



Associate of Science in Nursing Program

Student Handbook 2026-2027

All nursing students are responsible for reading this handbook and for adherence with the policies in this document and the current general Weimar University Academic Bulletin & Student Handbook.

The purpose of this handbook is to provide information about the policies, procedures, and standards of the Nursing Program and to assist in the orientation of new nursing students.

INTRODUCTION.....	6
WEIMAR UNIVERSITY NURSING ASN STUDENT HANDBOOK – PURPOSE.....	6
MISSION STATEMENT OF THE WEIMAR UNIVERSITY NURSING PROGRAMS.....	6
PHILOSOPHY OF THE WEIMAR UNIVERSITY NURSING PROGRAMS.....	6
1. <i>Demonstration of the Compassionate Ministry of Jesus Christ Toward All Persons</i>	6
2. <i>Health Promotion for the Whole Person (Body, Mind, and Spirit) Across the Lifespan</i>	7
3. <i>Evidence-based Nursing Process Approach: Assessment, Analysis, Planning, Implementation, and Evaluation</i>	8
PROGRAM.....	8
WEIMAR UNIVERSITY NURSING PROGRAMS CONCEPTUAL MODEL	9
<i>Person (Humanity)</i>	10
<i>Environment</i>	10
<i>Health-Illness Continuum</i>	10
<i>Nursing</i>	10
<i>Nursing Education</i>	11
<i>Recognition of Individual Differences Among Students:</i>	11
SUPPORT SYSTEMS	11
TUTORIAL SERVICES	11
STUDENT HEALTH CARE SERVICES	12
STUDENT SPIRITUAL COUNSELING.....	12
STUDENT HOUSING	12
WEIMAR UNIVERSITY CAFETERIA.....	12
WEIMAR ACADEMIC ADVISOR AND NURSING FACULTY MENTOR	12
PROFESSIONAL CONDUCT & STANDARDS.....	12
CODE OF ETHICS.....	12
REASONS FOR PROBATION, SUSPENSION, OR DISMISSAL	13
ANA SCOPE AND STANDARDS OF PRACTICE	14
QSEN COMPETENCIES	15
1) <i>Patient-Centered Care</i>	15
2) <i>Teamwork and Collaboration</i>	15
3) <i>Evidence-Based Practice (EBP)</i>	15
4) <i>Quality Improvement (QI)</i>	15
5) <i>Safety</i>	16
6) <i>Informatics</i>	16
NURSING PRACTICE ACT	16
CURRICULUM.....	17
ORGANIZING FRAMEWORK	17
END-OF-PROGRAM STUDENT LEARNING OUTCOMES.....	17

NURSING EPSLOS WITH CORRELATION TO WEIMAR UNIVERSITY INSTITUTIONAL STUDENT LEARNING OUTCOMES (ISLOs)	17
EPSLOS ARE BASED ON PROFESSIONAL NURSING STANDARDS, GUIDELINES AND COMPETENCIES	18
THE EPSLOS WITH CORRELATION TO COURSE STUDENT LEARNING OUTCOMES (CSLOs)	19
CLINICAL LABORATORY COMPETENCIES: CRITICAL ELEMENTS	20
DISTANT CLINICAL SITES	21
NURSING PROGRAM POLICIES	21
STUDENT RIGHTS	21
STUDENT RESPONSIBILITIES	21
LEGAL RESPONSIBILITIES AND LIABILITY INSURANCE	21
STUDENT GOVERNANCE	21
STUDENT PROFESSIONALISM RUBRIC (IF APPLICABLE)	22
STUDENT REPRESENTATION ON THE NURSING PROGRAM COMMITTEES	23
ATTENDANCE	23
PREGNANCY OR EXTENDED ILLNESS	24
ACCIDENTS/INJURIES	24
REQUEST FOR TIME OFF	24
KAPLAN EXAM	24
WEIMAR UNIVERSITY ASSOCIATE OF SCIENCE IN NURSING REQUIRED PRE-REQUISITES	25
CLASSROOM TESTING GUIDELINES	26
GUIDELINES FOR TEST TAKING ON THE COMPUTER:	26
EXAM DATES	27
STUDENT ACCOMMODATIONS	27
INCOMPLETE GRADES	27
NURSING STUDENT REMEDIATION PLAN	27
STUDENT LEARNING CONTRACTS	27
DIGITAL MINIMALISM	28
1. Attendance and Participation	28
2. Benefits of Writing by Hand	28
TECHNOLOGY USAGE	29
Exceptions	29
DOCUMENTATION OF STUDENT PROGRESS	29
Clinical	29
GRADING SYSTEM	30
LICENSED VOCATIONAL NURSES, THIRTY (30) SEMESTER UNIT OPTION	30
PREVIOUS EDUCATION CREDIT FOR APPLICANTS WHO REQUEST ADVANCED PLACEMENT	31
CREDIT FOR PREVIOUS EDUCATION	32
CHALLENGE/ADVANCED PLACEMENT INTO THE NURSING PROGRAM FOR MILITARY PERSONNEL	32
CHALLENGING THE FIRST SEMESTER OF THE ASN PROGRAM	33

CHALLENGING THE SKILLS COMPETENCY FOR THE SKILL COVERED IN NURS 220 AND NURS 221 COURSES.....	33
SKILLS OBSERVATION DEMONSTRATION:.....	33
ARTIFICIAL INTELLIGENCE USE	34
PROPER USE OF AI.....	34
ARTIFICIAL INTELLIGENCE (AI) USE IN COURSES.....	35
WEIMAR UNIVERSITY GENERAL SEXUAL HARASSMENT POLICY	35
PROGRESSION, DISCIPLINE AND WITHDRAWAL/ READMISSION	36
<i>Progression in the Associate of Science in Nursing Program.....</i>	36
<i>Repeating Courses.....</i>	36
<i>Withdrawal and Re-admission into the Nursing Program</i>	37
<i>Incivility.....</i>	37
<i>Suspension.....</i>	37
<i>Dismissal.....</i>	37
<i>Process for Appeal after Suspension or Dismissal from the Nursing Program</i>	38
<i>Re-Entry into the Nursing Program after Extended Absence of Two or More Semesters</i>	38
STUDENT GRIEVANCE POLICY	38
CRIMINAL BACKGROUND SCREENING	39
DRUG SCREENING.....	39
DRESS CODE.....	40
<i>Classroom Attire</i>	40
<i>Clinical Dress Code.....</i>	40
<i>Personal Appearance and Grooming in the Clinical Area</i>	40
<i>Dress Policy for Skills Laboratory</i>	40
HEALTH REQUIREMENTS.....	41
HEALTH INSURANCE	41
PHYSICAL EXAM	41
REQUIRED IMMUNIZATIONS AND HEALTH SCREENING	41
<i>Measles, Mumps, and Rubella (MMR).....</i>	41
<i>Diphtheria, Tetanus, and Pertussis.....</i>	41
<i>Hepatitis B.....</i>	41
<i>Varicella (Chickenpox).....</i>	41
<i>Influenza.....</i>	41
<i>Tuberculosis Screening</i>	42
<i>COVID-19 Vaccination and Testing</i>	42
ESSENTIAL PHYSICAL AND MENTAL REQUIREMENTS.....	42
REQUIRED TRAINING AND CERTIFICATIONS.....	43
CPR CERTIFICATION	43
MATHEMATICS TESTING	43

REQUIRED TRAINING.....	43
RESPIRATOR FIT TESTING	43
NURSING EVENTS.....	43
NURSING DEDICATION CEREMONY (FIRST YEARS).....	43
NURSING PINNING CEREMONY (ASN CANDIDATES FOR GRADUATION)	44
GRADUATION	44
GRADUATION REQUIREMENTS	44
SABBATH OBSERVANCE	44
POLICY AGREEMENT.....	44
HANDBOOK ACKNOWLEDGEMENT.....	45
REFERENCES.....	46

INTRODUCTION

WEIMAR UNIVERSITY NURSING ASN STUDENT HANDBOOK – PURPOSE

The purpose of this handbook is to provide information and guidance to the ASN nursing students regarding policies and procedures specific to the Weimar University Nursing (WUN) Program. This handbook is to be used in conjunction with the Weimar University Student Handbook.

MISSION STATEMENT OF THE WEIMAR UNIVERSITY NURSING PROGRAMS

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

PHILOSOPHY OF THE WEIMAR UNIVERSITY NURSING PROGRAMS

The philosophy of the Nursing Program is consistent with Seventh-day Adventist beliefs, based on Biblical teachings and the inspired works of Ellen G. White, especially the books dedicated to nurses and physicians, entitled Ministry of Healing (1905) and Medical Ministry. These books are considered sources of spiritual inspiration and guidance for many health care providers.

The Nursing Program exists to support the university's Seventh-day Adventist mission of service: "To Heal a Hurting World." The Nursing Program's vision statement is a specific extension of Weimar University's commitment, expressed in the university handbook.

The Nursing Program's philosophy is based upon three main themes, which are the basis of each course:

- 1) The demonstration of the compassionate ministry of Jesus Christ toward all persons;
- 2) Health Promotion for the whole person (body, mind, and spirit) across the lifespan;
- 3) Evidence-based nursing process approach (Assessment, Analysis, Planning, Implementation and Evaluation)

1. Demonstration of the Compassionate Ministry of Jesus Christ Toward All Persons

Value is placed upon the tenets of compassion for one another and ministering to others' physical, emotional, and spiritual needs; this compassionate ministry is regarded as a reflection of Christ's love for humanity. The following passages describe this ministry.

"Bear ye one another's burdens, and so fulfill the law of Christ."

(KJV, Galatians 6:2).

"And now abideth faith, hope, charity, these three; but the greatest of these is charity."

(KJV, I Corinthians 13:13).

Nursing entails a professional ministry of love or caring driven by empathy and nonjudgmental respect for each person's diversity and freedom of autonomy or choice. Compassion and

nonjudgmental respect are derived from the Greek concept of agape love, which has its origin in Jesus Christ and is defined by C.S. Lewis (2002) as an unconditional, selfless love, committed to the well-being of others. Emulating the ministry of Jesus Christ entails providing hope, courage, and an understanding of God's love and compassion. The nurse instills hope and shares insights into harnessing the power of the will to make positive lifestyle choices that support optimal wellness. The following excerpt from the chapter "Healing of the Soul," in Ministry of Healing, describes the power of the human will be united with Divine strength:

"Many realize their helplessness; they are longing for that spiritual life which will bring them into harmony with God, and are striving to obtain it. ... Let these desponding, struggling ones look up. The Savior is bending over the purchase of His blood, saying with inexpressible tenderness and pity, 'Will you be made whole?' He bids you arise in health and peace. Do not wait to feel that you are made whole. Believe the Savior's word. Put your will on the side of Christ. ... In acting upon His word, you will receive strength. Whatever may be the evil practice, the master passion which through long indulgence binds both soul and body, Christ is able and longs to deliver. He will impart life to the soul that is 'dead in trespasses.' Ephesians 2:1. He will set free the captive that is held by weakness and misfortune and the chains of sin. ...

Christ says, 'I will take your sins; I will give you peace. I have bought you with My blood. You are Mine. My grace shall strengthen your weakened will; your remorse for sin I will remove.' When temptations assail you, when care and perplexity surround you, when depressed and discouraged, you are ready to yield to despair, look to Jesus, and the darkness that encompasses you will be dispelled by the bright shining of His presence. ... Lay hold on the hope set before you. ... His strength will help your weakness; He will lead you step by step. Place your hand in His, and let Him guide you. Never feel that Christ is far away. He is always near. His loving presence surrounds you. Seek Him as One who desires to be found of you" (White, 1905).

Providing spiritual care is intertwined with practical service in meeting the basic requirements of those in need. The students complete community service activities each semester through Total Community Involvement (TCI). They may participate in a missionary trip to developing areas in the international community or disadvantaged groups within the United States. Community service events include not only ministering to the needs of people experiencing homelessness, but also providing health promotion and disease prevention presentations on various topics related to physical, mental, and spiritual health.

The Weimar University faculty members promote spiritual care for students by offering prayer and brief inspirational readings before each class. Chaplains are available for individual counseling.

2. Health Promotion for the Whole Person (Body, Mind, and Spirit) Across the Lifespan

The constructs of health promotion and caring for the whole person (body, mind, and spirit) are currently valued and practically implemented within the current curricula and philosophy at Weimar University. Health is defined as a state of physical, mental, and spiritual well-being.

Health-promotion lifestyle practices that optimize physical, spiritual, and mental wellness are encouraged on campus. Courses that address health promotion and alternative and

complementary therapies are included in the Nursing Program. The Health Promotion class includes training in massage and hydrotherapy for student nurses. Additionally, health promotion, disease prevention, and complementary and alternative therapies will be integrated as a thread into every nursing course.

Believing the body, mind, and spirit are interconnected and influence one another and the health of the whole person, each component is addressed in the nursing care provided. The nurse will seek opportunities for applying the nursing process to the mind and spirit as well as the body for such client conditions as pain, anxiety, insomnia, spiritual distress, and other nursing diagnoses.

As appropriate to the specific situation, each client encounter will be an opportunity to promote healthful lifestyle practices. These practices include specific nursing interventions, including client and family education, related to nutrition, exercise, hydration, environmental health (fresh air, sunshine in moderation, the influence of nature, cleanliness), rest and sleep, abstinence from harmful substances, moderation in all things, and the provision of spiritual care.

The NEWSTART Lifestyle Center is located on the same campus as WUN. Clients attend its 18-day program from all over the world, and students interact with health care providers and guests both informally in their daily activities and formally in selected classes.

Health promotion is advanced not only during weekly student and faculty meetings and in the classroom setting, but also in the plant-based cuisine prepared in the cafeteria and in the over 15 miles of nature trails on campus for exercise and quiet time for meditation, prayer, or reflection.

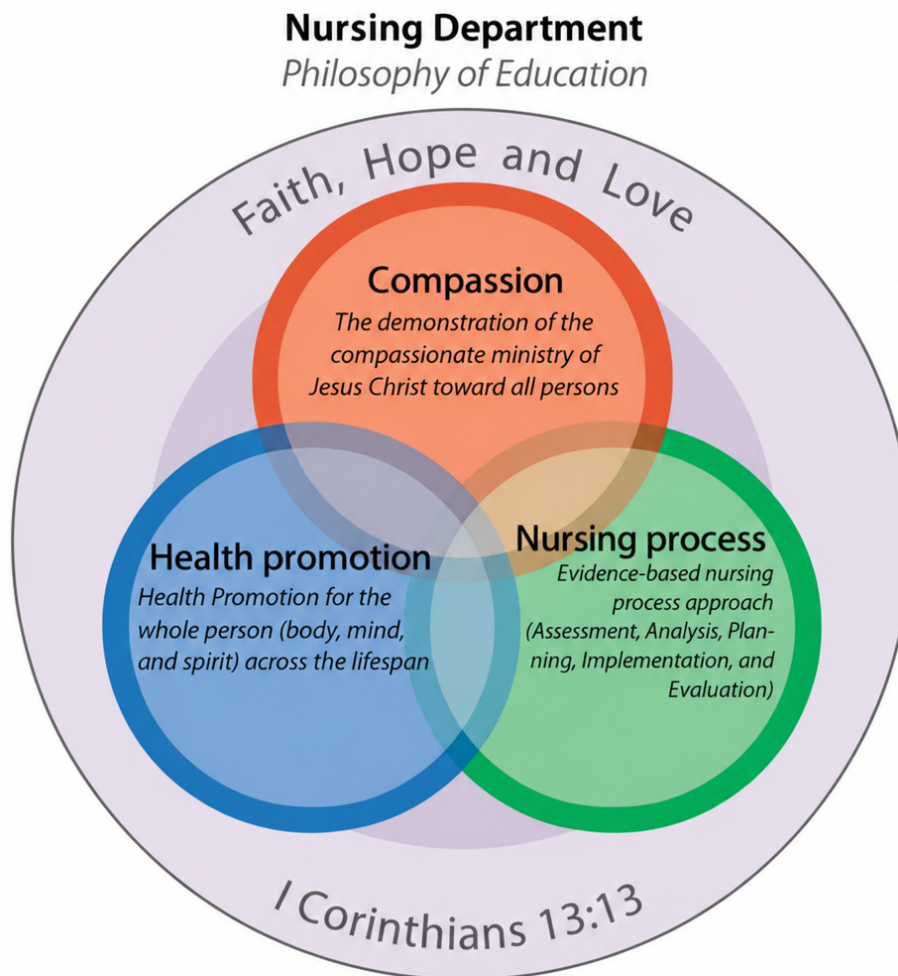
3. Evidence-based Nursing Process Approach: Assessment, Analysis, Planning, Implementation, and Evaluation

The WUN Program seeks to foster an organizational culture that supports a spirit of inquiry into the best evidence to guide the nursing process and clinical decision-making. Students will be taught how to search for evidence to answer clinical questions to promote high-quality client outcomes.

PROGRAM

Associate of Science in Nursing (ASN) degree program prepares students from diverse communities to become competent and compassionate Registered Nurses who are committed to the ministry of our Lord Jesus Christ, who came into this world as the unwearied servant of humanity's physical, mental, and spiritual needs. The ASN program equips graduates to successfully pursue licensure through the NCLEX-RN and begin their careers as Registered Nurses. It also provides a strong foundation for graduates who wish to continue their education through an RN-to-BSN program and earn a baccalaureate degree in nursing. In addition to comprehensive nursing education and clinical experience, the program incorporates health promotion and natural healing techniques, further preparing graduates to serve effectively as medical missionary nurses and to address the wholistic needs of the individuals and communities they serve.

WEIMAR UNIVERSITY NURSING PROGRAMS CONCEPTUAL MODEL



The following concepts are extensions of the three main constructs described above and are also integral and interwoven in the philosophy and curriculum of the Nursing Program.

Person (Humanity)

Each person is of infinite value, and Christ recognized no distinction of nationality, rank, or creed. God's gifts of mercy and love are unconfined; the life of Christ established the belief where there is no caste system and where all are linked in a common brotherhood/sisterhood, equal before God. No human being is worthless, and all are deserving of health care services. Nurses care for all people and do not discriminate according to gender, ethnicity, race, religious beliefs, social or financial status. Each person is created in the image of God, loved and endowed with free will, or individual autonomy. The concept of person may refer to the recipient of nursing care and may also include families, communities, and health care systems (Fawcett, J., 1995).

Environment

The environment may be defined as internal or external to the person and includes seen and unseen elements. The WUN faculty are committed to fostering a learning environment that supports inquiry and student success. Bobbit (2004) states that curriculum may be defined in two ways: experiences included in directed and undirected learning. Undirected learning occurs through the unconscious influences present in the educational environment. The Weimar University campus and faculty provide for such an undirected learning experience in a milieu that integrates health promotion and genuine caring for others into the daily lived experience of students on campus. The environment may contain physical and psychological stressors that may contribute to an increased incidence of certain health problems. Nursing identifies and modifies environmental factors through education and direct interventions to promote high-level wellness and healing. Nursing considers environmental factors, such as nutrition, hygiene, exercise, and other aspects, to promote optimal wellness and healing.

Health-Illness Continuum

Health or wellness comprises physical, mental, and spiritual dimensions, which are integrated within the person. A person's health can be described on a continuum from high-level wellness to full disability or illness. When disease occurs, a healing process is set in motion. Our Creator God is the source of this healing process, and one of nursing's fundamental functions is to assist the client in reaching high-level wellness in cooperation with the body's healing processes. Nursing also promotes a peaceful and pain-free dying process. In addition to traditional nursing practice, the WUN Program will integrate alternative and complementary nursing interventions that address the physical, mental, and spiritual dimensions.

Nursing

Nursing is defined as a professional ministry of care motivated by compassion for the individual and nonjudgmental respect for each person's diversity and freedom of autonomy. Nursing is engaged along a continuum of health-illness, which provides a *"ministry of compassionate care for the whole person, in response to God's grace . . . which aims to foster optimum health and bring comfort in suffering and death for anyone in need"* (Shelley & Miller 2006). The nursing profession involves the complex roles of caregiver, educator, coordinator, leader, and client advocate. Nursing is a practice discipline with a knowledge base derived from both the arts and sciences. To practice nursing, foundational knowledge from related disciplines in the social and biological sciences and the humanities is necessary. Additionally, Weimar University requires courses in religion, health promotion, and complementary and alternative therapies.

Nursing Education

The WUN Program values staying up to date with current nursing education needs and trends. Over time, healthcare knowledge has increased, and patients now face more complex comorbidities. As a result, there is a pressing need for nurses to communicate effectively with others and participate in interdisciplinary collaboration to promote high-quality healthcare (Timmerman, 2026). The nursing curriculum at WUN emphasizes the importance of quality improvement, evidence-based practice, interdisciplinary teams, and promoting client safety.

The Weimar University faculty fosters students' individual development and seeks to instill a lifelong love of learning by mentoring each student and taking a personal interest in them. 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 enables the teacher to gently lead and guide students.

Recognition of Individual Differences Among Students:

- Cultural Milieu and Ethnic Background: Weimar University has a diverse student body that varies widely in their ethnic, socioeconomic, and cultural backgrounds, learning styles, and levels of maturity. Student demographics include Caucasian, African American, Asian, Hispanic, and Pacific Islander. Students attend the University from all over the United States and from around the world. The age range for students is 18 to 61 years. While Weimar University attracts students primarily from outside the local community who embrace its Christian philosophy, it welcomes applicants from the surrounding community and does not discriminate on the basis of race, religion, ethnicity, or other factors.
- Learning Styles: Weimar University faculty recognize that students have diverse learning styles and needs. A variety of teaching strategies are used to promote critical thinking, clinical judgment, collaboration, and teamwork. These may include lectures, case studies, simulation experiences, computerized interactive and adaptive learning, and group projects designed to reflect real-world healthcare settings.

SUPPORT SYSTEMS

To assist students in achieving their educational goals, the following support services are provided on campus.

Tutorial Services

The faculty at Weimar University is committed to students' success. To this end, a Student Success Coordinator (SSC) is available to assist students. The SSC works under the direction of the Associate Academic Dean to lead the organization and implementation of student success programs. The SSC is directly responsible for students on academic probation, helping them succeed and remain accountable in their studies. The SSC will not only promote students' academic success but also minister to their spiritual welfare. Students must maintain at least a "C" letter grade in all nursing courses. Students with a GPA below 3.0 are placed on probation in Populi and may take only a limited number of credits. Referrals to SSC may also be made at any time by faculty, and students may also seek out the services of the SSC independently. The goal is to assist the student in improving their understanding of the content and their grade point average (GPA) by establishing a specific plan for more effective study habits. Student tutors are also available during posted hours.

Student Health Care Services

Students have access to all Blue Stone Health & Wellness services if they have Medi-Cal insurance, Sutter coverage, or choose to self-pay. Although there are no reduced rates for Weimar students, they can schedule appointments or visit as walk-ins. All nursing students are required to have health insurance and can seek healthcare services off-campus as well.

Student Spiritual Counseling

The chaplain is available for students for counseling. These counseling sessions are free of charge and confidential. Counseling is available through contacting the student success coordinator.

Student Housing

Because Weimar University is located in a rural area, on-campus housing is available for students. Separate residence halls are provided for single women and men, with kitchen facilities and common areas for socializing. The residence halls are conveniently located near the main academic building and are supervised by designated residence hall deans. Limited on-campus housing is also available for married students, subject to availability.

Weimar University Cafeteria

Food service is available to all college students. Meals include a delicious variety of multicultural plant-based cuisine prepared under the direction of a vegan chef. Individualized meals are prepared for students with food allergies or those on specialty diets.

Weimar Academic Advisor and Nursing Faculty Mentor

The purpose of a faculty mentor is to guide, advise, and support the nursing students as they advance in the nursing program. Faculty mentors help students navigate college life, understand the expectations of the nursing program, enhance confidence, and, foremost, facilitate the development of character for eternity.

At WU, we believe that true education is to help students develop a righteous character, and the formation of character is the work of a lifetime and for eternity (White, 1900).

Each nursing student is assigned to an academic advisor and a nursing faculty mentor.

The nursing faculty mentor will connect with students at the beginning of the semester, near the end, and as needed. The assigned faculty mentor is a resource and a source of support for students, in both academic and personal growth, while the academic advisor supports students with course planning before registering for courses at the beginning of a semester or when withdrawing from a course.

PROFESSIONAL CONDUCT & STANDARDS

Code of Ethics

Students enrolled at Weimar University are expected to demonstrate ethical, moral, and professional standards. The American Nurses Association has established a Code of Ethics for Nurses. Students are expected to follow these standards:

Provision 1. The nurse practices with compassion and respect for the inherent dignity, worth, and unique attributes of every person.

- Provision 2. A nurse's primary commitment is to the recipient(s) of nursing care, whether an individual, family, group, community, or population.
- Provision 3. The nurse establishes a trusting relationship and advocates for the rights, health, and safety, or recipient(s) of nursing care.
- Provision 4. Nurses have authority over nursing practice are responsible and accountable for their practice consistent with their obligations to promote health, prevent illness, and provide optimal care.
- Provision 5. The nurse has moral duties to self as a person of inherent dignity and worth including an expectation of a safe place to work that fosters flourishing, authenticity of self at work, and self-respect through integrity and professional competence.
- Provision 6. Nurses, through individual and collective effort, establish, maintain, and improve the ethical environment of the work setting that affects nursing care and the well-being of nurses.
- Provision 7. Nurses advance the profession through multiple approaches to knowledge development, professional standards, and the generation of policies for nursing, health, and social concerns.
- Provision 8. Nurses build collaborative relationships and networks with nurses, other healthcare and nonhealthcare disciplines, and the public to achieve greater ends.
- Provision 9. Nurses and their professional organizations work to enact and resource practices, policies, and legislation to promote social justice, eliminate health inequities, and facilitate human flourishing.
- Provision 10. Nursing, through organizations and associations, participates in the global nursing and health community to promote human and environmental health, well-being, and flourishing.

Reasons for Probation, Suspension, or Dismissal

Misconduct in any of the following areas may result in the student being placed on probation, suspended or dismissed from the Nursing Program.

1. Charged with criminal offense (speeding/parking tickets not applicable).
2. Unlawful use, possession, or sale of drugs or narcotics.
3. Failure to assume personal responsibility for appointments and obligations, communication, appearance, rights of others, etc.
4. Inability to recognize or inattention to matters of patient safety and well-being.
5. Repeated inadequate nursing care due to lack of preparation.
6. Unsafe or unacceptable behavior due to physical or emotional illness.
7. Consistent and extended inability or unwillingness to improve in documented areas identified as requiring improvement.
8. Plagiarism, dishonesty, or cheating.
9. Failure to maintain patient confidentiality/violation of HIPAA.
10. Violation of the California Nursing Practice Act.

American Nurses Association, (2025). *Code of Ethics for Nurses*. American Nurses Association.

ANA Scope and Standards of Practice

The Weimar University Nursing Programs are guided by the **ANA Nursing: Scope and Standards of Practice (4th Edition)** to ensure alignment with contemporary professional nursing practice. Students are expected to demonstrate ethical, moral, and professional nursing behaviors throughout the curriculum and clinical experiences. The program's End-of-Program Student Learning Outcomes (EPSLOs) align with ANA professional nursing standards, preparing graduates for safe, competent, evidence-based, and accountable nursing practice.

There are 18 total standards defined in the ANA (American Nurses Association) Scope and Standards of Practice. Only those standards from the American Nurses Association (ANA) Nursing: Scope and Standards of Practice that were applicable to the curriculum and program outcomes were selected and integrated into the Nursing Programs curriculum. These standards were used to guide curriculum development, course outcomes, learning activities, and student evaluation processes to ensure alignment with contemporary professional nursing practice and achievement of program outcomes.

ANA Standards of Practice (6 Standards, Standards 1-6)

Standard 1. Assessment

Emphasizes compassionate, holistic, and individualized care that respects patient values, spirituality, and dignity.

Standard 2. Diagnosis

Standard 3. Outcomes Identification.

Standard 4. Planning

The registered nurse develops a collaborative plan encompassing strategies to achieve expected outcomes.

Standard 5. Implementation

The registered nurse implements the identified plan.

Standard 5A. Coordination of Care

The registered nurse coordinates care delivery.

Standard 5B. Health Teaching and Health Promotion

The registered nurse employs strategies to teach and promote health and wellness.

Standard 6. Evaluation

Standards of Professional Performance (12 Standards, Standards 7-18)

Standard 7. Ethics

The registered nurse integrates ethics in all aspects of practice.

Standard 8. Advocacy

Standard 9. Respectful and Equitable Practice

Standard 10. Communication

Standard 11. Collaboration

Standard 12. Leadership

Standard 13. Education

Standard 14. Scholarly Inquiry

Standard 15. Quality of Practice

Standard 16. Professional Practice Evaluation

Standard 17. Resource Stewardship

Standard 18. Environmental Health

(American Nurses Association Scope and Standards of Practice, 2021).

QSEN Competencies

The Weimar University Nursing Programs incorporate the QSEN competencies of Patient-Centered Care, Teamwork and Collaboration, Evidence-Based Practice, Quality Improvement, Safety, and Informatics to promote quality and safety in nursing education and practice (Quality and Safety Education for Nurses Institute, n.d.)

1) Patient-Centered Care

Recognize the patient or designee as the source of control and full partner in providing compassionate and coordinated care based on respect for the patient's preferences, values, and needs.

- Recognize the patient and family as full partners in care.
- Respect patients' values, preferences, cultural backgrounds, and needs.
- Promote shared decision-making and individualized care.
- Support patient education, health promotion, and self-management.

2) Teamwork and Collaboration

Function effectively within nursing and inter-professional teams, fostering open communication, mutual respect, and shared decision-making to achieve quality patient care.

- Function effectively within nursing and interprofessional teams.
- Promote mutual respect, open communication, and shared decision-making.
- Enhance patient outcomes through coordinated care.
- Utilize communication tools such as SBAR.

3) Evidence-Based Practice (EBP)

Integrate best current evidence with clinical expertise and patient/family preferences and values for delivery of optimal health care.

- Integrate current best evidence with clinical expertise and patient preferences.
- Use research findings to guide clinical decision-making.
- Support continuous improvement in nursing care and patient outcomes.
- Promote lifelong learning and inquiry.

4) Quality Improvement (QI)

Use data to monitor the outcomes of care processes and use improvement methods to design and test changes to continuously improve the quality and safety of health care systems.

- Use data to monitor healthcare outcomes.
- Participate in efforts to improve healthcare systems and processes.
- Identify gaps in care and implement strategies for improvement.
- Contribute to organizational performance improvement initiatives.

5) Safety

Minimizes risk of harm to patients and providers through both system effectiveness and individual performance.

- Minimize the risk of harm to patients and healthcare providers.
- Apply national patient safety standards and evidence-based safety practices.
- Recognize and report errors, hazards, and near misses.
- Promote a culture of safety and accountability.

6) Informatics

Use information and technology to communicate, manage knowledge, mitigate error, and support decision-making.

- Use information and technology to communicate, manage knowledge, and support decision-making.
- Effectively utilize Electronic Health Records (EHRs).
- Protect patient privacy and confidentiality.
- Apply healthcare technologies to improve quality, safety, and efficiency of care.

Quality and Safety Education for Nurses Institute. (n.d.). *QSEN competencies: Pre-licensure KSAs*. QSEN Institute. <https://www.qsen.org/competencies-pre-licensure-ksas>

Nursing Practice Act

A registered nurse shall be competent when he/she consistently demonstrates the ability to transfer scientific knowledge from social, biological, and physical sciences in applying the nursing process, as follows:

- 1) Formulates a nursing diagnosis through observation of the patient's physical condition and behavior, and through interpretation of information obtained from the patient and others, including the health team.
- 2) Formulates a care plan, in collaboration with the patient, which ensures that direct and indirect nursing care services provide for the patient's safety, comfort, hygiene, and protection, disease prevention, and restorative measures.
- 3) Performs skills essential to the kind of nursing action to be taken, explains the health treatment to the patient and family and teaches the patient and family how to care for the patient's health needs.
- 4) Delegates tasks to subordinates based on the legal scopes of practice of the subordinates and on the preparation and capability needed in the tasks to be delegated, and effectively supervises nursing care being given by subordinates.
- 5) Evaluates the effectiveness of the care plan through observation of the patient's physical condition and behavior, signs and symptoms of illness, and reactions to treatment and through communication with the patient and health team members, and modifies the plan as needed.

- 6) Acts as the patient's advocate, as circumstances require, by initiating action to improve health care or to change decisions or activities which are against the interests or wishes of the patient, and by giving the patient the opportunity to make informed decisions about health care before it is provided.

(Title 16, California Code of Regulations, Division 14 - Board of Registered Nursing, Article 4, Section 1443.5)

CURRICULUM

Organizing Framework

The Nursing Program consists of two major areas: **pre-nursing courses in biological and social sciences** and **nursing courses**. Nursing coursework includes theoretical instruction that provides the knowledge essential for professional nursing practice, as well as skills laboratory and clinical experiences that enable students to apply theory to practice.

The nursing courses are sequential, progressing from simple to more complex topics building upon a foundation of previously acquired knowledge and skills. The three themes of the department's philosophy (refer to page 6) are interwoven throughout the curriculum.

End-of-Program Student Learning Outcomes

The ASN Program prepares the student for the role of a nurse generalist in entry-level positions for a variety of health care settings.

Nursing EPSLOs with Correlation to Weimar University Institutional Student Learning Outcomes (ISLOs)

ISLO (Domain)	Weimar University (ISLO) WU baccalaureate graduates will...	ASN End-of-Program Student Learning Outcome (EPSLO) By the end of the ASN program, students will...
#1 Spiritual Leaders	Follow Jesus Christ's example of faith-filled leadership through love-motivated ministry and service.	Implement and document spiritual care interventions within a comprehensive plan of care for patients and families.
#2 Health Evangelists	Practice and promote physical, emotional, mental, and spiritual healing through collaborative service and health promotion.	Demonstrate patient-teaching competency by providing evidence-based health education that promotes disease prevention and wellness.
#3 Critical Thinkers	Analyze problems and diverse perspectives to draw informed conclusions.	Demonstrate clinical judgment by analyzing patient information and prioritizing safe, evidence-based nursing care for individuals and families.
#4 Integrative Learners	Develop a biblical worldview and integrate disciplinary knowledge with Scripture and the Spirit of Prophecy.	Demonstrate professional growth by applying evidence-based knowledge and professional nursing standards to nursing practice.
#5 Effective Communicators	Communicate key concepts of their field effectively in written and oral forms.	Communicate and collaborate effectively with patients and members of the healthcare team while utilizing healthcare technology to support safe, patient-centered nursing care.
#6 Quantitative Reasoners	Solve quantitative problems and communicate findings using numerical and other quantitative representations.	Demonstrate competency in performing accurate medication calculations and administering medications safely using clinical judgment and medication safety principles.
#7 Principled Workers	Demonstrate strong moral principles, self-discipline, diligence, and quality work in professional settings.	Apply ethical principles, professional standards, and Christian values to make safe and responsible nursing decisions.

EPSLOs are based on Professional Nursing Standards, Guidelines and Competencies

Associate in Science of Nursing (ASN) Program				
End-of-Program Student Learning Outcome (EPSLO)	QSEN	ANA Code of Ethics for Nurses	ANA Nursing Scope and Standards of Practice (4 th edition)	Rationale/Focus Area
EPSLO AS #1: Spiritual Leaders Implement and document spiritual care interventions within a comprehensive plan of care for patients and families.	Patient-Centered Care	Provision 1	Standard 1. Assessment	Emphasizes compassionate, holistic, and individualized care that respects patient values, spirituality, and dignity.
EPSLO AS #2: Health Evangelists Demonstrate patient-teaching competency by providing evidence-based health education that promotes disease prevention and wellness.	Quality Improvement	Provision 4	Standard 5B. Health Teaching and Health Promotion	Focuses on health promotion, disease prevention, and improving health outcomes within communities and populations.
EPSLO AS #3: Critical Thinkers Demonstrate clinical judgment by analyzing patient information and prioritizing safe, evidence-based nursing care for individuals and families.	Evidence-Based Practice	Provision 3	Standard 5. Implementation	Supports clinical judgment, evidence-based decision-making, and application of nursing science in practice.
EPSLO AS #4: Integrative Learners Demonstrate professional growth by applying evidence-based knowledge and professional nursing standards to nursing practice.	Teamwork and Collaboration	Provision 7	Standard 4. Planning	Reflects lifelong learning, ethical formation, accountability, and professional identity development.
EPSLO AS #5: Effective Communicators Communicate and collaborate effectively with patients and members of the healthcare team while utilizing healthcare technology to support safe, patient-centered nursing care.	Informatics	Provision 8	Standard 5A. Coordination of Care	Highlights communication through healthcare technologies, information systems, and interdisciplinary collaboration tools.
EPSLO AS #6: Quantitative Reasoners Demonstrate competency in performing accurate medication calculations and administering medications safely using clinical judgment and medication safety principles.	Safety	Provision 6	Standard 1. Assessment	Supports data analysis, quality improvement, patient safety measures, and evaluation of healthcare outcomes.

EPSLO AS #7: Principled Workers Apply ethical principles, professional standards, and Christian values to make safe and responsible nursing decisions.	Patient-Centered Care	Provision 5	Standard 7. Ethics	Reinforces ethical practice, compassion, integrity, and respect in caring relationships.
--	-----------------------	-------------	--------------------	--

The EPSLOs with correlation to Course Student Learning Outcomes (CSLOs)

EPSLO	1st Semester CSLO (NURS 220, 221)	2nd Semester CSLO (NURS 223, 225, 226) Summer term (NURS 224)	3rd Semester CSLO (NURS 300, 302) Summer Term (NURS 301)	Final Semester CSLO (NURS 303, 304)
EPSLO #1 Spiritual Leaders Implement and document spiritual care interventions within a comprehensive plan of care for patients and families.	Identify patients' spiritual needs and describe Christ-centered nursing care.	Assess patients for spiritual distress and incorporate spiritual needs into the nursing process.	Plan and implement appropriate spiritual care interventions.	Independently implement, document, and evaluate spiritual care interventions within a comprehensive plan of care.
EPSLO #2 Health Evangelists Demonstrate patient-teaching competency by providing evidence-based health education that promotes disease prevention and wellness.	Identify basic health promotion and disease prevention strategies.	Provide health teaching to individuals with guidance.	Implement evidence-based patient teaching for selected populations.	Independently provide and evaluate patient education that promotes wellness and disease prevention.
EPSLO #3 Critical Thinkers Demonstrate clinical judgment by analyzing patient information and prioritizing safe, evidence-based nursing care.	Apply the nursing process to care for one patient with predictable outcomes.	Analyze assessment findings and identify priority nursing needs.	Prioritize care for multiple patients using clinical judgment.	Independently analyze patient information and prioritize safe, evidence-based nursing care.
EPSLO #4 Integrative Learners Demonstrate professional accountability by adhering to professional nursing standards and incorporating Christian values into patient care.	Identify professional nursing standards and the importance of lifelong learning.	Demonstrate accountability and professional behavior in clinical practice.	Apply professional standards and incorporate feedback to improve performance.	Consistently demonstrate professional accountability and Christian values in clinical nursing practice.
EPSLO #5 Effective Communicators Communicate and collaborate effectively with patients and healthcare team members while utilizing healthcare technology.	Demonstrate basic therapeutic communication and EMR documentation skills.	Communicate effectively with patients and faculty using appropriate healthcare technology.	Collaborate with healthcare team members and provide organized patient reports.	Independently communicate and collaborate with patients and interprofessional team members while utilizing healthcare technology.
EPSLO #6 Quantitative Reasoners Demonstrate competency in performing accurate	Perform basic medication calculations and	Prepare and administer medications with direct supervision.	Accurately calculate and administer oral, IM, and IV medications.	Independently perform accurate dosage calculations and safely administer medications using clinical

medication calculations and administering medications safely.	identify medication safety principles.			judgment and medication safety principles.
EPSLO #7 Principled Workers Apply ethical principles, professional standards, and Christian values to make safe and responsible nursing decisions.	Identify ethical, legal, and professional principles affecting nursing practice.	Apply ethical and legal principles in selected patient care situations.	Demonstrate accountability, integrity, and ethical decision-making in diverse clinical settings.	Consistently apply ethical principles, professional standards, and Christian values in safe and responsible nursing decision-making.

Clinical Laboratory Competencies: Critical Elements

- Safe nursing care is a fundamental right of every patient. Students must protect patients from physical and emotional harm, prevent infection through appropriate aseptic practices, and avoid any action that may compromise patient safety.
- Patients also have the right to compassionate and therapeutic nursing communication. Students are expected to demonstrate empathy, attentiveness, sensitivity, and respect for each patient's values, beliefs, dignity, culture, and autonomy.
- As students progress through the nursing program, they are expected to advance from the novice level toward the advanced-beginner level by demonstrating increasing competence, accountability, and safety.
- The following critical elements apply to all nursing courses and are considered when evaluating clinical and laboratory performance. Failure to meet any of these critical elements may result in failure of the clinical rotation.

The student must:

1. Exemplify the caring and compassionate ministry of Jesus Christ toward all persons.
2. Protect the patient's physical and emotional safety.
3. Verify the patient's identity using approved identifiers before providing care.
4. Always maintain patient privacy and confidentiality.
5. Administer medications safely and accurately according to established standards and the rights of medication administration.
6. Verify the provider's order before administering medications or performing procedures.
7. Perform hand hygiene and maintain medical or surgical asepsis as appropriate.
8. Recognize and correct breaks in sterile or aseptic techniques.
9. Recognize and promptly report significant changes in a patient's condition.
10. Report immediately any error, near miss, injury, or unsafe condition.
11. Demonstrate the knowledge and clinical skills expected at the student's current level of progression.
12. Recognize personal limitations, accurately represent abilities, and seek assistance when needed.
13. Demonstrate professional, ethical, respectful, and accountable behavior.
14. Comply with nursing program requirements and healthcare facility policies and procedures.

Distant Clinical Sites

Several off-campus clinical sites will be utilized. The cost of lodging and travel in a van will be covered through the students' clinical and nursing fees.

NURSING PROGRAM POLICIES

Student Rights

The Weimar University Associate of Science in Nursing Program faculty value student rights, which include, but are not limited to:

- The right to be treated fairly, with respect and dignity.
- The right to access their education records, according to the Family Educational Rights and Privacy Act (FERPA)
- Communication and clarification of entries into the student's education records and files.
- The right to challenge the contents in their education records.
- Provision of clear and comprehensive syllabi by the first day of class, which provide expectations, grading scale and system, schedules, and course assignments.
- The right to offer constructive input regarding the overall curriculum and policies of the Nursing Program.
- The right to receive prompt feedback on classroom work and clinical performance.

Student Responsibilities

- Assume responsibility for course requirements as delineated in the course syllabi.
- Comply with the Weimar University Student Handbook and Weimar University Associate of Science in Nursing Student Handbook.
- Demonstrate professionalism and caring behaviors during interpersonal interactions.
- Demonstrate accountability for one's personal and professional conduct.

Legal Responsibilities and Liability Insurance

Students are legally responsible for their actions in the classroom, laboratory and clinical setting. Professional liability insurance is carried by Weimar University for nursing students and faculty during their performance of activities specifically related to the academic program of the university, both on and off the premises of the university campus. If a student is engaged in nursing services for employment, they should carry their own coverage.

Student Governance

Membership of this council consists of the director, all nursing faculty, one student representative from the 1st-year students in the ASN Program, one student representative from the 2nd-year students in the ASN Program, and one student representative from the students in the RN-BSN Program. Student representatives will be invited to attend one scheduled meeting per month during the semester. Students will not be allowed to be present during the discussion of confidential matters. Student representatives and class officers must be in good academic standing and not be on any student learning contract during their service to promote student success.

Nursing students are encouraged to participate in the University Student Association and to serve in cohort leadership roles, such as president or secretary. Cohort officers promote

communication, support organizational needs, and coordinate class meetings and activities throughout the nursing program.

A nursing faculty member will review the minutes from cohort meetings and will approve official class activities during the nursing program, such as fundraisers.

All fundraising activities must have prior approval from the director or assistant director of the Nursing Department. Weimar University is not responsible for debts incurred by the student fundraising activities. Students are requested not to solicit financial contributions from clinical facilities.

Student Professionalism Rubric (if applicable)

Performance Criteria	Highly Professional	Professional	Participating	Unprofessional
Time Management Attendance Promptness Responsibility	4 Always arrives on time and stays for entire class; regularly attends class; all absences are excused; always takes responsibility for work missed; no deadlines missed; does not seek exceptions from class/ college or university policies except institutional excuses	3 Late to class only once or twice; almost never misses a class; no unexcused absences, generally takes responsibility for material and work missed; no more than one deadline missed; does not seek exceptions from class/college or university policies except institutional excuses	2 Late to class more than once every month and regularly attends class; misses two or more deadlines or faculty mentor meetings; seeks exceptions to class/ college or university policies not including institutional excuses	1 Late to class more than once/ week and does not regularly attend class; misses three or more deadlines or faculty mentor meetings; demands exceptions to class/ college or university policies not including institutional excuses
Respect Social Skills	4 Careful not to distract others (socializing, sleeping, leaving early or during class, reading unrelated material, doing homework for another class or wearing inappropriate attire); never uses unapproved electronic devices in class; is respectful towards peers, adults, and the learning environment both in and out of class	3 Exhibits behavior that distracts others once or twice during the semester; rarely uses unapproved electronic devices in class; is almost always respectful towards peers, adults, and the learning environment both in and out of class	2 Recurring behavior that distracts others; recurring use of unapproved electronic devices; is not consistently respectful of peers, adults, and the learning environment both in and out of class	1 Is asked to leave class due to behavior that distracts others; is often extremely disrespectful to peers, adults, and the learning environment both in and out of class
Preparedness Motivation Contribution	4 Almost always participates in class discussion; contributions reflect exceptional preparation and are always substantive, well supported, and persuasively presented; does not dominate discussion	3 Regularly participates in class discussions; contributions reflect good preparation and are generally substantive, fairly well substantiated, and moderately persuasive; when called upon, can usually answer questions and refer to readings; occasionally dominates discussion	2 Rarely participates in class; contributions reflect adequate or less than satisfactory preparation and are occasionally substantive, somewhat substantiated and occasionally persuasive; when called upon, often cannot answer questions in depth or refer to readings; may dominate discussion with irrelevant comments	1 Never participates in class; no evidence or preparation; when called upon, can't answer questions in depth or refer to readings; any comments made are usually irrelevant
Quality of Work Integrity Persistence	4 Provides work of the highest quality that reflects best effort; makes strong effort to improve work; shows positive, proactive behavior; is always honest and encourages others to do the same; always adheres to class, college, and university academic dishonesty policies	3 Provides high quality work that often reflects best efforts; makes moderate effort to improve work; shows positive, proactive behavior; is always honest; always adheres to class, college, and university academic dishonesty policies	2 Provides work that reflects a good effort and occasionally needs to be checked or redone; rarely shows negative behavior; is honest; does not knowingly violate class, college, or university academic dishonesty policies	1 Provides work that reflects very little or no effort; shows negative behavior; is often not honest; knowingly violates class; college; or university academic dishonesty policies

Teamwork	4 Makes obvious and significant contributions on projects in terms of timeliness in completing assigned work, making genuine effort to work effectively with others and providing valuable, creative, competent skills to the team; often takes leadership role	3 One or two complaints from team members about lack of contribution; occasionally takes leadership role	2 A few complaints from team members about lack of contribution	1 More than a few complaints from team members about lack of contribution; does not contribute in a meaningful way to group work
TOTAL /20				

Student Representation on the Nursing Program Committees

Weimar University involves students in the development of program policies and procedures, philosophy and objectives, learning experiences, curriculum, instruction, and evaluation.

The Nursing Faculty Council meets at least once per month. Membership of this council consists of the director, all nursing department faculty, and one student representative from each class of the ASN Program. The Faculty Council includes all aspects of business: Department concerns, Student Affairs, Curriculum, Admission, Progression, and Graduation. Elected student representatives are invited to attend and participate in these meetings.

Participation in these committees provides a formal venue for students to collaborate with nursing faculty on ongoing program development. Students are provided opportunities to offer input on Nursing Program policies and processes that affect their education, including the program philosophy, objectives, curriculum, and evaluation procedures. These meetings provide a forum for students to raise concerns, contribute to problem-solving, and participate in program governance. Students will be excused from any portion of a meeting involving confidential or privileged matters.

To ensure quality and overall effectiveness, as well as maintain compliance with the BRN Rules and Regulations, the Nursing Program will be evaluated by students on a regular basis through student end-of-course evaluations.

Attendance

Update: All nursing students are expected to attend every theory class, Skills Lab, and clinical experience. Attendance will be recorded for each class, Skills Lab, and clinical session, including after scheduled class breaks.

In the event of an excused absence from class, the student is responsible for obtaining lecture notes from fellow students and obtaining handouts/videos from the instructor. In the event of absence, the student is expected to notify the instructor at least an hour *before* class by text, e-mail, or voice mail.

Tests and quizzes will be made up solely for excused absences and must be made up within one week of the absence unless arrangements have been made with the instructor. Each class may have a different attendance grading policy as indicated in the syllabus.

Students with unavoidable absences should contact the Department of Nursing immediately. Any missed clinical time **must** be made up. Faculty will have one extra clinical day scheduled towards the end of the clinical rotation for students needing to make up clinical time. If a student has an **unexcused** absence from clinical **or** needs to make up **more than one** excused absence from clinical days in a course, the student will be charged a \$200 fee per clinical day. The student who

misses a clinical due to a death in the family, legal issues, or illness may need to provide a note from the dean, parent, or doctor. If clinical faculty miss or cancel a clinical for any reason, it must be made up. For excused or unexcused absences in clinical practice, students will be responsible for arranging transportation to and from clinical practice.

Missing more than 10% of class, lab, or clinical time may result in course failure. This may mean missing more than one or two clinicals. Being tardy to class, skills lab, or clinical three times (arriving after the instructor begins the session) will be considered an absence. Attendance during the entire first week of the semester is mandatory in any clinical nursing course. Any student missing orientation, class, or lab during the first week of a new semester for any reason may forfeit admission to the course.

Pregnancy or Extended Illness

A note from a health-care provider (physician, nurse practitioner or physician assistant) is required for any illness/disability lasting three days or more. This must be submitted to the course instructor. Individual restriction of physical mobility will be considered by the course instructor and director in terms of the feasibility of meeting the program objectives.

A health-care provider's (physician, physician assistant, nurse practitioner, or professional midwife) written approval is required for a pregnant student to remain in the Nursing Program and before the student may return to the Nursing Program following delivery.

Changes in a student's health status or use of controlled medication must be reported to the director of the Nursing Department.

Accidents/Injuries

Accidents and injuries that occur in the clinical facility must be reported immediately to the clinical instructor, and the procedure for reporting according to the facility's policies must be followed. Accidents and injuries that occur on the Weimar University campus must be reported immediately to the director of the Nursing Department. Referrals may be made to a medical facility or health care provider.

Request for Time Off

Students requesting three or more consecutive days of leave must submit a written request to the Nursing Program Director and schedule a meeting to discuss the circumstances. The Program Director will review the request and provide a written decision to the student and appropriate course instructors. If the leave is approved, the student is responsible for meeting with each instructor to arrange any permitted make-up work. Approved leave days will count toward the program's maximum allowed absences.

Kaplan Exam

Kaplan exams are standardized tests that count for a portion of your total course grade (except for NURS 303). The test will be scheduled after the Final Course Exam. The grade given for the Kaplan exam is based on the Kaplan threshold, which varies by test. The grading and remediation of the exam will be as follows:

- Above the passing threshold set by Kaplan: Students will receive the full 10 points after remediating all incorrect items.
- Below the passing threshold but above 30th percentile: Students will receive 5 points after remediating all correct and incorrect items.

- At or below the 30th percentile: Students must retake the assessment and again remediate all correct and incorrect items. The maximum score remains 5 points, and no additional points will be awarded for the retake.
- Failure to complete the required retake will result in an Incomplete course grade.

Remediation must be completed immediately after the assessment. Students must:

- Spend at least **one minute per question** on remediation.
- Take notes during remediation as evidence of completion.
- Keep all remediation notes in a **Professional Growth notebook**.

In **NURS 303**, Kaplan assessments are weighted differently and are combined with regular course assignments, predictor examinations, and NCLEX preparation activities. Any repeat Kaplan test must be scheduled at least **two weeks after the previous attempt** to provide students sufficient time for remediation, review, and preparation.

WEIMAR UNIVERSITY ASSOCIATE OF SCIENCE IN NURSING REQUIRED PRE-REQUISITES

The Weimar University ASN prerequisite courses must be completed prior to entry into the Nursing Program with a grade of C or higher. A cumulative GPA of 3.0 and above for the pre-nursing prerequisite.

Students who complete coursework at other institutions must submit official transcripts for evaluation by the **Weimar University Registrar**. Any nursing courses completed elsewhere must be reviewed and approved by both the **Registrar** and the **Director of the Nursing Department**.

Science courses with laboratory components must have been completed within the previous **five years** to be considered for transfer into the Nursing Program.

Before admission to the Nursing Program, applicants must complete the **Kaplan Admission Exam** and achieve a minimum score of **65%**.

Students who have not completed college-level mathematics and chemistry must successfully pass proficiency examinations in both subjects.

ASN Required Pre-requisite Courses	Semester credits
BIOL 121/BIOL 121a Anatomy & Physiology I & Lab	4
BIOL 122/BIOL 122A Anatomy & Physiology II & Lab	4
BIOL 223/BIOL 223a Introductory Microbiology & Lab	4
MATH 110 Survey of Math (or high school algebra and required score on proficiency exam)	3
FDNT 214 Human Nutrition	3

RELB 101 Life & Teachings of Jesus	3
ENGL 101 English Composition I	3
*SOCI 215 Introductory Sociology	3
PSYC 101 General Psychology	3
COMM 202 Speech and Rhetoric	3
*CHEM 111/a Survey of Chem + Lab (or high school Chemistry and required score on proficiency exam)	4

*= recommended to be taken as a summer course

Classroom Testing Guidelines

- 1) During quizzes and examinations, students may not have books, notebooks, backpacks, cell phones, or other unauthorized materials on their desks. Electronic devices may be used only when specifically permitted by the instructor for an approved educational purpose. Medically necessary devices, such as insulin pumps or hearing aids, are permitted as appropriate. Smart devices, including but not limited to **AirPods, smartwatches, and other wearable technology**, are not permitted during testing. Hooded sweatshirts, caps, hats, and other head coverings that may interfere with test security may not be worn during quizzes or examinations, except when required for medical or religious reasons.
- 2) In general, students will not be allowed to leave the room during exams. Please notify the exam proctor if any physical issue would interfere with this requirement.
- 3) No talking is permitted during the test. Questions are not allowed during exams. Asking questions is disruptive to others and the state board examination format does not allow for questions to be asked, thus in preparing for NCLEX, the instructor will not allow questions during exam time. During quizzes and examinations, **talking is not permitted**, and students may not ask questions once testing has begun. Questions during an examination may disrupt other students and are not consistent with NCLEX testing conditions. To help prepare students for the NCLEX environment, instructors will not answer questions related to test items during the examination.
- 4) After the student submits the test and leaves the room, they may not return until all students have completed the test.

Guidelines for test taking on the computer:

- a) Do not open multiple screens. University-provided computers and secure web browsers will be used for test-taking whenever possible.
- b) Printing and taking photos are not allowed.
- c) Saving or downloading the test is not allowed

*In the event of unprecedented technological difficulties, exams may be taken on paper.

*Reference- NCSBN. (n.d.). NCLEX Candidate Rules. <https://www.nclex.com/exam-day.page>

Exam Dates

Exam dates and times, including final exams, cannot be changed by students. Missing an exam will forfeit credit for the exam missed, except for excused absence with valid documentation.

Student Accommodations

Students who require academic accommodations for classroom, skills laboratory, or clinical activities must promptly contact the Student Success Coordinator. Written documentation of approved accommodations must be submitted to the course instructor by the end of the first week of classes. Approved accommodations will be implemented in accordance with university policy.

Incomplete Grades

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 and when the student has maintained satisfactory performance prior to the request for incomplete.

If the Incomplete is approved, the student will have until an agreed upon date to finish the course. A form from the Registrar's office must be completed and signed. All outstanding course work must be completed no later than the beginning of the following semester. The incomplete must be successfully completed prior to the beginning of the next semester. An incomplete may not be assigned a withdrawal grade.

If the student fails to complete the required course work by the agreed upon date, the he or she will receive a grade based upon work submitted by the deadline.

Nursing Student Remediation Plan

A remediation plan provides assistance with the application of theory acquired in the classroom setting in the clinical practice setting. A learning contract with a remediation plan will be necessary for the following conditions:

- Students enrolled in any of the nursing courses receiving a grade of less than 76% on exams will participate in a remediation plan for the semester.
- Students requiring improvement in the clinical setting.
- This plan will be personalized and documented according to student needs by faculty or advisors.
- Anyone at-risk of failing the course will receive a learning contract
- Meet with the course instructor weekly, as needed, to discuss academic progress and areas for improvement.
- Establish a learning plan with actions and follow-up
- Connect the student with the Student Success Coordinator and the Faculty Mentor.
- Review quizzes and exams

Student Learning Contracts

Students at risk of failing a course will receive a student learning contract, developed in collaboration with the instructor, the student, and a faculty mentor, to promote academic progress and document concerns. Students may receive a learning contract for the following reasons:

- exam scores consistently below the passing threshold
- incomplete assignments or coursework
- missed clinical hours or sessions

- professionalism issues or participation

DIGITAL MINIMALISM

To be successful in the nursing program, the student must understand and adhere to the following expectations:

1. Attendance and Participation

- *Class Engagement*

Students are expected to fully engage in each class session. To maintain an environment free from distractions, unauthorized use of electronic devices is prohibited unless expressly permitted by the instructor (e.g., during student presentations)

If you are on your device in class for non-class activities, you will be marked absent.

- *Presence and Contribution*

Students are expected to attend every class session and actively participate in discussions and group activities. Consistent engagement is a key component of your success in this course.

2. Benefits of Writing by Hand

To optimize learning and retention, this course encourages handwritten note-taking. A growing body of research demonstrates that writing—rather than typing—deepens comprehension and strengthens long-term memory.

- *Improved Conceptual Understanding*

A landmark study by Mueller & Oppenheimer (2014, *Psychological Science*) found that students who take notes by hand process information more deeply, resulting in stronger conceptual learning. Typing tends to encourage verbatim transcription, while handwriting forces students to summarize, analyze, and engage with ideas.

- *Stronger Memory Retention*

Research in cognitive psychology shows that the physical act of handwriting activates more regions of the brain associated with memory formation and encoding. A 2020 study from the University of Tokyo demonstrated that handwritten notes help students recall information more accurately than typed notes.

- *Enhanced Focus and Reduced Distraction*

Devices—even when used with good intentions—introduce multitasking temptations and reduce overall attention span. Handwriting removes the “digital distraction load,” allowing the student to be fully present with the material.

- *Better Synthesis and Critical Thinking*

Because handwriting is slower, students naturally distill information, identify key points, and form connections—skills critical for theological reasoning, biblical interpretation, and meaningful class discussion.

For these reasons, students are strongly encouraged to bring a notebook and pen to class and to develop the discipline of writing their notes by hand. This practice has been repeatedly shown to strengthen learning outcomes in college-level courses.

Technology Usage

To maintain a focused and productive learning environment and minimize distraction for both the user and nearby students, cell phones will not be permitted in the classroom. All cell phones and other mobile devices must be *silenced or switched off before* entering class and remain out of sight during class time. Cell phones will be put away in a backpack or a designated area like a school- provided caddy and can only be retrieved during class breaks or at the end of class period.

The use of computers and devices during class time is for purposes that pertain specifically to the class only (i.e. note-taking, research, in-class activities, etc.). Use of computers for other purposes, such as communication (e.g. iMessage, FaceTime, WhatsApp, Messenger, Google Chat, Skype, MS Team), internet surfing, recreation, etc. is not permitted.

Before entering the testing room, cell phones and smart watches must be removed and stored in your backpack or purse during testing.

Failure to abide by these rules will result in absence in class attendance and potentially impacting the student's participation/professionalism grade. Furthermore, after first offense and repeated violations may result in the phone being turned into the main office or require a parent/guardian to retrieve it.

Exceptions

- Emergency situations: Students with extenuating circumstances may inform the instructor before class about an emergency. The student will provide the significant person/family member the nursing department's office contact information (Tel: 530-422-7999) and to call the nursing department secretary during class time to get in touch with the student as needed.
- Educational use: The instructor will provide clear direction if a phone is to be used for a specific educational activity.

DOCUMENTATION OF STUDENT PROGRESS

Clinical.

Student progress is documented in the clinical evaluation tool. The Clinical Instructor will evaluate student clinical performance throughout the rotation using the current clinical evaluation tool. At midterm, students will complete a self-evaluation, which will be reviewed with the instructor. At the end of the rotation, the instructor will complete the final clinical evaluation.

The clinical evaluation tool contains clinical objectives and student learning outcomes for each course. The clinical evaluation must include documentation of the student's performance and mastery of the Student Learning Outcomes, as well as constructive feedback and objectives for future growth and continuing progress.

GRADING SYSTEM

Grading Scale: The following grading scale will be used to determine each student's final course grade:

PASSING GRADES				NONPASSING GRADES			
GRADE	%	GPA	Description	GRADE	%	GPA	Description
A	92-100	4.0	Superior	C-	74-75	1.67	
A-	90-91	3.67		D+	72-73	1.33	Marginal
B+	88-89	3.33		D	68-71	1.0	
B	84-87	3.0	Good	D-	66-67	0.67	
B-	82-83	2.67		F	0-65	0.09	Unsatisfactory
C+	80-81	2.33		NOT COMPUTED:			
C	76-79	2.0	Average	P – PASS W – Withdrawal I – Incomplete U – Unsatisfactory			

The Department of Nursing has adopted the above grading scale: Both the classroom and clinical sections of a course must be successfully completed to pass the course.

If a student withdraws from a required nursing class because of failure or receives a grade lower than a C, he/she cannot enroll in additional nursing courses during that semester. Refer to the discussion on the re-admission process (page 37).

Licensed Vocational Nurses, Thirty (30) Semester Unit Option

Licensed Vocational Nurses (LVN) who possess a current, unencumbered LVN license may apply for admission to take courses at Weimar University. These applicants may matriculate into the ASN program or the 30-unit option. The LVN applicants seeking the ASN program, should refer to 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. LVNs who take this selection of courses will not receive a degree. Students who complete these designated courses will not graduate with an Associate of Science in Nursing Degree and are not eligible to participate in graduation. A California RN license obtained according to this process may not be acknowledged in other states.

Applicants who desire this option for study are required to meet with the Nursing Department director or designee for objective, academic counseling. LVNs desiring entry will be considered on a space availability basis. LVNs 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 of Science in Nursing Student Handbook.

The following requirements apply to the option for the additional education required for an LVN to complete a course of study toward licensure as an RN:

- The additional education required of LVNs will not exceed a maximum of thirty (30) semester credits.
- Possess a current, unencumbered California Licensed Vocational Nurse license.

- Satisfy the physical and mental health related requirements listed in the Weimar University Associate of Science in Nursing Program Admission Policies and Application Packet
- Meet with the Nursing Department director for academic advising regarding this option and the practice limitations associated with this option.
- Meet with the Registrar for review of transcripts. The Registrar in collaboration with the Nursing Department director will determine the acceptable courses for transfer. Clinical skills competency testing and/or challenge exams may be required.

The clinical/laboratory and theory sections of a nursing course must both be successfully completed for each nursing course requested for transfer.

Other requirements as described in the Weimar University Associate of Science in Nursing Program Admission Policies and Application Packet will be required:

- Cover Letter
- Professional Reference Forms
- Health Care Provider CPR Certification
- Criminal Background Check
- Fingerprinting
- Drug Screen

Acceptance into the Nursing Program is not guaranteed if all of these requirements are met. Admission is dependent upon space availability.

Physiology (may be challenged/taken elsewhere)	4.0 semester units
Microbiology	4.0 semester units with lab
Mental-Health Psychiatric Nursing	3.5 semester units with clinical
Geriatric-Community Nursing	2.0 semester units with clinical
Intermediate Medical Surgical Nursing II	5.5 semester units with clinical
Advanced Medical Surgical Nursing	5.5 semester units with clinical
Health Promotion/Disease Prevention	4.0 semester units with clinical
<i>Total Semester Units Required:</i>	<i>28.5 semester units</i>

Previous Education Credit for Applicants Who Request Advanced Placement

The “Credit for Previous Education” section is for LVN students seeking advanced placement for the ASN program or students with previous medical health care education or training. The student may request credit for postsecondary courses successfully completed at another institution by submitting a written request to the Weimar University Registrar.

Students applying for advancement placement for the Weimar ASN Program will meet with the director to identify previous course work/unit/knowledge/experience (i.e. corpsmen, etc.), which will be evaluated for potential acceptance and advanced placement. Such reviews will be done on an individual basis as required.

Credit for Previous Education

The student may request credit for postsecondary courses successfully completed at another institution by submitting a written request to the Weimar University Registrar.

- 1) The student will submit official transcripts and course descriptions or syllabi from the educational institution awarding units for the courses the student desires to transfer. The educational institution must be accredited by an accrediting agency recognized by the U.S. Department of Education or acknowledged by an agency regarded as satisfactory by the Weimar University Nursing Program curriculum committee and department director. Transfer units will be evaluated to ensure that they adhere to high academic standards and to allow equivalent classes to satisfy specific courses required by Weimar University. Courses that do not have a direct correlation to classes offered by Weimar University may be accepted as elective units if approved by the Academic Standards Committee. Weimar University reserves the right to accept or reject units earned at other institutions.
- 2) The subject content of the course(s) the student desires to transfer must be essentially similar to the core, required course(s). Credit for courses in the Science requirements of the Associate of Science in Nursing Program must have been granted to the student within five years of the Registrar's receipt of the student's written request. Courses for General Education and cognates must have been granted to the student within ten years of the Registrar's receipt of the student's written request.
- 3) The number of units the student desires to transfer must be equal to the same number of required semester unit hours for a given course as delineated in the course outline. Weimar University will determine if the number of units of a prior course is equal to a minimum of the same number of semester hours as required by Weimar University.
- 4) The courses the student desires to transfer must be successfully completed with a minimum of a grade of "C" or higher (2.0 on a 4.0 scale)
- 5) College GPA is calculated on prerequisite courses required for Associate of Science in Nursing. The minimum GPA is 3.0 for nursing admission.
- 6) The total number of units for courses that may be transferred from a postsecondary educational institution will not exceed 36 semester unit hours required for the student to graduate from the ASN program.

Challenge/Advanced Placement into the Nursing Program for Military Personnel

Individuals who have held Military Health Care Occupations may achieve advanced placement into the Associates of Science in Nursing (ASN) program with documentation of education and experience. All applicants must meet the following requirements:

- 1) The recency of education and experience must be within five years of the application.
- 2) Education and experience must meet the basic requirements for Weimar University Nursing admission.
- 3) Honorable discharge (DD214) or current active honorable service, with letter from current supervisor, are required.
- 4) Transcript Evaluation: Review of military healthcare training for potential credit.
- 5) Challenge Exams: The applicant may challenge the first semester of the ASN program and be admitted directly into the second semester courses only if the space is available in that cohort. The applicant will take and pass the Kaplan Standalone Integrated test for the first semester nursing courses, including 100% on skills

- competency demonstration of the first semester courses: NURS 220 and NURS 221, and 90% score on the dosage calculation exam are required.
- 6) Candidates must meet the same eligibility requirements for admission into the ASN program as other applicants, including completion of prerequisites and successful completion of the Kaplan Entrance Exam with a passing score of 65% two references, and nursing interview with Nursing admission committee.
 - 7) Background check/drug screen: Must pass a drug screen for admission.

Please note: The completion of an Associate of Science in Nursing Degree may require additional coursework per university policy. Please meet with an advisor to determine what additional courses will be necessary.

Challenging the first semester of the ASN program

- 1) The nursing applicant may challenge the first semester of the ASN program (NURS 220 & NURS 221) and be admitted directly into the second semester courses only if space is available in that cohort.
- 2) Challenge Exams: Applicant will take and pass the Kaplan Standalone Integrated test for the first semester nursing courses, including 100% on skills competency demonstration of NURS 220 and NURS 221 nursing skills, and 90% score on the dosage calculation. These are required for advanced placement.
- 3) Passing the Kaplan Admission Exam with 65% overall score. Applicants may have the opportunity to retake the Kaplan exam if score is below the accepted 65% score. Applicants will pay the Kaplan entrance exam fee.
- 4) Military Challenge students will be held to the same policies and procedures as all other ASN students thereafter.

Challenging the Skills Competency for the skill covered in NURS 220 and NURS 221 courses.

Prior Learning Assessment and Recognition (PLAR) Process: Skills Observation Demonstration for credit for previous education for LVN, students will only be exempt from specific classes challenged with PLAR and will still be required to attend Theory portion of the courses.

Skills Observation Demonstration:

- Must take place by week three of classes. Students not submitting an application and completing this assessment by the third week, will not be eligible for PLAR.
- Students will receive a copy of the skills observation assessment case study from the Course Instructor.
- Students will prepare to demonstrate the listed skills during the mutually agreed upon time.
- This assessment will be graded using the most current best practice, according to the following texts:

Buchholz, S. (2023). *Henke's med-math* (10th ed.). Wolters Kluwer.

Perry, A. G., Potter, P. A., Ostendorf, W. R., & LaPlante, N. (2025). *Clinical nursing skills & techniques* (11th ed.). Elsevier.

Students are responsible for preparing to demonstrate the skill according to best practice. LPN personal experience and/or employer policies and processes, will not be considered in this assessment. It will be according to the skills competency check list used in the course.

- Two instructors will independently evaluate the student during the skills observation.
- A student who does not pass the skills observation is not granted PLAR. Due to the timing of the semester, this decision is final and there is no appeal option.

Please note: The examination for credit shall be designed for the purpose of evaluating knowledge and /or clinical skills, and military education and experience necessary to meet course objectives. Hence, the WU nursing program will use standardized exams when challenging for credit.

Artificial intelligence use

As followers of Christ, we are called to be people of truth, integrity, and excellence by His grace. AI tools are to be used with discernment, discretion, and acuity — as a supplement, not a substitute, for personal diligence and God-given creativity. Responsible use honors both your own growth and God as the ultimate source of wisdom.

Proper Use of AI

Fact-Check Everything

- AI can confidently generate wrong or outdated information.
- Cross-check AI outputs against textbooks, peer-reviewed sources, or your professor's materials before including them in assignments.

Protect Your Academic Integrity

- Know this technology/AI policy.
- If you use AI for an assignment, cite it (e.g., MLA, APA).
- Never copy-paste entire AI answers as your own submission.

Use AI for Learning, Not Cheating

Good uses examples

- Summarizing complex readings/concepts in plain language.
- Helping outline essays or projects.
- Exploring multiple perspectives on a topic.
- Generating ideas for class projects or papers.
- Developing practice materials such as practice quizzes, questions, and problems.
- Developing study aids, such as flashcards.
- Critiquing your understanding of a topic.
- Critiquing your writing (having generative AI rewrite for you is not acceptable).
- Providing suggestions for improvement for your written work.

Bad uses examples

- Writing entire essays or (programming) code solutions for you.
- Submitting AI-generated work without revision or attribution.
- Using it to bypass studying for exams.
- Submitting generative AI-generated materials as your work.
- Using generative AI to develop answers for assignments, exam questions, or other coursework.
- By passing learning processes.

- Fabricating references or citations.
- Automating discussion participation.
- Using generative AI to analyze case studies or provide answers in simulations.
- Using generative AI to rewrite your written work.

Be Aware of Bias

- AI reflects the data it was trained on, which may carry social or cultural biases.
- Don't assume its answers are neutral — think critically.

Protect Your Privacy

- Don't enter sensitive personal information (like your name, ID, or assignments with private data).
- Some AI tools store prompts, which could later be used in training.

Maintain Your Own Voice

- Rewrite and adapt AI-generated text in your own style.
- Use it as inspiration, then add your perspective and examples.
- Professors can often tell when work doesn't match your usual writing.

Test Yourself Without AI

- Before exams or graded projects, make sure you can explain concepts without AI help.
- Practice writing short answers or solving problems on your own.

Adapted from the work of the Weimar University Educational Technology Committee.

Artificial Intelligence (AI) Use in Courses

Students are responsible for reviewing each course syllabus to understand the instructor's expectations regarding the use of Artificial Intelligence (AI) tools in coursework, assignments, and learning activities. AI use expectations may vary by course. Some instructors may encourage and integrate AI as a learning tool, some may permit limited or specific uses of AI, and others may prohibit its use altogether. Students are expected to follow the AI guidelines outlined in each course syllabus and seek clarification from the instructor when needed. Ultimately, AI serves as a supportive tool in nursing education, as a compliment to, rather than a replacement for involvement, human expertise, and interaction.

Weimar University General Sexual Harassment Policy

(see also Sexual Assault and Harassment in Academic Bulletin & Student Handbook 2026-2027)

Weimar University is committed to creating a safe and collegial environment that is conducive to learning and personal and spiritual growth. Toward this end, students, volunteers, faculty, and staff (or other persons providing services to Weimar University) should never place another student or colleague in a position of embarrassment by the use of language or actions that carry either overt or subtle sexual overtones. Such behavior is not only a violation of state and federal law, but also a violation of the Christian principles that Weimar University espouses.

Sexual harassment is defined as any unwelcome sexual advance, request for sexual favor, and/or other verbal or physical contact of sexual nature when:

- 1) Submission to such conduct is made explicitly or implicitly a term or condition of an individual's employment or academic standing; or,

- 2) Submission to, or rejection of, such conduct by an individual is issued as a basis for employment or academic decisions affecting an individual; or,
- 3) Such conduct has the purpose, or effect, of interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive working or academic environment.

As such, sexual harassment at Weimar University will not be tolerated in any form. If a student encounters such behavior from a member of the faculty or staff at Weimar University or from a fellow student, the following steps should be taken:

- 1) Such an encounter should be reported to one of the following persons: the director of the Nursing Department, Academic Dean, the Assistant Academic Dean, or the Residence Hall Deans. These persons will seek to ensure the students' right to privacy and the alleged offender's right to due process.
- 2) Students, faculty, or staff who are aware of any incidents of sexual harassment are also responsible to report such incidents.
- 3) An investigation will be made for the purpose of seeking to establish whether there is a reasonable basis to accept the allegations as fact.
- 4) The accused will be fully informed as to the nature of the allegations and will be given reasonable opportunity to respond to the charges.
- 5) If it is determined that the allegations are valid, immediate and appropriate disciplinary action will be taken — up to and including dismissal.
- 6) If it is determined that the allegations are unfounded, steps will be taken to restore the reputation of the accused. If it is determined that the accuser was intentionally dishonest, he or she will be subject to discipline.

Progression, Discipline and Withdrawal/ Readmission

Progression in the Associate of Science in Nursing Program

Each course must be successfully completed with a "C" or higher grade before the next semester may be attended. Students must complete all exams with an average of 76% or higher for each course in order to pass the class. Students who do not maintain a minimum grade of a "C" in each course must repeat the course at the next time it is offered.

A passing grade in a course cannot be achieved without the successful completion of the clinical portion of the course. An unsatisfactory clinical grade or a grade below a "C" in the theory portion of any clinical course requires that the entire course be repeated (both theory and clinical) prior to further progression in the Nursing Program. Students with an Incomplete in a nursing course, cannot begin another course until the incomplete is removed. Students who are evaluated as unsafe in the clinical setting will be removed from the clinical area and may be dismissed from the Nursing Program.

Repeating Courses

- Students who earn lower than a "C" or "W" (withdrawal) grade from a Nursing course must petition the Nursing Faculty Council in order to repeat the course (when it is offered again) in order to progress in the Nursing Program. Students will be allowed to repeat a Nursing course on a space available basis.
- Students may repeat ONE Nursing course as listed in the Weimar University Academic Bulletin and Student Handbook.

- If the student withdraws from a Nursing course, and is failing the course with a grade of less than a “C” at the time of the withdrawal, this is counted toward the allowable number of repeat courses.
- During the repeat of a Nursing course, if the student drops the course prior to the drop deadline and is earning a failing grade (less than a “C”), the student may not repeat the course again and may not continue in the program.
- During the repeat of a Nursing course, if the student is dropped by the instructor due to absences prior to the drop deadline and/or is earning a failing grade (less than a “C”), the student may not repeat the course again and may not continue in the program.

Withdrawal and Re-admission into the Nursing Program

- A student who withdraws or who is dismissed from the Associate of Science in Nursing Program must schedule an exit interview with the Director of the Nursing Program before leaving the program.
- A student who withdraws or who is dismissed from the Associate of Science in Nursing Program may reapply for admission to the appropriate semester during the regular application filing dates.
- The student must petition the Nursing Faculty Council for readmission. Re-admission is on a space available basis.
- Re-admission to the program will be based on the same criteria, as those used for initial entry into the Nursing Program.
- Students who do not maintain continuous enrollment will be required to re-submit all admissions screening requirements (criminal background checks, drug/alcohol screening, physical examination, immunization screening, and CPR requirements.)

Incivility

Any form of incivility is unacceptable at the Weimar University Nursing Department. Incivility is defined as disruptive, ill-mannered, or offensive behavior contrary to the well-being of the classroom and clinical community. This includes any un-Christlike behavior and all forms of disrespect or disregard for instruction, the instructor, or a fellow student. A report of student incivility may initiate a grievance process that could lead to dismissal.

Suspension

Violation of academic, safety, ethical, moral or professional standards may result in suspension from the Nursing Program. Verbal and written notification of suspension will be provided to the student. Students will be suspended for a determined amount of time, which will be communicated to the student and requirements may need to be fulfilled prior to re-admission. During suspension, the student may not attend class or clinical labs. The student may appeal the suspension but may not attend class or clinical lab during the appeal process.

Dismissal

Failure to adhere to academic, safety, ethical, moral or professional standards may result in dismissal from the Nursing Program. Verbal and written notification will be provided to the student who is dismissed from the program. After notification of dismissal, the student may no longer attend the nursing classroom or clinical setting. Dismissal from the Nursing Program may be appealed.

Process for Appeal after Suspension or Dismissal from the Nursing Program

The faculty acknowledges that unexpected circumstances may occur and that students have potential for change. The faculty supports the potential for students to petition the Nursing Faculty Council for readmission into the Associate of Science in Nursing Program.

The student will submit a letter of petition to the director of the Nursing Department within ten (10) days of notice of suspension or dismissal. The written appeal for readmission into the Nursing Program will be considered by the director and a committee consisting of nursing faculty. The student will be notified in writing within ten (10) days of receiving the written appeal. Re- acceptance to the Nursing Program is not guaranteed upon petition.

The content of the student's letter must contain explanation why they were previously not successful and what actions will be taken or what changes have occurred to ensure future success.

Application for readmission after suspension or dismissal should include:

- Three letters of recommendation from recent employers, teachers and clergy who can attest to the student's ability to be successful in the ASN Program.
- Any updated official transcripts
- Nursing Program Reapplication Packet

The letter of petition and all supporting documents must be received in the Nursing Department office eight weeks before the start of the semester for which the student is applying. The Nursing Faculty Council will review the petition and documents and may request an interview with the student.

Re-Entry into the Nursing Program after Extended Absence of Two or More Semesters

Students who have been absent from the Nursing Program for two or more semesters will be required to pass written and skills tests prior to being re-admitted.

Student Grievance Policy

It is the intent of Weimar University to provide full consideration to student complaints regarding any aspect of the programs, facilities, or other services provided. The student is expected to initially pursue an informal process in resolving concerns.

It is recommended that when appropriate, personal disagreements be resolved privately between the persons involved. If a grievance is not resolved, both parties should choose another person to be present with them while attempting further discussion.

Informal means of resolving complaints is supported as the first step in addressing concerns. Students are encouraged to communicate their concerns openly with faculty members and the director of Nursing Department.

The formal grievance procedure provides a structured framework where unresolved concerns may be addressed. All efforts will be made to protect the confidentiality of information that is reported when applicable.

Students who have an unresolved grievance should follow the appeal process described below.

- 1) *Student Life*: Matters related to concerns involving the residence hall, should be appealed first to the residence hall assistants and residence hall dean, and then to the Deans Council. The Deans Council will give response to the students within ten days of receipt of the written concern.

- 2) *Discipline*: Students involved in matters of non-academic discipline may appeal in writing to the Deans Council, within ten days of disciplinary action. The Deans Council will give a response in writing within ten days of receipt of the written concern.
- 3) *Non-nursing Academic*: Students who have concerns regarding non-nursing academic policies or procedures should first discuss the concerns with the registrar, and then if unresolved, may submit written appeals to the Academic Standards Committee. The Academic Standards Committee will give a response in writing within ten days of receipt of the written appeals.
- 4) *Nursing Academic*: Concerns related to the matters of grading, instruction, faculty relations, and academic progression should first be discussed with the faculty involved, and then, if unresolved, should submit a written appeal to the director of nursing. Resolution will be sought with parties involved, and a written response from the director of nursing will be given to the students within ten days of the written appeal. If needed, the final process will require a written letter of appeal to the Nursing Student Appeals Committee. The Nursing Student Appeals Committee will deliberate and give final response to the students within ten days of the receipt of the students' letters of appeal.

Criminal Background Screening

In the interest of patient safety, clinical agencies require background checks of their employees and nursing students. Criminal background checks are required by a designated deadline before the beginning of the first semester. Students are responsible for any fees associated with criminal background checks. Additional background checks may be required in subsequent semesters. Students are responsible for any fees associated with these background checks.

If a crime against persons, including but not limited to neglect and assault, sexual crime, or drug possession conviction is on the record, the applicant will be disqualified for admission.

International students must contact their individual consulate for appropriate documentation.

Drug Screening

The Weimar University Associate of Science in Nursing Program maintains agreements with agencies where students will be completing the clinical rotations. These agencies require drug and alcohol screening of its employees and students. The students will be responsible for any additional screening charges (about \$50).

All students accepted into the Associate of Science in Nursing Program will be tested for drug use as part of the pre-admission procedure. If a student has had drug testing at their place of employment and can provide results that are less than a year old, this will be accepted.

Positive drug screens will require further evaluation. Incoming and currently enrolled students with verified positive test results will be given the opportunity to explain the results. If a student is taking prescription medications that lead to a positive drug screen, documentation from a health care provider prescribing the medication must be provided.

Clinical agencies reserve the right to deny access to patient care to students with positive drug screens. Students who are suspected of being under the influence of drugs and/or alcohol will be immediately removed from the clinical area and must immediately receive drug and alcohol testing. If the student refuses to be tested, this will be grounds for dismissal from the program.

Dress Code

Student appearance will reflect the policies and standards of Weimar University and the professional image of nursing.

Classroom Attire

Please refer to the Weimar University Academic Bulletin & Student Handbook for detailed information on classroom attire.

Clinical Dress Code

Students who do not follow the clinical dress code will be asked to leave the clinical lab setting immediately. This absence will be considered unexcused, and students will be required to make up for the time missed. If a student is asked to leave the clinical lab twice in the same semester, this will result in failure of the clinical lab course.

- In clinical settings, the Nursing Program uniform is worn.
- The uniform must be clean, wrinkle-free, and worn with appropriate undergarments.
- Clinical shoes must be white, have closed toes and closed heels, and allow the student to move quickly and safely. All-white leather athletic or nursing shoes are acceptable. Shoes with mesh uppers are not permitted because they may allow penetration by blood, body fluids, or sharp objects. Socks must be worn in the clinical setting. A plain white shirt may be worn under the clinical uniform.
- School-issued identification badges may be required in certain clinical settings, including geriatric, psychiatric, and pediatric rotations. Other clinical facilities, such as Sutter Auburn Faith Hospital and Adventist Health Ride Out, issue their own identification badges to nursing students and clinical instructors participating in rotations at their sites. The ID badge must be worn above the waist, securely attached to the uniform, and always clearly visible. Badges may not be worn on a lanyard.
- The student must always have in their possession their stethoscope, pulse oximeter, pen and black permanent marker, pocket notebook, bandage scissors, penlight, wrist watch with second hand, and Skills Checklist.
- “Fanny packs” may not be worn.

Personal Appearance and Grooming in the Clinical Area

- Students must be clean, free of odor, and strong fragrances and well groomed. Patients may be sensitive to perfumes, colognes and have allergic reactions.
- Hair must be clean and pulled away from the face. Long hair should not fall forward into the face. Hair accessories must be conservative. Hair color should be a color naturally occurring in humans.
- Mustaches, beards, and any facial hair must be neatly trimmed and maintained. A stubble appearance is not acceptable in any clinical setting.
- Fingernails must be short and clean and no more than 1/8 inch beyond the finger. Artificial nails are not permitted. No nail polish may be worn.
- Make-up must be conservative and in good taste.
- Chewing gum and smoking are not allowed in the clinical setting.
- No jewelry is allowed except for medical ID bracelets.
- Tattoos must be covered according to the discretion of the instructor and facility.

Dress Policy for Skills Laboratory

- Shoes must have closed toe and heel. Other colors are accepted (black/ brown)

- A watch with a second hand or digital must be worn.

HEALTH REQUIREMENTS

Health Insurance

Health insurance is required of each student. Proof of health insurance must be provided to the Nursing Department administrative assistant.

Physical exam

A physical exam by a health care provider must be completed within the previous 12 months from initial entry into the Nursing Program. The Weimar University Health Record Form must be completed and given to the Nursing Department administrative assistant.

Required Immunizations and Health Screening

Immunization records must be completed before students may attend clinical courses.

The nursing program requires only immunizations required by the clinical sites. Any requests for exemptions must be directed to the Weimar University nursing director who will provide instructions on how to proceed. Students cannot begin the nursing program without permission for exemption.

Students must provide documentation of the immunizations and health-screening requirements listed below. Because clinical site requirements vary, the Nursing Program cannot guarantee placement or completion of required clinical experiences for students who do not meet facility-specific immunization requirements.

Measles, Mumps, and Rubella (MMR)

Documentation of two MMR vaccinations or a positive serologic titer demonstrating immunity is required.

Diphtheria, Tetanus, and Pertussis

Documentation of the primary immunization series and a booster received within the past 10 years is required. At least one booster must be Tdap. A positive serologic titer may be accepted when applicable.

Hepatitis B

Documentation of the complete Hepatitis B vaccination series or a positive serologic titer demonstrating immunity is required.

Varicella (Chickenpox)

Documentation of two varicella vaccinations or a positive serologic titer demonstrating immunity is required.

Influenza

Annual influenza vaccination is required unless medically contraindicated and verified by a physician or nurse practitioner. A thimerosal-free, preservative-free vaccine is recommended when available.

Tuberculosis Screening

Students must provide documentation of an initial two-step TB skin test administered one to three weeks apart, followed by annual negative TB screening.

Students with a positive TB test must provide documentation of a negative chest X-ray and complete any additional required symptom screening.

After the first year of clinical education, an annual negative QuantiFERON-TB Gold blood test may be submitted in place of the TB skin test. When required, students may instead submit documentation of a negative chest X-ray together with an annual negative symptom review.

COVID-19 Vaccination and Testing

Some clinical facilities may require COVID-19 vaccination and/or booster doses as a condition of participation. Clinical facilities may also require periodic COVID-19 testing.

Essential Physical and Mental Requirements

The physical, cognitive, emotional, and behavioral abilities necessary for safe and successful participation in the Nursing Program are outlined below. Prospective and enrolled students must be able to perform these essential functions, with or without reasonable accommodations.

Requirement	Descriptions	Examples
Observation	Use of visual and auditory senses to gather data	Observe patients and manipulate equipment under various illumination levels Assessment of skin color Auscultation of heart and lung sounds Communicate with the patient and healthcare team
Communication	Verbal and written communication must be in English	Receiving and giving report of patient status Understanding nonverbal communication (body language) Documenting nursing care Writing papers Utilizing sufficient verbal and written skills to efficiently communicate in English with the patient and healthcare team
Motor Abilities	Physical ability, coordination and stamina; utilizing fine and gross motor skills	Performing cardiopulmonary resuscitation (CPR) Transferring/lifting Standing & walking most of shift Providing nursing care for 12-hour periods Bending or crouching several times per hour Ability to independently, manipulate medical equipment and accessories, including but not limited to switches, knobs, buttons, keyboards, patient lines, and tubes Lifting and carrying a maximum of 35 pounds several times an hour Lifting and moving up to 300 lbs. with the assistance of 2 or more persons Reaching overhead above the shoulder 90 degrees
Intellectual	Comprehension and problem-solving ability Performing nursing responsibilities with the intellectual functions necessary to demonstrate independent judgment and discretion	Calculating drug dosages Analyzing information Prioritizing nursing care Synthesizing data from a variety of sources
Behavior & Social	Emotional stability, capacity for self-reflection and change	Functioning effectively under stress Respect and acceptance of patients from diverse backgrounds Accepting constructive suggestions for improvement

REQUIRED TRAINING AND CERTIFICATIONS

CPR Certification

All students are required to have **current American Heart Association** cardiopulmonary resuscitation (CPR) certification for health care providers (this is NOT community CPR). All certifications must be in-person and valid for two years. Documentation of CPR is required before the deadline for application submission. CPR is mandatory for attendance in clinical sites. Students without a current CPR card will not be allowed to attend clinical lab and these absences are considered unexcused.

Mathematics Testing

All students are required to pass a math competency test at least 90% score for medication preparation in clinical practice. Students will be given a second test if they do not pass the first test. Failure to pass the second test will result in failure in the course.

Required Training

In maintaining compliance with the clinical facilities, all nursing students are required to receive general training regarding patient and fire safety, the spread of blood-borne pathogens, personal protective equipment (PPE), and legal requirements for confidentiality and privacy (HIPAA). A required in-service session is provided during the New Student Nurse's Orientation. It is mandatory that nursing students complete this training.

Respirator Fit Testing

Students participating in clinical experiences at Adventist Health Ride Out (AHRO) are required to complete respirator fit testing for protection against airborne infectious diseases. Fit testing verifies that a tight-fitting respirator, such as an N95, provides an appropriate seal and fit for the individual wearer.

Students must be medically cleared before fit testing and must be tested with the same make, model, style, and size of respirator used in the clinical setting. Fit testing is required before initial use and may be required annually, or whenever a change occurs that could affect respirator fit. Students must also perform a seal check each time the respirator is worn.

Students and instructors are scheduled for Fit Testing at Weimar before participating in patient care. Students with facial hair are required to undergo PAPR (Powered Air-Purifying Respirator) training, which is done at AHRO.

NURSING EVENTS

Nursing Dedication Ceremony (first years)

The Nursing Dedication Ceremony is a candle-lighting ceremony that symbolizes each student's commitment to the nursing profession and to the mission of **"Healing a Hurting World."**

The ceremony is held at Haskell Hall after successful completion of the first semester of the Nursing Program. Students are required to wear their nursing uniforms. Each student selects a nurse—such as a family member, friend, or nursing faculty member—to serve as the candle lighter. Guest nurses are encouraged to wear semi-formal or church attire.

Nursing Pinning Ceremony (ASN candidates for graduation)

The Nursing Pinning Ceremony is a traditional nursing event that recognizes the completion of the student nurse role and the transition toward professional registered nursing practice, contingent upon successful completion of the RN licensure examination.

The ceremony is held on the Weimar University campus during graduation weekend. ASN candidates may wear their nursing uniforms. Each candidate will select a registered nurse to serve as a pinner. Guest nurses are encouraged to wear semi-formal or church attire.

Graduation

All eligible students are encouraged to participate in the Weimar University graduation ceremony, during which the university diploma is awarded. Graduation is held on the Weimar University campus. Students who do not plan to participate must notify both the Registrar and the Nursing Department Secretary in advance. Graduating candidates are expected to wear modest, semi-formal church attire.

Graduation Requirements

The Weimar University Associate of Science in Nursing (ASN) Program includes pre-nursing coursework in the natural, social, behavioral, religious, and biological sciences, as well as required nursing courses. To qualify for graduation, students must successfully complete all program requirements with a grade of C or higher in each required course.

Students should consult with a Weimar University nursing faculty advisor or program director, and a graduation plan should be signed before entry into the Associate of Science in Nursing Program. The graduation plan should be reviewed with the advisor each semester to ensure satisfactory progress and timely completion of all program requirements.

Students anticipating graduation must apply for graduation candidacy during the fall semester preceding their intended graduation semester.

SABBATH OBSERVANCE

In adherence with the beliefs of the Seventh-day Adventist Church, there are no classes, meetings, or labs conducted during Sabbath hours (beginning from sundown on Friday to sundown on Saturday). Any scheduled school activities that are non-religious should end one hour prior to Friday night sundown and not begin until at least one hour after Saturday night sundown. The university library closes early on Friday afternoon and remains closed all day on Saturday.

Two spiritual nursing ceremonies may take place during Sabbath hours: the Nurses' Dedication in the second semester and the Nurses' Pinning Ceremony during graduation weekend.

POLICY AGREEMENT

On orientation, the student will sign the acknowledgment form below to confirm that they understand the information presented in the handbook and agree to comply with all policies contained therein



HANDBOOK ACKNOWLEDGEMENT

I acknowledge my responsibility in reviewing the contents of this Student Handbook.

I have read the above information and understand that this handbook is an agreement between the Nursing Department and me.

Student Printed Name

Student's Signature

Date

(Submit this form to the corresponding instructor)

References

- American Nurses Association, (2025). *Code of Ethics for Nurses*. American Nurses Association.
- Bobbitt, F. (2004). The curriculum. In D. J. Flinders & S. J. Thornton (Eds.), *The curriculum studies reader* (2nd ed., pp. 9–14). Routledge Falmer.
- California Board of Registered Nursing. (n.d.). *Approved regulations*. California Department of Consumer Affairs. <https://www.rn.ca.gov/regulations/approved.shtml>
- White, E. G. (1900). *Christ Object Lessons*. Ellen G. White Writings. [Ellen G. White Writings](#)
- Fawcett, J. (1995). *Analysis and Evaluation of Conceptual Models of Nursing*. 3rd ed. F.A. Davis: Philadelphia.
- King James Bible. (2017). *King James Bible Online*. (Original work published 1769). <https://www.kingjamesbibleonline.org/>
- Lewis, C. S. (2002). *The four loves*. HarperCollins.
- Mueller, P. A., & Oppenheimer, D. M. (2014). The Pen Is Mightier Than the Keyboard: Advantages of Longhand Over Laptop Note Taking. *Psychological Science*, 25(6), 1159–1168. <https://doi.org/10.1177/0956797614524581>
- NCSBN. (n.d.). NCLEX Candidate Rules. <https://www.nclex.com/exam-day.page>
- OSHA-Occupational Safety & Health Administration-Safe Patient Handling (<https://www.osha.gov/sites/default/files/publications/OSHA3708.pdf>)
- Quality and Safety Education for Nurses Institute. (n.d.). *QSEN competencies: Pre-licensure KSAs*. QSEN Institute. <https://www.qsen.org/competencies-pre-licensure-ksas>
- Shelley, J.A. & Miller, A.B. (2006). *Called to Care: A Christian Worldview of Nursing*. 2nd Ed. Grove, Illinois: InterVarsity Press.

Timmerman, G. M., & Young, V. (2026). Transforming the nursing curriculum through required interprofessional education: key issues for consideration. *Women's Health*

White, E.G. (1905) *Ministry of Healing*. Mountain View, California: Pacific Press.