

**WEIMAR**  

---

**I N S T I T U T E**

**Academic Bulletin  
& Student Handbook  
2016-2017**

Weimar Institute Bulletin & Student Handbook, 2016-2017

Copyright © 2016 by Weimar Institute

This catalog shall be updated annually.

This catalog covers the academic year of August 29, 2016 - May 21, 2017

All rights reserved. No part of this book may be reproduced or transmitted in any form or by any means without written permission from Weimar Institute.

Cover photo taken by R.D. Gallant.

Printed in the USA.

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

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

Weimar Institute  
PO Box 486  
20601 West Paoli Lane  
Weimar, CA 95736  
weimar.edu

(530) 422-7923  
info@weimar.edu

<b>2016-2017 Academic Calendar</b>	<b>1</b>
Fall Semester	1
Spring Semester	1
<b>Philosophical &amp; Educational Foundations</b>	<b>2</b>
Fundamental Principles of Scripture	2
Lifestyle Commitments	3
Our Vision	4
Mission of Weimar Institute	5
Institutional Core Values	5
Institutional Student Learning Outcomes (ISLOs)	6
History of Weimar Institute	7
Commitment to Equal Opportunity	7
State Approval	8
<b>Admissions</b>	<b>9</b>
Is Weimar for You?	9
The Admission Process	9
Admission Standards	11
Admission of International Students	15
International Student Charges	16
<b>Approach to Learning</b>	<b>18</b>
Core Competencies - HEAL	18
<b>Explaining College Degrees</b>	<b>20</b>
Certificate Programs	20
Associate Degree Programs	20
Baccalaureate Degree Programs	20
<b>General Education Department</b>	<b>22</b>
Program Student Learning Outcomes	22
Baccalaureate Degree Requirements	23
Required Competencies & Experiences	25
Agriculture Education	28

Evangelism	28
Ministry	28
PAC Times	29
Mission Experience	30
Work and Physical Development	30
Bachelors of Art in General Studies	31
Bachelors of Science in General Studies	32
<b>HEALTH Department</b>	<b>34</b>
Programs Offered	34
Programs Offered	40
BA in Christian Education	41
Christian Education Minor	47
<b>Health Sciences Department</b>	<b>48</b>
Programs Offered	48
BS in Natural Science	49
Natural Science Course Requirements	56
Natural Science minor	59
Biology minor	59
Chemistry minor	60
Health & Wellness minor	60
Health Ministry minor	60
Certificate in Massage & Hydrotherapy	62
Massage & Hydrotherapy Certificate	67
<b>Nursing Department</b>	<b>68</b>
Programs Offered	68
AS in Nursing	68
AS Nursing Course Requirements	76
<b>Religion Department</b>	<b>77</b>
Programs Offered	77
BA in Religion	77
Religion Course Requirements	82
Religion minor	83

**Information and Policies 84**

Academic Freedom	84
Academic Integrity	84
Academic Probation	85
Announcements	85
Attendance Policy	85
Auditing Courses	85
Challenge Examinations	86
Class Load	86
Class Standing	87
Credit Hour Policy	87
Experiential Learning	87
Final Examinations	89
Grades	89
General Graduation Requirements	91
Incompletes	92
Directed Studies	93
Non-degree Students	93
Photo Release	93
Release of Information	94
Repeating Courses	94
Small-group Learning	94
Student Records and Transcripts	94
Student Records Retention	95
Credits & Accreditation	95
Leave of Absence	96
Withdrawal from Institute	98
Work and Physical Development	98
Resources for Learning	99
Financial Planning Services	100
Semester Tuition Charge	100
Estimate of Expenses (Baccalaureate Degree Program)	101
Estimate of Expenses (Nursing Program)	102
International Student Charges	103
Student Earnings Withdrawal Policy	103

**Student Finance Policy 104****Tuition Refund Policy 105****Student Assistance Programs 106**

Scholarship & Grant Guidelines	106
Summer Work Scholarship	106
Literature Evangelism Scholarship	107
Student Missionary Grant	107
Task Force/Summer Camp Scholarship	108
Weimar Academy Graduate Scholarship	108
Worthy Student Fund	109

**Fees and General Finances 110**

Accident Insurance	110
Change of Course Enrollment	110
Application Fee	110
Attestation Fee	111
Book Charges	111
Commitment Fee	111
Faxed Materials Fee	111
Intensives	111
International Students	111
Late Pre-Registration	112
Laundry	112
Loans	112
Registration Fee	113
Release of Transcripts or Degrees	113
Room and Board	113
Special Courier Fees	113
Student Association (SA) Fee	113
Student Tuition Recovery Fund	114
Transportation	115

**Course Descriptions 116**

General Education Department	116
Education Department	121
Health Sciences Department	123
Nursing Department	133
Religion Department	137

<b>Faculty Listing</b>	<b>143</b>
<b>Student Handbook</b>	<b>147</b>
<b>Student Services</b>	<b>148</b>
Program Student Learning Outcomes	148
The Office of Student Services	149
Student Services Staff	149
Mission-Centered Programs	152
Other Undergraduate Academic Services	155
Student Grievance Policy	158
<b>Campus Culture</b>	<b>160</b>
Standards	161
Balance	162
<b>Student Housing</b>	<b>164</b>
Housing Policy	164
Dormitory Living	164
<b>Spiritual Growth Opportunities</b>	<b>175</b>
Personal Devotions	176
Corporate & Dormitory Worship	176
Evangelism	177
Sabbath Services	177
Small Groups	177
<b>Attendance Responsibilities</b>	<b>178</b>
<b>Student Leadership Opportunities</b>	<b>178</b>
<b>Student Responsibilities</b>	<b>179</b>
Exercise	179
Rest	179
Study Time	179
Textbooks	180

Responsibility to Others	180
<b>Dress &amp; Personal Appearance</b>	<b>181</b>
Principles	181
Hair Styles	181
Jewelry	182
Attire for Women	182
Attire for Men	183
<b>Personal Relationships</b>	<b>184</b>
Mixed Groups	184
Students & Dating	184
<b>Guarding the Mind and Entertainment</b>	<b>190</b>
<b>Transportation</b>	<b>193</b>
Vehicle Registration	193
Campus Traffic Regulations	193
Non-Motorize Vehicles	193
Transportation To and From Weimar	193
<b>Disciplinary Measures</b>	<b>194</b>
Minor Policy Violations	194
Major Policy Violations	194
Suspension/Dismissal	194
<b>Safety &amp; Security</b>	<b>196</b>
Criminal Behavior	196
Emergency Safety Procedures	199
<b>Individual Safety</b>	<b>201</b>
Mental/Emotional Health	201
Emergencies	201
Right of Entry	201
<b>Changes to this Handbook</b>	<b>202</b>

## 2016-2017 Academic Calendar

### Fall Semester

<i>August 17-26</i>	New Student Orientation
<i>August 25</i>	Registration
<i>August 29</i>	First Day of Classes
<i>August 29</i>	Late Registration Fee Applies
<i>August 29-Sept. 3</i>	Week of Spiritual Emphasis
<i>September 6</i>	Last day to Register
	Last Day to Add, Withdraw, or Change to Audit without Charge
<i>Sept. 7</i>	Change in Course Enrollment Fee Applies
<i>Sept. 21-25</i>	Fall PAC 1
<i>October 6-9</i>	Fall R&R
<i>October 11-14</i>	WASC Site Visit
<i>October 26</i>	Midterm Grades Due
<i>November 2</i>	Last Day to Withdraw with “W” or Audit
<i>November 2-6</i>	Fall PAC 2
<i>November 23-27</i>	Thanksgiving Break
<i>December 14</i>	Last Day of Class
<i>December 15-16</i>	Study Days
<i>December 19-21</i>	Finals
<i>December 28</i>	Final Grades Due

### Spring Semester

<i>January 4</i>	Massage Program Registration
<i>January 16</i>	New Student Orientation
<i>January 17</i>	Registration
<i>January 18</i>	First Day of Classes
<i>January 18</i>	Late Registration Fee Applies
<i>January 22-28</i>	Week of Spiritual Emphasis
<i>January 26</i>	Last Day to Register
	Last Day to Add, Withdraw, or Change to Audit without Charge
<i>January 27</i>	Change in Course Enrollment Fee Applies
<i>Feb. 15-19</i>	Spring PAC 1
<i>March 15</i>	Mid-term Grades Due
<i>March 13-19</i>	Spring Break
<i>March 29</i>	Last Day to Withdraw with “W” or Audit
<i>April 5-9</i>	Spring PAC 2
<i>May 12</i>	Last Day of Class
<i>May 15-16</i>	Study Days
<i>May 17-19</i>	Finals
<i>May 19-21</i>	Graduation Weekend
<i>May 31</i>	Final Grades Due

# Philosophical & Educational Foundations

## Fundamental Principles of Scripture

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

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

### *We Believe that God Loves*

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

### *We Believe that God Creates*

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

### *We Believe that God Redeems*

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

### *We Believe that God Inhabits*

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

### *We Believe that God Transforms*

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

### *We Believe that God Triumphs*

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

## Lifestyle Commitments

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

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

## Our Vision

Weimar Institute envisions a place of:

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

## Mission of Weimar Institute

### *Institutional Vision:*

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

To Heal and Hurting World

### *Institutional Mission:*

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

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

### *Institutional Direction:*

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

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

## Institutional Core Values

### *Truth*

### *Character*

### *Service*

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

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

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

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



## Institutional Student Learning Outcomes (ISLOs)

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

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

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

#### • ISLO #1. Spiritual Leaders

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

#### • ISLO #2. Health Evangelists

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

#### • ISLO #3. Critical Thinkers

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

#### • ISLO #4. Integrative Learners

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

#### • ISLO #5. Effective Communicators

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

#### • ISLO #6. Quantitative Reasoners

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

#### • ISLO #7. Principled Workers

Students display a professional commitment to strong moral principles “on the job” and in practical learning experiences by consistently producing quality work, and exercising self-discipline, self-control and diligence.

## History of Weimar Institute

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

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

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

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

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

## Commitment to Equal Opportunity

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

## State Approval

Weimar Institute is a private institution approved to operate by the State of California Bureau for Private Postsecondary Education. Approved means we have met certain minimum standards imposed by the state for registered schools on the basis of our written application to the state. Approval does not mean we have met all of the more extensive standards required by the state and that the state has verified the information we submitted with our registration form (see the *Credits & Accreditation* section on page 87). Any questions a student may have regarding this catalog that have not been satisfactorily answered by the institution may be directed to the **Bureau for Private Postsecondary Education** at 2535 Capitol Oaks Drive, Suite 400, Sacramento, CA 95833, [www.bppe.ca.gov](http://www.bppe.ca.gov), toll free: (888) 370-7589, fax (916) 263-1897.

## Admissions

### Is Weimar for You?

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

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

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

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

The broad education provided by the Core of Four (Quality Academics, Work and Physical Development, Ministering and Modeling Health, and Evangelism) at Weimar Institute will prepare you for your goals—as you put your academic learning into action through our Practical Application Component (PAC) times. See section entitled *PAC Times* on page 29 for more details.

A decision to apply to Weimar Institute should be weighed carefully. Being a student at Weimar Institute is both rewarding and challenging. Success requires personal maturity and a willingness to accept responsibility for one’s actions. Agreement with the essential Lifestyle Commitments (see page 3) will help indicate your readiness to be a student at Weimar Institute. If you feel that the Lifestyle Commitments are true for you and you would like to apply to be a student at Weimar Institute, please review the following pages for more information on the application process and our academic standards.

### The Admission Process

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

For specific requirements to the AS in Nursing Program, you may contact the nursing department at 530.422.7999, [winursing@weimar.edu](mailto:winursing@weimar.edu), or visit <http://weimar.edu/academics/academic-departments/nursing/>

**Step 1: Get Information**

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

**Step 2: Submit Your Application**

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

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

**Step 3: Admissions Interview**

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

**Step 4: Admissions Committee**

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

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

**Step 5: Acceptance**

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

The \$150 commitment fee is paid to guarantee a place in the dormitory. This fee is non-refundable and will not be returned if you do not enroll the following term. International students pay an International Student Deposit in lieu of the commitment fee (see page 26).

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

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

## Admission Standards

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

- Are a graduate from an approved high school or academy with a grade point average (GPA) of at least 2.5.
- Have a General Educational Development (GED) certificate with an average standard score of 50 on each of five tests and with a standard score of not less than 40 on any one test or have an equivalent certificate.
- Received a minimum SAT score of 1500 or a minimum ACT score of 21. If the SAT took place after March 2016, an in-house system will be used to evaluate the scores.

Students with a California High School Proficiency examination may apply and consideration will be given based on maturity and College potential. Persons younger than age 17 may be interviewed to determine readiness for college work and campus life.

Weimar Institute requires first-year applicants to submit ACT (American College Testing Program) or SAT (Scholastic Aptitude Test) scores with their application. ACT or SAT scores will also be required for students who have had non-traditional schooling.

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

### *Admission Policy for Homeschooled Students*

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

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

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

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

### *ATB Passing Test Scores*

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

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

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

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

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

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

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

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

### *Non-degree Seeking Students*

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

### Transfer Credits

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

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

- Complete official transcripts are submitted from each institution where work was done.
- Course syllabi are submitted for each class presented for transfer.
- The credits presented for transfer are for college level courses in which the student has earned a grade of C or higher.

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

Criteria for evaluation include:

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

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

The maximum transfer credits are 90 for a four-year degree. See General Graduation Requirements section on page 83 for further information. Weimar Institute reserves the right to accept or reject credits earned at other institutions.

### Entrance Exams

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

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

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

### CLEP Credits

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

- **Permission:** Prior to registering for a CLEP exam, current students must fill out a form and obtain signatures from Registrar, Department Chair and Vice President of Academic Affairs.
- **Deadline:** CLEP examinations must be taken during the first year of residency.
- **Restrictions:** Only the following course exams may be taken to satisfy GE Requirements:

College Composition	(3 credit hours)
Introductory Psychology	(3 credit hours)
Introductory Sociology	(3 credit hours)
Pre-Calculus	(3 credit hours)

- Electives can be chosen from the College Board CLEP list but must be approved via application form.
- Test score must be 50 or higher for acceptance.
- Student may not CLEP a class they are currently enrolled in or have taken previously.
- The College Composition CLEP may be taken to fulfill English 101 if a student scores at or above 520 on the SAT Writing exam or 24 on the ACT English exam.
- **Modern Language Credit Maximum:** 6 Credits
- **Time of Recording:** Credit for challenge and/or validation examinations will not be placed on a student's permanent record and is, therefore, not transferable until that student has successfully completed 12 semester hours in residence at Weimar Institute.



## Admission of International Students

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

### *Entrance Requirements*

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

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

### *Additional Information on the TOEFL iBT*

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

### *International Student Charges*

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

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

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

## *Obtaining a Student Visa*

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

1. Be willing to take a class load of at least 12 credits per semester.
2. Work on campus (or in the Literature Evangelism program) no more than 20 hours per week while school is in session and no more than 40 hours per week during vacations.
3. Provide evidence that you have a way to pay for your study before you come to this country.
4. Have definite plans to return to your home country.
5. Please also consult the section for international students under Financial Information (see *Financial Information on page 99*).

# Approach to Learning

## Core Competencies - HEAL

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

### *Health and Wellness*

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

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

### *Evangelism*

The HEALTH Program provides practical means for a continuing emphasis on evangelism. HEALTH (Health Evangelism and Leadership Training for Him) is located on the Weimar Institute campus. It is a semester long program that involves practical training in health evangelism. In addition, each faculty member and student is actively involved in local soul winning activities in the greater Sacramento area and/or in missions abroad.

### *Academic Excellence*

We strive for the highest academic standards. We do this through our carefully chosen and highly qualified faculty who are committed to excellence and constant improvement. We search for instructors who employ innovative teaching methods, who have broad practical experience, and who are dedi-

cated to biblical educational principles as outlined in the Spirit of Prophecy. While traditional education too often focuses on a narrow part of the mind (memory), we emphasize whole person education and strive to help our students find a context for their knowledge—knowing God better through all their academic studies.

### *Labor and Service*

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

# Explaining College Degrees

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

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

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

## Certificate Programs

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

- HEALTH (Health Evangelism and Leadership Training for Him) program that runs for 4 months during each fall semester
- MAP (Medical Assistant Program) that runs for 4 months during each spring semester
- Massage & Hydrotherapy program that runs for 6 months during each spring semester

## Associate Degree Programs

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

## Baccalaureate Degree Programs

The traditional college degree is the 128-129 semester credit, 4-year, Baccalaureate degree. They are organized as either a Bachelor of Science (BS) or a Bachelor of Arts (BA). Typically, these degrees allow a level of flexibility for a selection of majors (usually 50-60 credits) and minors (usually 20 credits) with a required General Education component (60 credits).

The following sections describe the academic departments:

1. *Department of Education*

- The *Christian Education program* is the only major (BA) and one minor within the Department of Education. These are both designed for students interested in understanding and being prepared to minister within Christian educational environments with a focus on preparation for small-schools or homeschooling. Students interested in teaching in an elementary setting normally major in Christian Education, and those who choose a minor are either picking up a second minor or are interested teaching at a secondary level (see *page 45* for details).

2. *Department of Health Sciences*

- The Department of Health Sciences includes one major and several minors. The major (BS) is called *Natural Sciences*. This program is a major for those interested in earning advanced professional degrees in Medical School, Physical Therapy, etc. Additionally, students interested in teaching science at the secondary level have taken this degree as training for the teaching of science (see *page 45* for details). Minors within this department can be found on *pages 56 and 57*.

3. *Department of Religion*

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

4. *General Education Department*

- The *General Education (GE) program* is a component of all BA and BS programs. The GE program is required for graduation (see *page 22* for details) for all Baccalaureate degrees. Typically, students choose a major and minor, but the GE program is for all BS or BA students. They must complete the major and minor requirements as well as the requirements for the General Education program.
- *General Studies degrees*. The Department of General Education offers both a BA and a BS program designed for the non-traditional student with significant experience and the ability to demonstrate the experience through portfolio. Students most interested in General Studies are students with at least 2 years of experience or advanced education, ministry, or health training outside of the traditional higher education approach (non-transferable credits). See *page 22* for details.



# General Education Department

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

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

## Program Student Learning Outcomes

- **PSLO #1: Spiritual Leaders**  
Students follow Jesus Christ’s example of faith-filled leadership, by rendering love-motivated church ministry that magnifies the universal principles of the biblical Ten Commandments in speech and action.
- **PSLO #2: Critical Thinkers**  
Students investigate a controversy, problem or question related to their major field where diverse perspectives are assembled, analyzed and used to draw an informed conclusion that considers the influence of context, possible sources of bias and a priori assumptions.
- **PSLO #3: Integrative Learners**  
Students develop a biblical worldview perspective as they effectively identify and integrate one or more of the key examples, facts, theories or concepts of their major field as they relate to Scripture and the Spirit of Prophecy.
- **PSLO #4: Effective Communicators**  
Students communicate the key (threshold) concepts of their field in both written and oral forms.
- **PSLO #5: Quantitative Thinkers**  
Students solve quantitative problems and clearly communicate their findings by interpreting and representing quantitative information in two or more forms (e.g., symbolical, graphical, numerical, etc.).

## Baccalaureate Degree Requirements

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

### Credit Requirement

- A minimum of 128-129 semester credits must be earned and applied toward the degree.

### Course Requirements

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

### Residence Requirements

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

### Grade Requirements

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

### Required Courses

<i>Religion</i>	<i>13 credits</i>
RELB 101 <i>Life and Teachings of Jesus</i>	3
RELH 215 <i>Methods of Bible Study</i>	3
RELB 301 <i>Daniel</i>	4
CHOICE OF EITHER	
RELB 250/350 <i>Principles of Christian Faith*</i>	3
RELH 203/302 <i>SDA Church History*</i>	3

\*300 level course option

**Language/Communication** **9 credits**

ENGL	101	College English I	3
ENGL	102	College English II	3
COMM	202	Speech Communication*	3

OR

RELP	308	Biblical Preaching and Homiletics*	3
------	-----	------------------------------------	---

\*Speech required for Nursing majors, Homiletics required for Religion/Theology Majors

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

HIST	101	Survey of World History	3
TAKE 3 CREDITS FROM FOLLOWING (MIN. OF 1 CR. FROM MUSIC):			3
Art Elective (Generally offered as 1 cr; can be taken twice)			
Music Elective (Generally offered as 1 cr; can be taken twice)			

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

HLED	111	Optimize Your Brain	1
HLED	324	Principles of Health	3
		*Science Elective	3

\*Natural Science majors do not need to take science elective

**Mathematics** **3 credits**

CHOICE OF EITHER

MATH	121	Precalculus I*	3
MATH	122	Survey of Applied Mathematics	3

\*Required for natural science majors

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

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

**Practical/Applied Arts (min. 2 credits of Agriculture)** **5-7 credits**

WKED	101	Work Education (WKED 101 or above)	3-5*
OR			
WKED	190	Vocational Training	1
AGRI	110	Character, Development, and Agriculture	1

\*1 required per semester, up to 5 credits

**Electives** **6 credits**

**TOTAL CREDITS FOR GENERAL EDUCATION (BA/BS) 58-60 CREDITS**

**Required Competencies & Experiences**

The general requirements are the minimum required to receive a baccalaureate degree. Because Weimar Institute desires that all of its students obtain a well-rounded education prior to graduating, the general requirements include the following competencies and experiences:

**Required Competencies**

- Office Applications
- Personal Finance
- Information Literacy

**Required Experiences**

- Personal Evangelism
- Mission Experience
- Baccalaureate Reading List
- Colloquia Attendance
- PAC

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

**OFFICE APPLICATIONS (OA 000)**

*Criterion*

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

*Evidence*

- Completion (Grade of “Pass”) of Computer Skills Course (OA 000) during New Student Orientation

**PERSONAL FINANCE (PF 000)***Criterion*

Students must demonstrate competency in handling personal finances.

*Evidence*

Choose one of the following:

- Documented completion of a self-paced, multiple-session financial program
- Preparing a spreadsheet of tracked income and spending habits over the duration of one semester
- Completion of FINA 211 Personal Finance course with grade of C or higher
- Passing the Personal Finance Exam with grade of 80% or higher

**INFORMATIONAL LITERACY (IL 000)***Criterion*

Students must demonstrate competency in library information literacy.

*Evidence*

- Completion (Grade of “Pass”) of Library Information Literacy Course (IL 000) during New Student Orientation

**PERSONAL EVANGELISM (PE 000)***Criteria*

**Level I:** Attendance & participation in church activities, including prayer meetings, vespers, and church

**Level II:** Attendance & participation in Christian helpwork, outreach projects, evangelistic services, and community Bible studies

**Level III:** Organizing & leading church activities, Christian helpwork, and outreach projects

*Evidences*

- Reflection/log form
- Mentor assessment on a semester basis

**MISSION EXPERIENCE (MSSN 000)***Criteria*

During the course of four years, students will participate in the equivalent of 20 days of approved mission work, foreign or domestic, that meets the following criteria:

1. Involves planning and conducting a foreign or domestic service project
2. Applies medical missionary and/or gospel evangelism techniques as outlined in the Spirit of Prophecy to minister to souls for Christ
3. Documents growth in respect for and exposure to another culture

*Evidence*

- Submission of MSSN 000 survey after completion of Mission Experience

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

During the course of four years, students will select a set number of books from an approved reading list that spans a wide variety of genres to enhance students' learning experience. See academic advisor for list and instructions.

*Evidence*

- Completion of reading journal

**COLLOQUIA ATTENDANCE (COLL 000)***Criteria*

Colloquia will be offered throughout the year and will be taught by on- and off-campus experts. A typical colloquium will take place over a few days or a weekend and cover pertinent topics designed to enhance students' intellectual pursuits, spirituality, and professionalism. Students must demonstrate attendance of one colloquium per semester.

*Example of Evidence*

- Submission of COLL 000 survey after completion of Colloquium

**PRACTICAL APPLICATION COMPONENT (PAC 000)***Criteria*

Practical Application Component (PAC) are short intensives throughout the semester where students will have the opportunity to lay academic courses

aside to engage in hands-on practical projects and/or trips designed to develop practical skills in various fields. Each PAC spans four days and occurs twice per semester. Students must demonstrate participation in two PACs each semester.

### *Example of Evidence*

- Submission of PAC 000 survey after completion of PAC

## **Agriculture Education**

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

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

## **Evangelism**

Fulfillment of the Great Commission through ministry and service to others is part of life at Weimar Institute. As such, students can answer God's call to ministry and service while they prepare for His work.

Students are encouraged to witness to family members, classmates, local church members, and the communities around Weimar throughout the semester. In the past, Weimar Institute students have participated in literature evangelism, in-home Bible studies, community service activities (raking leaves, cleaning gutters, etc.), and health evangelism events (health expos, cooking schools, etc.).

The following sections discuss the many other ways students can become active in service and soul winning.

## **Ministry**

Weimar Institute encourages every student to explore the ministry to which God has called them individually. Students should use their time at Weimar Institute to discover their God-given talents and to network with other stu-

dents and ministries who have similar aspirations. To facilitate these goals, Weimar Institute provides the course ***Leadership: Ministry Development***, to help students in the discovery and development of their ministry.

Many Weimar Institute students have already attended an evangelism school such as HEALTH, AFCEE, ARISE, LIFE, Mission Institute, or SOULS West. As such, other students who desire to develop their ministry skills in a particular type of soul-winning evangelism (door-to-door Bible work, literature evangelism, preaching, etc.) have access to student-colleagues with prior training. The SA outreach coordinator and campus church also provide students with information on transportation options, ministry opportunities, and witnessing materials. Further resources will be outlined in the following sections.

## **PAC Times**

PAC (Practical Application Component) times are brief sections of the school year that provide an opportunity for students to apply the knowledge and skills gained in the classroom (i.e., Biblical and scientific knowledge, health, etc.). Furthermore, they can also use this time to develop practical life skills (i.e., construction, cement work, gardening, etc.) that will be valuable both now and in the mission field.

### *Why Practical Experiences?*

The PAC program is integral to the educational philosophy of Weimar Institute because we understand that knowledge is best and most deeply learned when it can be experienced. Remember, "It is the use [students] make of their knowledge that determines the value of their education" (MH 402).

### *Evidence of Learning*

The growth that takes place in knowledge, spirituality, and practical skills during PAC times is exciting to see and experience. To help understand the depth and type of learning that has taken place, feedback and assessments will be used for reflection and growth. In addition, students will obtain tangible evidence of learning to enhance their classroom understanding and that can be added to portfolios and resumes.

### *Selection*

A variety of PAC projects will be planned by faculty, and students will be able to choose from the range of faculty projects. To develop both the academic and practical aspects of the curriculum, all full-time students are required to participate in all scheduled PAC times. For nursing students, clinicals scheduled during the PAC time will meet this requirement.

## Mission Experience

Weimar Institute's mission to "Heal a Hurting World" is best exemplified in training students to answer the gospel call through service to others. This is the heart around which all the college's programs revolve. To meet this objective the Missions Committee is tasked with planning and organizing both long and short-term mission opportunities for students.

Mission trip locations vary from semester to semester based on the best opportunities available at the time of planning. Every student is required to make at least one mission trip during their time at Weimar Institute to experience and understand the true needs of perishing souls in other parts of the world.

## Work and Physical Development

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

Students are given instruction and experiences in the value of work and will receive academic credit for 8 to 20 hours of work experience each week. Their work and progress will be evaluated monthly. Students should see this experience as an opportunity to gain a recommendation for their future employment.

### Work Education Program Goals

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

## Bachelors of Art in General Studies

### Mission Statement

The primary mission of the Weimar Institute General Studies Program is to prepare students who have significant life experience in liberal arts focused and pure science and technical focused areas for a life of service in an area of emphasis through the harmonious development of the physical, spiritual, and intellectual aspects of students (Ed 13). Therefore, both a Bachelors of Arts and Bachelors of Science are offered. The program goals derive from this mission the discovery of truth, the development of a noble character, and engagement in dedicated service, and can be fully realized when accomplished with the whole being.

### What kind of program is the BA in General Studies?

The BA in General Studies is designed for students with significant life experience in the liberal arts and related fields of study. Students will prepare portfolios with tangible evidence of learning in order to receive credit for their experience and complete the goals of the General Studies program at Weimar Institute. In order for students to qualify for this degree, students must apply with the Program Director. The approval process includes consideration of the appropriateness of the degree package for the career and personal goals of the applicant. Upon admission into the program the student will work with the General Studies Program Director to develop a Degree Plan. The Degree Plan must be approved before taking the final 30 credits.

### Developing a Degree Plan

1. **Degree Plan.** Students will work with their advisor and other sponsoring departments to develop a Degree Plan to guide the students' academic work.
2. **Sponsorship.** Obtain faculty sponsorship in the department(s) focus or foci of the proposed program.
3. **Plan Approval.** Final approval of the plan by the Vice-President of Academic Affairs must be obtained through the administrative office.



**Graduation Requirements**

1. **General Education.** Students must meet the requirements of the General Education package as outlined in this bulletin (60 credits).
2. **Experiential Learning.** A minimum of 15 semester credits of experiential learning in the liberal arts and related areas (see the section on Experiential Learning in the Information and Policies section of the bulletin for more information) must be applied towards the student's degree.
3. **Emphasis.** Students will work with their advisor to select courses in their chosen area of emphasis (a minimum of 30 credits, 15 credits must be upper division).
4. **Electives.** Students will work with their advisor to select a minimum of 38 credits from elective courses.
5. **Weimar Institute classes.** A minimum of 30 credits must be earned as Weimar Institute on-campus classes.
6. **Minor.** No minor is required for this degree, yet students are free to add a minor by completing the appropriate requirements.
7. **Credits Required.** A minimum of 128 credits are required for the BA or BS in General Studies.

**TOTAL CREDITS FOR BA IN GENERAL STUDIES****68 CREDITS****Bachelors of Science in General Studies****What kind of program is the BS in General Studies?**

The BS in General Studies is designed for students with significant life experience in the pure science and technical fields of study. Students will prepare portfolios with tangible evidence of learning in order to receive credit for their experience and complete the goals of the General Studies program at Weimar Institute. In order for students to qualify for this degree, students must apply with the Program Director. The approval process includes consideration of the appropriateness of the degree package for the career and personal goals of the applicant. Upon admission into the program the student will work with the General Studies Program Director to develop a Degree Plan. The Degree Plan must be approved before taking the final 30 credits.

**Developing a Degree Plan**

1. **Degree Plan.** Students will work with their advisor and other sponsoring departments to develop a Degree Plan to guide the students' academic work.
2. **Sponsorship.** Obtain faculty sponsorship in the department(s) focus or foci of the proposed program.
3. **Plan Approval.** Final approval of the plan by the Vice-President of Academic Affairs must be obtained through the administrative office.

**Graduation Requirements**

1. **General Education.** Students must meet the requirements of the General Education package as outlined in this bulletin (60 credits).
2. **Experiential Learning.** A minimum of 15 semester credits of experiential learning in the pure science and technical-related areas (see the section on Experiential Learning in the Information and Policies section of the bulletin for more information) must be applied towards the student's degree.
3. **Emphasis.** Students will work with their advisor to select courses in their chosen area of emphasis (a minimum of 30 credits, 15 credits must be upper division).
4. **Electives.** Students will work with their advisor to select a minimum of 38 credits from elective courses.
5. **Weimar Institute classes.** A minimum of 30 credits must be earned as Weimar Institute on-campus classes.
6. **Minor.** No minor is required for this degree, yet students are free to add a minor by completing the appropriate requirements.
7. **Credits Required.** A minimum of 128 credits are required for the BA or BS in General Studies.

**TOTAL CREDITS FOR BS IN GENERAL STUDIES****68 CREDITS**

## HEALTH Department

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

### Programs Offered

- HEALTH Certificate
- MAP Certificate

#### *HEALTH Certificate*

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

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

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

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

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

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

**And Leadership Training:** Courses in this category are focused on learning the skills needed to be a successful leader of health ministries and evangelism in various settings (i.e. the local church, the local community, urban environments, a doctor's or dentist's office). In addition, business principles and ethics are covered in this category.

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

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

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

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

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

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

Graduates will be prepared to function in three key settings:

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

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

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

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

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

### *HEALTH Certificate Program Requirements*

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

### *HEALTH Admission Requirements*

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

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

### *HEALTH Graduation Requirements*

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

### *HEALTH Course Requirements*

<i>HEALTH Certification</i>			<i>14 credits</i>
LEAD	131	<i>Leadership: Ministry Development</i>	1
HLED	201	<i>Community Health Programs</i>	1
HCLP	230	<i>Lifestyle Coaching</i>	1
HLCP	242	<i>Health Evangelism Fieldwork</i>	5
RELB	271	<i>Religion and Health</i>	3
HLED	324	<i>Principles of Health</i>	3

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

<i>HEALTH Ministry minor</i>			<i>20 credits</i>
HLED	124	<i>Principles of Health</i>	3
RELB	271	<i>Religion and Health</i>	3
HLCP	242	<i>Health Evangelism Fieldwork</i>	5
LEAD	131	<i>Leadership: Ministry Development</i>	1
FDNT	214	<i>Human Nutrition</i>	3
BIOL	120	<i>Survey of Anatomy &amp; Physiology</i>	3
CHOICE OF EITHER			
HLED	210	<i>Pre-professional Natural Remedies &amp; Lab</i>	2
OR			
HLED	201	<i>Community Health Programs</i>	1
HLCP	230	<i>Lifestyle Coaching</i>	1



**MAP Certificate**

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

**Medical Assistant Program Learning Outcomes:**

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

1. Demonstrate the caring ministry of Jesus while performing routine administrative and clinical tasks with patients in outpatient settings.
2. Identify physical, emotional, mental, and spiritual needs and promote lifestyle practices in a culturally and economically diverse outpatient settings.
3. Demonstrate professional ethical and legal written and verbal communication to the health care team and patients/family.
4. Utilize the language of medicine with a basic understanding of how fearfully and wonderfully the human body is created.
5. Describe principles & implement safe practice in emergency or non-emergency outpatient settings.
6. Utilize multiple forms of informatics technology and collaboration to effectively provide service excellence.

**MAP Certificate Program Requirements**

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

**MAP Admission Requirements**

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

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

**MAP Graduation Requirements**

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

**MAP Course Requirements****Component I: Core**


---

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

**Component 2: Clinical**


---

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

## Education Department

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

### Programs Offered

- BA in Christian Education
- Christian Education minor

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

## BA in Christian Education

### *Program Mission Statement*

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

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

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

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

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

### *What we do:*

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

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

### *Why Pursue Christian Education*

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

### *Program Features*

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**Program Methods**

While this program uses a significant quantity of classroom instruction, it also includes a substantial amount of practical hands-on experience and field trips. This approach will help students to solidify their interest in teaching and continue to develop their study in ideas, theories, and practices of Christian Education.

**BA in Christian Education Program Requirements**

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

**BA in Christian Education Admission Requirements**

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

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

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

**BA in Christian Education Graduation Requirements**

A minimum of 128 semester credits is required for the degree. Students pursuing the Bachelor of Arts in Christian Education must take the Professional Education, Cognate and Educational Observation & Experience required courses listed below; fulfill all General Education requirements, including the practical, work education, and ministry-related components (see General Education section, page 22); and complete at least one minor. A GPA of 3.0 or above for Professional Education courses is required for graduation.

**Required Minor**

Students are required to complete a minor in order to fulfill the requirements for the Christian Education degree. For students interested in pursuing future teacher certification, two minors are recommended. See the Health Sciences Department section on page 46 or the Religion Department section on page 69 for details.

**Christian Education Course Requirements**

<b>Professional Education</b>			<b>24 credits</b>
EDUC	124	<i>Philosophy of Christian Education*</i>	(3)
EDUC	131	<i>Intro to Teaching</i>	3
EDUC	222	<i>Technology for Learning</i>	1
EDUC	224	<i>Assessment &amp; Evaluation of Learning</i>	1
EDUC	235	<i>Life of a Teacher</i>	3
EDUC	328	<i>Strategies for Exceptional &amp; Diverse Learners</i>	3
EDUC	362	<i>Education Psychology</i>	1
EDUC	444	<i>Reading Methods</i>	3
EDUC	445	<i>Math Methods</i>	3
EDUC	446	<i>Science &amp; Health Methods</i>	3
EDUC	499	<i>Capstone Project</i>	3
<b>Cognates</b>			<b>9 credits</b>
RELB	110	<i>Seventh-day Adventist Church History*</i>	(3)
PSYC	223	<i>Developmental Psychology</i>	3
RELT	350	<i>Principles of Christian Faith</i>	3
RELT	439	<i>Prophetic Ministry of Ellen G. White</i>	3

<i>Educational Observation &amp; Experience</i>			<i>25 credits</i>
EDUC	180	<i>Practicum in Education I**</i>	3
EDUC	280	<i>Practicum in Education II**</i>	3
EDUC	380	<i>Practicum in Education III**</i>	1
EDUC	488	<i>Student Teaching I</i>	9
EDUC	489	<i>Student Teaching II</i>	9
<b><i>TOTAL CREDITS FOR CHRISTIAN EDUCATION MAJOR</i></b>			<b><i>64 CREDITS</i></b>

\* Course required as part of General Education requirements

\*\* Suggested to be taken during PAC times

### Practicum Fieldwork and Student Teaching

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

### Capstone Project.

The final course to be taken in the BA in Christian Education is EDUC 499, Capstone Project. The course is graded Pass/Fail, and students must complete this class successfully to fulfill all the graduation requirements. Students should begin preparing for this course well in advance.

## Christian Education Minor 21 credits

The minor in Christian Education has three components: required courses, fieldwork, and professional education electives. A total of 21 credits are required to complete the minor. (A Christian Education minor cannot be taken with a Christian Education major.)

<i>Required Courses</i>			<i>9 credits</i>
EDUC	131	<i>Intro to Teaching</i>	3
EDUC	222	<i>Technology for Learning</i>	1
EDUC	224	<i>Assessment &amp; Evaluation of Learning</i>	1
EDUC	235	<i>Life of a Teacher</i>	3
EDUC	362	<i>Educational Psychology</i>	1

To help students gain practical experience in educational settings, they may enroll in any of the appropriate practicum courses for a minimum of six (6) credits. Locations must be approved by the advisor. If students seek to use sites other than approved educational locations, they must apply at the Education Department office for practicum sites at least three (3) months before the field-work is scheduled to begin. Student Teaching may be considered as a possible replacement for Practicum courses. Please consult the department office.

<i>Fieldwork</i>			<i>6 credits</i>
EDUC	180	<i>Practicum in Education I</i>	3
EDUC	280	<i>Practicum in Education II</i>	3
EDUC	280	<i>Practicum in Education III</i>	3

### *Professional Education Electives* *6 credits*

Students will select a minimum of 6 credits of elective courses chosen from those listed in the Professional Education section of the Christian Education major (not to include courses listed above under Required Courses). It is important to note that not all the elective courses on this list are offered every semester. Therefore, students should contact their advisor for available courses.



## Health Sciences Department

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

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

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

Another program within the Health Science department is the Certificate in Massage & Hydrotherapy. This certificate program is designed to prepare students for a lifetime of service as practitioners of a natural approach to health ministry as professional massage therapists.

### Programs Offered

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

## BS in Natural Science

The Natural Science program builds on the rich heritage of Comprehensive Health Evangelism within the Seventh-day Adventist Church and strives to balance scientific study with applied learning. Toward this end, the program is designed to prepare collaborative leaders who will engage in a life of service-based, comprehensive health evangelism. Students are prepared to pursue further studies in the health-related fields (Pre-Med, Pre-PA, Pre-Dent, Pre-PT) or secondary education as they minister to their local and global community through comprehensive health evangelism. The program will prepare graduates who can confidently, competently and creatively implement and operate a comprehensive health evangelism program in a community-based setting. Students may find opportunities as missionary physicians, dentists, physical therapists, public health servants, educators, or other allied-health careers after completing the appropriate post-graduate studies.

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

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

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

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

The BS in Natural Science, along with the required Health and Wellness minor, is a pre-professional degree that is designed to prepare students to enter an advanced program of study in physical therapy. The degree has prerequisites for entry into a physical therapy program along with additional science and health classes designed to prepare the student to succeed in their post-graduate studies. Students may choose to take advantage of hands-on training in alternative and complementary health care and lifestyle medicine undertaken during clinical times with the NEWSTART® and/or Nedley Depression and Anxiety Recovery Program® nurses and physicians. Students that finish this program of study will have a broad experience in health and natural healing techniques that will greatly enhance their future effectiveness as medical missionary physical therapists.

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

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

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

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

Important elements of the program involve:

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

The Natural Science Capstone (NSCI 490/491), provides an opportunity for students to integrate the knowledge, skills, and interests developed throughout all aspects of the Weimar Institute experience, including required courses, work education, and other co-curricular activities (PAC, etc). Students will work on a community or mission project in a team-based setting to pool resources, and collaborate with faculty, community leaders, or organizations within the US or abroad. Teams will work to analyze, propose and investigate solutions for real-world problems that hinder the spread of the Gospel in view of Weimar Institute's Vision, To Heal a Hurting World. Teams may include students from a variety of majors and backgrounds.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**PSLO #2. COMPREHENSIVE HEALTH EVANGELISTS**

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

**PSLO #3. CRITICAL THINKERS**

Students investigate a controversy, problem, or question related to the core sciences (biology, chemistry, and physics) or the medical field where diverse perspectives are assembled, analyzed, and used to draw an informed conclusion that considers the influence of context, possible sources of bias and a priori assumptions.

**PSLO #4. EFFECTIVE COMMUNICATORS**

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

**PSLO #5. SCIENTIFIC PROBLEM SOLVERS**

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



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

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

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

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

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

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

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

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

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

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

### ***Graduation Requirements***

A minimum of 134-138 credits are required for the BS in Natural Science. Students pursuing the Bachelor of Science in Natural Science need to fulfill all General Education requirements, including the practical, work-education, and ministry-related components (see General Education section) as well as the graduation requirements for the degree. Major degree requirements include Core Courses, Core Cognate, Required Experiences, and Required Competencies listed below as well as a minor. To graduate, students must continue to meet the initial Program Admission Requirements (above). Students who intend to use the degree for Pre-Med, Pre-PA, Pre-Dent, or Pre-PT are required to include the Health & Wellness minor along with the Natural Science major.

- Natural Science B.S. Major, Pre-Med/PA/Dent Track, 61 credits
  - Core requirements, 41 credits
  - Cognates, 14 credits
  - Electives, 6 credits
- Natural Science B.S. Major, Pre-PT track, 56-57 credits
  - Core requirements, 37 credits
  - Cognates, 12-13 credits
  - Electives, 7 credits
- Health & Wellness Minor, 22 credits
- General Education requirements, required for all tracks, 55-58 credits

- Students pursuing a Pre-Med/PA/Dent track must complete a minimum of 138-141 credits and fulfill all other graduation requirements to graduate
- Students pursuing a Pre-PT track must complete a minimum of 134-137 credits and fulfill all other graduation requirements to graduate.
- Maintain a 3.5 GPA or higher in the Natural Science, B.S. major courses with no grade lower than B. Up to two courses may be repeated to meet this requirement.

Students who wish to pursue the degree for other purposes, such as a career in secondary science education, are encouraged to complete the following:

- Natural Science B.S. Major requirements (any track), 61-62 credits
- General Education requirements, 55-58 credits
- Christian Education or other appropriate minor

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

## Natural Science Course Requirements

<i>Pre-Med/Pre-PA/Pre-Dent Track</i>			<i>41 credits</i>
CHEM	151	General Chemistry I	3
CHEM	151a	General Chemistry I Lab	1
CHEM	152	General Chemistry II	3
CHEM	152a	General Chemistry II Lab	1
BIOL	134	Biology I	3
BIOL	134a	Biology I Lab	1
BIOL	135	Biology II	3
BIOL	135a	Biology II Lab	1
PHYS	271	Physics I	3
PHYS	271a	Physics I Lab	1
PHYS	272	Physics II	3
PHYS	272a	Physics II Lab	1
NSCI	290	Issues in Origins	2
CHEM	311	Organic Chemistry I	3
CHEM	311a	Organic Chemistry I Lab	1
CHEM	312	Organic Chemistry II	3
CHEM	312a	Organic Chemistry II Lab	1
CHEM	353	General Biochemistry	4
NSCI	490	Natural Science Capstone I	1.5
NSCI	491	Natural Science Capstone II	1.5
<i>Major Electives</i>			<i>6 credits</i>
SELECT 6 CREDITS FROM COURSES SUCH AS THE FOLLOWING (4 CREDITS MUST BE UPPER DIVISION):			
BIOL	223	Introductory Microbiology	3
BIOL	223a	Introductory Microbiology Lab	1
BIOL	351	Exercise Physiology	3
BIOL	351a	Exercise Physiology Lab	1
BIOL	331	Genetics	3
BIOL	361	Advanced Human Physiology	3
BIOL	361a	Advanced Human Physiology Lab	1
BIOL	402	Cell Biology	3

<b>Cognates</b>			<b>14 credits</b>
MATH	126	Pre-Calculus II OR EQUIVALENT SCORE ON MATHEMATICS CHALLENGE EXAM	4
SOCI	215	Intro to Sociology	3
STAT	314	Introduction to Statistics	4
HLED	421	Research Methods	3
<b>TOTAL CREDITS</b>			<b>61 CREDITS</b>

<b>Pre-Physical Therapy Track</b>			<b>37 credits</b>
CHEM	151	General Chemistry I	3
CHEM	151a	General Chemistry I Lab	1
CHEM	152	General Chemistry II	3
CHEM	152a	General Chemistry II Lab	1
BIOL	135	Biology II	3
BIOL	135a	Biology II Lab	1
BIOL	351	Exercise Physiology	3
BIOL	351a	Exercise Physiology Lab	1
PHYS	271	Physics I	3
PHYS	271a	Physics I Lab	1
PHYS	272	Physics II	3
PHYS	272a	Physics II Lab	1
NSCI	290	Issues in Origins	2
CHEM	311	Organic Chemistry I	3
CHEM	311a	Organic Chemistry I Lab	1
CHEM	312	Organic Chemistry II	3
CHEM	312a	Organic Chemistry II Lab	1
CHEM	353	General Biochemistry	4
NSCI	490	Natural Science Capstone I	1.5
NSCI	491	Natural Science Capstone II	1.5

<b>Major Electives</b>			<b>7 credits</b>
SELECT 7 CREDITS FROM COURSES SUCH AS THE FOLLOWING (3 CREDITS MUST BE UPPER DIVISION):			
BIOL	223	Introductory Microbiology	3
BIOL	223a	Introductory Microbiology Lab	1
BIOL	331	Genetics	3
BIOL	361	Advanced Human Physiology	3
BIOL	361a	Advanced Human Physiology	1
BIOL	402	Cell Biology	3

<b>Cognates</b>			<b>12-13 credits</b>
HLED	101	Fit & Well	1
MATH	126	Pre-Calculus II OR EQUIVALENT SCORE ON MATHEMATICS CHALLENGE EXAM	4
PSYC	223	Developmental Psychology	3
CHOICE OF EITHER			
STAT	314	Introduction to Statistics	4
HLED	421	Research Methods	3

**TOTAL CREDITS** **56-57 CREDITS**

<b>Natural Science minor</b>			<b>22 credits</b>
BIOL	134	Biology I	3
BIOL	134a	Biology I Lab	1
BIOL	121	Anatomy & Physiology I	3
BIOL	121a	Anatomy & Physiology I Lab	1
CHEM	151	General Chemistry I	3
CHEM	151a	General Chemistry I Lab	1
PHYS	271	Physics I	3
PHYS	271a	Physics I Lab	1
SELECT 6 ELECTIVE CREDITS FROM THE APPROVED NATURAL SCIENCE COURSES (3 CREDITS MUST BE UPPER DIVISION) SUCH AS:			
BIOL	223	Introductory Microbiology	3
BIOL	223a	Introductory Microbiology Lab	1
BIOL	331	Genetics	3
BIOL	402	Cell Biology	3

<b>Biology minor</b>			<b>19 credits</b>
BIOL	134	Biology I	3
BIOL	134a	Biology I Lab	1
BIOL	135	Biology II	3
BIOL	135a	Biology II Lab	1

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

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

BIOL	331	<i>Genetics</i>	3
BIOL	361	<i>Advanced Physiology</i>	3
BIOL	361a	<i>Advanced Physiology Lab</i>	1
BIOL	402	<i>Cell Biology</i>	3

**Chemistry minor****20 credits**

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

**Health & Wellness minor****22 credits**

BIOL	121	<i>Anatomy &amp; Physiology I</i>	3
BIOL	121a	<i>Anatomy &amp; Physiology I Lab</i>	1
BIOL	122	<i>Anatomy &amp; Physiology II</i>	3
BIOL	122a	<i>Anatomy &amp; Physiology II Lab</i>	1
FDNT	214	<i>Human Nutrition</i>	3
HLED	441	<i>Depression and Anxiety Recovery Program Internship</i>	3
HLED	331	<i>Chronic Disease and Lifestyle Medicine I</i>	3
HLED	331a	<i>Chronic Disease and Lifestyle Med. I Internship</i>	1
HLED	431	<i>Chronic Disease and Lifestyle Medicine II</i>	3
HLED	431a	<i>Chronic Disease and Lifestyle Med. II Internship</i>	1

**Health Ministry minor\*****20 credits**

BIOL	120	<i>Survey of Anatomy &amp; Physiology</i>	3
LEAD	131	<i>Leadership Seminar: Ministry Development</i>	1
FDNT	214	<i>Human Nutrition</i>	3
HLCPP	242	<i>Health Evangelism Fieldwork</i>	5
RELB	271	<i>Religion and Health</i>	3

HLED	324	<i>Principles of Health</i>	3
CHOICE OF EITHER			
HLED	210	<i>Pre-professional Natural Remedies &amp; Lab</i>	2
OR			
HLED	201	<i>Community Health Programs</i>	1
HLCPP	230	<i>Lifestyle Coaching</i>	1

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

## Certificate in Massage & Hydrotherapy

### *Why the Certificate in Massage & Hydrotherapy program exists*

To Heal a Hurting World through Comprehensive Health Evangelism in part through clinical massage therapy health ministry.

### *How we intend to accomplish this*

Through a practical, whole-person focused 500+ hour certificate program committed to the ideals of Seventh-day Adventist education.

### *What we do*

Massage & Hydrotherapy is a certificate program that is designed to prepare students for a lifetime of service as practitioners of a natural approach to health ministry as professional massage therapists. The program seeks to educate students in seeking an experiential knowledge of God and equipping the successful graduate with skills to serve mankind in very natural and tangible ways. It also provides for opportunities to integrate with the NEWSTART® Lifestyle Program and with other local community health programs. Students that finish the course will have the professional skills to start their own business, work in other medical professional settings with chiropractors, PTs, physicians, or Wellness Centers.

In addition, students can develop foundational skills for pursuing further education in areas such as nursing, medicine, physical or occupational therapy, teaching, and pastoring.

We are saved to serve...

“As you go, preach, saying, the kingdom of heaven is at hand. Heal the sick, cleanse the lepers, raise the dead, cast out devils: freely you have received, freely give.” Matthew 10:7,8

“Thousands need and would gladly receive instruction concerning the simple methods of treating the sick...In health and in sickness, pure water is one of heaven’s choicest blessings. The external application of water is one of the easiest and most satisfactory ways of regulating the circulation of the blood. Water treatments are not appreciated as they should be, and to apply them skillfully requires work that many are unwilling to perform.” Ministry of Healing pg. 146 & 237

Weimar Institute is in compliance with the National Certification Board of Therapeutic Massage & Bodywork. The Massage & Hydrotherapy program prepares students to take this Board Exam.

### *Mission Statement*

The certificate in Massage & Hydrotherapy program’s Vision and Mission statement is “To Heal a Hurting World through Comprehensive Health Evangelism in part, through clinical massage therapy health ministry. This is accomplished through a practical, whole-person focused 500+ hour certificate program committed to the ideals of Seventh-day Adventist education, following Jesus’ method of teaching and healing by using hands-on therapeutic touch techniques based on the laws of anatomy and physiology.

### *What kind of program is the Massage & Hydrotherapy Certificate?*

The program is an intense 6-month program, involving a combination of academic classes and practical hands-on training in massage therapy and health evangelism. The Massage & Hydrotherapy program is offered only during the program the student will have opportunity to be involved in local mission experience. The 500+ hour-intensity of the program will not allow the student to be involved in national or international mission experience, but will develop the skills for post-program use.

Important elements of the program involve:

- Comprehensive experience in hydrotherapy techniques
- Thorough experience in therapeutic Swedish massage techniques
- Multi-skilled in various advanced massage techniques
- Clinical internship with NEWSTART® guests, massage therapists, nurses, and physicians
- Opportunities for externships with other medical facilities in the community
- Development of business skills
- Experience in community-based health programs and concern for the well-being of humanity

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

The program includes classroom and practical hands-on instruction and experience in all massage, hydrotherapy and kinesiology labs. Students will be able to observe and experience real-time ministry with instructors in their professional ministries. The program also includes clinical internship with



NEWSTART® guests and opportunities for externships with other medical facilities and programs in the community.

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

The program is designed for students who want to develop a medical, professional skill with a practical and natural approach to health and healing. Students who are interested in complementary and alternative forms of healing based on the Spirit of Prophecy and who want to be certified professional massage therapists should enroll in this program! The NEWSTART® Global HEALTH program is an excellent prerequisite for the Massage & Hydrotherapy program, though not required.

### *What are the expected outcomes for graduates after they complete this program of study?*

Graduates with a certificate in Massage & Hydrotherapy will follow Jesus as:

#### **PSLO #1. CLINICAL MASSAGE THERAPISTS**

Students will have the skills to be certified in the massage profession and, while upholding ethical standards within their scope of practice, provide a healing environment for humanity.

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

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

#### **PSLO #3. MESSAGE BUSINESS MANAGERS**

Students develop business principles to be able to operate independently and be mobile for service.

#### **PSLO #4. TRUTH & SCIENCE-BASED PRACTITIONERS**

Students develop a biblical worldview perspective as they effectively identify and integrate key modalities of massage from the core sciences (anatomy & physiology, kinesiology and pathology) as they relate to Scripture and the Spirit of Prophecy.

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

Upon completion of the program, the successful student will be granted a certificate with 500+ hours of training in Massage & Hydrotherapy from Weimar Institute. The graduate will be prepared to apply for the National Board Exam of Therapeutic Massage and Bodywork (NCETMB) of which Weimar Institute is in compliance. The successful graduate will be skilled and can expect the following opportunities of employment:

- Personal business

- Chiropractor offices
- Wellness Centers
- Other medical facilities

### *Massage & Hydrotherapy Program Requirements*

Students intending to complete a Certificate in Massage & Hydrotherapy are required to meet the following criteria and the general admissions policy of Weimar Institute (see section on General Education), including minimal levels of prior education, preparation, or training:

- High School diploma or equivalent

During the program:

- Anatomy & Physiology must be taken before Kinesiology & Lab.
- Basic Massage & Lab must be complete before enrolling in Advanced Massage & Lab
- Basic Massage & Lab, Hydrotherapy Principles & Lab, Pathology for Massage, Ethics for Massage and Anatomy & Physiology must be complete before a student can enter into Clinical Internship.

### *Graduation Requirements*

In addition to the 500 hour Massage & Hydrotherapy Course, the successful student will also complete the following competencies:

Reading competencies:

- Bible (Gospels, Proverbs)
- Ministry of Healing
- Steps to Christ
- The Gift of Pain

Event Competencies:

- Lead out, organize or participate in 3 different Health Expos
- Participate in 3 different community health events such as AMEN clinic, 8 Weeks to Wellness, Health Expo, Community training

Education Competencies:

- Instruct in disease prevention or anti-stress massage techniques in 2 different events, such as NEWSTART®, Health Expo, 8 Weeks to Wellness
- Complete all course-work, competencies, internships, and externships before graduation

The successful graduate will maintain a minimum GPA of 3.0 (B-) in core courses of the program: Principles of Hydrotherapy & Lab, Basic Massage Therapy & Lab, Advanced Massage Therapy & Lab, Kinesiology & Lab, Pathology and Ethics. A minimum GPA of 2.5 (C+) in all classes is required.

A student may enroll in the Massage & Hydrotherapy program part-time and complete the program over 2 semesters. For example, a student enrolls part-time Spring 2017 and part-time to complete the course Spring 2018. Beyond that, the student will not receive a certificate in Massage & Hydrotherapy from Weimar Institute.

### *Massage & Hydrotherapy Course Requirements*

A minimum of 30 semester credits is required for the certificate. The student pursuing the Massage and Hydrotherapy Certificate will fulfill the core requirements listed below. Students will also have additional expenses such as, tuition for First Aid and CPR, uniforms, textbooks, massage linens, etc. See the program director for the most current costs. Upon completion of the requirements, the student will receive a certificate in Massage and Hydrotherapy from Weimar Institute with over 500 hours in coursework. Students are then qualified to sit for the National Board Exam of Therapeutic Massage & Bodywork.

## **Massage & Hydrotherapy Certificate**

<i>Core</i>			<i>30 credits</i>
BIOL	120	<i>Survey of Anatomy &amp; Physiology</i>	3
BIOL	143	<i>Kinesiology</i>	3
BIOL	146	<i>Kinesiology Lab</i>	1
BIOL	161	<i>Pathology for Massage</i>	3
HLBP	111	<i>Massage Business</i>	1
HLCP	124	<i>Massage Ethics</i>	1
HLCP	322a	<i>Clinical Internship</i>	1
HLCP	322b	<i>Clinical Internship</i>	1
HLED	238	<i>First Aid &amp; CPR</i>	0
HLED	324	<i>Principles of Health</i>	3
HLSC	234	<i>Principles of Hydrotherapy</i>	3
HLSC	235	<i>Principles of Hydrotherapy Lab</i>	1
HLSC	248	<i>Basic Massage Therapy</i>	3
HLSC	249	<i>Basic Massage Therapy Lab</i>	1
HLSC	250	<i>Advanced Massage Therapy</i>	5
HLSC	251	<i>Advanced Massage Therapy Lab</i>	2
<b><i>TOTAL CREDITS</i></b>			<b><i>30 CREDITS</i></b>

## Nursing Department

The purpose of the Nursing Program is to provide registered nurses who can emphasize the lifestyle health principles found in NEWSTART (see page 163). The program will provide opportunities for learning theory and practical application of health promotion and disease prevention while applying evidence-based nursing practice through the art of caring.

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

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

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

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

### Programs Offered

- AS in Nursing
- LVN to RN Completion

### AS in Nursing

#### *Associate of Science in Nursing*

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

#### *Mission Statement*

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

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

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

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

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

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

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

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

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

Nursing students who are interested in:

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



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

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

**PSLO #1: SPIRITUAL LEADERS**

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

- Exemplify the caring ministry of Jesus Christ, in providing health care services for patients and their families.
  - Level I:** Describe the caring ministry of Jesus Christ during His time on earth.
  - Level II:** Demonstrate consistent care that exemplifies Jesus Christ's ministry in diverse settings.
- Assess, as applicable and appropriate, clients' spiritual needs and plan for meeting these needs through direct intervention and/or referral, displaying sensitivity to and respect for spiritual values and beliefs of individuals.
  - Level I:** Assess for and identify clients in spiritual distress, demonstrating sensitivity and respect.
  - Level II:** With client consent, implements interventions for spiritual distress demonstrating sensitivity and respect.
- Utilize knowledge to demonstrate leadership, resource management, delegation and supervision.
  - Level I:** Manage self in providing basic nursing care for selected adult clients.
  - Level II:** Manage nursing care for individuals and families.

**PSLO #2: HEALTH EVANGELISTS**

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

- Apply the nursing process in diverse settings to provide evidence-based physical, mental, and spiritual care for individuals and families.
  - Level I:** Apply the nursing process for selected problems of adult individuals.
  - Level II:** Incorporate the nursing process in diverse settings for individuals, families, and communities.

- Utilize the nursing process of assessment, analysis, planning, intervention, and evaluation in providing education regarding health-promotion lifestyle activities of individuals and families, in a culturally sensitive and compassionate manner, with a focus on quality improvement.
  - Level I:** Apply the nursing process related to health promotion education for selected problems of adult individuals.
  - Level II:** Incorporate the nursing process related to health promotion education for individuals, families, and communities with the increased ability to focus on quality improvement.

**PSLO #3: PROFESSIONAL GROWTH**

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

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

**PSLO #4: CRITICAL THINKERS**

Students engage in effective critical thinking by:

- Synthesizing the knowledge and principles from the humanities, sciences, and nursing.
  - Level I:** Apply knowledge and principles from the humanities, sciences, and nursing to form purposeful judgment.
  - Level II:** Integrate and synthesize advanced knowledge and principles from the humanities, sciences, and nursing to form purposeful judgment.
- Utilizing the nursing process (assessment, analysis, planning, intervention, and evaluation) to make clinical judgments and plan care for individuals, families and communities.
  - Level I:** Apply the nursing process related to health promotion education for selected problems of adult individuals.
  - Level II:** Incorporate the nursing process related to health promotion education for individuals, families, and communities with the increased ability to focus on quality improvement.

**PSLO #5: EFFECTIVE COMMUNICATORS**

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

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

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

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

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

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

Students demonstrate professional accountability, responsibility and integrity as they:

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

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

- Integrate ethical and legal principles in nursing practice.

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

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

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

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

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

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

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

#### ***AS in Nursing Admission Requirements***

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

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

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

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

- Prior education completed (in required and recommended courses)
- Emotional balance
- Dedication to health evangelism and service
- Compassion for people
- Dedication to a healthy lifestyle, including NEWSTART principles

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

Students intending to complete an AS in Nursing are required to meet the following criteria and the general admissions policy of Weimar Institute, including minimal levels of prior education, preparation, or training. See page 76 for pre-nursing course requirements.

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

*Total Units for Graduation: 80.5 semester units*

The Weimar Institute Associate Degree Nursing Program will include pre-nursing courses in the natural, social, and biological sciences, and nursing courses. In order to be considered a graduate of the Weimar Institute Associate Degree Nursing Program, students will be required to successfully complete all of the courses required for graduation.

Students should consult with a Weimar Institute nursing faculty advisor regarding graduation eligibility upon entry into the Associate Degree Nursing Program.

The Weimar Institute Associate Degree Nursing Program will accept no grades below “C.”

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

#### **Semester 1:**

*NURS 220: Fundamentals of Nursing*

*NURS 221: Beginning Medical-Surgical Nursing*

#### **Semester 2:**

*NURS 223: Intermediate Medical-Surgical Nursing*

*NURS 225: Psychiatric/Mental-Health*

*NURS 226: Pharmacology*

#### **Semester 3:**

*NURS 300: Medical-Surgical Nursing*

*NURS 301: Pediatrics (summer intensive)*

#### **Semester 4:**

*NURS 303: Advanced Medical-Surgical Nursing*

*NURS 304: Maternal-Child Nursing*

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

During semester four, Nursing 303, Advanced Medical-Surgical Nursing, NCLEX predictor tests will be given. Students will need to achieve a passing score (in the range of 65-75%) on the Kaplan Predictor Exit examinations in order to graduate.

Students will receive immediate feedback on the results of the examination. If exams are not passed, remediation work will commence. After students have completed the remediation, the exit examination will be retaken. If students are unsuccessful on the third attempt, they will receive failing grades in Nursing 303.

## AS Nursing Course Requirements

Must pass math placement entrance exam.

<b>Pre-Nursing*</b>		<b>33 credits</b>
Fall Semester		
BIOL 121	Anatomy & Physiology I	3
BIOL 121a	Anatomy & Physiology I Lab	1
ENGL 101	College English I	3
RELB 101	Life and Teachings of Jesus	3
PSYC 101	General Psychology	3
FDNT 214	Human Nutrition	3
CHEM 111	Survey of Chemistry	3
(OR DEMONSTRATE PROFICIENCY BY EXAMINATION)		
Spring Semester		
BIOL 122	Anatomy & Physiology II	3
BIOL 122a	Anatomy & Physiology II Lab	1
COMM 202	Speech Communication	3
SOCI 215	Introduction to Sociology	3
BIOL 223	Introductory Microbiology	3
BIOL 223a	Introductory Microbiology Lab	1

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

<b>AS Nursing</b>		<b>50.5 credits</b>
NURS 220	Fundamentals of Nursing	4.5
NURS 221	Beginning Medical-Surgical Nursing	4.5
NURS 222	Introduction to Pharmacology	1
NURS 223	Intermediate Medical-Surgical Nursing I	4.5
NURS 224	Geriatric Nursing	2
NURS 225	Mental Health/Psychiatric Nursing	3.5
NURS 226	Pharmacology	2
RELB 271	Religion & Health	3
NURS 300	Intermediate Medical-Surgical Nursing II	5.5
NURS 301	Pediatric Nursing (taken in the summer)	3.5
NURS 302	Health Promotion/Disease Prevention Nursing I	4
NURS 303	Advanced Medical-Surgical Nursing	5
NURS 304	Obstetrics/Maternity Nursing	3.5
NURS 305	Health Promotion/Disease Prevention Nursing II	4

## Religion Department

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

### Programs Offered

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

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

### BA in Religion (both emphases)

#### Mission Statement

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

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

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

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

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

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

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

***Expected Outcomes for Successful Graduates***

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

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

**PSLO #1: SPIRITUAL LEADERS**

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

**PSLO #2: COMPREHENSIVE EVANGELISTS**

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

**PSLO #3: DISCRIMINATING READERS**

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

**PSLO #4: CRITICAL THINKERS**

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

**PSLO #5: EFFECTIVE COMMUNICATORS**

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

**PSLO #6: BIBLICAL SCHOLARS**

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

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

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



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

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

As a future pastor, teacher, professor, chaplain, or church administrator, the Religion graduate must have a reputable character, intellectual capacity, a deep commitment to the well-being of both his local and global community, and dedication to service. Furthermore, a dedication to spirituality, healthy lifestyle, and ethical conduct is expected. These components are assessed in the initial application process and throughout the program.

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

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

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

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

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

### ***Graduation Requirements***

A minimum of 128 semester credits is required for the degree. The student pursuing the Bachelor of Arts in Religion will fulfill the general education requirements, including the practical, work education, and ministry-related components (see General Education section, page 22). In addition, students will take the specific core, cognate, and emphasis-related courses listed below. Students will complete a minimum of 30 upper-division credits.

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

Both the Theology Emphasis and the Religious Studies Emphasis of the BA in Religion include the 12 credits of Religion classes which are part of the General Education requirement for all students (indicated by parentheses around the number of credits for these classes on the next page). In addition, Religion majors must take RELP 308, Biblical Preaching and Homiletics to satisfy the speech portion of the General Education Requirement (see below). Students in this program would also need to take the 42 credits of other classes that are listed as General Education requirements, along with sufficient electives to amount to the 128 or 129 total credits needed for graduation.

**Religion Course Requirements**

<b>Religion Core</b>			<b>51 credits</b>
RELB	101	Life and Teachings of Jesus	(3)
RELB	215	Bible Study Methods	(3)
RELB	301	Daniel	(4)
RELB	308	Biblical Preaching and Homiletics	(3)
RELB	250 or 350	Principles of Christian Faith*	(3)
RELH	203 or 302	Seventh-day Adventist Church History*	3
RELB	245	Old Testament Studies I	3
RELB	246	Old Testament Studies II	3
RELB	247	Old Testament Studies III	3
RELB	302	Revelation	3
RELH	303	History of the Christian Church I	3
RELH	304	History of the Christian Church II	3
RELP	320	Personal Evangelism	3
RELT	346	Sanctuary Doctrine	3
RELP	355	Church Ministry and Leadership	3
RELP	370	Public Evangelism	3
RELP	385	Christian Ethics	3
RELT	386	Christian Apologetics and Worldviews	3
RELB	435	New Testament Studies I	3
RELB	436	New Testament Studies II	3
RELT	439	Prophetic Ministry of Ellen G. White	3
RELP	484	Practicum in Church Ministry Capstone	3
<b>Cognate</b>			<b>2 credits</b>
NSCI	290	Issues in Origins	2

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

<b>Theology Emphasis</b>			<b>15 credits</b>
GREK	201	New Testament Greek I	3
GREK	202	New Testament Greek II	3
HEBR	201	Biblical Hebrew I	3
HEBR	202	Biblical Hebrew II	3
CHOICE OF EITHER			
RELM	327	Cross Cultural Mission	3
RELT	386	Christian Apologetics & Worldviews	3
<b>TOTAL CREDITS FOR BA IN RELIGION (THEOLOGY EMPHASIS)</b>			<b>68 CREDITS</b>

<b>Religious Studies Emphasis</b>			<b>6 credits</b>
CHOOSE 6 CREDITS FROM ANY OF THE FOLLOWING COURSES			
GREK	201	New Testament Greek I	3
GREK	202	New Testament Greek II	3
HEBR	201	Biblical Hebrew I	3
HEBR	202	Biblical Hebrew II	3
RELB	271	Religion & Health	3
RELM	327	Cross Cultural Mission	3
RELT	386	Christian Apologetics & Worldviews	3
<b>TOTAL CREDITS FOR BA IN RELIGION (RELIGIOUS STUDIES EMPHASIS)</b>			<b>59 CREDITS</b>

**Religion minor****20 credits**

Weimar Institute maintains a strong emphasis in religion coursework inside of the General Education requirements; students are required to take 12 semester credits of religion courses. By taking an additional 8 credits of Religion classes aside from those obtained from G.E. (6 must be upper division), students can minor in Religion. NOTE: A Religion minor CANNOT be taken with a Religion major.

# Information and Policies

## Academic Freedom

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

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

## Academic Integrity

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

## Academic Probation

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

## Announcements

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

## Attendance Policy

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

## Auditing Courses

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

## Challenge Examinations

Challenge examinations will be offered at the discretion of the department concerned, with the approval of the Academic Standards Committee. Due to the nature of the course, *Speech Communication* can not be challenged. Students will be charged an up-front, nonrefundable processing fee of \$75 for taking a challenge examination, which must be paid before exam is administered. No charge will be made for the credits. The total credits by challenge examination or directed study should not exceed thirty (30). Credits earned by challenge examination are available for lower-division courses only. A request in writing must be approved by the Academic Standards Committee before making arrangements for the examination with the teacher. Grades of a B or higher earned on a challenge examination will be recorded as “Pass” (P) on the student’s transcript and will not count toward the grade point average. The student who receives a B- or lower grade will not earn challenge credit and the grade will not be recorded or computed in the grade-point average. The student who has taken or attempted to take a course may not change that grade by challenge examination. Any challenge examination credits must be completed and approved at least one full semester prior to the final semester of the student’s anticipated graduation. No further credit(s) will be accepted after that time.

## Class Load

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

Students on academic probation must have approval from the Student Success Coordinator in order to take more than 12 credits per semester. Students taking fewer than 12 credits per semester will be charged per credit. Please see *Semester Tuition Charge (page 100)* for details.

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

Full time load students will have priority for dorm housing over part time students.

## Class Standing

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

## Course Changes

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

After the first seven class days of the semester and up to two weeks before final examination week, the student may drop (withdraw) from a class. A \$20 fee is charged per Change in Course Enrollment form filed with the Registrar’s Office and a “W” (withdrawal) is recorded on the transcript.

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

## Credit Hour Policy

Weimar Institute recognizes one semester credit hour of didactic instruction, marking student achievement through intended learning outcomes and verified by tangible evidence of student learning, as 3 hours of work per week over a fifteen week academic semester, totaling 45 hours per semester.

Typically, a 3 credit class is scheduled to meet 3 times per week for 50 minutes or twice a week for 80 minutes, for a minimum of 15 weeks. In addition, the expectation for students is to work (study, read, develop class deliverables, etc.) outside of class 6 hours per week. The balance of in-class and out-of-class work may be adjusted to best suit learning objectives.

One semester credit hour of practicum represents 60 hours of laboratory, practicum, or observation experience.\*

\*For Associates in Science of Nursing, one semester credit hour of laboratory represents 45 hours.



## Experiential Learning

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

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

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

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

1. The prior learning is equivalent to a college level of learning;
2. The learning experience demonstrates a balance between theory and practice;
3. The credit awarded for the prior learning experience directly relates to the student's degree program and is applied in satisfaction of some of the degree requirements.

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

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

In the case that experiential learning credit is granted to the student by approval of the evaluating faculty, no letter grade will be entered on the student's transcript; a "P" will be assigned, and it will not count toward the student's

grade point average. Also, courses for which experiential learning credit has been earned will be recorded on the student's transcript with the "EL" notation. Experiential learning credit earned will neither count toward the current semester course load nor meet the Weimar Institute student residency requirements.

Within the first 60 credits earned at Weimar Institute, a maximum of 15 credits may be considered for prior experiential learning. Additionally, of the second 60 credits earned, a maximum of 15 credits may be considered for prior experiential learning. (Students in General Studies program are exempt from this credit maximum.)

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

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

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

## Final Examinations

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

## Grades

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



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

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

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

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

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

**INCOMPLETE**

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

**AUDIT**

An Audit (AUD) denotes a course not taken for academic credit or grade. A student may audit one or two courses a semester. They may change an audit to credit only during the first seven business days of the semester. Changing from credit to audit may be done up until two weeks before the final examination date. An audit student is required to attend a minimum of 85% of classes, but is not obligated to complete class work or take course quizzes or examinations. Students who have audited a class will not be allowed to challenge that class. The fee for auditing a course is 50% of the base credit fee if auditing the course takes the course load above 18 credits. Students who wish to sit in on a class for more than 10% of the semester but who do not choose to take or audit the class must make an official request to the Academic Standards Committee.

**WITHDRAWAL**

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

**PASS/FAIL**

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

**General Graduation Requirements**

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

*Requirements*

1. A minimum total of 128-129 credits for bachelor degrees—this includes the listed general studies requirements and the specific requirements for a departmental major.
2. A cumulative GPA of 2.00 (C) or better.
3. No grade below C- in student’s degree field may apply toward graduation.
4. A minimum of 24 (for associate) or 30 (for bachelor) credits earned in residence with a minimum of 12 (for associate) or 24 (for bachelor) of those credits earned during the graduation/senior year.
5. An acceptance into the graduating class during the Fall semester of the second year (for associate) or fourth year (for bachelor) by vote of the Institute Council upon recommendation from the candidate’s major department.

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

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

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

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

## Incompletes

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

## Directed Studies

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

## Non-degree Students

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

## Photo Release

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

## Release of Information

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

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

## Repeating Courses

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

## Small-group Learning

A variety of learning methods are used at Weimar Institute, including classroom lectures, laboratory experimentation, computer-aided learning, and field-training experience. Small-group research and discussion is emphasized as an effective means for student groups to learn problem solving, research, and demonstration skills. These noncompetitive, shared learning experiences assist in the internalization of facts and concepts and cultivate skills useful in professional work settings.

## Student Records and Transcripts

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

## Student Records Retention

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

## Credits & Accreditation

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

**BPPE Approval.** Weimar Institute has been granted approval from the Bureau for Private Post-Secondary Education (BPPE) pursuant to California Education Code Section 94310 and 94311 and is registered with the Department of Consumer Affairs of the State of California (DCA). The Bureau's approval means that the institution and its operation comply with the standards established under the law for private post-secondary educational institutions. The approval is not a form of endorsement or accreditation.

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

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

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

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

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

Weimar Institute has applied for Eligibility from the WASC Senior College and University Commission (WSCUC). WSCUC has reviewed the application and determined that Weimar Institute is eligible to proceed with an application for Initial Accreditation. A determination of Eligibility is not a formal status with WSCUC, nor does it ensure eventual accreditation; it is a preliminary finding that Weimar Institute is potentially accreditable and can proceed to be reviewed for Initial Accreditation with WSCUC. The first visit for achieving Initial Accreditation must take place within five years of being granted Eligibility. Questions about Eligibility may be directed to Weimar Institute or to WSCUC at [www.wascsenior.org](http://www.wascsenior.org) or at 510-748-9001.

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

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

## Leave of Absence

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

### *Emergency Leave of Absence*

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

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

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

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

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

### *Planned Leave of Absence*

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



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

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

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

## Withdrawal from Institute

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

## Work and Physical Development

All students register for Work and Physical Development each semester. At the work site they are given learning objectives that encompass work ethics, habits, and skills. Students' work and progress are evaluated monthly. All students receive one unit of credit per semester applicable towards graduation requirements. See section entitled *Agriculture Education on page 27* for more details.

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

## Resources for Learning

### *Computer Lab*

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

### *Internet Access*

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

### *Library*

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



## Financial Information

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

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

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

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

### Financial Planning Services

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

### Semester Tuition Charge

The full-time student tuition rate is \$7,138.00 per semester and applies to all students taking between 12 and 18 credits. The tuition rate of \$7,138.00 a semester reflects a charge of approximately \$446.00 per credit when taking 16 credits. When taking fewer than 12 credits or over 18 credits, the cost is \$595.00 per semester credit.

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

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

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

### Estimate of Expenses (Baccalaureate Degree Program)

<i>Estimated Expenses</i>	<i>Semester</i>	<i>School Year</i>
Tuition	\$7,138.00	\$14,276.00
Room & Board (3 meal plan)	\$3,829.00	\$7,656.00
Room & Board (2 meal plan)	\$3,497.00	\$6,994.00
Technology Fee*	\$225	\$450
Student Association Fee	\$15	\$30
Accident Insurance Fee* (subject to change)	\$100	\$100
<sup>1</sup> Total: (with 3 meal plan)	\$11,307.00	\$22,614.00
<sup>2</sup> Total: (with 2 meal plan)	\$10,975.00	\$21,950.00
STRF**	\$0.00	\$0.00

\*\*Required by State of California education code; nonrefundable fee (subject to change). Refer to page 114 for details.

#### Miscellaneous Fees & Charges

Application Fee (One time fee)	\$50	Registration
Fee (One time fee)	\$65 *	
Commitment Fee	\$150***	
Room Deposit	Varies	
Books	Varies	
Miscellaneous Lab Fees	\$150 per lab	

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

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

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

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

### Estimate of Expenses (Nursing Program)

<i>Estimated Expenses</i>	<i>Semester</i>	<i>School Year</i>
Tuition	\$9,000.00	\$18,000.00
Room & Board (3 meal plan)	\$3,829.00	\$7,656.00
Room & Board (2 meal plan)	\$3,497.00	\$6,994.00
Technology Fee	\$225	\$450
Student Association Fee	\$15	\$30
Accident Insurance Fee* (subject to change)	\$100	\$100
Clinical Lab Fees	\$750.00	\$1,500.00
<sup>1</sup> Total: (with 3 meal plan)	\$13,919.00	\$27,838.00
<sup>2</sup> Total: (with 2 meal plan)	\$13,587.00	\$27,174.00
STRF**	0.00	0.00

\*\*Required by State of California education code; nonrefundable fee (subject to change). Refer to page 114 for details.

#### Miscellaneous Fees & Charges

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

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

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

Total approximate cost for nursing program: \$57,300

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

### International Student Charges

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

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

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

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

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

## Student Finance Policy

To enroll in the Institute, students are required to pay a minimum of \$3,000 by registration day.

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

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

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

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

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

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

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

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

## Tuition Refund Policy

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

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

Students will receive a 100% refund of all charges (excluding the amount of the application fee and the \$250 International Student processing fee) if notice of cancellation is made through attendance at the first class session or the seventh day after enrollment, whichever is later. A completed official Withdrawal or Cancellation form must be filed with the Office of Admissions and Records. After this time, the refund will be refunded on a pro rata basis as shown on the following chart. Student room and board refunds are prorated according to the number of days the student occupies the room or eats meals in the Cafeteria, subtracted from the number of days charged. Refunds will be sent to the student within 45 days of their cancellation or withdrawal.

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

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

## Student Assistance Programs

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

At the same time, we understand the challenges involved in paying for a college education and are actively seeking ways to assist students who demonstrate a financial need. The following assistance programs are available during the 6 months in the summer when the student is not enrolled in classes, and are privately funded. While limited, these programs help to provide the hard-working, praying student with the chance to stay in school when this might otherwise be impossible.

### Scholarship & Grant Guidelines

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

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

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

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

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

## Summer Work Scholarship

Weimar Institute offers a summer work scholarship program for those who have been accepted as new or returning students for the coming year. Students must have a financial aid application on file with the College and meet the criteria of a worthy student (see Policy 01-6##). Students must work a minimum of 320 hours to qualify for the summer work scholarship program, which will match 50% of their earnings. Earnings and matching funds will be applied to the student's account. The matching funds will be applied over two semesters. If a student is graduating at the end of the fall semester, all matching funds will be applied in the fall semester. If a student leaves before the end of the school year, the matching funds will be pro-rated and applied based on Policy 01-612.

### Literature Evangelism Scholarship

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

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

### Student Missionary Grant

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



## Task Force/Summer Camp Scholarship

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

## Weimar Academy Graduate Scholarship

Weimar Academy graduates who continue their college education at Weimar Institute shall receive a one-time credit of \$1,000 towards their tuition expense. This credit will be applied over two semesters. These funds will be available for the first two years following academy graduation and will be in addition to any other funds that the student may be eligible for. This policy is not applicable to children of staff members who receive tuition subsidy from Weimar Institute.

### *The Scholarship Process*

Students may apply for a merit based scholarship at the beginning of each academic year. The student must fill out a brief application, and complete an interview with the Scholarship Committee.

The Scholarship Committee will consist of the Vice President of Academic Affairs, Director of Enrollment Management, Director of Student Services, Student Success Coordinator, Registrar, and Department Chairs.

The scholarship amount will be determined through four major criteria: academics, citizenship, leadership, and community involvement.

The four areas are determined through the following criteria:

**Academic:** GPA and SAT or ACT score.

**Citizenship:** Recommendations and ratings from three references, and student academic goals and motivation.

**Leadership:** Leadership opportunities that the applicant has been involved with.

**Community involvement:** Student projects and involvement with extracurricular activities.

Students may qualify to fully renew scholarships for up to four years, contingent upon the following:

- Maintaining 3.0 GPA
- Maintain full time student status
- Dean recommendation
- Department Chair recommendation

## Worthy Student Fund

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

Worthy Student Fund applicants must meet the following criteria:

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

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

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

Any funds awarded to a student by the Student Finance Committee will be split between two semesters of the school year the student has applied for. The Committee may make an exception and disburse the entire funds awarded in one semester.

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

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

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



# Fees and General Finances

## Accident Insurance

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

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

## Change of Course Enrollment

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

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

**Dropping or Auditing Classes:** If the course is dropped before the end of the first seven class days after classes begin, it will be deleted from the record. A completed Change of Class Enrollment form must be filed with the Registrar's Office.

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

## Application Fee

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

## Attestation Fee

Attestation requests may be submitted to the Registrar using the Attestation Request Form available under quick links at [www.weimar.edu](http://www.weimar.edu). For current Weimar Institute students, there is no charge for attestations. Weimar Institute Alumni will be charged according to the following policies: The minimum charge for an attestation request is \$10.00. If the process to complete attestation takes longer than an hour, then the student will be charged \$10.00 per hour after the initial hour. Attestation requests will be granted after payment has been made.

## Book Charges

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

## Commitment Fee

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

## Faxed Materials Fee

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

## Intensives

See Registrar's office or email [registrar@weimar.edu](mailto:registrar@weimar.edu) for current intensive tuition charges.

## International Students

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

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

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

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

### Late Pre-Registration

If pre-registration is not complete by deadline, a \$175.00 administrative fee will be charged. There will be a late registration fee applied on the first day of classes.

### Laundry

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

### Loans

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

### Registration Fee

To help cover the costs of preparation for the student to enter the Institute, a nonrefundable registration fee of \$65 will be charged the first time the student enrolls at Weimar Institute.

### Release of Transcripts or Degrees

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

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

### Room and Board

Students staying on campus, before or after the academic school year, or during breaks, should notify the Director of Student Services so that arrangements can be made.

A refundable deposit will be charged to cover any cleaning or breakage costs. This deposit will be applied to the student's account if there is a remaining balance or returned to the student if the bill is paid in full at the close of the school year.

### Special Courier Fees

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

### Student Association (SA) Fee

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

## Student Tuition Recovery Fund

It is a state requirement that a student who pays his or her tuition is required to pay a state-imposed assessment for the Student Tuition Recovery Fund. This Fund covers California residents enrolled in Weimar Institute, with the exception of students whose total charges are paid by a third party and the student has no separate agreement to repay the third party, or students who received a 100% refund pursuant to section 94919(d) or section 94920(b) of the California Education Code. ***The Student Tuition Recovery Fund (STRF) assessment rate for enrollment agreements signed on or after January 2015, is zero cents per \$1,000 institutional charges rounded to the nearest thousand dollars from each student.*** This fee is non-refundable. Institutions shall collect the assessment from each student at the time it collects the first payment from or on behalf of the student at or after enrollment. The assessment shall be collected for the entire period of enrollment, regardless of whether the student pays the institutional charges in increments.

Should a California resident suffer a loss as the result of the closure of the institution or the institution's failure to pay a refund or charge on behalf of the student to a third party for license fees or any other purpose, the student may have a right to recovery under the Student Tuition Recovery Fund. The student may also seek recovery from this fund if the student has obtained a judgment against the institution for any violation of the Student Tuition Recovery Fund Chapter (94342) and the student certifies that the judgment cannot be collected after diligent collection efforts. For more information about the Student Tuition Recovery Fund, contact the ***Bureau for Private Postsecondary Education*** at 2535 Capitol Oaks Drive, Suite 400, Sacramento, CA 95833, [www.bppe.ca.gov](http://www.bppe.ca.gov), toll free: (888) 370-7589, fax: (916) 263-1897.

You must pay the state-imposed assessment for the Student Tuition Recovery Fund (STRF) if all of the following applies to you:

1. You are a student in an educational program, who is a California resident, or are enrolled in a residency program, and prepay all or part of your tuition either by cash, guaranteed student loans, or personal loans, and
2. Your total charges are not paid by any third-party payer such as an employer, government program or other payer unless you have a separate agreement to repay the third party.

You are not eligible for protection from the STRF and you are not required to pay the STRF assessment, if either of the following applies:

1. You are not a California resident, or are not enrolled in a residency program, or
2. Your total charges are paid by a third party, such as an employer, government program or other payer, and you have no separate agreement to repay the third party.

The State of California created the Student Tuition Recovery Fund (STRF) to relieve or mitigate economic losses suffered by students in educational programs who are California residents, or are enrolled in a residency programs attending certain schools regulated by the Bureau for Private Postsecondary and Vocational Education. You may be eligible for STRF if you are a California resident or are enrolled in a residency program, prepaid tuition, paid the STRF assessment, and suffered an economic loss as a result of any of the following:

1. The school closed before the course of instruction was completed.
2. The school's failure to pay refunds or charges on behalf of a student to a third party for license fees or any other purpose, or to provide equipment or materials for which a charge was collected within 180 days before the closure of the school.
3. The school's failure to pay or reimburse loan proceeds under a federally guaranteed student loan program as required by law or to pay or reimburse proceeds received by the school prior to closure in excess of tuition and other costs.
4. There was a material failure to comply with the Act or this Division within 30 days before the school closed or, if the material failure began earlier than 30 days prior to closure, the period determined by the Bureau.
5. An inability after diligent efforts to prosecute, prove, and collect on a judgment against the institution for a violation of the Act.

## Transportation

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

# Course Descriptions

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

## General Education Department

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

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

### **ART 102 Digital Imaging** 1

This course examines the images produced from a software manipulation perspective. Photoshop and other software are used to manipulate images to achieve images that are far superior to the original image. This course may be repeated for credit.

### **ART 110 Introduction to Illustration** 1

Visual illustrations are all around us and play an important part of how we perceive the world. This course provides an overview of the illustration design process from concept to closure. Students will work as a design team each taking a roll in the many component parts of the illustration process (research, design, critique, sketching, etc.).

### **ART 210 Two-Dimensional Composition** 1

From painting to photography, from drawing to etchings, the principles of composition and critique are consistent. This course will provide students with opportunities to critique and to have their work critiqued while learning, discovering and applying the principles of 2-dimensional design.

### **ART 220 Elements of Photography**

THIS hands-on course is designed to help students explore digital photography and understand the processes, equipment, and mindset necessary for getting great photographs that deliver important visual messages.

### **ART 245 Exploring Color in Art** 1

This studio art course will provide students with a visual, theoretical and practical education in color from a Biblical paradigm. Color properties, organization, harmonies, and symbolism will be explored through the medium of painting as students create a portfolio of projects with the ultimate goal of understanding how to communicate through color in art.

### **AVIA 101 Private Pilot Ground School** 3

This course introduces students to aviation and provides the knowledge foundation for future use in pilot training, while highlighting the opportunities for using aviation in the mission field. Students who successfully complete the course will be prepared to take the Federal Aviation Administration (FAA) Private Pilot Knowledge Test, which is a necessary step in earning a pilot certificate. Classroom topics include areas such as aerodynamics, meteorology, flight planning, and aircraft performance.

### **COMM 202 Speech Communication** 3

This course is a study and practice of oral communication as it is commonly experienced in our society in both interpersonal and public settings. A variety of practical experiences in public speaking are provided including interpersonal, small group, and public speech exercises. The course explores biblical apologetics in communication.

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

A study of biblical educational philosophy as presented in the writings of Ellen G. White. Consideration is given to the impact this philosophy has had on the development of the Seventh-day Adventist school system. Implications for Seventh-day Adventist school, church, home educational programs, and youth ministries are considered.

### **ENGL 101 College English I** 3

This course is an introduction to written composition where the student explores the writing process from experience and reflection to drafting and revision. Emphasis is on essay writing based on reading, argumentation, and analysis. Research and analysis and how to integrate sources is also a primary focus of the class.

Prerequisites: For those whose native language is English: A score of 16 or higher on the ACT English Assessment (or above 400 on the SAT verbal). Prerequisite for students whose native language is not English: An overall average of 550 on TOEFL (paper-based test); computer-based test 213; Internet-based test (iBT) 79.



**ENGL 102 College English II** 3  
Focuses on the writing of several argumentative papers and a major academic expository/argumentative paper using secondary sources. After critical reading of several texts, the instructor will guide the student through the writing process: choice and definition of topic, primary research, library research, organization and use of rhetorical skills, and the use of documentation. Prerequisite: ENGL 101.

**FINA 211 Personal Finance** 1  
This course is designed to help students become financially literate, discover and integrate Biblical principles related to financial planning, and become responsible stewards of their personal finances. Subjects covered will include stewardship, budgeting, saving, investing, debt, and fundamental principles of personal finance.

**FINA 212 Business Finance** 3  
This course is an introductory course to business and financial accounting framework and concepts. Students will learn how businesses function and how to apply analytical tools in making both business and financial decisions. They will discover the uses and limitations of financial statements and learn the technical skills needed to read and analyze the three most common financial statements.

**HIST 101 Survey of World History** 3  
The time period covered in this course will be from the creation to the crucifixion of Christ. While we will lean heavily upon the work of Anderson, there will be significant reading assignments from the ancient historians, including Herodotus and Xenophon. Much of what we know of the ancient world centers on religion. For this reason, *The Two Babylons* has been chosen as a good primer on the Babylonian mystery religions that have a practical application to some of the practices of these mysteries today.

**HLED 111 Optimize Your Brain** 1  
This is a course designed to improve your capacity to learn, retain, and apply knowledge; as well as improve your emotional intelligence, including your motivation to achieve worthy goals. It is designed to help foster creativity, sense of purpose and self control.

**HLED 324 Principles of Health** 3  
A study of the basic principles of healthful living and the treatment and prevention of disease. Scientific studies, Biblical principles, and the writings of Ellen G. White will form the basis of this study.

**LEAD 131 Leadership Seminar: Ministry Development** 1  
Students will explore biblical leadership principles and the continual personal revival needed to expand their personal influence through integration with the Divine. Students will be expected to make weekly progress and practice how to pursue turning their ministry from ideas into reality. After taking this course, the student may register for LEAD 231, 331 & 431.

**MATH 095 Algebra Review** 3  
In this course, students will have the opportunity to learn how to use mathematical principles to help solve real world problems. Basic computational skills will be covered as well as elementary aspects of algebra. Class will meet Monday and Wednesday for a lecture and web based assignments.

**MATH 121 Precalculus I** 3  
This course covers equations and inequalities; functions and graphs; polynomial, rational, exponential, and logarithmic functions; inequalities; and mathematical modeling. Prerequisite: Passing math entrance exam.  
Prerequisite: Passing Math Placement Entrance Exam.

**MATH 126 Precalculus II** 4  
Prerequisites MATH 121 with a minimum grade of "C" or passing the challenge exam for MATH 121. A one semester course examining the topics from advanced algebra and trigonometry, thus preparing students for the study of Calculus or for science courses, which require a good command of algebra and trigonometry, such as PHYS 271 & 272.

**MUED 202 Ministry of Music** 1  
This course is organized to educate musicians to glorify God and bless others through sacred vocal and instrumental music; to learn how to use the Bible, the Spirit of Prophecy, and sound musical research; to study principles of effective song leading; to implement techniques for professional vocal and instrumental development; and to train students to identify musical and vocal elements characterizing music that honors God, implementing those principles in their personal and public music selections.



- MUEN 101 a,b Chamber Singers** 1.5  
This course is organized to educate musicians to glorify God and bless others through sacred vocal music; to study principles of effective song leading; to implement techniques for professional vocal development; and to train students to identify musical and vocal elements characterizing music that honors God, implementing those principles in their personal and public music selections. Applicants are expected to have experience reading vocal music and should not apply if they have difficulty singing on tune. Acceptance by audition only.
- PSYC 101 General Psychology** 3  
A survey of the major scientific fields of psychology including neurobiology, social psychology, perception and sensation, human development, psychology of personality, emotion, memory, learning and psychological disorders, and therapies. Encompassed within a Biblical framework with reference to *Mind, Character and Personality I and II* and *Ministry of Healing*.
- PSYC 223 Developmental Psychology** 3  
This course includes a study of human development across the lifespan. Emphasis will be placed on the study of growth and change in the areas of physical, cognitive, socioemotional, and spiritual development.
- SOCI 214 Christian Marriage & Family** 3  
A Christian perspective on successful courtship, marriage, and proper parenting as presented in the Bible and the writings of Ellen G. White.
- SOCI 215 Introduction to Sociology** 3  
This course provides a an overview of sociology as a social science, some concepts and ideas associated with the study of human behavior, and an overview of the principles, terms, and concepts in the discipline.
- SPAN 090 Introduction to Spanish** 1  
This course acquaints the students with the basic elements of conversational Spanish.
- STAT 314 Introduction to Statistics** 4  
A study of descriptive and inferential statistics including sampling, probability distributions, correlation and regression, confidence intervals, and tests of significance, statistical inference for the mean. Examples are taken mainly from social and health sciences, education, and business.

- WKED 101 a,b Work Education** 1  
Practical experience is given in actual work experience each week. Through supervised work experience the student will learn the value of work, develop a work ethic, and gain experience and skills in a particular vocational area. Each student will be assigned to a work department with a staff work supervisor. The student will be evaluated on a number of factors including timeliness, professionalism, effort, communication, and efficiency. Work assignments are given and grades are assigned by the work education director. May be repeated for credit.
- WKED 190 Vocational Training** 1  
Developing a practical hands-on skill in areas such as welding, construction, electrical, plumbing, auto mechanics, gardening, etc. By permission of the instructor.
- WKED 192 Residential Construction** 3  
This course provides an introduction to the principles and best practices of residential construction.
- ## Education Department
- EDUC 124 Philosophy of Christian Education** 3  
A study of biblical educational philosophy as presented in the writings of Ellen G. White. Consideration is given to the impact this philosophy has had on the development of the Seventh-day Adventist school system. Implications for Seventh-day Adventist school, church, home educational programs, and youth ministries are considered.
- EDUC 131 Intro to Teaching** 3  
This course will give students the opportunity to study God's model for education as found in the Bible & Spirit of Prophecy. Students will also have the opportunity to interact with other students, teachers, schools, and classrooms in order to obtain a deeper understanding of the lives of educators. These opportunities are intended to confirm or lead to reconsideration of the decision to pursue a career in teaching. For students that decide to continue studies in education, this course will lay a foundation for the remaining coursework and field experiences.

- EDUC 222 Technology for Learning** 1  
This course is designed to introduce educators to ways of utilizing technology in educational settings. Topics covered include online grading systems, journal blogs, smartboard technology, and presentation design.
- EDUC 224 Assessment & Evaluation of Learning** 1  
True education involves more than merely memorization and the recollection of facts for a test. It involves motivating students to think for themselves in various environments and situations. This course introduces students to a variety of assessment strategies and demonstrates how to expand assessments into methods of evaluation and create tangible evidences of learning.
- EDUC 235 Life of a Teacher** 3  
This class will study the many and various aspects of a teacher's life within Christian education. The role of the teacher as a leader in relation to the school, the church, and the home will be discussed.
- EDUC 328 Strategies for Exceptional & Diverse Learners** 3  
A survey of the psychological and educational needs of exceptional or diverse children. Strategies will be discussed for incorporating an exceptional student into a small school and regular classroom as well as for supporting the exceptional child in the community.
- EDUC 362 Education Psychology** 1  
A survey of how people learn, including topics such as outcome types, the instructional process, individual differences in learning, etc. Prerequisite: PSYC 101
- EDUC 444 Reading Methods** 3  
This is a methods class aimed at teaching educators how to teach reading, with special emphasis upon building literacy. There will be investigation of a variety of teaching methods, including the whole language and word identification approaches and strategies.
- EDUC 445 Math Methods** 3  
This course examines the methods, skills, and best practices for educators of mathematics and how to reveal God's character through this field of study.

- EDUC 446 Science & Health Methods** 3  
This is a methods class aimed at teaching educators how to teach a health and/or science class. Special emphasis will be given on implementing natural remedies into the curriculum, as well as integrating faith and science.
- EDUC 488 Student Teaching I** 9  
Done during the first semester of the senior year, this experience gives educators the hands-on, practical opportunities to shape their understanding of children and develop strategies to help them learn. Enrollment is by permission of the instructor.
- EDUC 489 Student Teaching II** 9  
Done during the second semester of the senior year, this experience gives educators the hands-on, practical opportunities to shape their understanding of children and develop strategies to help them learn. Enrollment is by permission of the instructor.
- EDUC 499 Capstone project** 3  
This course is designed to be taken during the last semester in the Christian Education major. The purpose of the course is to culminate all of the experiences and learnings of students into a document and presentation that represents their developed knowledge, abilities, character, and physical health. A faculty committee is assembled to review, give feedback, and evaluate the project (graded Pass/Fail). Enrollment is by permission of the instructor.
- EDUC 180 Practicum in Education I** 3  
This course is available as an individualized study for students in their first year of study. It is a specialized training program designed for Christian Education majors and minors. Enrollment is by permission of the instructor.
- EDUC 280 Practicum in Education II** 3  
This course is available as individualized study for students in their second year of study. It is a specialized training program designed for Christian Education majors and minors. Enrollment is by permission of the instructor.  
Prerequisite: Students are expected to have successfully completed a minimum of six (6) credits of non-fieldwork, with appropriate professional Education coursework (see Christian Education graduation requirements).

**EDUC 380 Practicum in Education III** 3

This course is available as individualized study for students in their third year of study. It is a specialized training program designed for Christian Education majors and minors. Enrollment is by permission of the instructor.

Prerequisite: Students are expected to have successfully completed a minimum of 12 credits of non-fieldwork, with appropriate Professional Education coursework (see Christian Education graduation requirements).

## Health Sciences Department

**BIOL 120 Survey of Anatomy & Physiology** 3

This class provides a survey of the major body organ systems. This includes a broad overview of the function and structure of the major human body organs and how they are interrelated. The class consists of both a theory component and more practical laboratory time. This overview provides a foundation for those going on to more advanced study in anatomy and physiology but also serves as a survey class for students who are not science majors.

**BIOL 121/121a Anatomy and Physiology I & Lab** 3,1

This course is the first semester of a two-semester sequence dealing with the structure and function of the human body and mechanisms for maintaining homeostasis. It includes the study of cells, tissues, and the integumentary, skeletal, muscular, and nervous systems.

**BIOL 122/122a Anatomy and Physiology II & Lab** 3,1

This course is a continuation of the study of the structure and function of the human body and the mechanisms for maintaining homeostasis. The neurological (including sensory organs), endocrine, cardiovascular, lymphatic, respiratory, digestive, urinary, and reproductive systems, as well as the concepts of growth and development, metabolism, fluid and electrolyte balance, acid-base balance, and genetics are included. Prerequisite: BIOL 121/121a.

**BIOL 134/134a Biology I & Lab** 3,1

This is a first-year foundational biology course for pre-med students. It is focused on content relevant to pre-med students wanting to take the MCAT exam and proceed to further postgraduate medical training. The areas covered include biological chemistry, cell biology, enzyme function, metabolism, DNA replication and repair, photosynthesis, genetics, genetic technology, and bioinformatics. All of these topics are covered in the context of a literal six-

day creation. Throughout the course, issues of evolution and creation will be presented and discussed.

**BIOL 135/135a Biology II & Lab** 3,1

This class builds on first semester cellular and molecular basis of biology. Topics covered in a creation context during the first half of the semester include: prokaryote biology, fungi, non-vascular and vascular plants, invertebrates, vertebrates, and ecology. In the second half of semester, there is an overview of human anatomy and physiology, which covers all the major body systems.

**BIOL 143/143a Kinesiology & Lab** 3,1

This course provides a study of musculoskeletal system anatomy. Includes location, structure, and functions, as well as interrelationships of joints, muscle groups, ligaments, and connective tissue. Provides overview of anatomical and mechanical functions of human movement, emphasizing functional anatomy. Integrates anatomical information with experiential knowledge gained through palpation. Students learn how to recognize muscular and functional disorders as seen in movement limitations, gait, and body mobility.

**BIOL 161 Pathology for the Massage Therapist** 3

Introduces medical pathologies, which students may encounter in the practice of massage therapy. This course addresses the indications and contraindications of massage techniques for specific medical conditions and gives guidelines for working with medical considerations. Also explores HIV/AIDS as it specifically relates to a massage practice. Covers diseases of the integumentary, musculoskeletal, nervous, cardiovascular, respiratory, digestive, urologic, endocrine, hematological, and reproductive systems.

**BIOL 223/223a Introductory Microbiology & Lab** 3,1

This course covers the history of microbiology, pathogenic and nonpathogenic organisms, and the gram method of staining bacilli and cocci. Spirochetes and spirilla, acid-fast bacteria, submicroscopic bacteria, viruses, including HIV and Rickettsiae, mycoplasmas, and Chlamydiae are also reviewed. Mycology including systemic and superficial mycoses and other fungi of medical significance are included. An introduction to parasitology is provided, including protozoa, trematodes, nematodes, and cestodes along with malaria and other insect-borne parasites.

**BIOL 331 Genetics** 3

A study of classical Mendelian genetics along with genetic mechanisms in selected prokaryotes and eukaryotes with an emphasis on human heredity; other examples from the plant and animal kingdom are also included. This course also investigates gene structure and function.

Prerequisite: BIOL 135/135a with a grade of “C” or higher.

**BIOL 351/351a Exercise Physiology & Lab** 3,1

The purpose of this course is to increase the student’s knowledge in Exercise Physiology, a branch of Human Physiology, that studies in deeper detail the different adaptations that occur during exercise. It is of vital importance to all professionals that are involved in tutoring sport activities; health care and lifestyle programs, to understand how our body responds do acute and chronic exercise. Emphasis is placed in Nutrition, Bioenergetics, Physiologic Support Systems and their responses to the physical stress of exercise. Also discussed the different variables (environmental and phenotypic) that affect the body’s outcome during exercise. Finally, consequences of physical exercise in short and long term are accessed.

**BIOL 361/361a Advanced Human Physiology & Lab** 3,1

This course is designed to increase the student’s understanding of the physiological processes in the human body. Major consideration is given to the mechanisms involved in maintaining homeostasis, therefore, normal function is emphasized but clinical correlations are included where appropriate. Focus is on the body defenses, and also interaction and integration of body processes. Upon completion of this course, students should have a knowledge and appreciation of the complexities of the human body in multiple organ systems and an understanding of cellular and molecular mechanisms that underlie human physiology. Complementary laboratory experiences will provide the opportunity to collect and analyze data using ECG, spirometry, non-invasive blood pressure and heart sound monitors, as well as muscle and nerve function equipment from lab-mates. These exercises are geared to help students become familiar with normal human physiology.

Prerequisites for this course include BIOL 134/134a and 135/135a OR BIOL 122/122a and 123/123a with a grade of C or higher.

**BIOL 402 Cell Biology** 3

This course provides an in-depth study covering topics that include cell and organelle structure and function, cell physiology, the cell cycle, and cellular transport. More complex issues of cell metabolism, cell communication, and

aspects of molecular biology are also covered. Where applicable, issues of lifestyle and diseases such as cancer will be discussed in the context of cellular biology. Prerequisite: BIOL 135/135a with a grade of “C” or higher.

**CHEM 111 Survey of Chemistry** 3

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

**CHEM 151/151a General Chemistry I & Lab** 3, 1

General Chemistry I is the first semester of a two-semester, comprehensive general chemistry course that introduces the students to the basic principles of chemistry. The course covers the following topics: matter and measurement, molecules and molecular compounds, ions and ionic compounds, stoichiometry, aqueous reactions, thermochemistry, electronic structure of atoms, periodic properties, chemical bonding, molecular geometry and bonding, states of matter, and properties of solutions. This course includes three hours of lecture, one hour of recitation, and three hours of laboratory each week. Prerequisite: Algebra proficiency by exam.

**CHEM 152/152a General Chemistry II & Lab** 3,1

This is the second semester of a comprehensive, two-semester general chemistry sequence. It uses the same text as CHEM 151 and builds upon the subject matter of that course. The course covers the following topics: chemical kinetics, chemical equilibrium, acid-base equilibria, titrations, buffers, the factors that affect solubility, chemical thermodynamics, electrochemistry, and nuclear chemistry. This course includes three hours of lecture, one hour of recitation, and three hours of laboratory each week. Prerequisite: CHEM 151 with a grade of a “C” or higher.

**CHEM 311/311a Organic Chemistry I & Lab** 3,1

This is the first semester of a two-semester course covering fundamental topics of organic chemistry. Topics covered include the following: bonding principles, functional groups, isomerism, stereochemistry, nomenclature, nucleophilic substitution reactions, elimination reactions, reactions of alkenes and alkynes, and nuclear magnetic resonance and infrared spectroscopy. The laboratory stresses basic organic chemistry techniques performed on the microscale. This



course includes three hours of lecture, one hour of recitation, and three hours of laboratory each week (Fall Semester). Prerequisite: CHEM 152/152a with a grade of “C” or higher.

**CHEM 312/312a Organic Chemistry II & Lab** 3,1

This is the second semester of a two-semester sequence in organic chemistry. Topics covered include the following: UV spectroscopy, aromatic compounds, aromatic substitution reactions, reactions of carbonyl compounds, reactions of carboxylic acid derivatives, reactions of enolates and carbon nucleophiles, radical reactions, pericyclic reactions, polymers, and the study of biomolecules including carbohydrates, amino acids, and nucleotides. The laboratory stresses application of basic organic chemistry techniques performed on the microscale, including organic reactions, purifications, and isolation. This course includes three hours of lecture, one hour of recitation, and three hours of laboratory each week. Prerequisite: CHEM 311/311a with a grade of “C” or higher.

**CHEM 353 General Biochemistry** 4

CHEM 353 is a one semester biochemistry course for Natural Science majors. The content examined during this semester will include examination of the fundamental chemical, structural, and functional properties of the major classes of biological molecules; examination of how metabolic pathways are used to degrade and synthesize these biochemical macromolecules; and examination of how the information required to synthesize and maintain these molecules is stored, duplicated, and interpreted. Prerequisite: CHEM 311/312 and BIOL 135 with a grade of “C” or higher.

**CHEM 412 Chemistry of Drug Action** 3

Chemistry of Drug Action is a one-semester course designed to familiarize the student with the basic concepts involved in the chemistry of drug action. Topics presented include natural products in drug design and development, receptors as drug targets, enzymes as drug targets, drug synergism, and side-effects, DNA interfering agents, drug metabolism, and pro-drugs. Prerequisite: CHEM 351 or concurrent enrollment.

**FDNT 214 Human Nutrition** 3

This course involves a study of the basic components of food: carbohydrates, fats, and proteins. Students will gain an in-depth understanding of the various systems of the body and how digestion and nutrition influence them. They will

also understand which types and quantities of nutrients are appropriate for the diet of men, women, pregnant women, and children.

**HLBP 111 Business for the Massage Therapist** 1

The student will be introduced to fundamental principles of business management including the basics of budgeting, financial records and financial planning. The aim is to provide an introductory framework to the world of business for those who may plan to start a massage practice.

**HLCP 124 Ethics of Massage Therapy** 1

This course introduces massage therapy as a discipline. It defines massage therapy and outlines how it relates to other healthcare professions. The professional ethics of massage therapy are thoroughly covered in this course. Laws governing massage therapy will be reviewed. Students will be introduced to the clinical encounter including medical history, assessment, charting and records, hygiene, communication and professionalism. The student will be acquainted with particular policies and procedures of the NEWSTART® massage & hydrotherapy department at Weimar Center of Health and Education. The class will be taught from a Christian perspective incorporating principles from the Bible and the writings of Ellen G. White about the healing arts as a form of Christian ministry.

**HLCP 242 Health Evangelism Fieldwork** 5

In this course, the participant will work as a part of a team to run health programs and screening events, rotate through the NEWSTART and Depression Recovery programs, lead people to better health within the context of health coaching relationships, lead people spiritually from a physical health to an emotional then spiritual focus, and work with a doctor and a pastor to develop and present a health focused weekend and then evangelistic series.

**HLCP 322 a,b Clinical Internship** 1,1

This program provides students with a controlled environment in which to practice their skills in massage and hydrotherapy.

Prerequisites: BIOL 120, BIOL 161, HLCP 124, HLSC 234/234a, HLSC 248/248a

Corequisites: BIOL 143/143a, HLBP 111, HLED 124, HLSC 250/250a



**HLED 111 Optimize Your Brain** 1  
 This is a course designed to improve your capacity to learn, retain, and apply knowledge; as well as improve your emotional intelligence, including your motivation to achieve worthy goals. It is designed to help foster creativity, sense of purpose and self control.

**HLED 120 Fit and Well** 1  
 This course guides students in the incorporation of fitness and wellness into to their daily lives. Topics include prevention of injury and exercise for the prevention and treatment of chronic diseases. In addition to personal fitness, students learn how to motivate and instruct persons of various ages, fitness levels, and conditions in the area of fitness.

**HLED 210 Pre-professional Natural Remedies & Lab** 3,1  
 A three-week intensive clinical experience in the NEWSTART® Lifestyle Program will include a review of the laws of health founded in the Bible and the Spirit of Prophecy health reform message; current research which provides an evidence base for these lifestyle principles will be discussed. This course is designed for the college student majoring in theology or other service/ministry professions.

**HLED 238 First Aid & CPR** 0  
 This class is taught by an instructor certified by the American Heart Association and follows their course description.

FIRST AID: This course gives individuals the knowledge and skills necessary to recognize and provide basic first aid for injuries and sudden illness until advanced medical personnel arrive and take over. This course does not include information on breathing or cardiac emergencies.

CPR: This course gives individuals the knowledge and skills necessary to recognize and provide basic care for breathing and cardiac emergencies until other medical personnel arrive and take over.

**HLED 324 Principles of Health** 3  
 A study of the basic principles of healthful living and the treatment and prevention of disease. Scientific studies, Biblical principles, and the writings of Ellen G. White will form the basis of this study.

**HLED 331/331a Chronic Disease and Lifestyle Medicine I** 3,1  
 A study of the disease process and how lifestyle and other natural therapies favorably impact these processes. Of necessity, the course will include the basics of accurate diagnosis including history, physical exam, and laboratory studies. Includes internship.

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

**HLED 421 Research Methods** 3  
 The course will give the students tools to understand research papers and give them the confidence to design, choose and create quality research papers that meet the intellectual and academic standards. The goal is to instill in the student that should be thinkers and creators and not mere reflectors of other people’s thought. The course will have a basic statistics review, research methods and a practical part. Each student will make at least one research project with the goal of publishing it.

Prerequisites: MATH 121 or MATH 122

**HLED 422 Advanced Research Methods** 3  
 This course will allow students to further develop their research abilities with hands-on research. The course is a continuation of HLED 421 (Research Methods) and will give students experiences in writing full-length research papers. Students will gain experience in the use of common statistical software, such as Microsoft Excel and the public domain packages R and PSPP. This practical course is designed to provide students with the tools to do excellent science research and the theoretical background for critiquing and designing research. HLED 422 will also focus specifically on using qualitative methods and developing the skills necessary to interpret, critique, and conduct quality research.

Prerequisite: HLED 421, Research Methods.

**HLED 431/431a Chronic Disease and Lifestyle Medicine II** 3,1  
 A continuation of HLED 331 with selected advanced topics. Includes internship.  
 Prerequisite: HLED 331 with a grade of “C” or higher.

**HLED 441 Depression and Anxiety Recovery Program Internship** 3  
 This course is a two week intensive clinical experience offered in conjunction with the Depression and Anxiety Recovery Program, which includes a review of the laws of mental health as founded in the Bible and the Spirit of Prophecy

health message and informed by current research. The course provides an evidence-based approach for mental health lifestyle principles. The pathophysiology, prevention, conventional treatment and alternative therapies (natural remedies) of depression and anxiety as well as related mental illnesses will be reviewed. Students will observe and/ or obtain experience with the fundamentals of mental health assessment, contrast hydrotherapy, directed herbal remedies, plant-based food preparation, and exercise therapy. Cognitive behavioral therapy principles and spiritual congruence therapy that assists with self-control will be utilized and modeled. This unique course is designed for the undergraduate student majoring in pre-nursing, pre-medicine, allied health, theology or other service / ministry professions.

Prerequisites: PSYC 101, HLED 124, and FDNT 214.

**HLSC 234/234a Principles of Hydrotherapy & Lab** 3,1

A physiological approach to the understanding of hydrotherapy as a treatment modality. How water of varying temperatures and states affects changes in the nervous and circulatory systems and in other tissue and organs of the body. Laboratory required. Prerequisite: BIOL 120 or BIOL 121.

**HLSC 248/248a Basic Massage Therapy & Lab** 3,1

A competency-based course with oral instruction, demonstrations, and guided laboratory practice. The student will review anatomy and physiology; learn kinesiology, and specific and general Swedish massage techniques. The student will become proficient in Chair Massage for community events.

Prerequisite: BIOL 120 and 143. The student currently enrolled in BIOL 120 and 143 will be accepted. Non-health major or minor who may not have had BIOL 120 and 143 may be accepted by permission of the instructor.

**HLSC 250/250a Advanced Massage Therapy & Lab** 5,2

This course enriches and broadens the student's knowledge and understanding of Deep Tissue Massage techniques while enhancing their style and flow of modalities. An in-depth look at structural dysfunctions that encompasses the whole of the person is the main focus. Along with learning effective communication skills, students are trained how to better encourage the client/patient as an active participant of their health and healing. Students learn sound Trigger Point, Pregnancy, Lymphatic, Medical, Geometric Release, Myofascial and Deep Tissue Massage techniques to assist their clients/patients in relaxation aiding in the client's/patient's ability to manage chronic pain.

Prerequisite: HLSC 248/248a.

**NSCI 290 Issues in Origins** 2

Issues in Origins considers the biblical, biological, chemical, geological, physical, and philosophical elements of the creation/evolution debate and its impact on religion and society. This course examines the scientific evidence for short Creation and a young earth as well as the evolutionary arguments against these conclusions. The course also explores the diverse variety of creation/evolution beliefs such as Deep-Time Evolution, Darwinism, Neo-Darwinism, Intelligent Design, Progressive Creationism, and Theistic Evolution. The course is designed to prepare students to analyze and address the evolution/creation debate from a Christian perspective, while having basic knowledge of current neo-Darwinian evolutionary thought. Offered Spring Semester.

**NSCI 490/491 Natural Science Capstone** 1.5

The Natural Science Capstone (NSCI 490/491), is a two-semester sequence designed to provide students an opportunity to integrate the knowledge, skills, and interests developed through the Natural Science Major and Minor as well as other aspects of their Weimar Institute experience, including other required courses, work education, and co-curricular activities (PAC, etc). Students will work on a community or mission project in a team-based setting to pool resources, and collaborate with faculty, community leaders, or organizations within the US or abroad. Teams will work to analyze, propose and investigate solutions for real-world problems that hinder the spread of the Gospel in view of the Weimar Institute Vision, "To Heal a Hurting World." Teams may include students from a variety of majors and backgrounds.

**PHYS 271/271a General Physics I & Lab** 3,1

This course covers the basic concepts of physics using non-calculus based mathematics and trigonometry. Topics include kinematics, dynamics, gravity, work, energy, momentum, angular momentum, conservation laws, thermodynamics, fluids, vibrations, and waves. Prerequisite: MATH 126.

**PHYS 272/272a General Physics II & Lab** 3,1

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

## Nursing Department

### ***NURS 220 Fundamentals of Nursing*** 4.5

This course introduces the concepts of the professional nurse, nursing skills within a nursing process context, beginning leadership, health care environment, growth and development across the lifespan, basic physiologic and human needs in health and illness, and providing a safe environment. Beginning critical thinking skills are emphasized, within the framework of the nursing process. Clinical experiences are provided with adult patients who have uncomplicated health problems with predictable clinical outcomes. Basic mathematical calculations related to medication administration are introduced.

(2.5 Units Theory, 2.0 Units Clinical)

Prerequisite: Acceptance in the Associate Degree Nursing Program.

Corerequisite: NURS 221.

### ***NURS 221 Beginning Medical-Surgical Nursing*** 4.5

This course is an introduction to the medical surgical nursing concepts, including the nursing process in the care of adult patients. Skills in physical, spiritual, and psychosocial assessment of adult clients will be presented. History-taking and physical examination techniques will help students develop strong assessment skills upon which further knowledge and practice can be built.

(2.5 Units Theory, 2.0 Units Clinical)

Prerequisite: Acceptance in the Associate Degree Nursing Program.

Corequisite: NURS 220

### ***NURS 222 Introduction to Pharmacology*** 1

This course provides the foundational knowledge base related to pharmacology in nursing. Fundamental principles of pharmacokinetics, pharmacodynamics, evaluation of the effectiveness of drug therapy, patient education and interventions to increase therapeutic benefits and reduce potential adverse effects are covered. Medications discussed are those commonly prescribed for preoperative and postoperative patients, infectious conditions in the adult population, and commonly used supplements.

(1.0 Units Theory)

Prerequisites: BIOL 121, 122

### ***NURS 223 Intermediate Medical-Surgical Nursing I*** 4.5

This course focuses on the development of the knowledge base and skills, within a nursing process framework, to care for adult medical-surgical patients, in a variety of settings, who have higher acuity and more complex nursing needs. Concepts related to physical, emotional, spiritual, social, and cultural needs are covered. Ethical issues related to advocacy, self-determination, and autonomy are explored. Clinical experiences focus on clinical decision-making and patient care management, including prioritization of care and the development of psychomotor nursing skills.

(2.5 Units Theory, 2.0 Units Clinical)

Prerequisites: NURS 220, 221, 222

Corerequisites: NURS 224 & 225

### ***NURS 224 Geriatric-Community Nursing*** 2

This course integrates previous medical-surgical knowledge as it applies to the aging adult. A nursing process framework is applied in the assessment of physiological changes that occur with aging, and the development of outcome criteria for evaluating the aging adult's response to teaching/learning. Clinical experiences will provide a forum for application of interventions that optimize the older adult's functional ability. The specialized needs of the elderly in maintaining optimal health are examined.

(1.0 Unit Theory, 1.0 Unit Clinical)

Prerequisites: NURS 220, 221, 222

Corerequisites: NURS 223 & 225

### ***NURS 225 Mental Health/Psychiatric Nursing*** 3.5

This course provides an introduction to Psychiatric Mental Health Nursing, using the nursing process as a framework. Topics include the promotion of psychosocial integrity within the context of the health illness continuum for individuals and families across the life span. Emphasis is on nursing therapeutic interactions and communication. Clinical experiences will provide opportunities for students to participate in therapeutic activities in a variety of mental health settings.

(2.0 Units Theory, 1.5 Units Clinical)

Prerequisites: NURS 220, 221, 222

Corerequisites: NURS 223 & 224

**NURS 226 Pharmacology** 2

This course is a continuation of the principles of pharmacology in NURS 222. Students learn to make clinical decisions (under supervision) pertaining to drugs using current, reliable sources of information. Additional drug classifications and specific medications most commonly used in acute care clinical practice are presented.

(2.0 Units Theory)

Prerequisites: NURS 223, 224, 225

**NURS 300 Intermediate Medical-Surgical Nursing II** 5.5

This course focuses on the application of previous foundational knowledge and acquiring more in-depth knowledge for adult clients who have more complex disease states. Topics such as evidence-based practice, leadership, critical thinking, and safety are presented within a nursing process context. Clinical experiences are provided with adult patients who have increasingly complex conditions. Women's health topics are covered.

(2.5 Units Theory, 3.0 Units Clinical)

Prerequisites: NURS 223, 224, 225

**NURS 301 Pediatric Nursing** 3.5

This course focuses on nursing management of infants, children, and adolescents with acute, chronic and/or life-threatening conditions and the impact on the family. Nursing care based on a developmental perspective is outlined. Socio-cultural influences on the family, childrearing, and care of chronically or acutely ill infants, children, and adolescents are incorporated. Clinical experience in the nursing management of childrearing families, infants, children, and adolescents across the continuum of health and illness is provided. This course is a summer course at Loma Linda University between the first and second year of nursing classes.

(2.0 Units Theory, 1.5 Units Clinical)

Prerequisite: NURS 223

**NURS 302 Health Promotion/Disease Prevention** 4

This first course of a two-part sequence will introduce the philosophical differences between the treatment modalities found in modern, western healthcare in comparison to other belief systems and cultures accepted throughout the world. A variety of evidence-based complementary and alternative nursing interventions are discussed with a focus on lifestyle practices, spiritual care, massage therapy, hydrotherapy, herbology and nutraceuticals. Clinical practicum will occur in various Weimar Institute Seminars.

(3.0 Units Theory, 1.0 Unit Clinical)

Prerequisite: NURS 223

**NURS 303 Advanced Medical-Surgical Nursing** 5

This capstone course focuses on the integration, analysis, and synthesis of the knowledge, skills and principles of evidence-based nursing practice. The nursing process is used as the framework in the care of adult patients with complex and diverse critical and acute conditions, clinical outcomes, and nursing diagnoses. Clinical experiences emphasize refinement of clinical judgment, formulating and revising of priorities of care, refinement of psychomotor skills, and refinement of patient care management. Advanced topics in leadership, management principles and quality improvement are covered with relation to the roles of the professional nurse as manager and coordinator of care and member of the profession.

(3.0 Units Theory, 2.0 Units Clinical)

Prerequisites: NURS 300, 301, 302

Corequisite: NURS 304

**NURS 304 Obstetrics/Maternity Nursing** 3.5

This course provides a foundation for theoretical and technical knowledge in the nursing care of family-centered childbirth. Parent/newborn health care needs are addressed from a nursing process framework for the antepartum, intrapartum, postpartum, and neonatal client. Clinical experiences in the nursing management of women, childbearing families, and newborns across the continuum of wellness and illness emphasize clinical judgment, patient care management, prioritization of care, and the development of psychomotor skills.

(2.0 Units Theory, 1.5 Units Clinical)

Prerequisites: NURS 300, 301, 302

Corequisite: NURS 305

**NURS 305 Health Promotion/Disease Prevention II** 4

This course is a continuation of NURS 302 and provides an opportunity for student involvement in planning, implementing and evaluating Health promotion programs. There is a focus on mental and spiritual healing. More clinical time will be spent in Weimar and community lifestyle programs.

(3.0 Units Theory, 1.0 Unit Clinical)

Prerequisite: NURS 302



## Religion Department

- GREK 201 New Testament Greek I** 3  
This course is the first half of a study of New Testament Greek, which encompasses two consecutive semesters of study. In this semester, the student masters the Greek alphabet, builds vocabulary, and learns the rudiments of Koine Greek (the Greek of the New Testament). The class provides an introduction to the basic grammar, morphology, and vocabulary of biblical Greek. The student works with nouns and adjectives (with their cases and gender), pronouns, and verbs (with their person and number).
- GREK 202 New Testament Greek II** 3  
This course is the second half of an introduction to new testament greek, which encompasses two consecutive semesters of study. in this semester the student continues with additional vocabulary and grammar. the student is introduced to additional verb conjugations (variations of tense, aspect, mood, and voice).  
PREREQUISITE: GREK 201 or equivalent
- HEBR 201 Biblical Hebrew I** 3  
This course is the first half of an introduction to biblical Hebrew, which encompasses two consecutive semesters of study. In this semester the student masters Hebrew alphabet, builds vocabulary, and learns the rudiments of classical Hebrew grammar. Furthermore, this class provides an introduction to basic grammar, morphology, and vocabulary of biblical Hebrew. The student is introduced to the noun system, adjectives, prepositions, pronouns, and the Qal verb stem (perfect and imperfect).
- HEBR 202 Biblical Hebrew II** 3  
This course is the second half of an introduction to Biblical Hebrew, which encompasses two consecutive semesters of study. In this semester the student continues with additional vocabulary and grammar. The student is introduced to additional verb conjugations (imperative, cohortative, jussive, infinitive, and participle) and other verbal stems (nifal, piel, pual, hifal, hofal, and hithpael). Prerequisite: HEBR 201 or equivalent
- RELB 101 Life and Teachings of Jesus** 3  
The study of the life, teaching, and ministry of Jesus as found in the four gospel accounts and supplemented with the book, Desire of Ages and other resources.

- RELB 215 Bible Study Methods** 3  
Bible Study Methods examines the ground upon which the Bible is considered to be the Word of God; the history of the origin of the Bible as a collection of sacred manuscripts; the history and evaluation of the various versions of the Bible; the basic principles in the study of the Bible, generally known as Biblical Hermeneutics; and three ways to study the Bible—the study of words, the study of texts, and the study of doctrine.
- RELB 245 Old Testament Studies I** 3  
An introduction to the Pentateuch and historical writings of the Old Testament (Genesis through 2 Chronicles), emphasizing the historical setting, themes, and theology of the books covered and their impact upon Christianity.
- RELB 246 Old Testament Studies II** 3  
An introduction to the Hebrew prophets of the Old Testament (Isaiah through Malachi), emphasizing the historical setting, themes, and theology of the books covered, and their impact upon Christianity.
- RELB 247 Old Testament Studies III** 3  
An introduction to wisdom literature of the Old Testament (Job, Psalms, Proverbs, Ecclesiastes, and Song of Solomon) and post-exilic historical books (Ezra, Nehemiah, and Esther), emphasizing the historical setting, themes, and theology of the books covered, and their impact upon Christianity.
- RELB 250/350 Principles of Christian Faith (28 Fundamentals)** 3  
A study of the biblical doctrines of the Christian faith as outlined in the 28 fundamental beliefs of the Seventh-day Adventist Church, with special emphasis on salvation. The course is designed to develop concise and meaningful answers to significant questions and objections to these doctrines. There will also be memorization of important passages that support these beliefs. RELB 350 requires additional written work.
- RELB 271 Religion & Health** 3  
This course examines and practically illustrates, the critical role that health ministry plays in developing a symmetric Christian lifestyle—and in delivering the most compelling Christian testimony. The biblical basis for such a position is drawn from parallels between “the priesthood of believers,” Christ’s “commissioning services,” and the gifts of the Spirit. These scriptural foundations are brought into sharper focus by material covering the historic Seventh-day Adventist understanding of two related concepts: (1) each believer’s calling to



be involved in some aspect of health-related ministry, and (2) health ministry's integral role in Christ's evangelistic methodology. In addition to the course's didactic foundation, each student is expected to plan and/or participate in a specified number of community health activities where he or she actually demonstrates the principles of health ministry.

**RELB 301 Daniel** 3

A study of the story of Daniel and his associates and the interpretation of the symbolic prophecies contained in the book of Daniel as a basis for understanding God's plan and purpose in the "great controversy" between good and evil. Special study is given to the prophecies concerning the Sanctuary and the pre-advent judgment. This class also includes a practical application component (involving personal evangelism aspects).

**RELB 302 Revelation** 3

A careful study of the apocalyptic prophecies of the Book of Revelation, which are critical for an understanding of God's plan and purpose for His church and its destiny in the context of history and "last day" events. An attempt to learn what we can know about the "end time," the second advent of Christ, the final judgment, the earth made new, and the home of the redeemed.

**RELB 435 New Testament Studies I** 3

An introduction and exegetical study of the Pauline epistles to churches, namely Romans, 1 & 2 Corinthians, Galatians, Ephesians, Philippians, Colossians, 1 & 2 Thessalonians, 1 & 2 Timothy, and Philemon, along with a brief survey of the book of Acts. Special emphasis will be placed on the theology of Paul. Prerequisite: RELB 101.

**RELB 436 New Testament Studies II** 3

An introduction and exegetical study of the Pauline pastoral epistles (or epistles to individuals), along with the general (or catholic) epistles of the New Testament, namely 1 & 2 Timothy, Titus, Philemon, the book of Hebrews, James, 1 & 2 Peter, Jude, 1, 2, & 3 John.

**RELH 203/302 Seventh-day Adventist Church History** 3

The course covers the development of the Seventh-day Adventist Church from its beginning in the early nineteenth century, through its doctrinal and lifestyle development, its organization, institutional development, its growth into a world church, and how, through the twentieth century, it has faced the

challenges of a changing world and spectacular numerical growth. RELH 302 requires additional written work.

**RELH 303 History of the Christian Church I** 3

The course begins with a study of the book of Acts, which contains the beginning of Christian church history. It then proceeds to show how the church fell into apostasy because of a desire for acceptance, wealth, and political power; how, when, and where protest and reformation took place; and post-reformation and modern developments.

**RELH 304 History of the Christian Church II** 3

The course continues the study of Christian church history, covering the history of the Reformation, post-Reformation developments, and modern church history.

**RELM 327 Cross Cultural Mission** 3

Cross Cultural Mission seeks to introduce the student to the basic issues of cross-cultural mission including matters of culture and culture shock, as well as contextualization and syncretism. The course seeks to provide tools for understanding other cultures and for interacting with people of those cultures. The overall goal of the course is to facilitate cross-cultural evangelistic work

**RELP 308 Biblical Preaching and Homiletics** 3

A course in homiletics designed to aid the student in the preparation and delivery of expository sermons. Experiential learning and learning practical steps and skills will be a focus of this class.

**RELP 320 Personal Evangelism** 3

Ways to awaken a spiritual interest and effectively communicate biblical truth through friendship evangelism, focused conversations, your personal testimony, literature distribution, door-to-door surveys and canvasses, community programs, health evangelism, Internet websites, and Bible studies will be taught. Also a study of the fascinating principles of soul-winning, the process of conviction, and the art of leading people to decision. The process of how to communicate and minister in a local church effectively will also be discussed. These skills will be applied through field opportunities.

**RELP 355 Church Ministry and Leadership** 3

This course entails what constitutes good church administration and ministry—combining pastoral service, leadership, and church management. This

course addresses the four-dimensional role of the pastor: person, administrator, church leader, and priest.

**RELP 370 Public Evangelism** 3

How to prepare, preach, and preserve according to the principles of inspired writings. Practical instruction will cover the planning and implementation of the complete cycle of evangelism with a special focus on preaching or organizing an evangelistic series. All aspects of this course will be experienced in a live field school.

**RELP 484 Practicum in Church Ministry Capstone** 3

A practical and experiential application of the skills acquired in the Religion or Theology degree. Students will work with the teacher and a committee of religion faculty, to propose then implement a capstone level project within a local church or other ministry context during their senior year.

**RELT 346 Sanctuary Doctrine** 3

A study of the Adventist understanding of the sanctuary within the context of the Old Testament and also its eschatological and prophetic relevance within the context of Daniel and Revelation and other relevant books of the Bible.

**RELT 385 Christian Ethics** 3

Designed to aid students in applying the principles of Christianity to the ethical issues of modern society.

**RELT 386 Christian Apologetics and Worldviews** 3

Designed to aid students in understanding the Christian worldview and enabling students to defend their faith in a secular context. Attention will also be placed upon various philosophical systems and their influence upon society today.

**RELT 439 Prophetic Ministry of Ellen G. White** 3

A study of the life and prophetic ministry of Ellen G. White. Attention will be placed upon issues of conflict Adventists typically face regarding her inspiration and relevance.

## Faculty Listing

**Amanda Anguish, Faculty in General Education Department (2014)<sup>1</sup>**

- MA, Marriage and Family Therapy, Loma Linda University, 2007
- BS, Public Relations, Pacific Union College, 1998

**Chad Bernard, Faculty in Education Department (2013)**

- MA, Curriculum & Instruction, Andrews University, 2000
- BS, Elementary Education, Andrews University, 1996

**Ronald Celestine, Faculty in Health Sciences Department (2015)**

- ND, Bastyr University, 2015
- Ph.D., Biological Sciences, Western Michigan University, 2006
- MS, Biology, Andrews University 2001
- BS, Biology, Andrews University, 1996

**Phyllis Collins, Faculty in Nursing Department (2015)**

- DNP, Medical-Surgical Nursing, Rush University, 1991
- MS, Medical-Surgical Nursing, Loma Linda University, 1980
- BS, Nursing, Walla Walla College, 1966

**Allen Davis, Vice-President of Academic Affairs (2014)**

- PhD, Organizational Leadership, Major in Ecclesial Leadership, Regent University, 2013
- MA, Applied Mathematics, Air Force Institute of Technology, 2004
- MA, Military Studies & Defense Management, American Military University, 1996
- BS, Mathematics, Southwest Texas State University, 1989

**Henry Escamilla, Faculty in HEALTH Department (2013)**

- MS, Physical Therapy, Loma Linda University, 1994

<sup>1</sup> The number in parenthesis indicates the year the faculty member began teaching in the undergraduate program at Weimar Institute.

**Lenora Follett, Chair of Nursing Department (2015)**

- PhD, Nursing, University of Colorado Health Sciences Center, 2006
- MS, Nursing Administration, Andrews University, 1996
- BS, Nursing, Loma Linda University, 1966

**Roger Gallant, Faculty in Health Sciences Department (2015)**

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

**Alison Geslani Chon, Faculty in Nursing Department (2015)**

- MSN, Nursing, Loma Linda University, 2015
- BS, Nursing, Loma Linda University, 2008

**Darren Greenfield, Faculty in General Education Department (2013)**

- BA, Pastoral Ministry, Weimar College, 1997

**Paulo Grilo, Faculty in Health Sciences Department (2014)**

- Emergency Medicine Competence, Portuguese Medical Council, 2005
- General Surgery Specialty, Hospital Vilo Franca te Xira, Portugal, 2003
- MD, Faculdade de Ciencias Medicas da Universidade Nova de Lisboa, 1993

**Cheryl Guarin, Faculty in Nursing Department (2015)**

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

**Christina R. Harris, Chair of Health Sciences Department (2010)**

- PhD, Organic Chemistry, University of Colorado, 1997
- BS, Chemistry, Oklahoma State University, 1992

**Glenn Hill, Faculty in Religion Department (2015)**

- DMin, Andrews University, 2014
- MDiv, Andrews University, 1993
- BA, Pastoral Ministry, Weimar College, 1988

**Calvin N. Joshua, Faculty in Education Department (2016)**

- Ph.D., Curriculum & Instruction, Andrews University, 2010
- DMin, Global Mission & Leadership, Andrews University, 2007
- MDiv, Andrews University, 2005
- MCom, International Banking, Mysore University, 1995
- MA, Sociology of Education, Mysore University, 1991

**Don Mackintosh, Chair of Religion Department & HEALTH Department (2012)**

- MDiv, Andrews University, 1991
- BS, Nursing, Andrews University, 1986

**Erwin Nanasi, Faculty in General Education Department (2015)**

- BA, Theology, Weimar College, 2014
- BM, Piano Performance, Stuttgart University, 2010

**Neil Nedley, Faculty in Health Sciences Department (1999)**

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

**Stanly Palit, Faculty in General Education Department (2015)**

- MBA, University of Texas at Arlington, 2013
- MS, Information Systems, The University of Texas at Arlington, 2012
- BBA, Accounting, Southwestern Adventist University, 2009

**John Peacock, Faculty in Health Sciences Department (2012)**

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

**Susan Pellandini, Faculty in Health Sciences Department & Director of Massage & Hydrotherapy Program (2010)**

- NCBTMB & California State certified, 2015
- AMMA certified, Grand Rapids, Michigan, 2001
- BS, Dental Hygiene, Loma Linda University, 1994

**Eddie Ramirez, Faculty in General Education Department (2015)**

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

***Rina Ritivoiu, Faculty in General Education Department (2004)***

- MM, Conducting, Sacramento State University, 2009
- BA, Music Education, Sahm Yook University, 2002

***Randy Steffens, Jr, Faculty in HEALTH Department (2015)***

- BS, Business Administration, Thomas Edison State College, 2007

***Karl Wilcox, Chair of General Education Department (2016)***

- Ph.D., English, University of Nevada, 2005
- M. Phil., University of St. Andrews, Scotland, 1991
- Grad. Diploma, Medieval Studies, University of St. Andrews, Scotland, 1988
- BA, History and English, Newbold College, England, 1986
- Cert. of Outdoor Leadership, Wilderness Education Association, 1982

***Dojcin Zivadinovic, Faculty in Religion Department (2015)***

- PhD Candidate, Church History, Andrews University, 2011
- MA, Adventist Theology, Collonges Adventist College, France, 2006
- BA, Theology, Collonges Adventist College, France, 2003



## Student Handbook 2016-2017

## Student Services

Welcome to Weimar Institute!

Students inspire us. We love the energy and creativity of the young and young at heart. Yet there is much to learn. Because youthful enthusiasm combined with sage wisdom makes a powerful weapon in this world, we seek to unite our experience with others who seek “*To Heal a Hurting World*,” to submit to the Lord’s leading and bless the world through Jesus.

While you are a student at Weimar Institute, this handbook will provide an overview of the services provided to students across the campus. It has been designed by the Office of Student Services to furnish you with information about the services provided by this office, and gives a brief overview of other services offered by the various entities on campus. Of course, these services may change from time to time, so please check with the appropriate office to learn the most up-to-date information regarding their services and any potential costs.

### Program Student Learning Outcomes

- **PSLO #1: Spiritual Leaders**  
Students follow Jesus Christ’s example of faith-filled leadership, by rendering love-motivated church ministry that magnifies the universal principles of the biblical Ten Commandments in speech and action.
- **PSLO #2: Health Evangelists**  
Students practice and promote physical, emotional, mental, and spiritual healing by leading in collaborative, community-based programming among diverse people groups domestically or internationally.
- **PSLO #3: Faithful Disciples**  
Students demonstrate Christian character and practice social intelligence by exercising appropriate behavior and service skills during Practical Application Component (PAC) programs, social events and other planned activities designed to create a balance between mental, physical, spiritual, and social faculties.
- **PSLO #4: Principled Workers**  
Students display a professional commitment to strong moral principles “on the job” and in practical learning experiences by consistently producing quality work, and exercising self-discipline, self-control and diligence.
- **PSLO #5: Proficient Time Managers**  
Students apply daily planning and time management skills by participating in scheduled periods of academic study, work education, worship and other planned activities.

## The Office of Student Services

### *Director of Student Services*

Mrs. Teri Salvador

(530) 422-7923

### *Residence Hall Deans*

#### **Men’s Residence Hall Dean**

Mr. Gary Hess

(530) 422-7923

#### **Women’s Residence Hall Dean**

Mrs. Chris Philpott

(530) 422-7923

### *Student Success Coordinator*

Mrs. Maryann Krueger

(731) 676-7435

The Office of Student Services is under the leadership of the Director of Student Services. The focus of this office is to provide a supportive and nurturing campus environment for students. Campus facilities and programs are available to foster student learning and success while providing opportunities and resources for the development of academic, social, and spiritual growth and the development of leadership skills. We believe that the effectiveness of the Institute’s programs is enhanced as students embrace the designed curriculum, social programs, and sorhip opportunities offered to teach them how to “heal a hurting world.” To that end, the Office of Student Services exists to meet student needs and help them navigate these exciting years of life in the service of the Master.

### **Student Services Staff**

The Student Services staff includes a men’s and a women’s Residence Hall Dean and the Student Association. The Campus Chaplain works in close cooperation with the Director of Student Services to ensure that the spiritual needs of students on campus are addressed.



***Director of Student Services***

The Director of Student Services encourages and welcomes students throughout the semester to seek counsel or advice regarding any campus life issue, either in person, by phone, e-mail or text message. The Director wants students to understand that they need not apologize for seeking time or to talk with the Director or any of the other members of Student Services staff. Student Services staff exists for you, the student. Likewise, students are also encouraged not to apologize for “complaining” to the Director—clearly, unless student problems or grievances are communicated to administration, a resolution is unlikely. The Director has a great desire and works hard to create a culture of openness, transparency and trust between students, faculty and campus administration.

***Residence Hall Deans***

The Residence Hall Deans, in many ways, function in a type of quasi-parent role to students on campus. While their primary responsibility is to dorm students, they also are available for non-residential students as well. Both Deans are available throughout the day and early evening and are always available by cellphone, text, or email. The Deans also help to provide an environment of security and confidence for the students. Both Deans’ contact information is available in this handbook and will be given to students during orientation at the beginning of each semester.

***Student Success Coordinator***

The Student Success Coordinator (SSC) is available to help students with academic and organizational needs. If you need help with time management or academic struggles or if you just need someone to talk with to help figure out life’s big questions, the coordinator is available for appointments. The SSC is responsible for organizing and implementing programs to promote student growth in academic areas and also works with students on academic probation to help them succeed and master their academic struggles.

**Services Offered*****Student Tutoring***

In addition to scheduled instruction students are encouraged to seek informal assistance or advice on all academic matters from their instructors. Impromptu meetings immediately before or after class can often work well for quick questions. More in-depth needs may require meeting with instruc-

tors during their posted office hours. However, beyond this, supplementary tutoring services are provided. Tutoring services are available in both math and science courses such as General Chemistry, Organic Chemistry, Biology, Cell Biology, Anatomy and Physiology, Physics, and Pre-Calculus. Students may request tutoring through their instructors or contact the Student Success Coordinator for help.

***Career Planning***

Weimar Institute maintains close ties with the organized Seventh-day Adventist Church and graduates have been successful in finding employment in Adventist organizations across the United States and around the world. All counseling with regard to academics, career planning, or tutorial assistance is done directly with the Student Success Coordinator or one of the Institute’s academic program chairs. Please contact the Director of Student Services for more information.

***Family Groups***

In the divine plan for education, God ordained that parents should be his representatives. In the home, “the family was the school, and the parents were the teachers” (White, 1952/1980, p. 181). Thus, the home was to be the “school of Christ” and the parents were the “visible teachers, but Christ himself the great invisible teacher” (White, 1894, par. 1).

As a part of our effort to approach this ideal, “family groups” have been formed and are an integral part of the spiritual, social and academic learning that take place on campus. Each student is placed with a faculty or staff “home” along with other students to achieve a diverse, multi-generational, multi-cultural family. Faculty and staff are family group leaders, who serve to mentor students and provide a warm, home-like atmosphere for students. Additionally, family groups are formed with the intent of helping foreign language students to have a true immersion experience. Often, program faculty become mentors for students within their specific programs.

We hope you will look forward to times of relaxation, spending time in faculty homes, and getting to know some of your fellow students in a smaller, cozier atmosphere.

### *Financial Counseling*

The Finance Office in the Administration building oversees student finance issues. The Student Finance Representative and the Finance Office work together to help students with financial challenges find solutions. Worthy student funds are available to qualified students with financial needs. The Director of Student Services and the Institute's Chief Financial Officer sit on the Student Finance Committee, which oversees the distribution of worthy student funds. For more information, see page 73.

### **Mission-Centered Programs**

Several programs have been set up that allow students to continue their education and simultaneously be a part of the Weimar Mission "To Heal a Hurting World." These are discussed briefly here and further in the Weimar Institute Academic Handbook, under "Student Assistance Programs" on page 73.

### *Work-Education*

Students are expected to participate in the Work Education and Physical Development program. This program will help students to gain valuable workplace experience, and if faithful, may engender recommendations for future employment.

All students must work a minimum of 8 hours a week to receive academic credit for this class. Full-time students may not work more than 20 hours per week. Students who have been at Weimar Institute for at least one semester may request an exception to the 20-hour-per-week work cap through the Director of Student Services. After the Student Affairs Committee reviews the request, an exception may be granted based on the student's GPA, citizenship, and most recent semester grades.

Students with exceptional financial needs may apply for summer campus work in order to earn extra money towards their education. For more information, see pages 28 and 73.

### *Literature Evangelism (LE) work or "canvassing"*

The canvassing program was developed for students who are dedicated to the Weimar Mission but are financially unable to pay for a college education. In the book *Counsels to the Church*, Ellen White wrote: "Let wise plans be laid to help worthy students to earn their own schooling by handling these books" (White, 1957/1991, p. 73). In the book *The Publishing Ministry*, we are assured

that in "selling these books the youth would be acting as missionaries, for they would be bringing precious light to the notice of the people of the world. At the same time they would be earning money to enable them to attend school, where they could continue their preparation for wider usefulness in the Lord's cause" (White, 1983, p. 290).

Students in a conference-approved, summer literature evangelism program will be awarded a scholarship in addition to the amount earned through book sales. The scholarship is available in the form of a tuition reduction applied to the student's account. The scholarship comes in the form of a 50 percent match of all monies forwarded by the conference or publishing entity directly to the Institute. For more information, see page 73.

### *Other Matching Scholarships*

A student missionary grant of up to \$1000 is available for students returning from successful assignment overseas for at least a 12 month duration. A task force matching scholarship of up to \$1000 is available for students returning from a task force assignment and/or summer camp in North America sponsored by the Seventh-day Adventist Church and Conference-related organizations. A matching scholarship of up to \$1500 is available for students doing pastoral ministry within the Seventh-day Adventist Church and Conference-related organizations during the summer months. Further important details are outlined under "Student Assistance Programs" on page 74.

### *Leadership Development*

The Student Association (SA) exists to provide an opportunity for students to develop their leadership skills. It sponsors and organizes a majority of the social activities on campus and works with the campus church to offer opportunities for spiritual growth. Our active SA provides opportunities for student representation on the Academic Affairs Council meetings as well as student governance. Students are charged an "SA fee" (see current student charges for details). SA organizes such events as the International dinner, R&R weekends, agape feasts, weeks of prayer and weekends of spiritual emphasis.

SA provides every student with a representative body to make their thoughts and ideas heard. Feel free to communicate your ideas and suggestions for improvements with your student representatives. All of us need to work together as we improve and refine the Weimar experience.

### *Opportunities to Mentor*

The Weimar Institute campus has a homeschool co/op (Grades 1-8) and an academy (Grades 9-12) where undergraduates may serve as mentors through academic tutoring, academy game nights, and assistant dean positions in the boys' and girls' dormitories at Weimar Academy. Additionally, these students are around campus and are often watching the "college students." Even when you are not aware, your influence will be felt around the campus. Please take the time to welcome the younger members of our family, befriend them, and treat them with respect and dignity.

### *Recreation*

Weimar Institute wishes for each student to "prosper in all things and be in health" (1 John 3:2, NKJV) just as they prosper spiritually, emotionally, socially and mentally. We are counseled by Ellen White in the book *Education* that the "student who with limited time and means is struggling to gain an education should realize that time spent in physical exercise is not lost. He who continually pores over his books will find, after a time, that the mind has lost its freshness." She adds that when students pursue "one line of thought exclusively, the mind often becomes unbalanced. But every faculty may be safely exercised if the mental and physical powers are equally taxed and the subjects of thought are varied" (White, 1903/1902, p. 208-209).

Thus, while we discourage competitive activities that restrict potential success to the few, we encourage students to seek "satisfying alternative activities which avoid unwholesome competitive involvement" (General Conference of Seventh-day Adventists Executive Committee, 1988). Toward this end, we encourage students to plan their weekly schedule to include daily outdoor exercise. Students are encouraged to engage in a friendly game of soccer or basketball on the Weimar campus soccer field or basketball court.

Many students also take advantage of our 450 acres of forested land covered by over 15 miles of interlocking, groomed trails that wind through manzanita, cedar, and pine groves. The Weimar trails provide students a quiet place for prayer and reflection. The "prayer cove," which adjoins a quiet creek just off the Coyote Creek trail, is designed specifically for this purpose. Some favorite trails for hiking or running are Owl's Roost and Bobcat Trail. Another favorite is the 4-mile Frontier Trail that travels up Cardiac Hill to the Cougar Creek Meadow and Fire Bowl and then past the giant tree swing. Maps of the campus trails are available at some trailheads and in the Institute office.

### *NEWSTART® Principles*

Weimar Institute, which is committed to healthy living, recommends to each student the NEWSTART® Principles of health. We expect students to give serious attention to the development and the maintenance of their physical health—understanding that their bodies are temples of the Holy Spirit (see I Corinthians 6:19) and that physical health has a direct influence on mental, social, and spiritual well-being. The NEWSTART® health model includes the best in:

Nutrition—a plant-based diet;

Exercise—consistent and appropriate exercise;

Water—abundance of pure water;

Sunlight—frequent exposure to sunlight, especially in the morning;

Temperance—the exercise of self-control in all things;

Air—breathing deeply of clean, fresh air;

Rest—regular and adequate periods of sleep and rest; and

Trust—an active Trust in God.

### *Residence Hall Living*

Weimar Institute has separate dormitories for men and women. Each dorm has a residence hall assistant(s) that report to the appropriate Residence Hall Dean. The "RA's" are tasked with ensuring dormitory cleaning schedules and curfew times are observed and with follow-up on necessary minor repairs.

## **Other Undergraduate Academic Services**

### *Douglass Hall*

Douglass Hall comprises most of the Institute's classrooms, faculty offices and academic administration offices. Douglass Hall is the original "college building," and has areas for individual and group study. There is a Student Lounge in the hall, which provides students with a common gathering place during the day to interact and study together.

***Haskell Hall***

Haskell Hall serves as the center for the Weimar Institute Nursing (WIN) and Chemistry programs. A large central meeting area is located within this building, which provides an area for Sabbath activities, chapel, and other student and campus meetings.

***Campus Center***

The Campus Center (CC) is a place where students can study and socialize. It has an appealing lounge area, kitchen with cooking school display table, restroom and recreation area that includes a Ping-Pong table. The CC has undergone the first two phases of a three-phase renovation project. The final phase involves adding a new Fitness center.

***Campus Library***

See page 68.

***Exercise Building***

A small gym equipped with a variety of exercise equipment (spin cycles, treadmills, elliptical trainer, stair climber, weights, etc.) is also available to undergraduate students for a \$10 monthly fee. Gym hours are from 5:30 A.M. to 10:00 P.M. See the Residence Hall Dean for more information.

***Cafeteria***

To ensure the best nutrition for our students, all full-time dorm students are required to purchase a meal plan. Undergraduates are able to choose either a two meal a day plan or a three meal a day plan. Once a meal plan is chosen, it cannot be changed during the course of the semester. The Weimar Institute cafeteria provides whole-food, plant-based meals on a daily basis and uses many fruits and vegetables, some of which are grown on the Weimar campus veganic farm. Students with food allergies may contact the cafeteria staff for special dietary needs related to allergies and other food intolerances such as to nuts and gluten.

***Campus Church***

The Weimar Campus Church, which meets in Haskell Hall, provides Wednesday evening prayer meeting, Friday evening chapel services, Sabbath

morning Bible study classes as well as Divine Sabbath services, a bi-yearly Colloquia, along with mission and outreach opportunities for students.

The Weimar Institute Campus Church is built on a discipleship model where students are mentored and discipled by the church pastor, the board of elders, and campus faculty and staff. Students are also given the opportunity to cycle through every aspect of the church work during the course of their four-year degree. These opportunities include teaching and participation in the different divisions within the children's Sabbath School, adult Sabbath school, special music (singing and instrumental), community outreach, and community service. The mentorship model prepares students to be actively involved in community outreach and evangelism as deacons/deaconesses, teachers, preachers, and elders (as appropriate) in their own local church upon graduation from the undergraduate program.

***Weimar ("Weimart") Campus Store***

The Weimart is located near the campus flag pole and provides locally grown fruits and vegetables from Weimar Farms (seasonally), freshly baked bread from the Weimar Bakery, as well as other healthy food and drink items. The market also sells a variety of books, DVDs, CDs, etc. on topics such as health, vegetarian cooking, and Christianity. A small supply of personal items and school supplies are also available.

***Co-curricular Organizations***

Students may find other venues to develop their leadership skills and learning through a variety of student-led and developed campus organizations. Past organizations have included a religion club, a pre-med club, Wei-Pray, Wei-Preach, Wei-Run and other Bible study groups. Each new semester brings changing ideas and needs, and these organizations continue to change as the need arises.

***Weimar Inn***

The Weimar Inn offers an excellent place for parents and friends of undergraduate students at Weimar Institute to stay when visiting. To contact inn staff, call 530-422-7933, email ([inn@weimar.org](mailto:inn@weimar.org)), or visit the website (<http://weimar.org/health/inn>).



## Student Grievance Policy

It is the intent of Weimar Institute to provide a thorough review of all student complaints regarding any aspect of a program, facility, or other service provided by Weimar Institute. Students are expected to initially pursue an informal process in resolving complaints. However, if a complaint remains unresolved, a formal process is available for resolution of the issue. If a staff member has a personal connection to the student involved in the issue, that staff member shall be excluded from the discipline process.

### *Informal Grievance Procedure*

Informal means of resolving complaints are supported as the first step in addressing concerns. Students are encouraged to communicate their concerns openly with faculty members and the Director of Student Services.

It is recommended that informal grievances be discussed and resolved privately between the persons involved. If the parties are unable to arrive at an agreeable solution, both parties should use a mutually acceptable person to arbitrate further discussions. If this process fails to resolve the matter, students may appeal for resolution through the Formal Grievance Procedure.

### *Formal Grievance Procedure*

The formal grievance procedure provides a structured framework of documentation where unresolved conflicts may be addressed. Faculty and staff members shall use extreme care to safeguard student complaints of a personal or sensitive nature.

Any student with an unresolved grievance shall follow the appropriate process described below:

1. **STUDENT LIFE:** Initially, complaints involving the residence halls should be made informally to the Residence Hall Deans. Unresolved issues regarding student life or non academic issues may then be submitted in writing to the Student Discipline Committee. The Student Discipline Committee will return a written response to all grievances within ten (10) days of receiving a written complaint. If the decision of the Student Discipline Committee goes against the student's desires, the student may appeal to the Vice President of Academic Affairs (VPAA).

2. **NON-ACADEMIC DISCIPLINE:** Students may appeal imposed non-academic discipline in writing to the Students Affairs Committee (SAC) within ten (10) days of disciplinary action. Disciplinary action will be stayed until the SAC has had sufficient time to review the incident. The SAC will return a written review of findings within ten (10) days of receiving a written complaint. The recommendations of the SAC shall be followed without further delay.

3. **ACADEMIC POLICIES OR PROCEDURES:** Any student with concerns about an academic policy or procedure should first discuss his or her concern informally with the Registrar. If the matter cannot be resolved at this level a written grievance shall be submitted to the Academic Standards Committee (ASC) within ten (10) days. The ASC shall respond in writing within ten (10) days of receiving a complaint. The Registrar shall ensure the recommendations of the ASC are carried out within thirty (30) days of receipt. A copy of the action shall be forwarded to the VPAA.

4. **ACADEMIC GRIEVANCES:** Any Student with concerns related to academic grading, instruction, faculty relations, and academic progression should first discuss his or her concerns with the involved faculty member. If the student is unable to resolve the issue at this level, the student may submit a written appeal to the VPAA. Resolution of a student complaint will be sought with the VPAA as arbiter. The VPAA shall return a written resolution of the incident to the student within ten (10) days.

A student or any member of the public may file a complaint about this institution with the Bureau for Private Postsecondary Education (BPPE) by calling toll free: (888) 370-7589, or by completing a complaint form, which can be obtained on the bureau's Internet web site ([www.bppe.ca.gov](http://www.bppe.ca.gov)), and faxing it to the BPPE at (916) 263-1987.

### *Retention of Records*

The Registrar will retain a copy of all documents related to any grievance for no less than ten (10) years. The Registrar will forward a copy of these documents to the VPAA within two days of receipt.

### **Student Services—Section References**

White, E. G. (1980). *The Adventist Home*. Hagerstown, MD: Review and Herald Publishing Association. (Original work published in 1952)

White, E. G. (May 14, 1894). *The Family Circle the School of Christ*. Signs of the Times.

White, E. G. (1991). *Counsels for the Church*. Nampa, ID: Pacific Press Publishing Association. (Original work published in 1957)

White, E. G. (1983). *The Publishing Ministry*. Hagerstown, MD: Review and Herald Publishing Association.

General Conference of Seventh-day Adventists Executive Committee (Annual Council, Nairobi, Kenya). (October 7, 1988). *Activities with Elements of Competition*. Retrieved from: <http://www.adventist.org/information/official-statements/statements/article/go/o/activities-with-elements-of-competition/18/>



## Campus Culture

The uplifting atmosphere of Weimar Institute is one of the first things you may notice upon arriving on campus. This atmosphere is born of our desire to uphold the Biblical principles in our conduct and policies. We know that everyone who considers coming to study at Weimar Institute will want their personal demeanor to compliment the general campus atmosphere. So we ask you to familiarize yourself with this handbook to understand the principles that make this place what it is – and we hope that you’ll begin to catch just a little of the joy of Weimar as you peruse its pages!

The atmosphere we just mentioned is not created by a single person, or even just a few. It is the sum of everyone’s personal contribution that makes this place such an uplifting retreat. Here’s how it works:

“Every soul is surrounded by an atmosphere of its own—an atmosphere, it may be, charged with the life-giving power of faith, courage, and hope, and sweet with the fragrance of love. Or it may be heavy and chill with the gloom of discontent and selfishness, or poisonous with the deadly taint of cherished sin. By the atmosphere surrounding us, every person with whom we come in contact is consciously or unconsciously affected. This is a responsibility from which we cannot free ourselves. Our words, our acts, our dress, our deportment, even the expression of the countenance, has an influence. Upon the impression thus made there hang results for good or evil which no man can measure. Every impulse thus imparted is seed sown which will produce its harvest. It is a link in the long chain of human events, extending we know not whither. If by our example we aid others in the development of good principles, we give them power to do good. In their turn they exert the same influence upon others, and they upon still others. Thus by our unconscious influence thousands may be blessed.”<sup>1</sup>

From the time of enrollment until the day of commencement and beyond, you’ll have the blessing of being a part of the Weimar Institute family and experiencing the opportunity of representing this place wherever you go. The following standards, drawn from the Bible and Spirit of Prophecy, succinctly state some of the most important principles that make this place what it is. They will enrich your life and you’ll want to be sure you are well acquainted with them and excited about where they will lead you!

<sup>1</sup> Ellen G. White.

## Standards

### Weimar Faculty and Students choose to:

- Have a life-style of wholehearted devotion to Jesus Christ as Savior, Lord and Friend (Colossians 3:1-3) through Bible study (2 Timothy 3:16-17), prayer (Luke 18:1), and Christian ministry (Ephesians 4:11-13).
- Respectfully cooperate with Weimar Institute policies and positively support the teachings of the Seventh-day Adventist Church (Romans 13:1; Hebrews 13:17).
- Be dedicated to self-discipline in the pursuit of excellence according to the Word of God (1 Peter 2:9; 2 Timothy 2:15). Regular and punctual attendance at religious services, classes, work, and service assignments.
 

“Self-discipline must be practiced by everyone who would be a worker for God. This will accomplish more than eloquence or the most brilliant talents. An ordinary mind, well disciplined, will accomplish more and higher work than will the most highly educated mind and the greatest talents without self-control” (Christ’s Object Lessons, 335.1)
- Trust God to guide in their personal relationships and uphold Bible and Spirit of Prophecy principles in the area of dating and finding a spouse (Genesis 2:24).
 

“Examine carefully to see if your married life would be happy, or inharmonious and wretched. Let the questions be raised, Will this union help me heavenward? will it increase my love for God? and will it enlarge my sphere of usefulness in this life? If these reflections present no drawback, then in the fear of God move forward. But even if an engagement has been entered into without a full understanding of the character of the one with whom you intend to unite, do not think that the engagement makes it a positive necessity for you to take upon yourself the marriage vow, and link yourself for life to one whom you cannot love and respect. Be very careful how you enter into conditional engagements; but better, far better, break the engagement before marriage than separate afterward, as many do” (Review and Herald, Jan 26, 1886).
- Regularly and punctually attend religious services, classes, work and service assignments (Hebrews 10:25; Ephesians 5:15-17). Moral principles, which prohibit exploiting another person sexually or emotionally, or engaging in premarital sex and homosexual practices.

- Reverence the House of God during sacred services by their reverent behavior and appropriate use of technological devices (Leviticus 19:30; Habakkuk 2:20; Mark 11:17; Ecclesiastes 5:1; Matthew 18:20).
- Be honest, both in action and intent, in relation to class responsibilities, work assignments, and personal relationships (2 Corinthians 8:21; Ecclesiastes 9:10).
- Maintain high standards in physical and mental health, ruling out the use of alcohol, tobacco, coffee, mind-altering drugs, and other self-abusive practices (1 Timothy 4:12; Romans 12:1-2).
- Uphold moral principles which prohibit exploiting another person sexually or emotionally, engaging in adultery, premarital sex, or homosexual practices (1 Thessalonians 4:3-5; 1 Corinthians 6:18).
- Dress in a manner that positively reflects the Mission and Vision of Weimar Institute; they realize that both on and off campus they are witnesses for Christ (Deuteronomy 22:5).
 

“In dress, as in all things else, it is our privilege to honor our Creator. He desires our clothing to be not only neat and healthful, but appropriate and becoming” (Education, 248).

“The dress and its arrangement upon the person is generally found to be the index of the man or the woman” (Review and Herald, January 30, 1900).

“We judge of a person's character by the style of dress worn” (Review and Herald, November 17, 1904).
- Appreciate the best forms of recreation, avoiding those that are not profitable according to biblical standards (1 Corinthians 10:33; 1 Thessalonians 5:21,22; Philippians 4:8).
- Maintain a high respect for others' privacy, property and viewpoints (Romans 12:10; Philippians 2:3,4).
- Commit to thoughtful unity and unselfish integration of personal desires with the needs and schedule of the larger Weimar community (Philippians 2:3,4; Psalm 133:1).

## Balance

The mind functions most effectively with balanced mental, physical, social, and spiritual activity. The health of the body can affect the efficiency of the thought processes. Living at peace with God and man frees the mind to concentrate on Christian intellectual pursuits. Students are encouraged to arrange a balanced schedule that allows time for personal Bible study, work, exercise, and timely completion of class assignments.

### *Mental Development*

Weimar Institute was established to foster a disciplined development of the mind for the purpose of intelligently furthering the work of God on earth (see *Christ's Object Lessons*, pages 333-334). Students are expected to train their minds to concentrate on lectures and study material and to actively participate in class discussions. They are encouraged to learn the principles underlying God's laws, to discern truth from error, to solve problems creatively, and to effectively communicate their knowledge to others.

### *Physical Development*

Weimar Institute expects students to give serious attention to the development and the maintenance of their physical health. They should understand that their bodies are temples of the Holy Spirit (1 Corinthians 6:19) and that physical well-being has a direct influence on mental, social, and spiritual health. The NEWSTART® health model, recommended for all staff and students, includes the best in Nutrition, regular Exercise, abundance of pure Water, frequent exposure to Sunlight, the exercise of Temperance, deep breaths of fresh Air, regular and adequate periods of Rest, and an active Trust in God.

### *Social Development*

Weimar Institute takes seriously the development of interpersonal skills and social responsibilities. Social health is as vitally important in preparing for successful Christian ministry and stable Christian homes as academic studies. While social development is largely a personal responsibility, Weimar Institute offers social events such as family groups and other special events sponsored by the Student Association to help students develop this vital skill.

### *Spiritual Development*

Every function of Institute life is designed to cultivate a life of consistent Christianity. Students who attend Weimar Institute come here because they desire to serve and draw closer to Jesus Christ. Their goal is to enter into a life of service for the Master. This commitment requires an intentional, daily walk. Consider the following counsel:

He who would build up a strong, symmetrical character, he who would be a well- balanced Christian, must give all and do all for Christ; for the Redeemer will not accept divided service. Daily he must learn the meaning of self-surrender. He must study the word of God, learning its meaning and obeying its precepts. Thus he may reach the standard of Christian excellence. Day by day God works with him, perfecting the character that is to stand in the time of final test.<sup>2</sup>

See the Spiritual Growth Opportunities section on page 176 for more information.

## Student Housing

### **Housing Policy**

The housing policy is designed to assist students in achieving academic success. It has been designed with the desire to provide a protective, nurturing environment for students as they pursue their academic goals. Research consistently demonstrates living in residence halls positively influences student success including higher GPAs, campus involvement, peer networking, and an increased graduation rate. (de Araujo, P. & Murray, J. (2010) Effects of dormitory living on student performance. Center for Applied Economics and Policy Research, retrieved from <http://www.iub.edu/~caepr/RePEc/PDF/2010/CAEPR2010-002.pdf>)

By accepting admission, all part-time and full-time students understand they are required to live in a residence hall, with the exception of students living with parents or immediate relatives (including grandparents, aunts, uncles, or siblings who are at least 25 years old). Students living with relatives must live in the relative's primary residence.

<sup>2</sup> White, Acts of the Apostles, p. 483

First year freshmen, who are not living with their parents locally, must reside in a residence hall.

Students who would like to live outside the residence halls, whether on or off campus, must submit a written request to the Director of Student Services. The request will be reviewed by the Student Affairs Committee for approval if the student meets one of the following criteria:

1. Married, divorced, or widowed students
2. Single parents
3. Students who have earned a Bachelor's degree or equivalent credit hours
4. Students who are 23 years of age or older
5. Students who have established off-campus employment
6. Other living situations approved by Student Services

All requests for on-campus housing are subject to housing availability and campus housing policy. This policy applies during fall, spring, and summer semesters.

### *Older Students*

Students who are over the traditional college age range may be granted privileges not given to younger students by some policies, such as those concerning housing, relationships and off- campus travel.

### **Dormitory Living**

Each dormitory has a Residence Assistant (RA) that reports to the Residence Hall Dean (RHD). Group living situations provide excellent opportunities to practice personal courtesy, cooperation with others, identify and meet others' needs, and develop social responsibility. All students should respect the privacy, personal feelings, and personal property of roommates and neighbors. While the Institute desires students to have significant freedom in developing interpersonal relationships, dormitory living requires some guidelines for efficiency and personal comfort.

### ***Roommate Bill of Rights***

Your enjoyment of life in a residence hall will depend to a large extent on the thoughtful consideration that you and your roommate demonstrate to each other. As a dorm student, you have certain rights and privileges, and it is your responsibility to extend those towards your roommate. These rights and privileges include the right to:

1. Read and study free from undue interference in your dorm room. Unreasonable noise and other distractions inhibit the exercise of this right.
2. Sleep without undue disturbance from noise, guests of roommate, etc.
3. Expect that your roommate will respect your personal belongings.
4. A clean environment in which to live.
5. Free access to your room and facilities without pressure from your roommate.
6. Personal privacy.
7. Host guests with the expectation that guests will respect the rights of other students and dorm residents.
8. Be free from fear of intimidation and physical or emotional harm.
9. Sound Equipment, such as radios and stereos, musical instruments, keyboards, and amplifiers are permitted in your room on a privilege basis. It is your responsibility to see that the sound equipment is played at a level that will not disturb others. Headphones should be used on all electronic equipment at all times when others are disturbed by the sounds. Residents who do not control their equipment as outlined above will lose this privilege.

### ***Rooms***

Most residence hall rooms are double occupancy. If space is available, students may be assigned an individual room. Students who move from one room to another during the school year must make arrangements with the RHD prior to any housing change.

### ***Room Deposit***

All residents are required to pay a room deposit when they register for the current year (see current room rates). The deposit will be refunded after a final successful checkout from the residence hall at the end of a student's residency at Weimar Institute. Failure to properly clean and prepare the room for checkout will result in a reduction, or entire forfeiture, of the room deposit refund.

### ***Check-in Procedures***

#### *Check-in Form*

When you are assigned a room or move into a new room, you must complete a check-in form.

Failure to list any damages before moving into a room may result in charges for undocumented damages when you move out of the room. The completed form must be returned to the RHD.

#### *Keys & Key Deposit*

The key deposit is included in the room deposit (see student charges). A student may not make duplicate keys. Misplaced or lost keys are replaced with a charge of \$10 per key. The replacement fee will be charged to the student's account.

#### *Doors & Door Locks*

The only item permitted on the exterior of residence hall room doors is a name card listing the residents of the room. Tampering with door locks is prohibited.

### ***Check-out Procedures***

1. Contact the RHD in charge of housing
2. Your room should be left in the same condition in which you found it.
3. Have an RA or RHD inspect your room for cleanliness and damages. Your check-in form will be used for this step. Any damages will be noted on the form, and charges will be deducted from your room deposit.
4. Fill out a forwarding address card including your phone number. This step is not optional. We cannot forward magazines, so you should also send a change-of-address form to each subscription.
5. Return your room key and sign the checkout form.

#### *Deposit Refund*

Any student who fails to check out of a residence hall will forfeit a portion of his or her deposit. This deposit will need to be paid again in full before future housing will be honored. Deposits will be refunded to those who have checked out, cleared their student account, and are not returning to the residence halls for the following semester. Those with an outstanding balance with the Institute will have their deposit applied to their account. Students remaining in dorm housing over the summer will not receive a refund. Their deposit will be held in trust until the fall semester.



*Improper Check-outs*

Fines for failure to adequately clean your room or pack up all your belongings will be determined by the RHD. These fines will be deducted from your room deposit. Students will be fined \$10 for failing to return their room key.

*Eviction Policy*

Weimar Institute residence hall housing is designed for currently enrolled, full-time students. When a student ceases to be enrolled in classes during a school term, he or she must vacate residence hall housing. If at any time, and for any reason, a student is found to be inappropriately residing in the residence hall, the student will receive written notice from a RHD that he or she has 48 hours to vacate the dormitory.

This policy also applies during summer periods if a student does not retain his or her status as a student. If the student does not vacate housing within the 48 hour time period, his or her personal belongings will be placed in storage and the student will forfeit all refundable housing deposits and fees. Any exceptions must be arranged through the RHD in conjunction with the Office of Student Services and the Finance Office.

*Summer Sessions*

The policies in this handbook apply to all students year round, which includes semester and summer breaks. Some changes may occur with regard to summer curfew and other personal responsibilities. Please speak with a RHD for details. Anyone who is on campus working to payoff a tuition balance owed to the Institute is considered a “student” under this policy.

*Curfew, Night Checks & Campus Leaves**Curfew*

“Curfew” begins in the residence halls at 9:30 p.m. Sunday-Friday; and at 10:00 p.m. Saturday evenings. Students are required to be in their assigned dormitory at curfew. Students who are not present during the “night check” by the RA will be reported to the RHD. Common areas of the dormitories may only be used for quiet, individual study from curfew through 6:00 a.m. the following morning.

After curfew, except for emergencies, students must receive permission before leaving the dormitory. This permission should be obtained from the RHD before curfew (see Late Leaves below). Such occasions are to be the exception and not the rule.

*Curfew Pass*

A curfew pass permits students to be out of the dorm an extra hour in the evening for the following reasons: 1) family or personal emergencies, 2) special occasions, or 3) out-of-town travel. Late leaves for “special occasions” will not be considered during Sabbath hours (sundown Friday until sundown Saturday). Family or personal emergencies will always be given due consideration. All curfew pass requests must be made well in advance of the actual event.

Should a student have an emergency that prevents him or her from returning to the residence hall by curfew, the student must call and speak with the RHD to make appropriate arrangements for a curfew pass to be out of the dorm after the RA’s night check. If the RHD cannot be reached, the student must contact the other RHD.

*Grace Period*

Because of the discrepancies between individual watches and residence hall clocks, a grace period of 5 minutes is given at curfew every evening. The grace period will not excuse habitual late curfew violations.

*Campus Leaves*

Long-distance and overnight travel should be minimal, since students are expected to be actively involved in campus worship services, regular church attendance, and school activities. Each student is allowed home leaves, provided that his or her church and campus responsibilities have been met. No leave from campus should infringe upon any special schedule, such as colloquium weekends, weeks of spiritual emphasis, board weekends, Practical Application Component (PAC) times, etc. All leaves must be arranged in advance with a RHD upon approval of the work supervisor.

Students are responsible for checking the school’s master calendar and determining which weekends they are required to be on campus for mandatory scheduled events.

*Campus Leave Policy*

Any time a student leaves campus overnight, including school-sponsored trips, permission must be obtained from the RHD before leaving the campus. Students are encouraged to seek approval well in advance of an overnight leave. Approval is not necessary for overnight events involving the entire student body, such as R&R.



Dorm students are expected to remain off campus during the dates listed on the leave request. If a leave must be cancelled or the student returns earlier than expected, the RHD is to be informed and the student should be in the residence hall by curfew. A change in a student's intended destination during the granted leave must also be reported to the RHD.

Requests for weekend leaves must be submitted by curfew on Thursday evening. Exceptions will be considered by the RHD on a case-by-case basis.

Other things to consider when requesting an overnight leave are:

1. If a proposed leave from campus includes missing a work or class appointment, it is the student's responsibility to notify the affected faculty member and work supervisor.
2. If an emergency situation makes it impossible to return to the residence hall by the date and time stated on the leave, it is the student's responsibility to call the RHD to request an extension of time.
3. Overnight leaves must adhere to the principles outlined for "Mixed Groups" (under the Personal Relationships heading) and have clear evidence of appropriate chaperoning. Falsification of overnight leave information and details will result in disciplinary action, including the possibility of suspension or dismissal.

Violation of this policy will result in the cancellation of any requested leaves and the suspension of future overnight leave privileges for the offending student.

#### *Guests*

Residence halls, including lobbies, are never opened for mixed visiting. Exceptions for special events may be made by consultation with the RHD.

Prior arrangements must be made with the RHD for all guests who wish to stay overnight in the dormitory. Family members may be allowed to stay in the student's dorm room for three nights free of charge. Family members who wish to stay more than three consecutive days must obtain approval from the RHD.

Approved same-gender guests, who are not family members, are charged a fee per night when visiting overnight in a student's room (contact the Academic Administration office for current prices) and may stay up to three nights per semester. Additional guest accommodations are available at the Weimar Inn.

Family members and visitors who are lodging in one of the dormitories must adhere to Weimar Institute policies during their stay.

### *Residence Hall Services and Facilities*

#### *Air Conditioners and Heaters*

Some dormitories have individual-room air conditioners and heaters. Operation should be limited to the controls on the outside panel of the unit. Delphia and Bayith dorms have central heating and cooling. Personal space heaters may be permitted with the approval of the RHD. Space heaters with open heating elements are prohibited in the dorms. Personal air conditioners are also not permitted in the dorms. Students may purchase a fan for use in their assigned rooms.

#### *Bicycle Storage*

Bicycles may be stored in student dorm rooms or another location at the direction of the RHD. Bicycle hooks should not be placed in ceilings, walls, or any other part of a student's dorm room. Weimar Institute assumes no responsibility for bicycle security. Bicycle locks, if desired, are to be supplied by each owner. A bicycle rack is available in front of some of the dorms for convenience. Bicycles remaining on campus after their owners have left school will become the property of Weimar Institute and may be sold unless the student has made prior arrangements with the RHD.

#### *Blinds & Curtains*

All blinds, curtains or other fixtures attached to dorm room walls are the property of Weimar Institute and may only be installed by Plant Services personnel. If your room has window coverings provided, these coverings may not be removed. Special requests for a change in window coverings may be submitted to the RHD, who will in turn forward it to Plant

Services if the request is approved.

#### *Bulletin Boards*

All material placed on lobby bulletin boards in any of the residence halls must be approved by a RHD or an RA.

#### *Chores*

Students living in the residence halls are required to help maintain the dormitory in a neat, clean, and well-functioning manner. A variety of chores are assigned to students each week on a rotational basis. If a student fails to do an assigned chore for a particular week, or does not complete the chore in an adequate fashion, he or she will be assigned additional chores the following week. Continual failure to perform assigned chores may be subject to disciplinary measures.

*Cooking in Dorm Rooms*

The US Consumer Product Safety Commission reports: “Cooking equipment causes 72% of dorm fires. Students should cook in designated areas only, and never leave cooking equipment unattended when in use.”<sup>2</sup> For this reason, Weimar Institute prohibits cooking in all dormitory sleeping areas. The use of hot plates, rice cookers, electric skillets, etc. is prohibited in dorm rooms. Food preparation shall be done in the Bayith kitchen (women) or the Student Center (men). The RHD’s will confiscate any cooking appliances used in violation of this policy.

Additionally, insects and rodents are attracted by open and uncovered, standing food and trash. Students will be fined for dirty dishes and open food containers observed in their rooms or common areas of the dorm as well as trash cans that have not been dumped and are overflowing onto the floor. Dirty dishes found stacked in dormitory bathrooms will be discarded.

*Electricity*

Students are encouraged to help control the electric bill. To conserve energy, please turn lights and other appliances off when not in use. If you leave campus overnight for any reason, please turn off all electrical devices. Obviously, refrigerators should be left running.

Hillside Dorm has heaters / air conditioners in each room. Students leaving the heater / air conditioner on while the room windows are open will be fined \$10 per occurrence.

*Firearms & Weapons*

All guns, rifles, slingshots, starting pistols, paint and air guns are strictly prohibited on campus, in the residence halls or in student vehicles. Possession of all martial arts weapons and knives, larger than a pocket-knife, are also prohibited. Because Weimar views weapon possession as a serious offense, discipline will be imposed on violators of this policy.

*Kitchens*

Use of campus kitchens is privilege and not a right. Students are expected to be present while food is cooking to prevent fire hazards and are responsible for clean up when finished. Bayith (women) and the Student Center (men) are equipped with a kitchen for student use. Contact the RHD with questions regarding the current policy and use of these facilities.

*Laundry Facilities*

Laundry rooms are located in each of the residence halls as well as coin-operated machines in the laundry room between Hilton dorm and the Weimar Market. These facilities are available Sunday through Friday afternoon. Students are prohibited from doing laundry during Sabbath hours. Detergent is available for purchase at the campus store, better known as the “Weimart.”

Laundry hours for all residence halls are from 6:00am to 9:00pm, Sunday through Thursday. Students who do laundry on Fridays must ensure the process is finished before the Sabbath hours begin. Laundry may be done on Saturday evenings after sundown, but must be finished by 9:00pm. Laundry shall not be done during Sabbath hours, sundown Friday to sundown Saturday.

*Mail*

Mail is delivered each day, Monday through Friday, to the student residence halls. Outgoing mail deposited in the campus mailroom by 9:30 a.m., Monday through Friday, will go out the same day.

*Mailing Address*

Letters, Magazines, cards, etc. should be mailed to:

Name of Student  
Weimar Institute  
PO Box 486  
Weimar, CA 95736

Packages (except Amazon orders) should be mailed to:

Name of Student  
20601 West Paoli Lane  
Weimar, CA 95736

Amazon orders should be mailed to:

Name of Student  
20601 Paoli Lane  
Colfax, CA 95713

*Medical Expenses & Insurance*

Weimar Institute does not provide medical or dental insurance for students. Each student is required to provide for his or her own medical insurance. Students are also responsible for scheduling and arranging any personal medical appointments. The Institute carries accident insurance for each enrolled student in the event an accident occurs on campus.

*Pets*

There is no provision for keeping pets in dormitory rooms. Fish are an exception if all roommates and the RHD are in agreement. Parents and friends who visit residents must leave their pets at home.

*Pianos*

If your residence hall has a piano, it may be played only between the hours of 8 a.m. and 7 p.m.

*Protection of Personal Property*

The Institute is not responsible for stolen items or money. It is the responsibility of individual students to keep automobiles, bicycles, and dormitory rooms locked and valuables secreted away.

*Roofs*

Roofs are not designed for foot traffic and the risk of injury from falling cannot be overlooked. Except in cases of emergency, any student who is on the roof of an Institute building without authorization will be fined \$200.

*Room Décor & Posters*

Most dorm rooms are furnished with a desk, chair, bed and dresser for each student. These items are not to be removed from the room, nor are they to be added to without agreement between the roommates and permission from the RHD. Some dorm rooms contain bunk beds. Bunk beds are not to be separated or taken apart without permission from the RHD.

Posters or pictures of nude or partially clothed bodies are inappropriate room décor. These items will be confiscated and the owner will be disciplined. Similarly, all posters, pictures or other decorations that promote a lifestyle contrary to Seventh-day Adventist beliefs and teaching (alcoholic beverage slogans, rock music groups, inappropriate movie graphics, etc.) will not be permitted in any of the residence halls.

Live trees can be a fire hazard, and are not allowed in any of the residence halls.

Student rooms are to be decorated in accordance with Institute standards. Pictures, posters, and wall hangings are not to be nailed, tacked, stapled, screwed, or taped to the walls or woodwork. 3M Command Strips or Poster Putty may be used to hang posters and pictures. Contact the RHD if you have questions.

*Room Repairs*

Residence hall room repair forms are available from the RA.

*Sick Policy*

If a student suffers a minor illness that requires him or her to miss classes or a work assignment, the student is responsible for notifying teachers and their work supervisor. If necessary, the student should also contact the RHD or RA to ensure he or she receives meals from the cafeteria.

In the event of more serious medical situations, students should notify the RHD or RA as soon as possible.

*Students with Physical Disabilities*

Any student with a disability who requires personal attendants or special residential accommodations must submit a written request to the Office of Student Services prior to moving into a residence hall. The request will be reviewed by the Student Affairs Committee to determine how the needs of the student can be best met.

*Telephones*

Generally, everyone today has access to a personal cell phone or other related services via the Internet. Weimar Institute does not provide phone services for students. Please contact the RHD if you need to use a phone in the event of an emergency.

*Windows & Screens*

Windows are not designed as entry or exit points for dorm rooms. Such use is prohibited. Students who use windows as a means of exit or entry after night check will be subject to disciplinary action.

Window screens are not to be removed except in the event of an emergency. Removing screens to pass items into a room is prohibited. Tampering with or removal of a screen or screen seal will result in a \$100 fine.

## Spiritual Growth Opportunities

To help students build a solid Christian character, better familiarize themselves with the Word of God and grow daily closer to Christ, Weimar Institute offers a number of worship opportunities. Faculty and staff expect that students will regularly attend these periods of worship. The importance of these appointments with God cannot be overstated. “Our Saviour himself, bearing the test for humanity, acknowledged that of himself He could do nothing. We must also learn that there is no strength in humanity alone. Man becomes efficient only by becoming a partaker of the divine nature.”<sup>5</sup>

The following specific events are planned to nurture personal and corporate spiritual growth:

### Personal Devotions

“Man shall not live by bread alone, but by every word that proceedeth out of the mouth of God” (Matthew 4:4). It is by the spiritual food, and not the physical, that we are to live. A consistent devotional life is the foundation to a strong relationship with the Lord, and Weimar Institute offers numerous possibilities for the students to develop this relationship. Students are encouraged to read and study their Bibles, to spend time in earnest prayer, in thoughtful contemplation and in joyful praise. Students are invited to take advantage of the numerous trails around Weimar to enrich themselves in nature and find a quiet place to spend time with the Lord.

Weimar Institute understands and recognizes that not all students will have a consistent devotional life and so encourages students to engage with other students and/or faculty and staff to enquire about how to develop a deeper devotional life.

### Corporate & Dormitory Worship

Dormitory students are required to attend scheduled morning worship services, whether in the dormitory or corporately in Haskell Hall. Village students are encouraged to attend these worship services, but are not required with the exception of Town Hall Meetings. Worship format and times are determined by Institute faculty and staff.

<sup>5</sup> Counsels To Parents, Teachers, and Students p.440

## Evangelism

Jesus commissioned his followers to “Go” into the world, “teaching all nations” (Matthew 28:19). He said to Peter (and to all of us), “If you love me, ‘feed my sheep’” (John 21:16), some of whom are “not of this fold” (John 10:18). As part of Weimar Institute’s curriculum, regular time is set apart for students to play a part in fulfilling the great commission and helping others find Jesus.

Weimar Institute provides numerous opportunities for students who are less comfortable with certain aspects of outreach to attend evangelism training classes. While there will be a variety of activities and outreach events provided throughout each semester, students are encouraged to engage in personal outreach efforts as a means of gaining experience in the Lord’s vineyard. This will increase their ability to confidently interact with others of different faiths and nourish their own spiritual life.

### Sabbath Services

The Sabbath is God’s time for mankind to meet with Him in an atmosphere free from non-spiritual distractions. To facilitate this, the Institute gives primary attention to worship, rest, Christian fellowship, and service from sundown on Friday until sundown on Saturday. During these hours students are expected to refrain from secular entertainment, music, shopping, restaurant dining, business transactions, sports, scholastic studies, work, and other similar activities. Food delivery and sports viewing are also not appropriate Sabbath activities.

During a student’s freshman and sophomore years on campus, he or she is expected to attend the campus church weekly. He or she will have the opportunity to participate in the ministry of the campus church. Request to attend off-campus church services should be submitted by Thursday evening at curfew.

Any student who desires to engage in ministry at another local area church may submit a request to the Director of Student Services for consideration. The Director of Student Services, in consultation with the Pastor of the campus church, will either grant or deny the request. To qualify for an exception to this policy a student must:

1. Show evidence of regular, productive involvement in the local campus church.
2. Document a plan demonstrating a desire to engage in ministry at one of the local area churches.

### Small Groups

Prayer bands, Bible study groups, small groups, and similar student-initiated activities are encouraged and supported.



## Attendance Responsibilities

In addition to classes, all dormitory students are expected to attend the following:

1. Daily morning worship
2. Wednesday evening prayer meeting
3. Friday evening vespers
4. Sabbath Services
5. Town Hall Meetings are mandatory for all students (dorm, village, non-traditional)

Any student who leaves a meeting early, without permission from an RHD, will be considered absent for that event. Permission to miss these meetings is left up to the discretion of the RHDs. Students who do not comply with regular attendance will be counseled by the RHDs and if necessary referred to Student Affairs Committee.

Students are reminded that worship services are of utmost importance and are a vital part of the Weimar Institute experience.

## Student Leadership Opportunities

Participation in the Student Association (SA) offers students an opportunity to develop leadership skills and better the college experience for themselves and the entire student body. Student representatives are elected for a variety of student government positions. However, unelected students who desire to serve in an elected SA role in the future, or those who are just interested in adding a pair of helping hands to carry the load, are invited to assist those who hold elected offices.

Student leaders (SA officers, Teaching Assistants and RAs) must maintain a 2.5 GPA and have no grade lower than a “C-” in all current courses. If grades do not meet this standard the student must meet with advisor and student success to come up with a plan of remediation. Students on academic probation, or who have been on academic probation within the previous six months, are not eligible for these positions.

Student leaders are expected to demonstrate a personal commitment to the principles and standards of Weimar Institute and maintain a good citizenship record.

## Student Responsibilities

### Exercise

Weimar College students are encouraged to develop the habit of engaging in regular outdoor recreational pursuits. In keeping with the College’s commitment to biblical values, we believe that the best forms of recreation take place in nature, free of the artificial stimulus of competitive team sports and games. The ideal form of recreation involves the working of the soil and the cultivation of plants in close imitation of the Edenic model (Education, p. 211), but students may also gain significant benefits from other non-competitive activities such as hiking, cycling, skiing, backpacking, trail running, camping, rock climbing and mountaineering. Weimar’s extensive trail system offers students an attractive venue for hiking and trail running. Weimar Institute also offers a Fitness Challenge every semester for those students who are up for some good, healthy personal motivation. You will receive more information on this event during the early part of the semester.

### Rest

Adequate rest is essential to the maintenance of physical, mental, social, and spiritual health. Late night study and/or socializing should be an exception to the rule and not a habit. The Institute encourages students to regularly retire by approximately 9:30 p.m., and to rise early in the morning for devotional time, exercise, and study. For details, see *Curfew & Night Checks* on page 168.

### Study Time

Most students should expect to spend a minimum of two hours of study time outside of class for each hour spent in class. This time should be spent studying assigned materials for class preparation and homework afterwards. Thus, if a student were taking 16 credits, it would be reasonable to expect to spend an additional 32 hours of study per week. Open times during the day, evenings, early morning hours, and unstructured weekend time provide opportunities for concentrated study. Each student must make study time a priority to keep up with class assignments and to allow time for genuine and deep learning.

To build a foundation for this type of academic study, we commend to students the Bible. It is good to remember that earnest Bible study is the best activity for true cultivation of the intellect.



The mind occupied with commonplace matters only, becomes dwarfed and enfeebled. If never tasked to comprehend grand and far-reaching truths, it after a time loses the power of growth. As a safeguard against this degeneracy, and a stimulus to development, nothing else can equal the study of God's word. As a means of intellectual training, the Bible is more effective than any other book, or all other books combined. — Education, p. 124.

The intellectual training needed to develop deep, thoughtful skills can be best developed through a committed, consistent study of the Bible each morning. We recommend this as a builder of intellectual capacity and study effectiveness, but also as a builder of character and revealer of truth.

## Textbooks

While the works of Ellen White and some theology textbooks may be available at the Weimart, most textbooks and required reading are not available for purchase on campus. These books can be obtained on websites such as Amazon.com.

## Responsibilities to Others

Our behavior affects those around us. At times, and in keeping with the biblical principles (see Phil 2:3), we must set the needs of others ahead of our personal desires. As Christians, we must also live up to the commitments we have made. With this in mind, students are reminded to pay particular attention to the following obligations:

1. Adherence to the Institute's dress code
2. Following evening curfew and quiet time policies
3. Faithfully carrying out and satisfactorily completing dormitory cleaning chores
4. Reporting on time for Cafeteria chores
5. Maintaining a clean and orderly room
6. Appropriate use cell phones/computers during worship services

It is the desire of faculty and staff that all students will uphold Weimar Institute's commitment to be a school that reflects Christ and heaven's values.

# Dress & Personal Appearance

## Principles

Faculty and students of Weimar Institute are asked to dress in a manner that positively reflects the Mission and Vision of Weimar Institute. Students should remember that they are always witnesses for Christ—both on and off campus.

Since no dress code can cover all contingencies, students and faculty are expected to exercise Godly judgment in their choice of clothing based on the following principles and the specific applications outlined in the paragraphs that follow. Dress should be:

**Modest.** Dress should exhibit Christian modesty and should not be overly revealing or distracting in accordance with 1 Timothy 2:9-10, 1 Peter 3:3-5, and 1 Corinthians 10:31.

**Professional.** Dress should be neat, clean, and attractive. Students should avoid carelessness, sloppiness, and untidiness, or the opposite extreme of showiness and extravagance in their appearance.

**Functional.** Clothing should be weather, work, and classroom appropriate.

**Conducive to Health.** Clothing should fit appropriately.

## Hair Styles

Both men and women are required to wear their hair in keeping with biblical standards and this policy.

**Women** shall not wear their hair in styles that would pertain to a man, and it must be of a natural hair color. Shaved portions of the sides of the head, artistically shaved hair designs and dreadlocks are prohibited.

**Men** shall not wear their hair in styles that would pertain to a woman (see 1 Cor. 11:14). Men's hair shall not be worn longer than the bottom of a shirt collar, and it must be of a natural hair color. "Man buns," dreadlocks and artistically shaved hair designs are prohibited.

## Jewelry

Male and female students are to refrain from wearing jewelry. This includes all forms of rings, bracelets, friendship bands, necklaces, chains, medallions, earrings, and pierced body jewelry. An exception is made for medic alert chains or bracelets.

## Attire for Women

### *Classroom & Corporate Worship*

Dresses, skirts (no jean skirts) and blouses or sweaters, and dress shoes or sandals (no flip-flops). Modest dress slacks (no jeans), worn at the waist, that do not violate other prohibitions of this policy are also acceptable. Shorts and sweat pants are prohibited.

### *Church & Vespers*

Dresses, skirts with blouses or sweaters, and dress shoes or sandals (no flip-flops). Pants are not permitted.

### *Morning Worship*

Students having lab or work immediately following worship are permitted to come in dress appropriate for those activities.

### *Prohibited Public Attire*

Sloppy, torn or frayed clothing or clothing with inappropriate logos or language that repudiates Institute standards is prohibited. Tight fitting or revealing styles, see through fabrics, low cut tops, bare midriffs or shoulders, exposed camisoles, sleeveless shirts, tank tops, skirts with deep slits or skirts that do not cover the knees at all times and would require pulling or stretching up to the knees while seated, tight pants (skinny jeans or pants, leggings, tights, yoga pants, etc.), pants worn below the waistline, shorts above the knees, and pajamas are also prohibited.

## Attire for Men

### *Classroom & Corporate Worship*

Dress slacks or chinos (no jeans) worn at the waist with a collared shirt, turtle-neck or sweater and dress shoes or closed toe shoes (no running shoes) are approved classroom attire. Shorts, sweatshirts, hoodies, t-shirts, sportswear, and jeans may not be worn to classes.

Students having lab or work immediately following worship are permitted to come in dress appropriate for those activities. Students with intermittent work and class schedules are permitted to wear appropriate work attire. Shorts and sweat pants are prohibited.

Baseball caps or hats are not appropriate indoors during classes or worship services.

### *Church & Vespers*

Suits or sport coat/dress slack combinations, dress shirt and necktie with/without sweater or vest, along with socks and dress shoes are appropriate for vespers and church services.

### *Prohibited Public Attire*

Sloppy, torn or frayed clothing or clothing with inappropriate logos or language that repudiates Institute standards is prohibited. Tight fitting and revealing styles, see-through fabrics, sleeveless shirts, tank tops, muscle shirts, tight-fitting/skinny jeans or pants, worn below the waistline, shorts above the knees and pajamas.

### *Dress Policy Violations*

Repeated violations of the Institute's dress code will affect student citizenship grades and may result in disciplinary action.

# Personal Relationships

## Mixed Groups

Weimar Institute wishes to foster a spirit of Christian nobility in all relationships between men and women. This calls for modesty and purity in thought and action. To preserve a social climate conducive to wholesome relationships, the Institute encourages association in group settings, whenever possible, and expects appropriate chaperoning for men and women leaving campus together.

Students leaving campus with others of the opposite gender, in accordance with the general policy, shall inform the RHDs of their off-campus destination, the estimated time they will be gone, and who they will be with. This measure contributes to the safety and protection of the student body. Trails in the wooded acres of our property are considered “off campus.” At least two staff members or chaperones, either married or of the same gender, approved by a RHD are required when overnight travel or activities are being planned.

Students will find a variety of public settings appropriate for personal conversation. In order to avoid the “appearance of evil” (1 Thessalonians 5:22), unmarried men and women should not spend time together in secluded places, especially behind closed doors. This includes spending time with a staff member of the opposite sex in his or her residence. Two unmarried students of the opposite sex may not travel in the same vehicle by themselves without prior approval of the RHDs. This applies to student with faculty member travel as well.

## Students & Dating

### *Institute Expectations*

Developing an exclusive friendship is something to anticipate and plan for. Factors to be considered include spiritual and emotional maturity, personal values, education level, practical skills development, financial stability, age and openness to counsel. A student who feels as though they are ready for a relationship should counsel with a trusted faculty member in order to get an experienced perspective.

The following principles are designed to be an aid to students as they navigate this important phase of life and not a hindrance. The Institute policies are a guard to help each student follow the calling of the Lord. As an organization, we have been counseled:

The guardians of the institution must maintain a high standard, and watch carefully the young entrusted to them by their parents, whether as patients, as helpers in the various departments, or as learners. When young men and women work together, a sympathy is created among them which frequently grows into sentimentalism. If the guardians are indifferent to these matters, lasting injury will be done to these souls, and the high moral tone of the institution will be compromised<sup>3</sup>.

Students who are engaged in special relationships must also remember that they are examples to others around them, especially other students.

### *Principles*

In accordance with the above counsel, Weimar Institute’s philosophy and practice regarding special relationships is based on the following principles:

1. Preparation for service in the Lord’s vineyard is the primary reason students attend Weimar Institute. Nothing should compromise that sacred purpose.
2. At the appropriate time, as God leads, we hope students will consider marrying someone that they have met at Weimar Institute, as they can be very like-minded in personal values and the desire for a life of ministry.
3. Occasions for building such relationships include nearly every aspect of campus life. Christian Marriage & Family class, social events and meal times, along with other events, are excellent opportunities for self-assessment and to observe the character of others.
4. Preparation for a Christian home is an important part of the student’s education for a life of service to God and man. All male/female friendships should increase the student’s commitment to and preparation for Christian missions, including the home mission field.
5. Students should consider themselves to be in a special training program through which they may receive the best preparation possible for the development of relationships that may lead to God-ordained, mission enhancing, eternally fulfilling marriages.
6. Demonstrated maturity (spiritually, academically, vocationally, personally, and socially) must precede courtship or even development of an exclusive male/female friendship.

<sup>3</sup> Selections from the Testimonies for Students and Workers of Our Sanitariums, p. 3

7. Time spent in nurturing any relationship should enhance a student's personal time of devotion, academic studies or application to the Institute's overall program.
8. Weimar Institute encourages students to develop friendships at a controlled, natural pace. Allowing reason to control the emotions is the best foundation for forming a mature relationship.
9. It is hoped that the principles regarding relationships in the Scriptures and Spirit of Prophecy will be internalized and appreciated.

### *Consultation of Parents*

Ideally throughout the progression of a relationship students are encouraged to receive counsel from home. Ellen White counsels: "If you are blessed with God-fearing parents, seek counsel of them. Open to them your hopes and plans; learn the lessons which their life experiences have taught."<sup>4</sup> Doing this in life decisions will also honor the 5th Commandment. The spouse you choose will impact your parents, siblings and relatives. Honor those who have invested so much in you.

Students must also understand that parental permission to engage in a special relationship does not release a student from adherence to the Institute's policies. Parents who disagree with these policies should contact the Director of Student Services for resolution.

### *Freshmen & Sophomores*

Weimar Institute encourages all students to develop appropriate social friendships with a variety of students, both male and female. First and second-year students, who are of traditional college age for these years, are expected to refrain from developing any special attachments to a member of the opposite sex. However, it would be naïve to believe that emotions are going to be controlled by a policy.

In the event an underclassman feels he or she is drawn to a student of the opposite sex, he/she is encouraged to share with a trusted mentor, who can give advice on how to manage emotions and prepare for the appropriate time when this relationship may be developed. If a faculty or staff member observes a special interest between two students, the students will be directed to individual counselors of their choice to help them with appropriate relationship growth and adherence to this policy.

---

4 Adventist Home, p. 73

A student who has a special friendship with someone who lives off campus and does not attend Weimar Institute is expected to conform to the principles and applications of this policy.

### *Juniors & Seniors*

#### *Individual Interest*

If a student develops an interest in another student without the intention of following the process in this section to pursue a relationship, he or she should remain friends and socialize in group settings, and not devote exclusive time or attention toward him or her. However, if God begins to lead two students together of the traditional age range for a junior or senior, and they are considering a serious relationship based on principles from the Bible and the Spirit of Prophecy, they may pursue a relationship in accordance with this policy:

1. Students who desire to develop a relationship with one another should each make their interest known to a trusted faculty or staff member (mentor).
2. After discussing the student's maturity, the person of interest, and the significance of beginning a relationship, the mentor and student will determine readiness for a relationship. If they decide he or she is ready to proceed with a relationship, the recommendation will be referred to Student Services for review.
3. Fitness to enter a relationship will be determined by the student's maturity, personal deportment, academic standing and spiritual growth by Student Services.
4. Once approval is given to the students, both students will notify their parents for approval. This is required in accordance with Chapter 10 of the Adventist Home, "When Counsel is Needed," beginning on page 70. Weimar Institute will honor the wishes of either student's parents if they determine they cannot support their son's or daughter's desire to enter into a special relationship.
5. The Institute has the right and authority to ensure its policies are followed and that student behavior does not negatively affect the rest of the student body or the atmosphere of the campus. Faculty and staff members very much desire to do what is in the best interest of each student, and they hope the student can appreciate this desire and agree with the Institute's process.

*Couple Interest*

There are many gems of wisdom that can be gleaned from someone with wisdom and experience in this area. It is therefore expected that students will take to heart and comply with the counsel of their mentors.

1. In conjunction with Student Services, the students will select a married couple as mentors for their relationship. The students should make the choice of a married couple from a pre-established list of volunteers. The students must ensure counseling with a mentor couple is established and regularly followed.
2. Students are required to meet weekly with their chosen mentors. Failure to regularly attend these meetings will result in referral to Student Services for review.
3. Until students officially begin courting, it is recommended that they keep their interest in each other unknown to their peers and other staff members while they determine their readiness and compatibility with one another to engage in the courting process.
4. During this process, students should continue to mingle and socialize with each other in group settings. Public locations such as the cafeteria, student center, Institute lounge, the picnic tables in front of the cafeteria, walking the loop, etc. are acceptable places to get to know one another alone.
5. Students shall not leave campus together alone. This includes walking on campus trails or frequenting other isolated locations. They must not consistently isolate or segregate themselves from other students.
6. Students shall not engage in public acts of affection such as holding hands, kissing, hugging, placing their arms around each other, pressing against each other while seated, etc. Physical displays of affection are not permitted at any school related functions, on or off campus.
7. It is expected that the students' parents will continue to play a role in shaping the relationship.
8. When the students' mentors feel a strong spiritual foundation has been established and there is compatibility for service between the students, the students will be guided into a more committed phase of their relationship. At this point, and not before, it would be appropriate to make their interests and intent known through the announcement of a courtship.

*Courtship*

1. The relationship is announced to other students, staff and faculty.
2. Students will continue to meet regularly with their mentors as they progress through this more advanced and committed phase of their relationship. Mentors will evaluate the couple for further privileges.
3. Students should continue to avoid public acts of affection.
4. Mentors will communicate with Student Services as necessary as the relationship progresses.
5. It is expected that the students' parents will continue to play a role in shaping the relationship.

*Engagement*

1. Once the commitment to marriage is made public, students must remember that they are an example to younger students on campus who are not yet in a relationship. Their behavior will be a model by which other students will gauge their future behavior.
2. Under guidance and direction of their mentors, the couple will determine the appropriate time for off campus outings by themselves.
3. Physical displays of affection, such as handholding and hugging, are now appropriate.
4. Couples are expected to participate in a premarital counseling program based on materials published by the Seventh-day Adventist Church.

Students who plan to get married during the semester should consider that there is very limited married student housing on campus, and if the couple starts a family right away, it can possibly prevent them from finishing their degrees. Additionally, they may compromise their academic program because of time constraints in preparing for a wedding between breaks.

*Ending a Relationship*

In the event students who had been pursuing a special relationship decide to end that part of the relationship, both parties are required to continue meeting individually with mentors to help them navigate through what can be a very emotional process. The mentors, in conjunction with the RHD's, may lengthen or shorten the time necessary to ensure the well-being of both students.

*Special Relationships with Faculty or Staff Members*

Because of the strong potential for conflicts of interest and misuse of privileges, the Institute prohibits the development of romantic relations between students and faculty or staff.



# Guarding the Mind and Entertainment

Weimar Institute urges students to follow the counsel given in Philippians 4:8, whether they are occupying the mind with study or leisure activities. Paul counsels: “Whatsoever things are true, whatsoever things are honest, whatsoever things are just, whatsoever things are pure, whatsoever things are lovely, whatsoever things are of good report; if there be any virtue, if there be any praise, think on these things.”

Weimar Institute expects that students who feel called to attend classes on this campus will strive to maintain a consistent, principled life at all times. This commitment extends beyond the campus and includes personal behavior while off campus as well as Internet and media use. Enrollment at Weimar Institute establishes the student as a representative of its principles.

## *Entertainment, Movies & Sporting Events*

Weimar Institute discourages participation in activities for mere amusement or personal entertainment. Live drama, feature films, entertainment-oriented programs, televised sporting events, and gaming are prohibited. While the staff members have neither the time nor desire to micromanage students electronic devices, a level of maturity and discretion is expected to accompany usage of these devices. Evidence of participation by students in any of the above listed activities will be addressed by staff. All forms of electronic media and reading material are to be used only in ways that clearly uplift the human spirit and respect the rights of others.

## *Cell Phones and Mobile Devices*

Cell phones and mobile devices must be silenced during classes, convocations, music events, worship services, and in the library. Text messaging is inappropriate during public meetings. Students are expected to use their phones responsibly. The inability to use phones responsibly could result in disciplinary action.

## *Distribution of Information*

Anyone wishing to distribute or provide information via pamphlets, newsletters, newspapers, or any other form of written communication must first receive permission from the Vice President for Academic Affairs (VPAA).

## *Internet Use & Electronic Devices*

The Weimar Institute Internet system is provided as an aid to help students in their academic pursuits. Misuse of the system will result in the restriction of its use and possible discipline.

Students are required to submit specific identifying information for all electronic devices using Weimar’s Internet services. Such information will be used to regulate the fair distribution of Internet services to all users on the campus. If a student uses false information to register one of his or her devices, or seeks to avoid detection of his or her identity by registering false information, he or she will be subject to disciplinary measure. This policy also applies to library computers as well.

## *Pornography*

Pornography, in all its forms, is very addictive and will not be tolerated on campus. When there is a struggle with pornography students are implored to seek assistance. Students who desire help in this addiction need to seek counseling from an RHD, trusted faculty, or staff. Upon receiving counseling this behavior is expected to cease immediately. Students who do not seek help or cease this activity will be subject to discipline up to and including expulsion from the school.

## *Social Media*

Social media outlets such as Facebook, Instagram, Twitter, etc. have great potential for ministry and professional networking, as well as social interaction. With the ability to contact vast numbers of people through these mediums, Weimar Institute holds its students responsible for the content of their social media postings. Weimar students not only represent themselves, but they are also representatives of the Seventh-day Adventist Church and its supporting ministries. For this reason students must abide by the following guidelines for social media usage:

1. You should take time to evaluate personal comments before posting them on social media sites. Questionable content may be misunderstood by others which will reflect negatively on you, the Church, Weimar Institute and more importantly, on the Lord.
2. If you are involved in an emotional incident and feel the need to share information with others, think before you act. Posting comments on social media sites should only be done after you have had sufficient time to process a situation you feel passionate about. Impulsive, reactionary, and/or defensive posts are discouraged as many times they may misrepresent your true feelings.

3. Posting emotion-laden rants on social media sites is not a substitute for following the steps of reconciliation outlined in Matthew 18. Therefore, posting defamatory personal comments will not be tolerated.
4. Remember that your posts have an affect on the larger world around you. People will measure the standards of Weimar Institute, the SDA church and many times Christianity by your behavior.
5. Failure to abide by these guidelines may result in disciplinary measures.

### *Examination of Electronic Devices by Staff*

The Institute reserves the right of faculty and staff members to examine the content of any computer, hard-drive, phone or other electronic device used to access the Internet via the Institute's Internet system for illegal activities and pornographic materials. Students consent to this authorization when they access the Institute's Internet system.

## Transportation

### Vehicle Registration

Students wishing to have automobiles or motorcycles on campus must register them with the Institute office and present adequate liability insurance and a current driver's license at the time of registration. The Institute office will then issue a parking sticker that must be displayed on the lower left hand side of the rear window or be readily seen on motorcycles. Students operating a car on campus for more than 24 hours (weekends excepted) without displaying a proper parking sticker shall be fined.

### Campus Traffic Regulations

Students are expected to observe all campus traffic regulations and to keep their cars parked in the lower parking lot by Hillside dorm. Parking by the Cafeteria, in front of Douglass or Haskell Halls, or in the chapel parking lot is for short term parking only (15 minutes or less). The double sidewalk in front of Bayith and Princess dorm is to be used only when moving in and out of the dorms or unloading large items that cannot be carried from the parking lot. This drive is not to be used for picking up or dropping off passengers.

Careless driving practices or parking violations may result in the loss of the privilege of having a vehicle on campus.

Students of Weimar Institute are expected to take their vehicles with them when they leave for the summer and when they graduate. Any vehicle left behind without the specific prior approval of Office of Student Services may be towed and impounded off campus at the student's expense.

### Non-motorized Vehicles

Non-motorized vehicles, such as bicycles, are welcome at Weimar Institute but are not necessary for travel about the campus. Bicycles may be used on roadways, but not on lawns or sidewalks. Each student must assume responsibility for the security of his or her own non-motorized vehicle. Students under the age of eighteen must wear a helmet. For safety reasons, skateboards and scooters are not allowed on campus at any time. In an effort to ensure a safe walking environment for our guests, students riding non-motorized vehicles must abide by the posted speed limits.

### Transportation To and From Weimar Institute

Students are responsible for their own transportation to and from Weimar Institute. Students needing transportation from airports or other points beyond Colfax or Auburn should seek to use available public transportation. Students have commonly used SuperShuttle when necessary (<https://booking.supershuttle.com/selectride>).

## Disciplinary Measures

The following procedure(s) will be followed when a student fails to comply with the policies in this handbook, or acts in a manner not befitting the spiritual or academic environment of the Institute, or endangers his or her general safety or the safety of others. Policy violations shall be documented as indicated below:

### Minor Policy Violations

The appropriate RHD, staff member, or advisor observing a minor policy violation shall counsel the offending student. The corrective action shall be considered a “verbal” warning. The RHD, staff member or advisor shall document the incident for recordkeeping purposes via memo for record (MFR) and provide a copy to the student. The Director of Student Services shall retain a copy of the MFR, such that, if the offense is not repeated during the academic year, and the student has no further behavioral problems, the MFR shall be destroyed. Continuous violation of Institute policies will be referred to the Student Affairs Committee, and if necessary to the Student Discipline Committee. Minor policy violations are (but not limited) dress code, all dorm policies, cafeteria chores, and inappropriate phone use.

### Major Policy Violations

For major policy violations, the Student Discipline Committee shall convene to investigate the policy violation. The offending student shall:

1. Appear before the committee
2. Be informed of the conduct for which he or she has been summoned
3. Be given an opportunity to offer a defense and explain why he or she should not be disciplined

The Student Discipline Committee shall deliberate either in or outside of the student’s presence regarding the conduct, and may meet on multiple occasions, if required, to ensure fairness.

### Suspension/Dismissal

When the Student Discipline Committee determines suspension or dismissal from the Institute is appropriate, the recommendation shall be forwarded to the VPAA for final resolution. Upon examination of the relevant evidence, in counsel with the committee chair and the Director of Student Services, the VPAA shall make a decision and proceed with implementation.

The Student Discipline Committee shall determine what measures should be taken to uphold Weimar Institute’s policies. If the Committee decides to handle the matter informally, the procedure for Minor Policy Violations shall be followed. However, if the Committee decides to handle the matter more formally, their findings shall be documented via MFR and a copy shall be placed in the student’s academic file. The student shall also be given a copy of this document. If a student fails to attend a meeting of the Student Discipline Committee, he or she may be suspended or expelled.

Students may appeal the findings of the Student Discipline Committee in writing to the VPAA within ten (10) days of disciplinary action. The VPAA shall provide a written response to the student within five (5) days of receipt. All decisions of the VPAA are final.

# Safety & Security

## Criminal Behavior

### *Assault*

Weimar Institute has a zero tolerance policy for either physical and/or verbal assault against its staff members or students. Any student involved in this type of behavior will be subject to discipline up to and including expulsion from the school. In the event of an actual crime, the Placer County Sheriff's Department will be contacted.

### *Hazing*

Hazing includes, but is not limited to, any act directed toward an individual, or any coercion or intimidation of an individual to act or to participate in something which a reasonable person would perceive is likely to cause physical or psychological injury and where such act is a condition of initiation into, admission into, continued membership in, or association with any group, whether that group is a formal or informal entity. For more information see California Penal Code, 245.6.

Any student who plans or engages in hazing or commits any act that injures, degrades, disgraces, threatens, intimidates, or intends to injure, degrade, or disgrace a fellow student or campus guest will be subject to disciplinary action up to and including expulsion from the Institute (See California Education Code 32050-32051).

Any student who throws projectiles of any kind at any person, building, or vehicles will also be subject to disciplinary action. Any type of prank or game that may potentially damage Institute property, personal property or cause injury will not be tolerated, and will result in confiscation of the items in use. Any student engaged in such activity will be fined for any damage to buildings or other property. Criminal prosecution may also occur.

### *Pornography*

Distribution and production of pornography and sexting that violate the law will be referred to the Placer County Sheriff's Department.

## *Sexual Assault*

Sexual assault is a crime punishable by law. Sexual assault includes all forms of rape, attempted rape, and non-consensual sexual physical contact. Both men and women may be a victim of these crimes. Any sexual activity without the consent of both parties is a crime.

Weimar Institute condemns such acts, and will take stern and swift action following the requirements of the law against the perpetrator. Any student, faculty member, or staff member guilty of such activity shall be subject to discipline, including dismissal and criminal prosecution.

### *If you are a victim of sexual assault:*

1. Go to a safe place. Call a close friend to be with you for support.
2. Call one of the RHD's. If a sexual assault is reported to institute personnel, appropriate steps will be taken to immediately investigate the incident. If circumstances warrant, the Placer County Sheriff will be notified.
3. It is the responsibility of all faculty and staff members of the Institute to report any known cases of sexual assault immediately to one of the following:
  - VPAA
  - Director of Student Services
  - RHD
  - NEWSTART® Clinic Medical Doctor
4. If you plan to report an incident, do not shower, change clothing, or eat or drink anything. These behaviors may destroy vital evidence.
  - Due to limited medical treatment capability, the Weimar NEWSTART® clinic cannot meet the legal requirement for treatment of rape or sexual assault victims.
5. The following resources are available to all crime victims:
  - Placer County Sheriff : (530) 889-7800
  - Placer County Victim/Witness: (530) 889-7021
  - Placer County SART: (916) 543-2533
6. Sexual assault is a traumatic event. As such, all Weimar staff and faculty must respect confidentiality by limiting the discussion to people involved in the case.
7. Weimar Institute will facilitate counseling services as needed

### *Sexual Harassment*

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

1. Sexual harassment is defined as any unwelcome sexual advance, request for sexual favor, and/or other verbal or physical contact of a sexual nature when: Submission to such conduct is made explicitly or implicitly a term or condition of an individual's employment or academic standing; or,
2. Submission to, or rejection of, such conduct by an individual is issued as a basis for employment or academic decisions affecting an individual; or,
3. Such conduct has the purpose, or effect, of interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive working or academic environment.

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

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

### *Substance Abuse*

Weimar Institute is a drug-free campus that actively seeks to provide an environment in harmony with the philosophy of the Seventh-day Adventist Church, as well as state and federal laws. Weimar Institute has a zero-tolerance policy on the use of drugs, alcohol, and tobacco.

#### *Theft*

Students must take precautions to protect their personal belongings. Rooms should be kept locked when not occupied and names should be put on personal property. Weimar Institute is not responsible for items stolen while students are at school.

Any student who takes the property of another, without permission, will be disciplined immediately and subject to suspension or dismissal from the Institute. If it is determined that an actual theft occurred, the Placer County Sheriff's Department will be contacted for appropriate action. Thievery will not be tolerated.

Note: Possession of lobby furniture, vacuum cleaners, tools, or other residence hall property, without permission from the RHD, will result in disciplinary measures. Anyone in possession of an unauthorized master or room key will be subject to discipline or dismissal.

#### *Vandalism*

Any deliberate damage done to any campus property will result in fines, restitution and possible criminal prosecution.

## **Emergency Safety Procedures**

### *Fire Drills*

The residence halls are required to hold periodic fire drills. When the alarm sounds, the law requires that all residence halls be evacuated as promptly as possible. Students should follow the fire escape route posted on the back of their room door. Students must remain outside the dorm at the designated fire assembly point until the alarm has ceased sounding or you are given other directions by an RHD or other faculty member.

Students must check in with their RA or RHD at the location listed on the back of their door so they can ensure everyone is accounted for. Students may not return to the dorm until receiving permission from the RHD.



**Fire Hazards**

The following items are considered a fire hazard and are prohibited in the residence halls:

1. Candles
2. All combustible chemicals
3. Electric cooking appliances (other than microwaves)
4. Halogen lamps
5. Incense
6. Objects with open flames
7. Oil lamps
8. Fireworks
9. Torches

Hallways must be free from obstructions at all times. Room or hall doors are not to be propped open or blocked.

**Tampering with Fire Equipment**

Tampering or misuse of emergency fire equipment such as alarms, smoke detectors, escapes, hoses and extinguishers can create a serious fire hazard and is a violation of Institute regulations and state and county fire ordinances. Any student who tampers with emergency equipment will be subject to disciplinary measures and will be held responsible for any damages caused by fire or smoke as a result of his or her behavior. A fine of \$250 will be levied for all such violations.

**Fireworks**

Selling, possessing, or using fireworks or similar combustibles are a violation of campus, county, and state fire ordinances. Possessing or using an M-80 is a violation of federal law. Students found in possession of any of these items are subject to disciplinary action and confiscation of the item.

**Individual Safety****Mental/Emotional Health**

If for any reason a student is discouraged or depressed, they should talk to the RHD. The RHD can refer them to appropriate counseling to help with depression. Students who express suicidal thoughts need immediate evaluation and possible referral to a therapist. Our campus chaplain is also available to counsel students by appointment.

**Emergencies**

In the event of an emergency such as a fire or medical emergency, students should call 911 and then inform one of the RHD's. In the case of a minor security issue that is not life-threatening or in the event a student witnesses a suspicious individual or other activities on campus he or she should notify the RHD immediately.

**Right of Entry**

The Institute reserves the right of entry for a RHD, his or her representative, or an Institute security officer to enter and inspect a student's room at any time of the day or night. Students consent to this policy when they move into any of the residence halls or other residences on campus.

## Changes to this Handbook

Policies in this handbook are subject to change after printing. Students will be notified of any changes either by email or in writing within 10 days. Students shall not be held accountable for policy changes until personal notification has occurred.

Dormitory policies may be found in this handbook. The RHD's have the authority to enforce, amend or modify these policies in consultation with the Student Affairs Committee and Academic Affairs Council. Students will be notified of any changes by email or in writing.

### Violation of Policies in the Student Handbook

A copy of the Student Handbook is available to each student either in hardcopy, online or both. Students are responsible for reading this manual, understanding its content and abiding by its principles and guidelines. Student assent to these policies is given by the student's attendance at Weimar Institute. Personal disagreement with any policy or guideline in this document is not a valid reason to violate Weimar Institute policies. Violations of this policy manual will be handled in the manner described in the section titled Disciplinary Measures.

### *Closing*

Congratulations. You've reached the end of this booklet. We hope you've come to understand that Weimar Institute is a very special place and caught a glimpse into the Inspiration-based principles that make it this way.

We hope you've enjoyed your journey through our handbook. Feel free to refer to it often, and to ask staff if you have any questions about what you've read. Weimar Institute is a place of deep spiritual blessing. It's a joyful place and a place that we hope you will call "home."

**WEIMAR**  
 I N S T I T U T E

PO Box 486 | 20601 West Paoli Lane  
 Weimar, California 95736  
 (530) 422-7923  
 weimar.edu | info@weimar.edu