



# **Registered Nurse - Bachelor of Science in Nursing (RN-BSN) Program**

## **Student Handbook 2026-2027**

**All 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.

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# INTRODUCTION

## WEIMAR UNIVERSITY NURSING RN-BSN STUDENT HANDBOOK – PURPOSE

The purpose of this handbook is to provide information and guidance to 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. 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

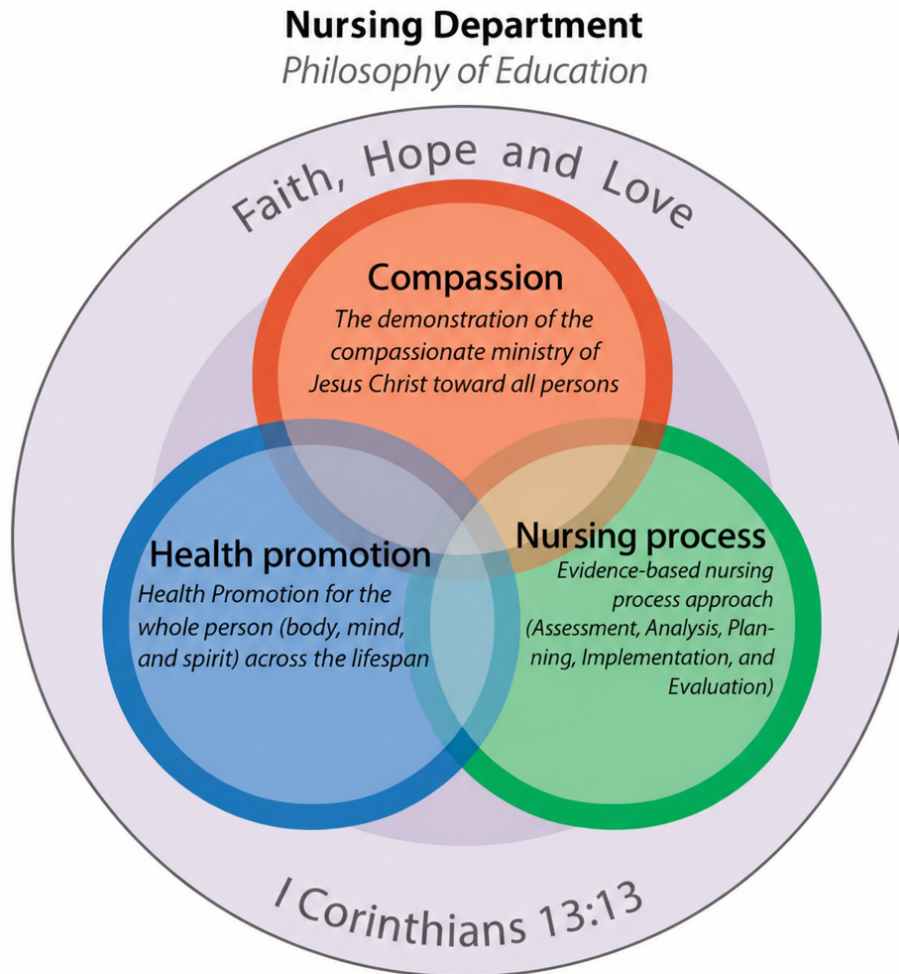
## **PROGRAMS**

### **RN to Bachelor of Science in Nursing**

The Bachelor of Science in Nursing (BSN) degree program prepares nurses who are able to teach and promote principles that prevent disease. Students gain clinical experience in hospitals, Weimar's NEWSTART Lifestyle Program, and the Nedley Depression and Anxiety Recovery Program. Graduates of Weimar University's nursing programs will be effective medical-missionary nurses who exemplify the caring ministry of Jesus Christ

# WEIMAR UNIVERSITY NURSING PROGRAM

## CONCEPTUAL MODEL



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

### Person (Humanity)

Each person is of infinite value. 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 brother/sisterhood, equal before God. No human being is worthless and all are deserving of the ministry 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 choice of the will or individual autonomy. The concept of person may refer to the recipient of nursing and also may include families, communities, and health care systems (Fawcett, J.,1995).

### Environment

May be defined as internal or external to the person and includes seen and unseen elements. The Weimar University faculty is committed to fostering a learning environment that is supportive of inquiry and the student's success. Bobbit (2004) states that curriculum may be defined in two ways: experiences included in directed and undirected learning. Undirected learning takes place from 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 in the daily experience of students on campus. The environment may contain physical and psychological stressors, which may be the cause of increased incidence of certain health problems. Nursing identifies and modifies environmental factors through education and direct interventions in order to promote high-level wellness and healing. Nursing considers aspects of the environment such as nutrition, hygiene, exercise, and other features in order to promote optimal wellness and healing.

### Health-Illness Continuum

Health or wellness is composed of physical, mental, and spiritual dimensions, which are integrated within the person. The level of a person's health may be identified on a continuum of high-level wellness and 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 to reach high-level wellness in cooperation with the body's healing processes. Nursing also promotes peaceful and pain-free dying process. In addition to traditional nursing practice, the Weimar University Associate Degree Nursing Program will integrate alternative and complementary nursing interventions, which 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 profession of nursing 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. In order to practice nursing, a foundational knowledge from the related disciplines of the social and biological sciences and humanities is necessary.

## 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 achieve 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, 1897, cited in Special Testimonies on Education).

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.

### **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.

Reference: 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 considered to 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 client's physical condition and behavior, and through interpretation of information obtained from the client and others, including the health team.
- 2) Formulates a care plan, in collaboration with the client, which ensures that direct and indirect nursing care services provide for the client's safety, comfort, hygiene, and protection, and for disease prevention and restorative measures.
- 3) Performs skills essential to the kind of nursing action to be taken, explains the health treatment to the client and family and teaches the client and family how to care for the client'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 client's physical condition and behavior, signs and symptoms of illness, and reactions to treatment and through communication with the client and health team members, and modifies the plan as needed.
- 6) Acts as the client'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 client, and by giving the client 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)*

## AACN Essentials: 10 Domains

The latest AACN Essentials are the 2026 edition of *The Essentials: Core Competencies for Professional Nursing Education*. The framework continues to organize professional nursing education around **10 domains**, with competencies applicable across entry-level and advanced nursing education.

| Domain | AACN Essentials Domain                 | Brief Description                                                                                                                                         |
|--------|----------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1      | Knowledge for Nursing Practice         | Integrates nursing knowledge with knowledge from the arts, sciences, and other disciplines to support clinical judgment, decision-making, and innovation. |
| 2      | Person-Centered Care                   | Provides holistic, individualized, respectful, compassionate, and evidence-based care in partnership with individuals and families.                       |
| 3      | Population Health                      | Promotes health and prevents disease across populations through collaboration, prevention strategies, and population-focused care.                        |
| 4      | Scholarship for the Nursing Discipline | Applies, translates, and disseminates evidence and nursing knowledge to improve practice, outcomes, and healthcare delivery.                              |
| 5      | Quality and Safety                     | Applies quality-improvement and safety principles to reduce risk, prevent harm, and improve patient and system outcomes.                                  |
| 6      | Interprofessional Partnerships         | Collaborates effectively with patients, families, nurses, and other professionals to improve care and outcomes.                                           |
| 7      | Systems-Based Practice                 | Functions effectively within complex healthcare systems and uses resources, coordination, and leadership to improve care delivery.                        |

|    |                                                    |                                                                                                                            |
|----|----------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------|
| 8  | Informatics and Healthcare Technologies            | Uses information, data, communication technologies, and informatics to support safe, efficient, and evidence-based care.   |
| 9  | Professionalism                                    | Demonstrates professional identity, accountability, integrity, ethical practice, advocacy, compassion, and responsibility. |
| 10 | Personal, Professional, and Leadership Development | Develops self-awareness, resilience, lifelong learning, professional growth, well-being, and leadership abilities.         |

American Association of Colleges of Nursing. (2026). *The Essentials: Core competencies for professional nursing education*.

<https://www.aacnnursing.org/Portals/0/PDFs/Publications/Essentials-2026.pdf>

### Curriculum alignment with nursing standards and competencies

| <b>Table 1.3: RN-BSN Crosswalk Analysis</b>            |                                          |                         |                                                                                                                      |
|--------------------------------------------------------|------------------------------------------|-------------------------|----------------------------------------------------------------------------------------------------------------------|
| <b>End-of-Program Student Learning Outcome (EPSLO)</b> | <b>AACN Essentials Domain</b>            | <b>QSEN</b>             | <b>Rationale</b>                                                                                                     |
| EPSLO AS #1: Spiritual Leaders                         | Domain 2: Person-Centered Care           | Patient-Centered Care   | Emphasizes compassionate, holistic, and individualized care that respects patient values, spirituality, and dignity. |
| EPSLO AS #2: Health Evangelists                        | Domain 3: Population Health              | Quality Improvement     | Focuses on health promotion, disease prevention, and improving health outcomes within communities and populations.   |
| EPSLO AS #3: Critical Thinkers                         | Domain 1: Knowledge for Nursing Practice | Evidence-Based Practice | Supports clinical judgment, evidence-based decision-making,                                                          |

|                                            |                                                            |                               |                                                                                                                           |
|--------------------------------------------|------------------------------------------------------------|-------------------------------|---------------------------------------------------------------------------------------------------------------------------|
|                                            |                                                            |                               | and application of nursing science in practice.                                                                           |
| EPSLO AS #4:<br>Integrative Learners       | Domain 9:<br>Professionalism                               | Teamwork and<br>Collaboration | Reflects lifelong learning, ethical formation, accountability, and professional identity development.                     |
| EPSLO AS #5:<br>Effective<br>Communicators | Domain 8:<br>Informatics and<br>Healthcare<br>Technologies | Informatics                   | Highlights communication through healthcare technologies, information systems, and interdisciplinary collaboration tools. |
| EPSLO AS #6:<br>Quantitative Reasoners     | Domain 5:<br>Quality and<br>Safety                         | Safety                        | Supports data analysis, quality improvement, patient safety measures, and evaluation of healthcare outcomes.              |
| EPSLO AS #7:<br>Principled Workers         | Domain 2:<br>Person-Centered<br>Care                       | Patient-Centered<br>Care      | Reinforces ethical practice, compassion, integrity, and respect in caring relationships.                                  |

## CURRICULUM

The RN to BS in Nursing will prepare nurses as leaders in nursing who will be prepared to promote safe, quality patient care in complex situations. It will also prepare graduates for more advanced degrees in nursing. It is a continuation of the AS nursing program.

The courses include experience in mission nursing, specialized experience in an area of personal interest and further preparation in leadership, community nursing and health promotion.

### Student Learning Outcomes/Objectives

Upon satisfactory completion of the Weimar University **RN-BSN Nursing Program**, the graduates will have achieved the following End of Program Student Learning Outcomes (EPSLOs):

EPSLO RN-BSN #1: Spiritual Leadership

By program completion, students will evaluate the effectiveness of spiritual care interventions and integrate spiritual care principles into the management of individuals, families, and communities.

#### EPSLO RN-BSN #2: Health Evangelists

By program completion, students will develop and evaluate health education activities that promote disease prevention and wellness.

#### EPSLO RN-BSN #3: Critical Thinkers

By program completion, students will evaluate complex healthcare problems and use evidence-based practice to develop recommendations that improve outcomes for individuals, families, and populations.

#### EPSLO RN-BSN #4: Integrative Learners

By program completion, students will evaluate and integrate scientific evidence to improve professional nursing practice and patient outcomes.

#### EPSLO RN-BSN #5: Effective Communicators

By program completion, students will demonstrate effective communication and appropriate use of healthcare technology to support patient care and interprofessional collaboration in diverse healthcare settings.

#### EPSLO RN-BSN #6: Quantitative Reasoners

By program completion, students will utilize healthcare data and research findings to support evidence-based nursing practice and improve healthcare outcomes.

#### EPSLO RN-BSN #7: Principled Workers

By program completion, students will demonstrate professional nursing leadership and ethical nursing practice consistent with Christian values and professional nursing standards in healthcare settings.

Classes in the nursing programs are based on the EPSLOs. The syllabus for each class lists the outcomes of the class and how each outcome is related to the EPSLOs.

### RN-BSN EPSLOs-CSLOs Progression Matrix

| RN-BSN EPSLO                                                                                                                                                                                                   | 1st Semester CSLOs<br>(NURS 401, 403, 406)                                                                                         | Final Semester CSLOs<br>(NURS 405, 410, 412/412a)                                                                                                                                       |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>EPSLO #1<br/>Spiritual Leaders</b><br><br>Evaluate the effectiveness of spiritual care interventions and integrate spiritual care principles into the management of individuals, families, and communities. | Assess spiritual needs and incorporate spiritual care principles into nursing practice, health coaching, and community-based care. | Independently evaluate spiritual care interventions and integrate spiritual, cultural, and ethical considerations into the care of individuals, families, communities, and populations. |

|                                                                                                                                                                                                                                       |                                                                                                                                                                           |                                                                                                                                                                                                                                 |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>EPSLO #2</b><br><b>Health Evangelists</b><br><br>Develop and evaluate health education activities that promote disease prevention and wellness.                                                                                    | Develop evidence-based health promotion and disease prevention plans for individuals and families through health coaching and patient education.                          | Implement and evaluate health promotion, disease prevention, and wellness initiatives for individuals, families, communities, and populations using leadership and evidence-based practice.                                     |
| <b>EPSLO #3</b><br><b>Critical Thinkers</b><br><br>Evaluate complex healthcare problems and use evidence-based practice to develop recommendations that improve outcomes for individuals, families, and populations.                  | Apply clinical reasoning to analyze patient, family, and community health needs using assessment data, research findings, and evidence-based practice.                    | Evaluate complex healthcare issues, analyze clinical and population data, formulate PICO questions, and develop evidence-based recommendations to improve health outcomes and quality of care.                                  |
| <b>EPSLO #4</b><br><b>Integrative Learners</b><br><br>Evaluate and integrate scientific evidence to improve professional nursing practice and patient outcomes.                                                                       | Locate, interpret, and critically evaluate nursing research, professional standards, and evidence-based resources relevant to nursing practice.                           | Integrate scientific evidence, quality improvement principles, and professional standards into recommendations that improve nursing practice, patient outcomes, and healthcare delivery systems.                                |
| <b>EPSLO #5</b><br><b>Effective Communicators</b><br><br>Demonstrate effective communication and appropriate use of healthcare technology to support patient care and interprofessional collaboration in diverse healthcare settings. | Utilize professional communication, health coaching strategies, healthcare technology, and informatics to support patient education and care coordination.                | Lead interprofessional communication, conflict resolution, care coordination, and collaboration with individuals, families, communities, and healthcare teams using healthcare technology and information systems.              |
| <b>EPSLO #6</b><br><b>Quantitative Reasoners</b><br><br>Utilize healthcare data and research findings to support evidence-based nursing practice and improve healthcare outcomes.                                                     | Interpret healthcare data, quality indicators, and research findings to support evidence-based decision-making and population health assessment.                          | Analyze healthcare outcomes, quality improvement data, and research findings to guide evidence-based nursing practice and improve healthcare outcomes across systems and populations.                                           |
| <b>EPSLO #7</b><br><b>Principled Workers</b><br><br>Demonstrate professional nursing leadership and ethical nursing practice consistent with Christian values and professional nursing standards in healthcare settings.              | Apply ethical decision-making, Christian values, leadership principles, and professional standards in nursing practice, community health, and health coaching activities. | Demonstrate professional nursing leadership, accountability, advocacy, ethical nursing practice, quality improvement, and lifelong learning consistent with Christian values, ANA standards, and professional nursing practice. |

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

| ISLO<br>(Domain)        | Weimar University (ISLO)<br>WU baccalaureate graduates will...   | ASN End-of-Program Student Learning Outcome (EPSLO)<br>By the end of the RN-BSN program, students will... | RN-BSN End-of-Program Student Learning Outcome (EPSLO)<br>By the end of the RN-BSN program, students will... |
|-------------------------|------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------|
| #1<br>Spiritual Leaders | Follow Jesus Christ's example of faith-filled leadership through | Implement and document spiritual care interventions within a                                              | Evaluate the effectiveness of spiritual care interventions and integrate spiritual                           |

|                                       |                                                                                                                             |                                                                                                                                                                                |                                                                                                                                                                              |
|---------------------------------------|-----------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                       | love-motivated ministry and service.                                                                                        | comprehensive plan of care for patients and families.                                                                                                                          | care principles into the management of individuals, families, and communities.                                                                                               |
| <b>#2<br/>Health Evangelists</b>      | 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.                                            | Develop and evaluate health education activities that promote disease prevention and wellness.                                                                               |
| <b>#3<br/>Critical Thinkers</b>       | 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.                                | Evaluate complex healthcare problems and use evidence-based practice to develop recommendations that improve outcomes for individuals, families, and populations.            |
| <b>#4<br/>Integrative Learners</b>    | 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.                                                   | Evaluate and integrate scientific evidence to improve professional nursing practice and patient outcomes                                                                     |
| <b>#5<br/>Effective Communicators</b> | 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. | Demonstrate effective communication and appropriate use of healthcare technology to support patient care and interprofessional collaboration in diverse healthcare settings. |
| <b>#6<br/>Quantitative Reasoners</b>  | 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.           | Utilize healthcare data and research findings to support evidence-based nursing practice and improve healthcare outcomes.                                                    |
| <b>#7<br/>Principled Workers</b>      | 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.                                                         | Demonstrate professional nursing leadership and ethical nursing practice consistent with Christian values and professional nursing standards in healthcare settings.         |

## RN TO BSN INITIAL ADMISSION REQUIREMENTS

Nurses intending to complete a Bachelor of Science in Nursing after completing the AS in Nursing at Weimar University must apply for the program through the Department of Nursing. Priority will be given to those who have completed the AS in Nursing at Weimar prior to enrolling in the BS in Nursing program. Nurses who have **not** completed the AS in Nursing program at Weimar will be required to complete the following classes before enrolling in the RN to BSN program:

NURS 302 Health Promotion/Disease Prevention Nursing 3 credits

NURS 271 Religion & Health or RELB 301 Daniel 3 credits

## RN-BSN Pathway

May allow students to take concurrent courses toward the post-licensure RN-BSN program while enrolled in the Weimar University ASN program, contingent on the student having taken pre- or concurrent requisites of the course.

## Criteria for Admission

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

- Spiritual commitment
- High ethical and social standing
- Valid California Registered Nursing License
- CPR through American Heart Association for Health Professionals
- Academic eligibility. GPA must be 3.0 or higher
- Required Immunizations (MMR, Td, Hepatitis B, Varicella, Influenza, 2-step TB skin test or TB God Blood test)
- Health Insurance
- Emotional balance
- Dedication to health evangelism and service
- Compassion for people
- Dedication to a healthy lifestyle, including NEWSTART principles

## RN to BSN in Nursing Course Requirements

|                                           |                   |
|-------------------------------------------|-------------------|
| <i>General Education</i>                  | <i>25 credits</i> |
| Art or Music electives                    | 1 credit          |
| ENGL 102    English Composition II        | 3 credits         |
| HLED 111    Optimize Your Brain           | 2 credits         |
| RELB 320    Personal Evangelism           | 3 credits         |
| HLED 231    Intro to Chronic Disease      | 3 credits         |
| NSCI 310    Issues in Origins             | 3 credits         |
| STAT 315    Statistics                    | 3 credits         |
| HLED 432    Disease/Lifestyle<br>NEWSTART | 4 credits         |
| HLED 441    Disease/Lifestyle DARP        | 3 credits         |
| <i>Nursing Courses</i>                    | <i>20 credits</i> |

|                      |                                |                   |
|----------------------|--------------------------------|-------------------|
| NURS 401             | Nursing Leadership             | 3 credits         |
| NURS 403             | Health Coaching                | 3 credits         |
| NURS 405             | Community Health Nursing       | 4 credits         |
| NURS 406             | Nursing Research               | 3 credits         |
| NURS 410             | Cross-Cultural Mission Nursing | 3 credits         |
| NURS 412             | Nursing Preceptorship          | 4 credits         |
| <b>Total Credits</b> |                                | <b>45 credits</b> |

### 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 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.

## **NURSING PROGRAM POLICIES**

### **Student Rights**

The Weimar University RN to Bachelor of Science in Nursing Degree 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 on 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.
- Demonstrate professionalism and caring behaviors during interpersonal interactions.
- Demonstrate accountability for one's personal and professional conduct.
- Comply with the Weimar University Student Handbook and Weimar University RN to BSN Student Handbook.

### **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 1<sup>st</sup>-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 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.

## Student Professionalism Rubric (if applicable)

| Performance Criteria                                                     | Highly Professional                                                                                                                                                                                                                                                                                                                         | Professional                                                                                                                                                                                                                                                                                  | Participating                                                                                                                                                                                                                                                                                                                     | Unprofessional                                                                                                                                                                                                                              |
|--------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Time Management</b><br><br>Attendance<br>Promptness<br>Responsibility | <b>4</b> 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                                                           | <b>3</b> 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 | <b>2</b> 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                                                                                             | <b>1</b> 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 |
| <b>Respect</b><br><br>Social Skills                                      | <b>4</b> 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 | <b>3</b> 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                                              | <b>2</b> 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                                                                                                                         | <b>1</b> 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                                                            |
| <b>Preparedness</b><br><br>Motivation<br>Contribution                    | <b>4</b> Almost always participates in class discussion; contributions reflect exceptional preparation and are always substantive, well supported, and persuasively presented; does not dominate discussion                                                                                                                                 | <b>3</b> 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     | <b>2</b> 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 | <b>1</b> 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                                                          |
| <b>Quality of Work</b><br><br>Integrity<br>Persistence                   | <b>4</b> 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                                                      | <b>3</b> 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                                              | <b>2</b> 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                                                                                               | <b>1</b> 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                                                  |
| <b>Teamwork</b>                                                          | <b>4</b> 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,                                                                                                                                | <b>3</b> One or two complaints from team members about lack of contribution; occasionally takes leadership role                                                                                                                                                                               | <b>2</b> A few complaints from team members about lack of contribution                                                                                                                                                                                                                                                            | <b>1</b> More than a few complaints from team members about lack of contribution; does not contribute in a meaningful way to group work                                                                                                     |

|           |                                                              |  |  |  |
|-----------|--------------------------------------------------------------|--|--|--|
|           | competent skills to the team;<br>often takes leadership role |  |  |  |
| TOTAL /20 |                                                              |  |  |  |

## Attendance

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.

Every clinical allows lunch and break times during their shift per the California Nursing Labor laws. Please refer to the course syllabus for details for your specific clinical 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 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 days off must submit a request in writing to the Nursing Program Director and make an appointment to discuss the request for leave. The Program Director will make a decision and send a memo to the student and appropriate course instructors. If the leave is granted, 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.

### 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.

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.

- 3) 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.

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

## **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.

## 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.

## 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.

## 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 coursework 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 coursework by the agreed upon date, the he or she will receive a grade based upon work submitted by the deadline.

## **Nursing Student Remediation Plan**

### **Theory**

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
- 

## **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

| Passing Grades |          |      | Non-Passing Grades                                                                                                             |         |      |
|----------------|----------|------|--------------------------------------------------------------------------------------------------------------------------------|---------|------|
| Grade          | Percent  | GPA  | Grade                                                                                                                          | Percent | GPA  |
| A              | 92 – 100 | 4.0  | C-                                                                                                                             | 74-75   | 1.67 |
| A-             | 90-91    | 3.67 | D+                                                                                                                             | 72-73   | 1.33 |
| B+             | 88-89    | 3.33 | D                                                                                                                              | 68-71   | 1.0  |
| B              | 84-87    | 3.0  | D-                                                                                                                             | 66-67   | 0.67 |
| B-             | 82-83    | 2.67 | F                                                                                                                              | 0-65    | 0.09 |
| C+             | 80-81    | 2.33 | I – Incomplete (not computed)<br>W – Withdrawal (not computed)<br>P – Pass (not computed)<br>U – Unsatisfactory (not computed) |         |      |
| C              | 76-79    | 2.0  |                                                                                                                                |         |      |

The Department of Nursing has adopted the above grading scale: Both the classroom and clinical sections of a course must be successfully completed in order 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 38).

### 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 Weimar University 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; it is 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, the director of Student Services, the Vice-President for Academic Affairs, the NEWSTART Clinic Medical Director, 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.
- 7.

## **Progression, Discipline and Withdrawal/ Readmission**

### **Progression in the RN to BSN 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 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 RN to BSN 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 RN to BSN Program may reapply for admission to the appropriate semester during the regular application filing dates.
- The student must petition the Nursing Faculty 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 RN to BSN 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, however 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 for readmission into the RN to BSN 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 an explanation why they were previously not successful and what actions will be taken or what changes have occurred to ensure future success.

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 will review the petition and documents and may request an interview with the student.

## 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 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 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 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 (for new students)**

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 (for new students)**

The Weimar University 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 in the 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.

## 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.

## **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.

### **Required Annual Training**

To maintain compliance with clinical facilities, nursing students are required to receive annual training on the spread of bloodborne pathogens, and legal requirements for confidentiality and privacy (HIPAA). A required in-service session is provided during the first week of the RN-BSN 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**

### **Pinning Ceremony**

The pinning ceremony takes place during a special event at Weimar University to honor students who have completed all the requirements for the Bachelor of Science in Nursing (BSN) program.

The ceremony is held on the Weimar University campus during graduation weekend. BSN candidates for graduation may wear semi-formal or church attire. 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 RN to BSN Program includes general education and nursing courses. In order to be considered a graduate with a Bachelor of Science in Nursing, the student must successfully complete all of the courses required for graduation with a grade of C or higher.

Students should consult with a Weimar University nursing faculty advisor or program director and a graduation plan should be signed before entry into the RN to BSN nursing program. This plan should be reviewed again the semester before graduation. Most nursing courses require a valid California RN license.

General education classes which are required in the RN to BSN program may be taken during the time a student is enrolled in the ASN program.

## **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 Friday to sundown on Saturday). Any scheduled school activities that are of a non-religious nature 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.

## **POLICY AGREEMENT**

The student will sign the acknowledgment form below, confirming 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**

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**Student's Signature**

---

**Date**

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*(Submit this form to the corresponding instructor)*

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