*	(3)
RELB	245	*Old Testament Studies I*	3
RELB	246	*Old Testament Studies II*	3
RELB	250	*Principles of Christian Faith*	3
RELB	301	*Daniel*	(3)
RELB	302	*Revelation**	3
RELB	435	*New Testament Studies I*	3
RELB	436	*New Testament Studies II*	3
RELH	203	*Seventh-day Adventist Church History**	(3)
RELH	303	*History of the Christian Church I*	3
RELH	304	*History of the Christian Church II*	3
RELP	308	*Biblical Preaching & Homiletics*	(3)
RELP	320	*Personal Evangelism*	3
RELP	355	*Church Ministry & Leadership*	3
RELP	370	*Public Evangelism*	3
RELP	484	*Practicum in Church Ministry Capstone*	3
RELT	346	*Sanctuary Doctrine*	3
RELT	385	*Christian Ethics*	3
RELT	439	*Prophetic Ministry of Ellen G. White*	3

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

Major Cognate			
NSCI	310	*Issues in Origins*	(3)

Religious Studies Emphasis			*24 credits*
CHOOSE 9 CREDITS FROM ANY OF THE FOLLOWING COURSES			
GREK	201	*New Testament Greek I*	3
GREK	202	*New Testament Greek II*	3
HEBR	201	*Biblical Hebrew I*	3
HEBR	202	*Biblical Hebrew II*	3
RELB	271	*Religion & Health*	3
RELM	327	*Cross Cultural Mission*	3
RELT	387	*Biblical Hermeneutics & Christian Apologetics*	3

Required Health Ministry Minor			*15 credits*
BIOL	120	*Survey of Anatomy & Physiology**	(3)
FDNT	214	*Human Nutrition*	3
HLCP	230	*Lifestyle Coaching*	3
HLED	202	*Community Health Programs*	2
HLED	324	*Principles of Health*	(3)
LEAD	110	*Leadership in Health Evangelism**	(1)
LEAD	131	*Leadership Seminar: Ministry Development*	1
MHLC	100	*Mental Health Coaching*	3
RELB	271	*Religion & Health*	3

**General education credits: 3 credits towards science elective, and 1 credit towards leadership elective*

Electives	
Electives to bring total credits to 120	
Total credits for BA in Religion (Religious Studies Emphasis)	**69 credits**

Theology Emphasis			*25 credits*
GREK	201	*New Testament Greek I*	3
GREK	202	*New Testament Greek II*	3
HEBR	201	*Biblical Hebrew I*	3
HEBR	202	*Biblical Hebrew II*	3
RELM	327	*Cross Cultural Mission*	3
RELT	387	*Biblical Hermeneutics & Christian Apologetics*	3

Electives			*7 credits*
RELB	271	*Religion & Health*	3
RELM	101	*Research & Writing Methods*	1

CHOICE OF EITHER

HLED	231	*Intro to Chronic Disease & Lifestyle Medicine*	3
RELM	441	*Depression & Anxiety Recovery Program Spiritual Clinical Rotation*	3

Total credits for BA in Religion (Theology Emphasis) 70 credits

Religion Minor

Weimar University 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 that a Religion minor *cannot* be taken with a Religion major.

Total credits 21 credits

Graduate Program

MA in Biblical Mission and Wellness trains pastors, evangelists, medical missionaries (health evangelists) and Bible workers by preparing them to preach the final message of the coming of Jesus Christ and train others to do so. The program emphasizes applied knowledge and equips students with skills to minister the gospel including health and wellness. The goal is for the graduates to revive declining churches and to plant new churches. There is combination of academic and practical training in a local church setting.

MA in Biblical Mission and Wellness

Program Vision and Mission Statement

Why MA in Biblical Mission and Wellness exists:

> *To Heal a Hurting World by equipping students who will make disciples for Jesus Christ, following the Great Commission in Matthew 28:18-20 in the context Revelation 14:6-12.*

How we intend to accomplish this:

> *Through planting churches as well reviving declining churches through using Christ's model and methods of evangelism.*

What we do:

> *Training Christian workers who will teach and preach the gospel of grace in preparing people for the soon return of Jesus Christ. Our graduates will have learned how to (1) mingle with people in their community desiring to do them good (2) showing compassion and interest while ministering to the physical, mental, and spiritual needs of the people, (3) Introducing them to have faith in Christ as the greatest Healer and Savior of the world (see Ministry of Healing, 143)*

Why and Who Should Pursue the Biblical Mission and Wellness at Weimar University?

The MA program in Biblical Mission and Wellness upholds Weimar University's aim to "heal a hurting world". The program intends to prepare pastors, evangelists, medical missionaries and Bible workers who sense God's calling to dedicate their lives to sharing the final message of salvation to this generation. The uniqueness of the program is that students will be equipped with skills to combine the teaching and preaching of the gospel with medical missionary work, community involvement for service and outreach. Special training will be given to the importance of prayer, exercise of faith and diligent work for success in Biblical Mission and Wellness. As Ellen G. White says, "The heaven-appointed purpose of giving the gospel to the world in this generation is the noblest that can appeal to any human being. It opens a field of effort to everyone whose heart Christ has touched" (Education, 262). If it is your desire to immerse yourself in training for the biblical model as given to us by Jesus, then Weimar University's MA in Biblical Mission and Wellness is for you.

Program Features

The curriculum of the MA in Biblical Mission and Wellness is a 2 ½ year graduate program of study at Weimar University and is composed of required courses taken on the campus of Weimar and practical training in selected locations for raising up a new church or reviving a declining one. Up to eighteen months of internship will bring the program to its climax as student works under the supervision of mentors to revitalize a declining church and to plant a new one.

Program Methods

Students receive the class work on Weimar University campus for one academic year. The rest of the program is completed while interning at selected locations. While on campus, students also take health training courses. Some of the training will include Depression and Anxiety Recovery Program™ and NEWSTART™ lifestyle program as they prepare and plan to have similar ministries in their selected territories.

Expected Outcomes for Successful Graduates

The Program Student Learning Outcomes (PSLOs) expected of each Masters in Biblical Mission and Wellness 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 MA in Biblical Mission and Wellness, 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.

MA in Biblical Mission and Wellness Admission Requirements

- Hold a bachelor's degree (or non-U.S. equivalent) from an accredited college or university
  - Students who have not yet completed a bachelor's degree may be accepted into 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.
  - 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.
- Have a 3.0 GPA within the last 42 units prior to internship.
- Demonstrate maturity and a desire to help heal a hurting world through a Christ-centered approach.
- Present Official Transcripts with a minimum GPA of 3.0
- Have a letter of personal statement of faith and interest in Pastoral Ministry, Evangelism, and Missionary work.
- Have 3 letters of recommendation (one from faculty, one from a Church Pastor, or one from a Church elder)
- Have a successful interview with the Chair of Graduate Religion Department, a faculty member, and a representative from the Conference of the Seventh-day Adventist Church.

Graduation Requirements

The completion of the program requires 60 credits in 2 years which includes the following:

1. 42 credits of course work on Weimar University Campus at the normal tuition charge.

2. 18 credits for the internship at 1/3 the cost. Each student team of two will participate in the practicum which will include a minimum of 1800 hours per student including the following activities:

- Visitation and intercessory prayer for members and non-members
- Health ministry programs for the community
- Training/teaching church members to do the work of ministry
- Creating bible study interests and sharing the Word of God with them
- Total Community Involvement (TCI) while attending classes on campus, serving and mingling with people in the neighboring community
- Church Involvement (CHI) while attending classes on campus
- Colloquium attendance while attending classes on campus
- One capstone strategy project paper
- Quarterly progress reports for the projects' implementation.

- A minimum of 3.0 GPA
- A church revitalized or planted.

MA in Biblical Mission and Wellness Course Requirements

The maximum full-time course load for master's students is 12 credits. Students with a cumulative GPA of 3.25 or higher may enroll in up to 15 credits.

Required Courses			*60 credits*
CHMN	570	*A Life of Power by Prayer and Faith in Ministry*	3
CHMN	608	*Biblical Preaching and Teaching*	3
CHMN	652	*Small Group Dynamics*	3
CHMN	655	*Principles of Biblical Disciple-Making*	3
CHMN	665	*Church Revitalization and Church Planting*	3
CHMN	699a	*Internship Part I**	9
CHMN	699b	*Internship Part II*	9
CHMN	699c	*Internship Part III***	6
CHMN	699d	*Internship Part IV***	6
HLED	524	*Principles of Health****	3
LEAD	685	*Biblical Principles of Leadership and Church Administration*	3
MSSN	627	*Introduction to Mission*	3
RELB	647	*Biblical Hermeneutics*	3
RELH	502	*Development of the Adventist Theology and Mission*	3
RELH	570	*Depression and Anxiety Recovery Program Clinical Rotation*	3
RELH	571	*Disease and Lifestyle Medicine*	3
RELH	572	*NEWSTART*	3
RELH	646	*The Doctrine of the Sanctuary*	3
Total credits for MA in Biblical Mission and Wellness			**60 credits**

**Students may submit one portfolio for CHMN 699a in accordance with the Experiential Learning Credit policy, for up to 9 credits of the required 18 internship credits. At least one semester of Internship must be completed through the University.*

***If internship requirements are not completed.*

****If a student has taken POH in the last three years and earned an A- or higher, they may complete the graduate-level paper and be exempt from other requirements of HLED 524.*

The maximum full-time course load for master's students is 12 credits. Students with a cumulative GPA of 3.25 or higher may enroll in up to 15 credits.

HLED	441	*Depression & Anxiety Recovery Program Internship*	3
NSCI	310	*Issues in Origins*	3
RELP	320	*Personal Evangelism*	3
STAT	315	*Statistics*	3
Nursing Courses			*20 credits*
NURS	401	*Nursing Leadership*	2.5
NURS	401a	*Nursing Leadership Lab*	0.5
NURS	403	*Health Coaching*	3
NURS	405	*Community Health Nursing*	2
NURS	405a	*Community Health Nursing Skills/Clinical*	2
NURS	406	*Nursing Research*	3
NURS	410	*Cross Cultural Mission Nursing*	3
NURS	412	*Nursing Preceptorship*	1
NURS	412a	*Nursing Preceptorship Skills/Clinical*	3
Total credits			**45 credits**

Psychology Department

Program Offered

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

Masters of Counseling Psychology and Wellness

Program Mission Statement

The Weimar University (WU) 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 University'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 University 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 University 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 a Licensed Marriage and Family Therapist (LMFT) and/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 the in-person Depression and Anxiety Recovery Program at least once in its entirety during the program on site at Weimar University. A second time is highly recommended in building clinical hours shadowing the counseling aspects of the program.
- 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

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.
- Acceptable TOEFL scores for applicants with a degree in a language other than English.
- 3.0 GPA within the last 45 units prior to graduation and all core courses for their undergraduate degree.
- An ability to demonstrate 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)
- An 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

- 500 hours of practicum: 230 of these hours must be direct client contact in a clinical setting counseling individuals, couples, families, or groups, and at least one in person practicum at the Depression and Anxiety Recovery Program at Weimar University.
- A written exam after completing the in-person Depression and Anxiety Recovery Program.
- A comprehensive written and oral exam to be administered by the Weimar University Department of Education and Clinical Counseling.
- An exit exam 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 (500 hours) of practicum thus completing 230 hours of direct client contact in a supervised clinical placement counseling individuals, couples, families, or groups. Practicum courses will include:

- In-person Depression and Anxiety Recovery Program
- 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 multicultural mental health settings
- Client-centered advocacy

Internship.

Students interning with an entity requiring university affiliation to complete their hours may enroll in a zero-credit internship course for a maximum of three semesters. A processing fee of $200 per semester will cover this internship under the guidance of the Department Chair.

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 University; 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 University 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 Counseling Psychology & Wellness Course Requirements

Required Courses			*60 credits*
PSYC	506	*Lifespan Development*	3
PSYC	507	*Moral Identity & Faith as a Counselor*	3
PSYC	510	*Christian Counseling & Psychotherapy: Basic Theories & Skills*	3
PSYC	515	*Advanced Counseling Theory*	3
PSYC	518	*Group Processes in Counseling*	3
PSYC	520	*Child & Adolescent Counseling*	3
PSYC	522	*Addictions Counseling & Treatment*	3
PSYC	524	*Counseling Diverse Populations*	3
PSYC	530	*Couples & Family Counseling: Post-Modern*	3
PSYC	531	*Counseling: Health & Wellness*	3
PSYC	533	*Assessment of Individuals, Couples, & Families*	3
PSYC	540	*Career Development: Theories & Techniques*	3
PSYC	550	*Crisis & Trauma Counseling*	3
PSYC	562	*Research & Evaluation in Counseling*	3
PSYC	564	*Clinical Neuroscience & Psychopharmacology*	3
PSYC	572	*Psychopathology & Diagnostic Processes*	3
PSYC	575	*Human Sexuality & Sex Therapy*	3
PSYC	589	*Legal, Ethical, & Professional Issues in Counseling*	3
PSYC	590	*Practicum in Counseling I*	3*
PSYC	591	*Practicum in Counseling II*	3
PSYC	592	*Internship in Counseling I*	0**
PSYC	593	*Internship in Counseling II*	0**
PSYC	594	*Internship in Counseling III*	0**
PSYC	S-01	*An Introduction to HIV/AIDS*	0
PSYC	S-02	*Suicide Prevention Training*	0
PSYC	S-03	*Telehealth for Healthcare Providers*	0
Total Credits for MA in Counseling Psychology & Wellness			**60 credits**

**The in-person Depression and Anxiety Recovery Program constitues 1.5 of the 3 credits required for Practicum in Counseling I. Recommended return for second in-person program to complete remainder of another 1.5 credits for clinical counseling hours to equal 3 credits of Practicum in Counseling I.*
***Only if required.*

Undergraduate Course Equivalency Policy for the M.A. in Counseling Psychology & Wellness

Because the M.A. in Counseling Psychology & Wellness is designed for students who do not have an undergraduate background in psychology, several graduate courses substantially parallel courses offered in the undergraduate Psychology concentration.

Students who have completed the equivalent undergraduate course at Weimar University and earned a grade of A- or higher may be eligible for exemption from all graduate course requirements except the required graduate-level paper (or other graduate-level assignment designated by the instructor). Upon satisfactory completion of the graduate-level paper, the student will receive credit for the graduate course. This policy applies to the following course equivalencies:

Graduate Course	*Undergraduate Equivalent*
PSYC 506: Lifespan Development	PSYC 223: Developmental Psychology
PSYC 510: Christian Counseling & Psychotherapy: Basic Theories & Skills	PSYC 410: Introduction to Counseling
PSYC 531: Counseling Health & Wellness	HELD 324: Principles of Health
PSYC 572: Psychopathology & Diagnostic Processes	PSYC 310: Abnormal Psychology

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 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 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 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 University 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

Individuals wishing to take a single course during a semester may enroll via the Single Course Enrollment Form from the Registrar's Office. The form must be submitted by the Last Day to Register deadline, which is seven business days into the semester. The add/drop deadline will follow the Weimar University calendar. Tuition refund will also be based on the Weimar University refund schedule policy. All fees are nonrefundable. Only one course per semester up to a maximum of 12 credits may be processed under the Single Course Enrollment Form.

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.

Undergraduate Course Load

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

Enrollment Status	*Course Load*
Overload	>16 credits
Full-Time Load	12-16 credits
Full-Time Master's Load	12 credits (3.25 GPA may enroll in 15 cr.)
Part-Time Load	<12 credits

- Students may take a 17th performing music credit at no additional tuition cost. Lab fees will apply.
- 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 8 credits may reside in the dorms.

Graduate Course Load

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

Enrollment Status	*Course Load*
Overload	>16 credits
Full-Time Load	9-16 credits
Part-Time Load	<9 credits

- Students may take a 17th performing music credit at no additional tuition cost. Lab fees will apply.
- 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 9 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 8 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 or Early Exam Request Form at the Records Office. The form must be approved by the instructor and registrar, and a $100 fee will be charged per exam.

In the event that a student has four or more exams scheduled on the same day, they may complete and submit a Request to Reschedule Form at the Records Office. The fee will be waived.

Leave of Absence

Current Weimar University students wishing to take a leave of absence must complete the Leave of Absence form and submit it to the Registrar's Office. If the form is not submitted, the student must follow the procedures in the following section for returning students.

Returning Students

Former students who have attended Weimar University within the last 5 years, and who are on regular academic and citizenship standing may return to Weimar University provided updated financial documents are submitted and approved. Students wishing to return will need to notify the Director of Enrollment of their intent, and pay any required fees/deposits to secure their return to campus and complete an interview. Students returning to Weimar University will be under the current year bulletin upon enrollment. Students may petition to be under the requirements of their previous bulletin.

Withdrawal from University

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 students, 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.

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

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.

	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 University 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 <?>

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 University 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 University to be counted in the GPA.
2. If a student takes a course at Weimar University, 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 University.

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 University 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 University 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 University 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 University 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

* *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 University'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.*

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

Weimar University 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 University'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 University'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 University. The scholar who exercises academic freedom must also show respect and regard for the reputation, educational goals, and mission of the University 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 University, unless he or she has been officially designated to speak for the University.
- **As Citizens**. When speaking as private citizens, faculty members must make every effort to state that they are not speaking as spokespersons of the University. The faculty of Weimar University 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 University.*** In choosing to be a part of the faculty of Weimar University, faculty members indicate their support of the University's foundational documents and their commitment to the mission of the University. 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 incongruous to have faculty with personal convictions not in harmony with the beliefs declared through the University'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 University'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 University are afforded the same academic freedoms as are faculty "As Scholars" and "As Citizens", as noted above. Weimar University subscribes to the principles of academic freedom promulgated by the General Conference of Seventh-day Adventists.

Guidelines for Scholars

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

- The Word of God is Weimar University'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 University's Christian philosophy, its educational goals, its standing in the community, and its commitment to the truths of the Bible.

Academic Integrity

Weimar University 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 University. 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 University 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 University. 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 Education, 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 University. 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- may apply toward graduation.
- A minimum of 30/36 credits earned during the graduation/senior year must be taken at Weimar University for a Bachelors degree.
- A maximum of 12 credits may be applied to both a major and a minor, or to both a major or minor and General Education requirements.
- 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 University Bulletin for the academic year that they originally entered the University. 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 Department Chairs Committee 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 University. 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 University 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 University 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 EPC reviews course syllabi before the beginning of each semester to assess their alignment with the WU syllabus template and their use of meaningful, appropriately worded, student learning outcomes (SLOs) that are aligned to course, program, General Education, and/or Institutional SLOs.
- 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 University 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 University Registrar for help in facilitating transfer of credit(s).

Credits earned at Weimar University 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 colleges or universities. Therefore, the transferring student may need to retake classes if entering another non-Adventist college or university at some time in the future even after earning credits at Weimar University.

Quarter-System to Semester-System Credit Transfer

Weimar University welcomes students transferring from institutions that operate on a quarter-based academic calendar. In evaluating these credits for use in Weimar's semester-based programs, the following guidelines apply:

1. Credit Hour Conversion

   Credits earned on a quarter system will be converted to semester credit hours using the standard conversion formula:

   Quarter Credit Hours × 0.66 = Equivalent Semester Credit Hours

2. Evaluation of Course Equivalency

   Quarter-system courses are typically accepted at two-thirds of their original credit value. However, if the content of a transferred course does not align sufficiently with the corresponding Weimar University course—even if the adjusted credit value is acceptable—the department, in consultation with the Registrar, may require a supplemental Directed Study (see point 3) to fulfill the subject requirement without requiring the student to retake the full course at Weimar.

3. Remediation Through Directed Study

   In cases where course content is relevant but insufficient in credit hours or scope, students may fulfill the remaining requirement through a 1-credit Directed Study (DS) course under the following conditions:

   a. The course is to be designed and overseen by the respective department.

   b. One credit hour represents a minimum of 45 hours of academic work.

c. The Directed Study syllabus must be submitted to and approved by the Registrar prior to enrollment.

4. Tuition Policy for Additional Directed Study

   If the Directed Study results in the 17th credit hour of a student's semester schedule, no additional tuition will be charged, consistent with the policy for choir and orchestra participation.

5. Documentation and Grading

   Directed Study courses will be recorded with standard credit and grade notation and must be completed within the term in which they are enrolled.

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 University diplomas, certificates, and official transcripts may not be released until the student's account is paid in full. Transcripts are available for electronic delivery via Parchment to those institutions which accept the electronic form. Contact the Records Office for charges on diplomas and certificate duplicates. The University maintains the following policies regarding the release of student transcripts:

Unofficial Transcripts

- Students may obtain unofficial transcripts at any time through the Populi student portal, free of charge, provided they do not have an oustanding balance. They may also obtain a paper copy at the Registrar's Office under the same conditions.
- Unofficial transcripts are released only to the student and are not sent directly to other institutions.
- Unofficial transcripts do not include an official University signature.

Official Transcripts

- Official transcripts will not be released to students with an overdue balance or to graduates with incomplete graduation requirements.

- Exceptions may be granted only in cases of dual enrollment, at the request of the University President, or when necessitated by institutional error. Additional exceptions may be authorized at the discretion of the Registrar.
- Following the close of a semester, official transcripts will be issued only when the student's account balance has been cleared and all academic and administrative obligations have been fulfilled.

Transcript Requests

To request an official electronic or paper transcript, submit a request to the Registrar's Office via Parchment. The link is available on the University website.

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.

University Releases

Release of Information

Weimar University 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 University, dates of attendance, date of graduation, and degrees and awards received.

Photo Release

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

Weimar University Teach-Out Policy

In the event a decision is made by Weimar University 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 University 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 University 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 completion 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 University 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 University 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 University 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 University 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 University 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.

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

Semester Tuition Charge – Undergraduate Programs

The full-time student tuition rate is $12,400.00 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 $1,035.00 per semester credit. Students may take a 17th performing music credit at no additional tuition cost. Lab fees will apply.

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, unless paid through Populi.

Estimate of Expenses – Undergraduate Programs

Estimated Expenses	*Semester*	*School Year*
Tuition	$12,400.00	$24,800.00
Room & Board (3 meal plan)	$5,970.00	$11,940.00
Room & Board (2 meal plan)	$5,385.00	$10,770.00
Technology Fee	$490.00	$980.00
Registration Fee	$125.00	$250.00
Student Association Fee:		
Dorm	$195.00	$390.00
Village	$220.00	$440.00
Accident Insurance Fee (subject to change)	$150.00	$300.00
Total (with 3 meal plan):	$19,330.00	$38,660.00
Total (with 2 meal plan):	$18,745.00	$37,490.00

Miscellaneous Fees & Charges

Initial Application Fee	$50.00
Commitment Fee** (Non-refundable)	$200.00
Room Deposit (Refundable)	$200.00
Books	Varies
Lab Fees:	
Miscellaneous	Varies
Performing Music	$110.00 per lab
Science*	$110-310 per lab
B.S.N. Preceptorship	$810.00
Private Music Lesson	$420.00 per lab
A.S. Clinical Lab Fee**	$915.00
A.S Nursing Program Fee**	$2,720.00
B.S. Nursing Fee	$500.00
Nursing Books	$1500.00
Nursing Uniforms***	$120.00

**See course descriptions for lab fee*

***Per semester*

****Approximation*

Approximate Degree Costs

Approximate cost for Baccalaureate Degree program (three-meal dorm): $154,640

Approximate cost for Baccalaureate Degree program (two-meal dorm): $149,960

Approximate cost for Baccalaureate Degree program (village): $107,080

Approximate cost for B.S. Pathway Nursing program (two-meal dorm*): $186,128

Approximate cost for A.S. Nursing program (with summer*): $142,238

**See Student Finance Office for village and three-meal dorm options.*

Estimate of Expenses – HEALTH

Estimated Expenses	
Taken as College Credit	
Residential	$11,745.00
Online	$5,200.00
Taken for Certificate	
Residential	$9,800.00
Online	$3,465.00
Online group of six or more	$2300.00

Discounts Available to HEALTH Students

Early Bird Application*	$75.00
Buddy*	$150.00
HEALTH Online Buddy**	$500.00

**Not eligible for online course*

***Does not apply to online group of six or more*

Semester Tuition Charge – MA Biblical Mission and Wellness

The tuition rate of $17,550.00 reflects a charge of $1,170.00 per semester credit hour when taking the maximum load for the MA in Biblical Mission and Wellness of 15 semester credits.

A $4,500 down payment, which is included as part of tuition expenses, is due by the first day of class for EACH semester. Please note that no invoice will be generated for the required deposit.

Estimate of Expenses – MA Biblical Mission and Wellness

Est. Semester Expenses	*Semester No. 1*	*Semester No. 2*	*Semester No. 3*
	(15 credits)	(15 credits)	(12 credits)
Tuition	$17,550.00	$17,550.00	$14,040.00
Room & Board (3-meal plan)	$5,970.00	$5,970.00	$5,970.00
Room & Board (2-meal plan)	$5,385.00	$5,385.00	$5,385.00
Registration Fee	$125.00	$125.00	$125.00
Technology Fee	$490.00	$490.00	$490.00
Accident Insurance Fee (subject to change)	$150.00	$150.00	$150.00

Estimated Total Per Semester

3-Meal Plan (Semester 1-2): $24,285.00
2-Meal Plan (Semester 1-2): $23,700.00
3-Meal Plan (Semester 3): $20,775.00
2-Meal Plan (Semester 3): $20,190.00

Final Year Internship/Field Work – 18 Credit Hours (2 Semesters)

Tuition per semester: $3,502.50
Registration Fee per semester: $125.00
Total Fees for Internship: $7,255.00

Miscellaneous Fees & Expenses

Initial Application Fee	$50.00
Commitment Fee** (Non-refundable)	$200.00
Room Deposit (Refundable)	$200.00
Books	Varies

**Room & Board for Summer Semester will be charged based on actual term duration*

***Per semester*

Semester Tuition Charge – MA Counseling Psychology and Wellness

Students taking less than 12 semester credits or more than 16 semester credit hours will be charged $1,175.00 per semester credit hour.

A $3,500 downpayment/deposit, which is included as part of tuition expenses, is due by the first day of class for EACH semester. Please note that no invoice will be generated for the required deposit.

Estimate of Expenses – MA Counseling Psychology and

Wellness

Estimated Expenses	*Semester*	*School Year*
Tuition Year 1 (3 semesters)	$14,090.00	$42,270.00
Tuition Year 2 (2 semesters)	$14,795.00*	$29,590.00
Registration Fee	$125.00**	
Technology Fee	$490.00**	

Other Fees & Expenses

Initial Application Fee	$50.00
Commitment Fee** (Non-refundable)	$200.00
MA Counseling Lab Fee	$780.00
Full Professional Services*** (Entirely optional)	$1,995.00
Books	Varies
National Clinical Mental Health Counseling Exam	$295.00

Note that students may be charged an additional practicum placement fee, should there be on charged by the organization with which they are placed.

**5% tuition increase for 2nd year*

***Per semester*

****This optional service includes labs/physician evaluation/visits, payable to the Nedley Health Clinic.*

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 $150 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 University.

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 each semester 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. If the student does not attend Weimar University, the commitment fee is forfeited.

Room Deposit

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

International Students

The University 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 University 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 164 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 for the undergraduate program, and 9 credits per semester for the graduate program.

Student Earnings Withdrawal Policy

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 University 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 $195 for dorm and $220 for village students will be charged per semester to cover the cost of Student Association (SA) sponsored activities. Graduate students do not pay SA fees.

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.

A $25 fine will be charged for returned checks. Fines may increase without prior notice due to increase in bank fees.

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 University and mail to:

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

All scholarship funds originated from Weimar University or controlled by Weimar University 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 University 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 University 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 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.

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 Weimar University-approved literature evangelism program during the current summer will be granted a scholarship based on 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 University through the church or recognized ministry will be matched up to a maximum of $5,000. 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 University by the formalized LE program, and a copy of the last paystub with the year to date total must be submitted.

Student Missionary Scholarship

A student missionary scholarship of $3,000 is available for students returning from a recent successful eight-month overseas (outside of USA) assignment who enroll at Weimar University. An overseas mission assignment sponsored by any Seventh-day Adventist Church or conference related organization can qualify for this scholarship. 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 scholarship.

Worthy Student Fund

Weimar University 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, and horticulture. *May be repeated for credit.*

COMM 202 Speech & Rhetoric ***3***

This course is firmly founded on principles from the Bible and inspiration, which affirm that successful Christian public speaking includes but goes far beyond speech skills and techniques to a consistent Christian character. Key topics include the connection between perceptions, beliefs, and communication; conversation and conflict management skills, speaking as an evangelistic tool; analysis of both biblical and traditional rhetoric, techniques and practice in preparing and delivering informative, creative, and persuasive speeches.

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

Description listed under Education Department.

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

The basis of all good writing is good motivational story telling, accurate evidence and/or good thinking. This course approaches modern story telling using principles based in the Bible, the source of all true wisdom. Describing how a person's life was before they came across truths given in love. Then describe was happened to them during the process of receiving and acting upon truth, how their minds changes (repentance) and what their life is like now. Also, what the repentant one recommends to others. The analysis of these real life changes that are consistent with biblical, Ellen White instructions along with scientific evidence instructions forms the background for most of the five major papers. The objective of the writing assignments is articulate why God's methods along with true science change lives, and why true Christians are the happiest and most fulfilled people in the world. To obtain these stories requires you to attend NEWSTART and Depression/Anxiety Recovery and TCI testimony sessions and speak with both staff and patients and maybe community members whose lives were changed or are being changed as a

result of Christ's 3 fold ministry of Matthew 9:35. Also included in this course are online modules on Grammar and usage.

ENGL 102 English Composition II ***3***
This course reinforces and builds upon the skills introduced in English Composition I. Building on the foundation of a biblical worldview, students will write a academic research paper in APA style on a topic of their choice. This project, along with formative assignments, will synthesize key research skills such as planning, time management, organization, ethical writing practices, evaluation of sources, critical thinking, considering multiple viewpoints, drafting, supporting, and revising academic argument.

FINA 101 Personal Finance ***1***
Description listed under Business Department.

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 144 The Depression & Anxiety Recovery Experience ***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 110 Survey of Applied Mathematics ***3***
This course is for the non-natural science 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 Pre-Calculus 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 Pre-Calculus II ***2***
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

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. Students may 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.

WUE 101 The Weimar Experience ***1***
WUE 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 ***2***
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 with 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*

This course will prepare the student to take the ASE Entry Level A5 Brakes Certification Exam. It is designed to help the student understand automotive technology, specifically how the braking system functions. As a part of this course the student will learn theory and operation, understand how to perform general maintenance, and diagnosis of braking system.

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. It includes practical exposure to NEWSTART, Nedley Health Clinic, or Bluestone Clinic operations.

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. It includes continued clinical facility exposure and administrative shadowing.

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. There will be a focus on social entrepreneurship and mission-driven business creation with an emphasis on self-supporting ministries

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, providing hands-on experience in healthcare administration with on-campus or external placement.

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

BSAD 380 Strategic Marketing ***3***
This three-credit course introduces students to the core principles of marketing through the lens of both conventional business frameworks and biblical values, and will teach them how to build ethical, customer-focused strategies. Students will explore marketing concepts including consumer behavior, product development, pricing, promotion, distribution, branding, and market research, with special emphasis on digital tools such as AI and social media.

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. This course will incorporate AI tools and modern technology for business analysis.

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 eti-

quette. 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 economy works. We will also think critically about national and global issues through a Christian perspective.

ECON 202 Principles of Microeconomics *3*
Microeconomics is the area of economics that pertains to decision made on the individual level such as, individual firms and consumers after they have 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

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*
A comprehensive view of classroom management within a biblical framework of redemptive methodologies and self-governance. The course lays the foundation for developing skills in understanding student academic and psychosocial needs, creating a conducive learning environment, enhancing student motivation to learn, maximizing on-task behavior, and addressing unproductive behavior.

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 Language Arts Methods Part I/Lab *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 Part II/Lab *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 Religion Methods in the K-12 Classroom *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 Arts & Music Methods *2*

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 305 PE Methods/Lab *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/Lab *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/Lab *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/Lab *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 309 Secondary Reading & Writing in the Content Area *3*

Secondary Reading & Writing in the Content Area offers secondary teacher candidates an understanding of language acquisition and student literacy as it applies to teaching in secondary schools. The course emphasizes teaching reading and writing in content areas, as well as instructional strategies to support students' overall literacy development. It focuses on ways that reading, writing, speaking, and listening are developed and used in learning discipline-specific curriculum, including adaptations for culturally diverse and exceptional learners. Students will gain valuable experience through application of strategies and theories in lesson planning, designing, implementing, assessing and evaluating instruction in the classroom and during field experiences. Lesson development will also address technology integration, evidence-based best practices, and collaborative learning experiences.

Prerequisite: EDUC 131 or the equivalent

EDUC 310 Secondary Teaching Strategies & Field Experience Lab *4*

In this course we will examine both the opportunities and challenges of teaching diverse young adolescents in the high school environment. Blending academic content standards and characteristics of adolescent learners, we will examine current best practices in secondary instruction including unit and lesson design, meeting the needs of diverse learners, project-based learning, and assessment design including student self-assessment. Students will focus on meeting Teacher Performance Expectation (TPE) standards through multiple planning and teaching experiences. TPE standards will be evaluated by the instructor as well as peers and student self-evaluation. A field experience placement will allow students to gain one hour per week of observation and participation in a high school classroom.

Prerequisite: EDUC 131 or the equivalent

EDUC 311 Middle School Teaching Strategies & Field Experience Lab *3*

In this course we will examine both the opportunities and challenges of teaching diverse young adolescents in the middle school environment. Blending academic content standards and characteristics of adolescent learners, we will examine current best practices in middle school instruction, lesson design using the UBD model, meeting the needs of diverse learners, project-based learning, and assess-

ment design including student self-assessment. Special attention will be given to recognizing the ways in which students differ and how teachers can adapt their teaching to their students' needs. A field experience placement will allow students to gain one hour per week of experience and participation in a middle school classroom.

Prerequisite: EDUC 131 or the equivalent

EDUC 312 Content Specific Methodology ***1***

This course is designed to teach secondary-level, beginning teachers to create intellectually challenging, academic lessons in their content area. Using a self-selected text, content presented in class, and self and peer evaluation, students will learn to grow as professional educators within their content area. Students will become familiar with the Teacher Performance Expectation (TPEs) for their content area and display competency in these TPEs through: the creation of lesson plans, assessments, and their weekly teaching practice. By the end of the course students will demonstrate learning by completing a teaching portfolio demonstrating their ability to adequately meet each content specific TPE.

Prerequisite: EDUC 131, EDUC 310, EDUC 311, or the equivalents

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 330 Multicultural Education ***3***

This course aims to explore the influence of multicultural education on instructional goals, curriculum development, and teaching strategies in elementary classrooms across various subject areas. I will consider the implications of educating students who, by their presence in schools, create school environments that are racially, linguistically, and culturally diverse. Using videos, scholarly articles, and Spirit of Prophecy, we will explore the criticality of multicultural education in a diverse society and focus on the development of the multicultural teacher. The class discussions will reflect a merger of theory and applied knowledge (praxis). In this course, students can enhance their racial and multicultural literacy and apply the teachings of EGW and the Bible as a model for education. Students will be involved in the classroom through class discussions, projects, assignments, and activities.

Prerequisite: EDUC 131 or the equivalent

EDUC 340 ELL in the K-12 Classroom ***3***

This course provides a selection of strategies for promoting literacy and oracy in the English language, along with suggestions for integrating content and language

acquisition in all types of lessons. Students will plan and implement mini-lessons based on the SDAIE/SIOP models as part of this course. Students will show evidence of their ability to implement effective instructional methods in ELD and specially designed academic instruction in English to ensure successful language acquisition occurs in the classroom. By learning how to plan, design, implement, and evaluate instruction in the classroom, students will develop valuable experience.

EDUC 362 Educational Psychology ***3***

A survey of how people learn, including topics such as the instructional process, the learning environment, motivation to learn, and individual differences in learning.

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.

ENGL 240 History of the English Language ***3***

This course is an overview of the development of English from its beginnings as an early language of the 5th century through the Germanic, Norse, and Norman invasions and other key milestones to finally become a leading global language. This course has a special emphasis on how English developed in connection with the work of Christian missionaries, the translation of the English Bible, and the fulfillment of Christ's great commission to preach the gospel to every nation.

Prerequisite/Co-requisite: ENGL 101 or the equivalent

ENGL 248 Advanced Grammar ***3***

A thorough understanding of grammar is an essential foundation for effective writing, communication, and teaching. This class analyzes grammar, focusing on form, usage, and meaning with a focus on teaching grammar. The class also includes an overview of prominent grammar theories and their implications for classroom methods.

Prerequisite: ENGL 101 and EGUMPP Completion with Mastery Level or Equivalent Grammar Mastery Test with Instructor's Approval

ENGL 253 Reading the Bible as Literature ***3***

This class will explore the Bible from a literary perspective to discover the literary forms used by the Bible writers. Students will learn to recognize and appreciate the literary aspects of scripture, distinguishing them from the Bible's theological and historical purposes. By seeing the beauty of scripture, students can gain a new appreciation for God as a lover of beauty.

Prerequisite: ENGL 101

ENGL 320 Creative Writing *3*
This course focuses on developing the skill of using the artistic features of language to exalt the Creator of language in the areas of poetry and non-fiction prose. Students will focus on creating an original work of creative writing.

Prerequisites: ENGL 101 and ENGL 102

ENGL 345 Analyzing Christian Literature *3*
This course provides an overview, examining several genres of Christian Literature. Special attention is given to creating a personal philosophy of literature analysis based on biblical and inspired counsel to guide the reader in selecting, creating, and analyzing quality reading materials for education, ministry, and personal edification/enjoyment.

Prerequisites: ENGL 101 and ENGL 102

ENGL 360 Methods of Teaching and Coaching Writing *3*
This course seeks to reframe the process of writing: to look beyond the creation of a product, focusing on developing the voice of the student as a thinker and communicator. It will cover key topics such planning, developing, a writing course; implementing effective intervention in individual sessions with struggling writers; exploring, researching, and implementing current best practices creative teaching and coaching writers of all ages and stages.

Prerequisites: ENGL 101 and ENGL 102

HEALTH Department

HCLP 230 Lifestyle Coaching *3*
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 202 Community Health Programs *3*
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 *1*
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.

MHLC 100 Mental Health Coaching *1*
This course explores mental health conditions and effective coaching strategies. It covers mental health first aid, integrating faith into practices, and developing practical skills through role-playing and case studies. Emphasizing compassionate and informed mental health support, the course is rooted in both professional expertise and biblical (spiritual) principles. Students will gain a deep understanding of anxiety, depression, stress management, and other common mental health conditions while learning to apply coaching techniques that foster holistic well-being. Through interactive discussions, practical exercises, and a strong emphasis on spiritual integration, this course prepares students to provide meaningful and transformative mental health support.

RELB 271 Religion & Health *3*
Description listed under Religion Department

WPDI 101 Whole-Person Development *1*
A Christ-centered course designed to foster intentional growth in the spiritual, physical, mental, emotional, relational, and missional dimensions of life through the application of biblical principles. Students engage in personal assessment, goal setting, prayerful heart examination, mentorship, service, and ongoing personal evaluation and growth while developing Christ-centered habits that promote holistic well-being and lifelong discipleship. The course emphasizes Christian character, stewardship of health, personal testimony, and preparation for effective health ministry and disciple-making.

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.

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 ProgramTM. 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 University. 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 & HLED 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.

Music Department

MUSC 141 Music Theory I ***3***

The study of music fundamentals such as music vocabulary, musical keys, rhythm, time signature, scales, and intervals. The course will also cover first, second, third, fourth, and fifth species of two-voice counterpoint.

MUSC 142 Music Theory II ***3***

The study of harmonic progressions, sequences, cadences, phrases, and periods. The course will also cover three-voice counterpoint in first, second, third, fourth, and fifth species.

MUSC 241 Music Theory III ***3***

The study of nonchord tones, diatonic seventh chords, secondary functions, and modulatory techniques.

MUSC 242 Music Theory IV ***3***

The study of form, mode mixture, and special chords (Neapolitan chord, Augmented Sixth Chords), enharmonic spellings, and enharmonic modulations. The course will also explore tonal approaches in the late 19th century and materials and techniques utilized by 20th-century composers.

MUSC 151 Ear Training Lab I ***1***

The study of form, mode mixture, and special chords (Neapolitan chord, Augmented Sixth Chords), enharmonic spellings, and enharmonic modulations. The course will also explore tonal approaches in the late 19th century and materials and techniques utilized by 20th-century composers.

MUSC 152 Ear Training Lab II ***1***

The study of sight-singing techniques and aural skills. Emphasis on interval singing and rhythms. Activities include sight-reading and transcription.

MUSC 251 Ear Training Lab III ***1***

Aural skills involve working with advanced melodies, rhythms, intervals, chords, and harmonic progressions through activities such as sight-reading, error correction, transcription, and improvisation.

Ear Training Lab III builds on the skills of Labs I and II, expanding into chromaticism, modulation, irregular meters, advanced harmonic progressions, and mixed-modal materials. Students will integrate rhythm, melody, and harmony in an applied and musical way.

MUSC 252 Ear Training Lab IV ***1***

The study of sight-singing techniques and aural skills. Focus on melodic sight-singing, melodic singback, and melodic dicatation.

MUSC 446 Music History I: Antiquity to Renaissance ***3***

The study the historical development of musical styles and the relationship between music and social trends in Western culture (i.e., Eurocentric) from Antiquity to the Renaissance, including biographical information as well as visual and aural analysis of representative works.

MUSC 447 Music History II: Baroque to Classical ***3***

The study the historical development of musical styles and the relationship between music and social trends in Western culture (i.e., Eurocentric) from the Baroque to the Classical period, including biographical information as well as visual and aural analysis of representative works.

MUSC 448 Music History III: Romantic to 20th Century ***3***

The study the historical development of musical styles and the relationship between music and social trends in Western culture (i.e., Eurocentric) from the Romantic period to the late 20th Century, including biographical information as well as visual and aural analysis of representative works.

MUSC 449 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.

MUEN 313 Chamber Music ***1***
A series of Chamber Music Workshops and tutorials that provide an environment in which students can investigate the nature of Chamber Music and the musician's role in a small ensemble. Students develop skills in ensemble playing and rehearsal techniques through the preparation and performance of appropriate chamber repertoire. Students are encouraged to form their own group prior to enrolment. Participation in the program is dependent on the availability of placement within a viable ensemble. Non-music majors are required to submit an audition consisting of scales and a piece from the standard repertoire that demonstrates the student's abilities.

MUEN 315 University Choir ***1***
This course focuses on the performance of music belonging to both sacred and standard repertoire. It seeks to develop the students' musicianship while teaching them to identify musical elements that characterize mentally and spiritually uplifting God-honoring music. Frequent performances on and off campus, as well as tours, are expected of this ensemble.

MUEN 316 University Orchestra ***1***
This course focuses on the performance of music belonging to both sacred and standard repertoire. It seeks to develop the students' musicianship while teaching them to identify musical elements that characterize mentally and spiritually uplifting God-honoring music. Frequent performances on and off campus, as well as tours, are expected of this ensemble.

MUPF 165-1, 165-2 Applied Music I-IV ***1 or 2***
The study of instrumental or vocal technique, repertoire, and performance strategies in a private lesson setting.

MUPF 497 Senior Recital Capstone ***3***
This course will be taken in the final year of residence before graduation. Students will demonstrate their ability to synthesize and artistically render musical knowledge and skills gained through private and ensemble study as well as theoretical and historical coursework through the performance and composition (if applicable) of varied repertoire and the compilation of research-based program notes.

MUCO 265, 365, 465 Applied Composition I, II, III ***1***
The study of compositional techniques for instrumental and/or vocal settings in a private lesson setting.

MUSC 321 Music Technology ***3***
The study of current sound recording techniques and software, MIDI systems, and score notation.

MUSC 322 Conducting I - Choral Conducting ***2***
This course is geared toward music majors who are preparing for a career in music education, music ministry and/or performance. The primary purpose of this course is to equip you with the basic knowledge and skills necessary to effectively structure and teach choral ensembles/programs at the community and academic levels. You will acquire a healthy appreciation for, and understanding of issues associated with 1) structuring a program and choral literature, 2) state and national standards for music education, 3) choral/vocal pedagogy, 4) curriculum and repertoire selection, 5)rehearsal, score and performance preparation, 6) choral management, 7) assessment, and more! Over the course of the quarter, you will also have the opportunity to demonstrate your knowledge by organizing a small recital choral ensemble of your piers in which you will prepare a choral selection for a final performance.

MUSC 323 Conducting II - Instrumental Conducting ***2***
This course introduces basic instrumental conducting techniques, including experience in score study, baton technique, interpretation, and rehearsal techniques.

MUSC 472 Form and Analysis ***3***
Form and Analysis explores the intricacies of musical structures, providing students with a comprehensive understanding of musical forms and their various components from a variety of historical periods and genres. Through analytical exploration and critical listening, this course aims to develop students' abilities to discern, interpret, and appreciate the underlying architecture of music.

MUSC 482 Arranging and Orchestration ***3***
An introduction to the principles and techniques of arranging, instrumentation, and orchestration. The course will introduce the standard instruments of the modern orchestra and, discuss choral arranging, and begin a discussion of creative orchestration practice.

MUSC 490 Weimar Music Master Camp ***1***
The Weimar Music Mastery Camp is an intensive summer music experience designed primarily for Weimar University students to receive academic credit through participation in rehearsals chamber music masterclasses workshops and public performances. The course emphasizes musicianship collaboration artistic growth and the use of music as a tool for healing and service supporting Weimar University's mission "To Heal a Hurting World."

MUED 315 Elementary Music Methods ***2***
A study of the various methods (pedagogy) and materials (resources) used in teaching elementary (K-8) music, including the development of standards-based curriculum, music objectives, assessments, and instructional processes.

MUED 316 Vocal Methods ***2***
This course covers the fundamentals of vocal pedagogy by covering the elements of singing in understanding the anatomical, physiological, and acoustical components of the voice. The vocal instrument exists as a part of a living, breathing entity that is foundational to the individual and his/her God-given freedom of artistic and spiritual expression. This will allow the student to discover the potential of his/her instrument by studying the entire vocal mechanism through proper vocal/singing technique coupled with an emphasis on applying vocal pedagogy towards group and individual voice instruction where the student will become familiar with teaching methods, vocal literature, and performance technique.

MUED 317 String Methods ***2***
Introductory training in playing violin, viola, cello, and string bass.

MUED 318 Brass Methods ***2***
A study of the fundamentals of performing and teaching brass instruments.

MUED 319 Woodwind Methods ***2***
A study of the fundamentals of performing and teaching woodwind instruments.

MUED 320 Percussion Methods ***2***
A study of the fundamentals of performing and teaching percussion instruments.

MUED 488 Student Teaching ***12***
This course is the capstone of the Bachelor of Music in Music Education program and provides student teachers the opportunity to apply their knowledge and skills from the main education coursework, with a focus on instructional practices, multiple learning environments, professional collaboration, participation in school policies and procedures, and reflective application. During the student teaching experience, students will slowly begin increasing their classroom responsibilities and apply their skills in demonstrating proficiency in planning, instruction, assessment, and participation in other professional tasks, leading up to the student teacher assuming full responsibility for students in a classroom setting. Students are expected to demonstrate professionalism throughout all areas of student teaching. Various teaching strategies and instructional skills will be used to prepare the student to teach in today's diverse classroom by utilizing various methods and learning styles, while also applying God's model for education through the use of the Bible and EGW's Prayer and Christian Education. Students will gain valuable experience through lesson planning, designing, implementing, and evaluating instruction in the classroom. Lesson development will address diverse issues such as technology integration, evidence-based practices, and collaborative learning experiences. An e-portfolio will be required at the end of their student teaching experience, showcasing their student teaching experience along with past field experience and student sample work.

MUWO 372 Hymnology ***3***
This course covers the historical, biographical, and liturgical study of the development and use of church music with a focus and emphasis on hymns and their use in public worship. The student will take a deep look at prominent hymn writers and the hymn tunes associated with the written poetry and the threads of hymnody sown as a result. This will be accomplished by exposing the student to a variety of hymns, their style and historical context, and liturgical models which form the basis of congregational expression, tradition, and relationship to God through struggle, adversity, redemption, and salvation.

MUWO 382 Liturgy and the Bible ***3***
This course seeks to take a journey through the scriptures to study and analyze the scenes of worship that are described either in vision as experienced by the prophets like Isaiah, Daniel, John the Revelator, and others in order to see the origins of liturgy that is derived as far back as creation through the sanctuary and eschatology of the Biblical canon. This will allow the student to understand the divine order of worship, musical forms found within the Jewish culture and their influence on the progression of liturgy in the church through history and, ultimately, how this understanding can educate and equip us to face the final conflict of worship in the last generation before the coming of Christ.

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, photosynthesis, genetics, genetic technology, and bioinformatics. All of these topics are covered in the context of a literal six-day creation. Throughout the course, issues of evolution and creation will be presented and discussed. *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 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.

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.

CHEM 094 Survey of Chemistry Recitation ***0***

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 111 and CHEM 111a.

CHEM 095a General Chemistry I Recitation ***0***

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 all students enrolled in CHEM 151.

CHEM 095b General Chemistry II Recitation ***0***

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 152 and CHEM 152a. Required for all students enrolled in CHEM 152.

CHEM 096a Organic Chemistry I Recitation ***0***

This recitation course is designed to reinforce and extend concepts introduced in Organic Chemistry I through guided problem-solving, collaborative learning, and application of reaction mechanisms. Students will develop proficiency in interpreting molecular structure, stereochemistry, acid–base chemistry, resonance, conformational analysis, reaction mechanisms, and introductory spectroscopy while strengthening scientific reasoning and communication skills. Weekly recitation sessions incorporate instructor-led activities, MCAT-style questions, and practice of concepts presented in CHEM 311. Each week will include review exercises designed to improve performance in Organic Chemistry I.

CHEM 096b Organic Chemistry II Recitation ***0***

This recitation course is designed to reinforce and extend concepts introduced in Organic Chemistry II through guided problem-solving, collaborative learning, and application of advanced reaction mechanisms and organic synthesis. Students will develop proficiency in carbonyl chemistry, aromatic chemistry, enolate reactions, retrosynthetic analysis, spectroscopy, and structure determination while strengthening mechanistic reasoning and scientific communication skills. Emphasis is placed on developing a conceptual understanding of organic reactivity that enables students to predict reaction outcomes, justify mechanistic pathways, and design efficient synthetic strategies rather than relying on memorization. These weekly recitation sessions incorporate instructor-led discussions, MCAT-style and ACS-style questions, and synthesis challenges. Students receive formative feedback through in-class activities and cumulative review exercises designed to improve performance in Organic Chemistry II.

CHEM 111/111a Survey of Chemistry & Lab ***3, 1***

This is a survey of chemistry course that covers the basic principles of general chemistry. The primary topics presented are measurement, dimensional analysis, general principles of atomic structure, states of matter, nomenclature, bonding, reactions, properties of solutions, acids, bases, pH, and equilibria as required for a basic understanding of physiological applications. *Lab fee applies.*

Corequisite: CHEM 094

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

Corequisite: CHEM 095a

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

Corequisite: CHEM 095b

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

Corequisite: CHEM 096a

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

Corequisite: CHEM 096b

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. *Course fee applies.*

Prerequisite: CHEM 311/312 and BIOL 135 with a grade of "C" or higher

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 ***2***

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 to their daily lives. Topics include prevention of injury and exercise for the prevention and treatment of chronic diseases. In addition to personal fitness, students learn how to motivate and instruct persons of various ages, fitness levels, and conditions in the area of fitness.

HLED 144 The Depression & Anxiety Recovery Experience ***1***

This unique course is offered by Weimar University in collaboration with the residential Nedley Depression and Anxiety Recovery Program™ and is designed to introduce students of any major to the elements of the program. The curriculum will include required readings, lectures, and experiences within the residential program that operates on the WU campus. Lectures will range from topics of spirituality, nutrition, exercise, and other lifestyle interventions and their effect on depression and anxiety as found in the Bible and Spirit of Prophecy and informed by scientific studies. Students will have the opportunity to observe elements of the program first-hand through several two-week DARP programs that occur throughout the semester. 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.

HLED 200 Medical Terminology ***1***

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

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 University'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.

Exceptions: Students who have completed the HEALTH program.

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 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 430 Chronic Disease & Lifestyle Medicine 11-Day Clinical Rotation ***2***

HLED 430 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 11-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-credt hours including HLED 231/231a and BIOL 121/122 or BIOL 134/135 with a grade of "C" or higher

HLED 431 Chronic Disease & Lifestyle Medicine 18-Day Clinical Rotation ***4***

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-credt hours including HLED 231/231a and BIOL 121/122 or BIOL 134/135 with a grade of "C" or higher

HLED 441 Depression & Anxiety Recovery Program Internship ***2.5***

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. *Lab fee applies.*

Prerequisites: Sophomore or above

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 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 University 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 University'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 University experiences. *Lab fee applies.*

PHYS 271 General Physics I ***3***

This course covers the basic concepts of physics using non-calculus based mathematics and trigonometry. Topics include kinematics, dynamics, gravity, work, energy, momentum, angular momentum, conservation laws, thermodynamics, fluids, vibrations, and waves.

Prerequisite: MATH 126 or equivalent

PHYS 272 General Physics II ***3***

This course is a continuation of PHYS 271 including electrostatics, magnetism, circuits, optics, relativity, atomic structure, the nucleus, and fundamental particles.

Prerequisite: PHYS 271

PHYS 310/310a Advanced Biophysical Mechanics I & Lab ***2, 1***

PHYS 310 provides an advanced quantitative exploration of the mechanical, thermodynamic, hydraulic, and electrical principles underlying human tissue failure and systemic disease. This sequence bridges classical physics and clinical medicine by analyzing the biophysical mechanics of structural cellular damage, microvascular fluid filtration imbalances, hemodynamics, vascular compliance failures, and neuro-electrophysiology. The corequisite laboratory component, PHYS 310a, utilizes targeted solid-state digital sensors to capture pathological kinetics in real time, teaching students to evaluate disease through the lens of analytical physics and engineering principles. PHYS 310/310a focuses on macroscopic biomechanics and fluid systems.

This course sequence is explicitly designed to align with the behavioral and physical science competencies established by the Association of American Medical Colleges (AAMC). By translating fundamental mechanical, fluidic, and electrical physics principles into direct clinical pathologies, the lecture modules and laboratory deliverables map directly onto the foundational concepts tested within the Chemical and Physical Foundations of Biological Systems section of the Medical College Admission Test (MCAT).

While this is a rigorous, upper-division physics sequence that requires quantitative derivation and experimental data analysis, students pursuing careers in medicine, biomedical engineering, or clinical biophysics will actively master the core competencies required by the AAMC for postgraduate medical education. *Lab fee applies.*

Prerequisites: BIOL 135, BIOL 135a, and MATH 126 or equivalent

Prerequisite OR Corequisite: PHYS 271

Corequisites: PHYS 310a

PHYS 311/311a Advanced Biophysical Mechanics II & Lab ***2, 1***

This course is a continuation of PHYS 310/310a. *Lab fee applies.*

Prerequisite: PHYS 310/310a

Corequisites: PHYS 311a

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 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

Corequisites: NURS 225, 226

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, 223, 225, 226

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

Corequisites: NURS 223 & 226

NURS 226 Pharmacology ***3***

This course provides the comprehensive knowledge base related to pharmacology in nursing. Principles of pharmacokinetics, pharmacodynamics, evaluation 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. 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.

Prerequisites: NURS 220, 221

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 childrearing families, infants, children, and adolescents across the continuum of health and illness is provided. This course is a summer course at Loma Linda University between the first and second year of nursing classes.

(3.5 Units Theory)

Prerequisite: NURS 223, 224, 225, 226

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 University 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 403 Health/Lifestyle Coaching ***3***

This course provide foundational knowledge and skills for being an integrative health coach. It provides an understanding of health behavior change science and equip the student to develop interviewing and coaching competencies to help clients develop self awareness and self discovery solutions and strategies that promote optimal health and wellness.It includes practice sessions utilizing assessment tools and motivation skills. In addition, the class include a 15-hour seminar with hands-on training on a Christian/biblical approach for lasting lifestyle couching.

(2 Units Theory; 1 Unit Clinical)

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, psychodynamic 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, psychoeducational, 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: Counseling: Health & Wellness ***3***

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

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 I *3*

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.

PSYC 591: Practicum in Counseling II *3*

This course is a continuation of PSYC 590.

Prerequisite: PSYC 590

Religion Department (Undergraduate)

GREK 201 New Testament Greek I *3*

This course is the first half of a study of New Testament Greek, which encompasses two consecutive semesters of study. In this semester, the student masters the Greek alphabet, builds vocabulary, and learns the rudiments of Koine Greek (the Greek of the New Testament). The class provides an introduction to the basic grammar, morphology, and vocabulary of biblical Greek. The student works with nouns and adjectives (with their cases and gender), pronouns, and verbs (with their person and number).

GREK 202 New Testament Greek II *3*

This course is the second half of an introduction to New Testament Greek, which encompasses two consecutive semesters of study. In this semester the student continues with additional vocabulary and grammar. The student is introduced to additional verb conjugations (variations of tense, aspect, mood, and voice).

Prerequisite: GREK 201 or equivalent

HEBR 201 Biblical Hebrew I *3*

This course is the first half of an introduction to biblical Hebrew, which encompasses two consecutive semesters of study. In this semester the student masters Hebrew alphabet, builds vocabulary, and learns the rudiments of classical Hebrew grammar. Furthermore, this class provides an introduction to basic grammar, morphology, and vocabulary of biblical Hebrew. The student is introduced to the noun system, adjectives, prepositions, pronouns, and the Qal verb stem (perfect and imperfect).

HEBR 202 Biblical Hebrew II *3*

This course is the second half of an introduction to Biblical Hebrew, which encompasses two consecutive semesters of study. In this semester the student continues

with additional vocabulary and grammar. The student is introduced to additional verb conjugations (imperative, cohortative, jussive, infinitive, and participle) and other verbal stems (nifal, piel, pual, hifal, hofal, and hithpael).

Prerequisite: HEBR 201 or equivalent

RELB 101 Life & 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 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.

Prerequisite: RELH 271 or RELB 301 or equivalent

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 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 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.

RELM 441 Depression & Anxiety Recovery Program Spiritual Clinical Rotation *3*

This unique course is offered by Weimar Institute in collaboration with the Nedley Depression and Anxiety Recovery Program and is designed for the undergraduate student majoring in pre-nursing, pre-medicine, allied health, theology or other service/ ministry professions.

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 387 Biblical Hermeneutics and Christian Apologetics *3*

This course is an overview of the principles and issues in biblical hermeneutics and Christian apologetics. Biblical Hermeneutics is the science of discovering and applying important principles for the purpose of faithfully interpreting the Scriptures. Christian apologetics is a defense of the central tenets of the Judea-Christian worldview. In this course, students explore today's theological landscape as related to hermeneutics and apologetics, while noting specific issues dividing academia in the Adventist community. Regarding hermeneutics, this course will compare the various models of hermeneutics (classical, modern, post-modern, and Adventist) and incorporating practical applications of the Adventist hermeneutical model. Regarding apologetics, this course will develop an Adventist defense to the various challenges to the biblical worldview and belief system.

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.

Religion Department (Graduate)

CHMN 570 A Life of Power by Prayer and Faith in Ministry *3*

This course will teach the foundations of biblical prayer and provide principles for praying in order to get results. Students will learn how to pray as Jesus prayed and how to build prayer into their morning devotion. Students will spend some complete nights in prayer as Jesus did. This course also examines faith in a deeper way, providing a biblical understanding of it and distinguishing it from false forms of faith such as presumption. The student will examine principles in the Bible and Spirit of Prophecy for growing faith and learn how to internalize and exercise it in personal life and mission. This course will provide effective and practical ways to finish God's work in a mighty way.

CHMN 608 Biblical Preaching and Teaching *3*

This course is designed to equip students with skills to structure and prepare messages from biblical passages. Students will learn to analyze biblical texts, formulate a central idea statement from the text, they will also acquire the basic theological, theoretical, and procedural principles required for the construction and delivery of effective biblical/expository sermons and be able to prepare and deliver different kinds of sermons with emphasis on expository sermons. There will be opportunity for students to do supervised preaching in class and in church setting and receive constructive feedback.

CHMN 655 Principles of Biblical Disciple-making *3*

This course is about the theology and practice of disciple-making, focusing on the timeless biblical truths of this endeavor and their application to current church cultural context. The student will explore biblical, general and specific steps to enable a person first to be a disciple. Then he will discover systems, biblical principles, and methods that create a disciple making context and be prepared to create a disciple making plan for a local church.

CHMN 665 Church Revitalization and Church Planting *3*

This course will help the student to understand the importance of church revitalization and church planting in the Adventist movement. It will provide a systematic overview and analysis on various church planting, church growth and revitalization initiatives. The student will also learn practical 8 steps to revitalize a church and 7 steps to plant a new church.

CHMN 690 Principles of Biblical Small Groups *3*

The apostolic church began as a small group. In the same token, this course will explore the necessary steps to build small groups after the order of the primitive church. Principles of Biblical Small Groups is not merely another theoretical class. While students will engage in the studies of principles of Biblical small group formation, they will also have the opportunity to apply these principles by leading and participating in small groups throughout the communities of Weimar University.

CHMN 699a, 699b, Internship I, II ***9/term***

The internship will be completed in a local church is designed to give an in-depth exposure to ministry in an area of pastoral work, evangelism and health evangelism, which will sharpen the student's skills for disciple making, church revitalization, church planting and church leadership and administration. Both the faculty supervisor and the field professional will supervise the intern. The total number of credits are equivalent to a minimum of 1800 hours spent of a period of 14 months and they are registered for in three phases, one summer and two semesters. The fourth semester will only be applied if internship requirements have not been completed by end of the third semester.

CHMN 699c, 699d Internship III, IV ***6/term***

These internships are available for students who were not able to complete their internship requirements during CHMN 699a and 699b.

HLED 524 Principles of Health

A study of the basic principles of healthful living, the treatment and prevention of disease as well as the role and potential impact of biblical principles of health to the Adventist mission. Scientific studies, Biblical principles, and the writings of Ellen G. White will form the basis of this study.

RELH 570 Depression and Anxiety Recovery Program Clinical Rotation *3*

The course is offered by Weimar University in collaboration with the Nedley Depression and Anxiety Recovery Program and is designed for the MA in Biblical Mission and Wellness. This is a two-week intensive clinical experience in the residential Depression and Anxiety Recovery ProgramTM and will include 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, which will provide an evidence-based approach for mental health lifestyle principles implemented. 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.

RELH 571 Disease and Lifestyle Medicine

The pathophysiology, prevention, conventional treatment and alternative therapies (natural remedies) of common diseases will be reviewed. Students will observe

and/or obtain experience with the fundamentals of physical assessment, hydrotherapy, Swedish massage, charcoal treatments, herbal remedies, vegan food preparation, and exercise therapy. Spiritual care using a Christ-centered approach will be emphasized.

LEAD 685 Biblical Principles of Leadership and Church Administration ***3***
The course explores biblical sound principles of Christian leadership, organizational theory, and systems applicable to the church. It seeks to develop Christian leadership and administrative qualities and competencies and the important administrative skills such as strategic planning, managing change, finance, Christian education, and conflict management one needs to lead effectively. Different leadership styles will be examined with special emphasis on servant leadership qualities.

RELT 646 The Doctrine of the Sanctuary ***3***
This course is a survey of the typical and anti-typical sanctuaries to help the student understand the nature of sin and the way God deals with it, and the role of Jesus Christ as High Priest in the Most Holy Place. The themes related to the doctrine of the Sanctuary are studied in the context of Seventh-Day Adventist theology with emphasis on the books of Leviticus, Daniel, Hebrews, and Revelation.

RELB 647 Biblical Hermeneutics ***3***
The course aims to enable students to reflect on the authority of Scripture and gain expertise in the interpretation of Scripture. It surveys the methods of biblical interpretation up to present, examines hermeneutical presuppositions and introduces sound principles of interpretation, with application to selected texts.

RELH 502 Development of the Adventist Theology and Mission ***3***
This class covers the background and development of the Seventh-day Adventist church from the early 19th century through the early 20th century.

RELH 572 NEWSTART ***3***
This course facilitates observation and hands on training involving active participation in the NEWSTART program. The students will be expected to demonstrate enhanced professionalism in their patient interactions and greater depths in the research, writing and critical thinking abilities. This three-week intensive clinical experience in the NEWSTART Lifestyle Program will include a review of the laws of health as founded in the Bible and the Spirit of Prophecy health reform message and informed by current research, which will provide an evidence-base for these lifestyle principles that will be discussed.

Faculty Listing

Jean-Noel Adeline, Adjunct Faculty in Religion Department (2024)
- MDiv, Andrews University, 2022
- BEd, University of Sussex, UK, 1993

Marcio Candido, Chair of Music Department (2025)
- DMA, Violin Performance, Boston University, 2017
- MM, Violin Performance, Bard College, 2009
- BM, Violin Performance, Federal University of the State of Rio de Janeiro, 2006

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

Jenna Chavez, Adjunct Faculty in Nursing Department (2024)
- MS, Nursing, Loma Linda University (2022)
- BS, Nursing, Pacific Union College (2016)

Gleny Cherian, Interim Chair of Interdisciplinary Department (2023)
- MA, Counseling Psychology & Wellness, Weimar University, 2023
- BA, Health Ministry, Hartland College, 2020

Sheila Cruz, Chair of Nursing Department (2024)
- DNP, Loma Linda University, 2020
- MS, Nursing, Loma Linda University, 2017
- BS, Nursing, Adventist University of the Philippines, 1993

Suzane David, Adjunct Faculty in Nursing Department (2026)
- MPH, Loma Linda University, 2010
- BS, Nursing, University of Maryland 2007

Robert Egbert, Chair of Psychology Department (2020)
- PhD, Counseling Psychology, The Union Institute, 1994
- EdD, Curriculum Theory and Development, Temple University, 1980
- MEd., School Counseling University of Idaho, 1974

- EdS, School Administration, University of Idaho, 1973
- MS, Science Education, University of Idaho, 1972
- BA, Walla Walla College, 1965

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, Chair of Natural Science Department (2010)
- PhD, Organic Chemistry, University of Colorado, 1997
- BS, Chemistry, Oklahoma State University, 1992

Brad Heisler, Adjunct Faculty in Natural Science Department (2023)
- JD, University of California, 1991
- BS, Engineering, Walla Walla University, 1988

David Jones, Faculty in Interdisciplinary Studies Department (2024)
- PhD, Psychology, Liberty University, IP
- MA, Marriage & Family Therapy, University of Reno, 2013
- BA, Psychology, California State University, Sacramento, 2005

Masato Kinjo, Faculty in Natural Science Department (2017)
- ND, Bastyr University, 2007
- BA, Health Sciences, Walla Walla University, 1998

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- BA, Pipe Organ Performance and Music Education, Kobe College, 1988

Maryann Krueger, Adjunct Faculty in General Education Department (2019)
- BS, Elementary Education, Southwestern Adventist University, 1989

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- MA, Counseling Psychology & Wellness, Weimar University, 2022
- BS, Health Ministries, Weimar College, 1992

Leland Krum, Adjunct Faculty in Business Department (2019)
- BS, Computer Science, Union College, 1991

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- BSW, Union College, 1992

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- BS, Nursing, Lipa City Colleges, 1995

Don Mackintosh, Chair of HEALTH Department (2012)
- MDiv, Andrews University, 1991
- BS, Nursing, Andrews University, 1986

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- DNP, Southern Adventist University, 2020
- BS, Nursing, Western Governors University, 2015

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- PHMN, University of Cincinnati, 2023
- DNAP, Keiser University, 2013
- MS, Nurse Anesthesia, 2012
- BS, Biology, University of Arkansas at Little Rock, 2008
- AD, Nursing, Excelsior College, 2007
- PND, University of Health Science - US Army, 1998

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- MS, Nursing, Western Governors University, 2025
- BS, Nursing, Walla Walla University, 2021

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- MS, Structural Engineering, Purdue University, 1994
- BS, Civil Engineering, University of Puerto Rico, 1992

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- PhD, Religion, Andrews University, 1987
- MDiv, Andrews University, 1978
- BA, Religion, Solusi College, 1975

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

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- PhD, Educational Administration, AIIAS, 2001
- MA, Educational Administration, AIIAS, 1998
- BSc, Mathematics, University of South Africa, 1986
- Diploma, Mathematics and Chemistry,Helderberg College, 1981

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- DNP, Indiana University, 2015
- MSN, Indiana University, 2011

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- DNP, Loma Linda University, 2016
- MPH, Loma Linda University, 1998
- BS, Nursing, Pacific Union College, 1995

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- DMA, Music Composition, Boston University, 2025
- MM, Music Composition, Andrews University, 2021

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- MA, Entrepreneurship, University of Bordeaux
- MBA, Institut de la Francophonie pour l'Entrepreneuriat, Mauritius
- MDiv, Andrews University

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- DTh, University of South Africa, 2014
- DD, (Honorary), Solusi University, 2007
- MBA, Adventist Institute of Advanced Studies, 1999
- BA, Theology, Seminaire Adventiste de l'Océan Indien, Adventist University Zürcher (Madagascar), 1984

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- M.Ed, Curriculum & Instruction: English, Liberty University, 2020
- BA, Religious Studies, Griggs University, 2013
- BA, Elementary Christian Education, Ouachita Hills College, 2013

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- DMin, Andrews Theological Seminary, 2020
- MATS, Historical Studies, Andrews Theological Seminary, 2003

- BA, Pastoral Ministry, Hartland College, 1999
- BA, Education, Hartland College, 1999

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- DNP, Nursing Leadership, Chamberlain University, 2022
- MSN, Nursing Education, Chamberlain College of Nursing, 2018
- BS, Nursing, Chamberlain College of Nursing, 2014
- ADN, St. Claire County Community College, 2013

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- BS, Information Technology, Monash University, Australia, 1985
- B.E.E, Monash University, Australia, 1995
- BS, Honors, Monash University, Australia, 1996

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- MBA, Western Governers University, 2021
- BS, Accounting, Western Governers University, 2021
- BS, Marketing, Western Governers University, 2020
- AA, Digital Media, Sierra College, 2019

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- 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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