

FE

EDUCATION— DEPARTMENTAL POLICIES

FE 05 Seventh-day Adventist Philosophy of Education

FE 05 05 Premises—Seventh-day Adventists, within the context of their basic beliefs, acknowledge that:

1. God is the Creator and sustainer of the entire universe—animate and inanimate.

2. God created perfect human beings in His own image with power to think, to choose, and to do.

3. God is the source of all that is true, good, and beautiful, and has chosen to reveal Himself to humankind.

4. Humans, by their own choice, rebelled against God and fell into a state of sin that has separated them from God and each other, affecting the entire planet and plunging it into the cosmic conflict between good and evil. In spite of this, the world and human beings still reveal, albeit dimly, the goodness and beauty of their original condition.

5. The Godhead met the problem of sin through the plan of redemption. This plan aims to restore human beings to God's image and the universe back to its original state of perfection, love, and harmony.

6. God invites us to choose His plan of restoration and to relate to this world creatively and responsibly until He intervenes in history to bring forth the new heavens and the new earth that is promised in His Word.

FE 05 10 Philosophy—The Seventh-day Adventist philosophy of education is Christ-centred. Adventists believe that, under the guidance of the Holy Spirit, God's character and purposes can be understood as revealed in the Bible, in Jesus Christ, and in nature. The distinctive characteristics of Adventist education—derived from the Bible and the writings of Ellen G White—point to the redemptive aim of true education: to restore human beings into the image of their Maker.

Seventh-day Adventists believe that God is infinitely loving, wise, and powerful. He relates to human beings on a personal level, presenting His character as the ultimate norm for human conduct and His grace as the means of restoration.

Adventists recognise that human motives, thinking, and behaviour have fallen short of God's ideal. Education, in its broadest sense, is a means of restoring human beings to their original relationship with God. Working together, homes, schools, and churches co-operate with divine agencies in preparing learners for responsible citizenship in this world and in the world-to-come.

Adventist education imparts more than academic knowledge. It fosters a balanced development of the whole person—spiritually, intellectually, physically, and socially. Its time dimensions span eternity. It seeks to develop a

life of faith in God and respect for the dignity of all human beings; to build character akin to that of the Creator, to nurture thinkers rather than mere reflectors of others' thoughts; to promote loving service rather than selfish ambition; to ensure maximum development of each individual's potential; and to embrace all that is true, good, and beautiful.

FE 05 15 Aim and Mission—Adventist education prepares people for useful and joy-filled lives, fostering friendships with God, whole-person development, Bible-based values, and selfless service in accordance with the Seventh-day Adventist mission to the world.

FE 05 20 Agencies of Education—1. *Home*—The home is society's primary and most basic educational agency. Parents are the first and most influential teachers and have the responsibility to reflect God's character to their children. Moreover, the whole familial setting shapes the values, attitudes, and world-view of the young. The church and the school, along with society's other educational agencies, build on and supplement the work of the home. Effective educational work requires collaboration among the home, church, and school.

2. *Local Church*—The local church also has a major assignment in the lifelong educational enterprise. The congregation as a community of faith provides an atmosphere of acceptance and love in which it disciples those within its sphere of influence in a personal faith in Jesus Christ and in a growing understanding of the Word of God. This understanding includes both an intellectual aspect and a life in harmony with God's will.

3. *School, College, and University*—All levels of Adventist schooling build on the foundation laid by the home and church. The Christian teacher functions in the classroom as God's minister in the plan of redemption. The greatest need of students is to accept Jesus Christ as their personal Saviour and commit to a life of Christian values and service.

The formal and informal curricula help students reach their potential for spiritual, mental, physical, social, and vocational development. Preparing students for a life of service to their family, church, and the larger community is a primary aim of the school.

4. *Oversight*—The Church at all levels has oversight responsibility in their respective territories for the healthy functioning of lifelong learning in all three of the above venues. With reference to the school as an educational agency, its functions are ideally accomplished by institutions established by the Church for that purpose. The Church at large should make every effort to ensure that all Adventist children and youth have the opportunity to attend an Adventist educational institution. Realising, however, that a large percentage of the Church's youth are not enrolled in Adventist schools, the world Church must find ways to achieve the goals of Adventist education through alternative means (e.g., after-school church-based instruction, church-sponsored centres on non-Adventist campuses, etc).

FE 10 The Role of Seventh-day Adventist Schools, Colleges and Universities

The agencies of Seventh-day Adventist education listed above are in place and operative. The remaining sections of this document develop implications of the Adventist philosophy of education only for schooling. Implications for other agencies remain to be developed.

FE 10 05 Key Components—1. *The Student*—As a child of God, the student is the primary focus of the entire educational effort and should be loved and accepted. The purpose of Adventist education is to help students reach their highest potential and to fulfil God's purpose for their lives. Student outcomes constitute a significant guiding criterion in assessing the health and effectiveness of the school.

2. *The Teacher*—The teacher holds a central place of importance. Ideally, the teacher should be both a committed Adventist Christian and an exemplary role model of the Christian graces and professional competencies.

3. *Knowledge*—All learning is grounded on faith in a certain set of presuppositions or world-view. The Christian world-view recognises a supernatural as well as a natural order. Adventists define knowledge more broadly than that which is merely intellectual or scientific. True knowledge encompasses cognitive, experiential, emotional, relational, intuitive, and spiritual elements. An acquisition of true knowledge leads to understanding which is manifested in wisdom and appropriate action.

4. *Curriculum*—The curriculum will promote academic excellence and will include a core of general studies needed for responsible citizenship in a given culture along with spiritual insights that inform Christian living and build community. Such citizenship includes appreciation for the Christian heritage, concern for social justice, and stewardship of the environment. A balanced, integrated curriculum will address the major developmental needs in the spiritual, intellectual, physical, social, emotional, and vocational realms. All areas of study will be examined from the perspective of the biblical world-view within the context of the great controversy theme.

5. *Instruction*—The instructional programme of the classroom places appropriate emphasis on all forms of true knowledge, purposefully integrating faith and learning. Instructional methodology will actively engage the needs and abilities of each student, giving opportunity to put what is learned into practice, and be appropriate to the discipline and to the culture.

6. *Discipline*—Discipline in a Christian school is built upon the need to restore the image of God in each student and recognises the freedom of the will and the work of the Holy Spirit. Discipline—not to be confused with punishment—seeks the development of self-control. In redemptive discipline, the student's will and intelligence are engaged.

7. *School Life*—A blended emphasis of worship, study, labour, recreation, and relationships will characterise the total learning environment with careful attention given to balance. The campus community will be pervaded by joyful

spirituality, a spirit of co-operation, and respect for the diversity of individuals and cultures.

8. *Assessment*—The Adventist school, college or university gives clear evidence that it subscribes to an Adventist philosophy of education. Such evidence is found in the written curriculum, in teaching and learning activity, in the campus ethos, and in the testimony of students, graduates, constituents, employees, and the community at large. Assessment—whether of individuals or institutions—is redemptive in nature and always seeks God’s high ideal of excellence.

FE 10 10 Responsibilities and Outcomes—The Seventh-day Adventist Church has made a commitment to provide a broad education and spiritual formation for its children, youth, and young adults within the context of the Christian world-view. The Church extends this same opportunity to other children and youth of the community who share similar values and ideals. Adventist education seeks to maintain academic excellence in all teaching and learning activities.

1. *Elementary/primary Schools*—The following are the responsibilities and expected outcomes of the Seventh-day Adventist elementary/primary school system:

a. *Responsibilities*—The Adventist elementary/primary school offers students:

1) A climate in which they can understand God’s will, commit their lives to Him, and experience the joy of helping others.

2) An organised programme leading toward spiritual, physical, mental, social, and emotional development.

3) A basic core of skills and knowledge for everyday living appropriate to their age.

4) A wholesome appreciation and respect for the home, the church, the school, and the community.

b. *Expected Outcomes*—Students completing the elementary/ primary level at an Adventist school should:

1) Have had the opportunity to commit their lives to God through conversion, baptism, service, and a desire to do God’s will in every area of living.

2) Demonstrate competence in thinking, communication, and quantitative skills along with other academic areas foundational to schooling at the secondary level.

3) Manifest inter-personal skills and emotional growth necessary for healthy relationships with their peers, family, and community.

4) Know and practice basic principles of health and balanced living including a wise use of time and entertainment media.

5) Develop an appreciation for the dignity of labour along with a general awareness of career options appropriate to their interests and God-given abilities.

2. *Secondary Schools*—The following are the responsibilities and expected outcomes of the Seventh-day Adventist secondary school system:

a. Responsibilities—The Adventist secondary school builds on what has been achieved at the elementary/primary level with a focus on values, choices, and Christ-like character, and offers students:

- 1) A formal and informal curriculum in which academic study, spiritual values, and daily life are integrated.
- 2) A broad academic and vocational programme leading to productive living and satisfactory career choices.
- 3) Avenues whereby Christian faith is made relevant to their emerging needs, leading to more mature relationships with others and with God.
- 4) An opportunity to develop a Christian lifestyle of values, service, and witness.

b. Expected Outcomes—Students completing the secondary level at an Adventist school should:

- 1) Have had an opportunity to commit their lives to God and therefore manifest a maturing faith in Him characterised by personal devotion, public worship, service, and witness to others in fulfilment of the Church's mission.
- 2) Demonstrate competence in communication, quantitative skills, and creative thinking, along with other academic areas that are foundational to excellence in tertiary education and/or the world of work.
- 3) Demonstrate maturity and Christ-like sensitivity within the family circle, in the choice of friendships, in preparation for marriage, and in broad participation within their church and community.
- 4) Make good decisions and wise choices in ways that demonstrate their belief in the body as a temple of God. This includes careful use of time and discriminating selection of music, media, and other forms of entertainment.
- 5) Have developed a strong work ethic functioning competently in everyday life as well as within entry-level work experiences appropriate to their interests and God-given abilities.

3. *Tertiary Institutions*—The following are the responsibilities and expected outcomes of the Seventh-day Adventist tertiary level school system:

a. Responsibilities—Adventist institutions of higher education provide students a unique environment for the pursuit of learning in the arts, humanities and religion, sciences, and various professions, within the perspective of the Seventh-day Adventist world-view. Adventist higher education:

- 1) Gives preference to careers that directly support the mission of the Church.
- 2) Recognises the importance of the quest for truth in all its dimensions as it affects the total development of the individual in relation both to God and to fellow human beings.
- 3) Utilises available resources such as revelation, reason, reflection, and research to discover truth and its implications for human life here and in the hereafter, while recognising the limitations inherent in all human endeavours.

4) Leads students to develop lives of integrity based upon principles compatible with the religious, ethical, social, and service values essential to the Adventist world-view.

5) Fosters—particularly at the graduate level—the mastery, critical evaluation, discovery, and dissemination of knowledge, and the nurture of wisdom in a community of Christian scholars.

b. Expected Outcomes—Students completing the tertiary level at an Adventist institution of higher learning should:

1) Have had the opportunity to commit themselves to God with a desire to experience and support the message and mission of the Seventh-day Adventist Church and to live a principled life in harmony with God's will.

2) Exhibit proficiency in critical thinking, stewardship, creativity, appreciation of beauty and the natural environment, communication, and other forms of academic scholarship toward fulfilment of their vocations and lifelong learning.

3) Manifest social sensitivity and loving concern for the well-being of others in preparation for marriage and family life, citizenship within a diverse community, and fellowship within the community of God.

4) Maintain a consistent lifestyle that demonstrates a commitment to optimal health practices essential to effective adult living. This includes careful use of time and discriminating selection of music, media, and other forms of entertainment.

5) Answer God's call in the selection and pursuit of their chosen careers, in selfless service to the mission of the Church, and in building a free, just, and productive society and world community.

4. *Lifelong Learning*—Education goes beyond formal schooling. Lifelong learning should meet the needs of both professionals and non-professionals:

a. Among professional responsibilities are opportunities for continuing education for certification and career enrichment for educators, clergy, business and health care personnel, and others.

b. In the non-professional realm opportunities exist for programmes in such areas as local church leadership, family life, personal development, spirituality, Christian growth, and service to the church and the community. Programmes need to be developed that utilise both traditional teaching techniques and extension learning through media technology. Formal schooling combines with the other agencies of education in preparing the student for the joy of service in this world and the higher joy of wider service in the world to come.

FE 15 Objectives of Seventh-day Adventist Education

FE 15 05 Elementary/primary and Secondary Education—The Seventh-day Adventist Church desires to provide for all its youth a general education within the framework of the science of salvation. The fundamentals

and common branches of knowledge are to be studied so that proficiency is achieved and a high quality of teaching is maintained.

The church-related elementary/primary school will assist each child to develop (1) a love and appreciation for the privileges, rights, and responsibilities guaranteed each individual and social group and (2) a wholesome respect and attitude for each unit of society—home, church, school, and government. The elementary/primary school will offer an organised programme to ensure adequate development leading toward total spiritual, physical, mental, and emotional health and a basic core of skills and knowledge for everyday living.

The church-related secondary school, predicated on the results obtained through the elementary/primary school with character building as an undergirding structure, will endeavour to operate realistically for each student in the upgrading and maintenance of health, in the command of fundamental learning processes, in the teaching of worthy home membership, vocational skills, civic education, worthy use of leisure, and ethical maturity. The secondary school implementing the Church philosophy will seek for objectives of spiritual dedication, self-realisation, social adjustment, civic responsibility, and economic efficiency. (See also Total Commitment to God declaration, A 15 25.)

FE 15 10 Higher Education—The Seventh-day Adventist Church operates institutions of higher education for the purpose of providing special opportunities for Seventh-day Adventist youth who have satisfactorily completed secondary school instruction, and who wish to pursue academic disciplines in the liberal arts, obtaining associate or baccalaureate degrees, preparing for lifework, or entering professional or graduate schools.

The church-related institutions in their custodial, creative, and evaluative roles help develop within the students ethical, religious, and social values compatible with Church philosophy and teachings, values which prepare the graduate for his/her lifework or vocation inside or outside denominational employ. These institutions also help develop in their students a higher concept of service to God and man. (See also Total Commitment to God declaration, A 15 30.)

FE 15 15 Post-graduate Education—Seventh-day Adventist education is integrative; that is, it regards man and life as a whole. Human works, institutions, and history are viewed from the point of man's divine origin and destiny as revealed in the Word of God. Freedom in man, academic as well as personal, provides a progressive pursuit and discovery of truth which existed first in the mind of God and which man has been permitted to rediscover by revelation, study, reflection, and research. The end product must be a mature and committed Christian, not a detached intellectual.

The essential business of a Seventh-day Adventist university or college on the post-graduate level is the mastery, critical evaluation, discovery, and dissemination of knowledge, and the nurture of wisdom in a community of Christian scholars. The Church supports post-graduate education in order to make effective, in teacher and student alike, the insights and values which

Christian faith and doctrine provide as a vertical dimension in the study of the arts and sciences and of man and his institutions.

To a greater degree than in under-graduate education, the post-graduate school must concern itself with the discovery, critical evaluation, and application of knowledge to human thought and behaviour. In these communities of scholars special efforts will be made to foster an inquisitive spirit that is not content to master the broad reaches of the known but diligently explores the unknown. Adventist scholars participate in the enlargement of the island of knowledge existing in the immense seas of the unknown that surround man. Post-graduate education requires the application of techniques of investigation and evaluation as found in the laws of evidence. The Christian educator and advanced student alike utilise the systems of evidence of reason and science, but also recognise the validity of divine revelation, which is accorded a paramount position.

Finally, all Seventh-day Adventist post-graduate education concerns itself with the nurture and training of leaders for the Church and its enterprises and for those service-centred vocations and professions wherein they may effectively witness for God and promote both the good name and world-wide mission of His Church. (See also Total Commitment to God declaration, A 15 30.)

FE 20 Educational Administration Outline

FE 20 05 The Department of Education—Purpose—The General Conference Department of Education has been entrusted with the overall co-ordination of the Church's educational programme, working through such administrative authority as is delegated by the various organisational entities of the world Church.

FE 20 10 Composition of College and University Boards—Subject to applicable civil laws and regulations, members of the governing boards of Seventh-day Adventist colleges and universities shall be members of the Seventh-day Adventist Church in regular standing. Others may serve in advisory capacities.

FE 20 15 General Conference International Board of Education—Purpose—The General Conference International Board of Education is the primary vehicle through which the General Conference Department of Education co-ordinates Seventh-day Adventist education. It is authorised to act in the areas that are indicated in the General Conference *Working Policy*. (Institutions and programmes in Ministerial and Theological education are under the purview of the International Board of Ministerial and Theological Education. (IBMTE))

FE 20 20 International Board of Ministerial and Theological Education—Purpose—The International Board of Ministerial and Theological Education (GCC-B) works in co-operation with the world divisions in providing overall guidance and standards to the professional training that Church-supported institutions offer to pastors, evangelists, theologians, teachers of Bible and religion, chaplains, and other denominational employees involved in ministerial and religious formation. Utilising existing inter-connected institutional boards, policies, standards, and procedures, the board seeks to achieve the following

objectives in relation to post-graduate, under-graduate, and other types of ministerial and theological education:

- a. Foster a dynamic theological unity in the world Church.
- b. Sharpen the focus on Seventh-day Adventist message and mission.
- c. Support the spiritual and professional development of faculty involved in ministerial programmes.
- d. Promote professional excellence in ministerial training and practice.
- e. Nurture strong collaboration between church leaders, educational institutions, and faculty engaged in the training of ministry.
- f. Energise the spiritual life of Seventh-day Adventist educational institutions through committed faculty.

FE 20 25 Division Ministerial Training Advisory Committee (MinTAC (referred to by GC as BMTE))—1. *Purpose*—MinTAC provides, oversight, supervision, guidance, and co-ordination to the preparation that Church supported institutions offer to pastors, evangelists, theologians, teachers of Bible and religion, chaplains, and other denominational employees involved in ministerial and religious formation. Working in co-operation with the International Board of Ministerial and Theological Education and educational institutions through inter-connected boards, policies, standards, and procedures, the board seeks to achieve the following objectives in relation to post-graduate, under-graduate, and other types of ministerial and theological education:

- a. Foster a dynamic theological unity in the world Church.
- b. Sharpen the focus on Seventh-day Adventist message and mission.
- c. Support the spiritual and professional development of faculty involved in ministerial programmes.
- d. Promote professional excellence in ministerial training and practice.
- e. Nurture strong collaboration between church leaders, educational institutions, and faculty engaged in the training of ministry.
- f. Energise the spiritual life of Seventh-day Adventist educational institutions through committed faculty.

2. *Composition of MinTAC*—a. The members of MinTAC shall be designated by the Division Committee at its first meeting following each regular General Conference Session. The Division Nominating Committee, in counsel with the Administration, the Education Department, and the Ministerial Association, shall nominate the membership of this board.

b. MinTAC shall include the following members, at least three of whom shall be women:

Division President or designee, Chair
 Education Director, Secretary
 Executive Secretary
 Field Secretary
 Ministerial Association Secretary
 Treasurer/Chief Financial Officer
 Union Presidents
 Newbold College Principal

Newbold College Vice-Principal
 Newbold Department or Theological Studies Head
 3 x Departmental Directors

- c. MinTAC members shall hold office for five years.
- d. Vacancies on the board shall be filled by the Division Executive Committee for the unexpired term.

3. *Meetings*—MinTAC shall hold regularly scheduled meetings at least once each year.

4. *Sub-Committee*—MinTAC may appoint a sub-committee to meet as necessary between sessions of the board and to operate within the powers designated to it by the board.

5. *Duties of MinTAC*—a. To establish Division-specific goals and objectives of Seventh-day Adventist training for leaders in ministerial and religious formation which are congruent with those established by the International Board of Ministerial and Theological Education.

b. To authorise programmes for the development of leaders in ministerial and religious formation as follows:

1) Designate the institution(s) in which education for leaders in ministerial and religious formation will be offered.

2) Review and recommend to the International Board of Ministerial and Theological Education new under-graduate and post-graduate programmes designed to prepare leaders in ministerial and religious formation, as proposed by institutional boards where such programmes are to be offered.

c. To consult with leaders and faculty of institutions, schools, and departments offering programmes for students in pastoral ministry, theology, Bible/religion teaching, and chaplaincy, in order to:

1) Provide guidelines for the selection of faculty in such programmes.

2) Establish requirements for admission of students into these programmes.

3) Stipulate subjects, in addition to those determined by the International Board of Ministerial and Theological Education, which meet the Division's specific needs for such students.

4) Provide guidance to each institution on the design of the overall curriculum for the training of leaders in ministerial and religious formation.

5) Design, in consultation with the field, the internship for each of the areas referenced in paragraph 5. c. above.

6) Establish a programme of quality assurance and monitor expectations necessary for employment.

7) Encourage the employment by denominational entities only of those persons who have completed training conducted by institutions offering programmes as outlined by this board.

8) Develop guidelines for the educational development of individuals employed in ministry who have not completed training in denominational institutions.

d. To respond to the recommendation(s) received from the institutional search committee for candidates to serve as seminary president, dean of school of theology, or religion/theology department chair. This search committee, appointed on the joint initiative of the institutional head and institutional board chair, shall include adequate representation from the institution, church leadership, and this board. Final action on filling the vacancy will be taken by the institutional board.

e. To affirm the faculty authorised to teach in these programmes through a process of denominational endorsement implemented by this board, as recommended or authorised by the International Board of Ministerial and Theological Education. This endorsement may be valid for up to five years, as long as the faculty member is teaching in the programme for which he/she was endorsed, and it may be renewed.

f. To co-operate with the Accrediting Association of Seventh-day Adventist Schools, Colleges, and Universities in conducting accreditation visits to institutions offering degree programmes in Bible/religion/ theology.

6. *Alternative Procedures*—Unions wishing to operate under alternative procedures to those described under paragraphs 5. c., 5. d., and 5. e. above, may do so provided the following is observed:

a. The alternative procedures lead to the achievement of the same objectives as those of MinTAC.

b. The proposed alternative procedures are submitted to and authorised by MinTAC before they are implemented.

7. *Right of Appeal*—Any action of MinTAC involving a specific institution or programme may be appealed by the same in writing within 120 days of notification of such action. Such an appeal may be supported by a representation of no more than three persons before a meeting of MinTAC. In closed session it shall then render its decision. In extreme and far-reaching decisions, further appeal may be made to the International Board of Ministerial and Theological Education.

FE 20 35 Accrediting Association of Seventh-day Adventist Schools, Colleges, and Universities—1. *Purpose*—The Accrediting Association of Seventh-day Adventist Schools, Colleges, and Universities is the denominational accrediting authority for all tertiary and post-graduate educational programmes and institutions owned by Seventh-day Adventist Church entities. It also reviews and endorses the accreditation of secondary schools owned by the Church, as recommended by the Commissions on Accreditation of the divisions (see FE 20 40). The Commission on Accreditation of the Division is responsible for the denominational accreditation of primary schools owned by the Church in its territory. The Accrediting Association of Seventh-day Adventist Schools, Colleges, and Universities and the Commissions on Accreditation evaluate the quality of the denominational institutions' programmes and their implementation of the Seventh-day Adventist philosophy of education in order to foster the unity and mission of the Church. To be recognised as an official Seventh-day Adventist educational institution, each Seventh-day Adventist educational

institution shall seek accreditation from the Accrediting Association of Seventh-day Adventist Schools, Colleges, and Universities prior to the commencement of operations.

2. *Composition of the Accrediting Association*—a. The members of the Accrediting Association of Seventh-day Adventist Schools, Colleges, and Universities shall be designated by the first Annual Council following the General Conference Session, upon recommendation from the General Conference Department of Education. The membership of the Association shall be:

- * General Conference Department of Education Director, Chair
- * General Conference Department of Education Associate Director, Executive Secretary
- * The General Conference vice-presidential advisor(s) for education
- * Associate directors of the General Conference

Department of Education

- * Treasury advisor

- † The division directors of education

(attending as authorised)

one college/university board chair

one college/university president

one college/university academic vice-president/dean

one college/university registrar or admissions officer

one college/university finance officer

one college/university dean/department chair of education

one union education department director

one conference/mission/field education department superintendent/
director

General Conference Adventist Chaplaincy Ministries Director (or designee)

three individuals with international experience in Adventist education

at least two persons engaged in education not employed by the Church

Ex officio members:

General Conference President

General Conference Secretary

General Conference Treasurer/Chief Financial Officer

Invitees:

Adventist Risk Management representative

General Conference Auditing Service representative

Office of General Counsel representative

b. Vacancies shall be filled by the Accrediting Association of Seventh-day Adventist Schools, Colleges, and Universities for unexpired terms.

3. *Staff*—The director and the associate directors of the General Conference

* Members of the Executive Committee

† Members of the Executive Committee

Department of Education serve as the staff of the Accrediting Association of Seventh-day Adventist Schools, Colleges, and Universities.

4. *Procedure*—The staff of the Accrediting Association of Seventh-day Adventist Schools, Colleges, and Universities shall, in consultation with the division Education Director, appoint committees responsible for the evaluation of tertiary institutions. These evaluation committees shall usually include a member of the General Conference Department of Education staff. The *Handbook of Accreditation*, produced by the Accrediting Association of Seventh-day Adventist Schools, Colleges, and Universities, will assist institutions and evaluation committees in accomplishing the purposes of denominational accreditation.

Not later than two months after completing an evaluation visit, the chair of the evaluation committee involved shall submit to the executive secretary of the Accrediting Association of Seventh-day Adventist Schools, Colleges, and Universities a written report of the visit, accompanied by the committee's recommendation regarding the terms of (re)accreditation of the institution and its programmes. The recommendation may include the requirement of an interim visit or another option. A copy of the evaluation committee's report will also be sent to the Division Education Department Director as well as to the chief administrator and board chair of the institution visited.

The Accrediting Association of Seventh-day Adventist Schools, Colleges, and Universities, at its next meeting, will review and act upon the recommendation received from the evaluation committee. The decisions of the Accrediting Association of Seventh-day Adventist Schools, Colleges, and Universities shall be communicated to the chair of the board of the institution involved, to its chief administrator, and to the Division Education Department Director. The chair and the executive secretary of the Accrediting Association of Seventh-day Adventist Schools, Colleges, and Universities shall issue and mail the appropriate certificate of accreditation. Only those institutions holding current denominational accreditation shall be eligible to receive denominational subsidies.

5. *Focused Evaluation Visit*—In addition to the full evaluation and the interim evaluation visits conducted by an evaluation committee appointed by the Accrediting Association of Seventh-day Adventist Schools, Colleges, and Universities, the Accrediting Association of Seventh-day Adventist Schools, Colleges, and Universities, in consultation with the Division Education Department Director, may approve an evaluation visit to focus on and respond to any of the following:

- a. An invitation extended by the administration and/or the board of an accredited institution seeking counsel on an issue of institutional concern.
- b. Substantive change in the pattern of governance of the educational institution which negatively affects its operation or the quality of its programmes.
- c. The receipt of reliable information, providing evidence of significant institutional non-compliance with accreditation criteria since the last evaluation

visit that leads the Accrediting Association of Seventh-day Adventist Schools, Colleges, and Universities to conclude that a focused evaluation visit is advisable.

In response to paragraphs b. and c. above, the Accrediting Association of Seventh-day Adventist Schools, Colleges, and Universities chair and executive secretary will send a letter of inquiry to the board chair and the chief administrator of the accredited institution, with a copy to the Division Education Department Director, outlining the issue at hand and requesting a formal response within 30 days. On the basis of the response received, and in consultation with the Division Education Department Director, the Accrediting Association of Seventh-day Adventist Schools, Colleges, and Universities staff will decide whether the answer clears the issue or whether additional information is required and/or a focused evaluation visit is warranted. If the staff agrees to recommend a focused evaluation visit, all members of the Accrediting Association of Seventh-day Adventist Schools, Colleges, and Universities will be contacted and a two-thirds vote of members casting a ballot will be required to proceed with the visit within 60 days of the action. Travel expenses for the focused evaluation visit will be the responsibility of the Accrediting Association of Seventh-day Adventist Schools, Colleges, and Universities. The written report of the focused evaluation visit, with recommendations, will be considered by the Accrediting Association of Seventh-day Adventist Schools, Colleges, and Universities for appropriate action.

6. *Meetings*—a. The Accrediting Association of Seventh-day Adventist Schools, Colleges, and Universities shall hold regularly scheduled meetings at least once a year. A quorum shall consist of one third of the regular membership.

b. The Accrediting Association of Seventh-day Adventist Schools, Colleges, and Universities may invite consultants to attend as deemed necessary.

c. The Executive Committee of the Accrediting Association of Seventh-day Adventist Schools, Colleges, and Universities shall consist of those members marked by an asterisk in paragraph 2. a. above. It shall meet as necessary between the sessions of the Accrediting Association of Seventh-day Adventist Schools, Colleges, and Universities and shall operate within the powers delegated to it by the Accrediting Association of Seventh-day Adventist Schools, Colleges, and Universities.

7. *Appeals*—Any action of the Accrediting Association of Seventh-day Adventist Schools, Colleges, and Universities involving a specific institution may be appealed by the same in writing within 90 days of notification of such action, following the procedure outlined in the *Handbook of Accreditation*.

8. *Reports*—All denominationally operated secondary and post-secondary institutions accredited by the Accrediting Association of Seventh-day Adventist Schools, Colleges, and Universities shall be listed in the yearly edition of the *World Report of Seventh-day Adventist Education* and the *Seventh-day Adventist Yearbook*, and publicised through other means.

9. *Budget*—The General Conference shall annually appropriate to the Accrediting Association of Seventh-day Adventist Schools, Colleges, and

Universities the funds necessary to carry out the denominational accreditation process.

FE 20 40 Commission on Accreditation—The Division shall have a Commission on Accreditation. The membership of the Commission shall be nominated by the Division Education Department, appointed by the Executive Committee, and endorsed by the Accrediting Association of Seventh-day Adventist Schools, Colleges, and Universities. The Director and Associate Directors of the General Conference Education Department shall be ex officio members of the Commission on Accreditation. In the case of an entity attached directly to the General Conference, the Commission on Accreditation shall be appointed by the respective Oversight Committee or, in the absence of such an Oversight Committee, by the General Conference Administrative Committee.

The general functions and duties of the commissions shall include the following:

1. To establish guidelines for the denominational accreditation of secondary and primary schools, pre-schools, and early childhood education centres owned and operated by the Seventh-day Adventist Church, and the programmes in their territory, including criteria and procedures for evaluation visits. These guidelines, criteria, and procedures shall become operational once they have been reviewed and approved by the Accrediting Association of Seventh-day Adventist Schools, Colleges, and Universities.

2. To appoint survey, evaluation, and inspection committees, as may be needed. Travel expenses shall be covered by the employing organisation and entertainment by the institution visited. In special cases, the Commission on Accreditation shall make the necessary arrangements.

3. To forward to the executive secretary of the Accrediting Association of Seventh-day Adventist Schools, Colleges, and Universities the names of the secondary schools recommended by the Commission on Accreditation for (re)accreditation, along with the respective accreditation terms.

4. To periodically re-evaluate the quality and effectiveness of existing institutions and programmes.

5. To utilise the "AAA" or "Adventist Accrediting Association" name and logo as approved by the Accrediting Association of Seventh-day Adventist Schools, Colleges, and Universities.

FE 20 45 Non-denominational Accreditation—1. Officialisation by an agency, bureau, or department of government shall be undertaken only with the approval of the Division, upon recommendation of the union conference or mission in which the school is located.

2. Accreditation by non-governmental agencies or organisations shall be sought only with the approval of the union conference or mission in which the school is located, upon recommendation of the board of control of the school, or as Division policies may direct, except for General Conference institutions, in which case accreditation or change in status with accrediting agencies shall be sought only with the approval of the Accrediting Association of Seventh-day Adventist Schools, Colleges, and Universities.

FE 20 50 Affiliation Procedures—When an affiliation between two Seventh-day Adventist tertiary institutions is being established, the following procedure shall be implemented:

1. Upon authorisation of their respective boards of trustees, two tertiary institutions establishing an affiliation should request their respective division boards of education and/or commissions on accreditation (in the case of General Conference institutions, the General Conference International Board of Education) to approve the affiliation.

2. If the Division Board of Education and/or Commissions on Accreditation recommend the affiliation, the affiliating institution will forward one signed affiliation document to the General Conference International Board of Education for approval.

3. The General Conference International Board of Education will review:

- The substantiated needs of the affiliated institution,
- The impact of the agreement on the affiliating institution,
- The impact of the affiliation in relation to the current world needs in tertiary education.

4. In preparing the affiliation document, the two institutions concerned should consider the following and incorporate them into an affiliation contract:

- The needs of the affiliated institution,
- An outline of the programme(s) to be established,
- Service to be received/rendered by both institutions,
- Responsibilities of each institution and other parties concerned,
- Financial commitments of all the parties involved in the affiliation.

FE 20 55 The Division Board of Education—1. *Purpose*—The Division shall appoint a Division Board of Education to co-ordinate the denominational activities and programmes conducted in its territory. (If convenient, the Division may appoint two boards of education—one for the elementary/primary and secondary levels and another for the post-secondary level.) The Division Board of Education reports to the Division Committee and, on post-secondary matters as specified by policy, to the General Conference International Board of Education.

2. *Membership*—The membership of this Board shall be appointed by the Division Executive Committee with the Division President or his designee serving as chair and the Division Education Director as executive secretary. The membership shall include representatives from union education departments and major educational institutions. The membership of the Division Board of Education is as follows:

Division President, Chair
 Division Education Director, Secretary
 GC Vice President, (Advisor to Education Dept.)
 Division Executive Secretary
 Division Treasurer/Chief Financial Officer
 Field Secretary
 Union Presidents

Newbold College Principal

4 Principals of schools/colleges/universities

1 Union Education Director (BUC)

1 Principal of a Primary School

1 Lay Person (involved in primary education) (Name to be recommended by BUC)

3. *Meetings*—The Board shall meet in full session at least once each year. Meetings of the Executive Committee of the Board may be called on authorisation of the Division Committee.

4. *Functions*—The functions of the Division Board of Education shall be in harmony with the educational policies of the International Board of Education and shall include the following:

a. To develop plans, guidelines, policies, standards, and practices for all the educational institutions, programmes, and activities in its territory.

b. To advise the Division leadership in the development of the educational budget.

c. To approve the establishment of new and the closure of existing educational institutions, and the upgrading of schools in their territories.

d. To co-ordinate the selection and development of textbooks, manuals, guides, and other publications as needed.

5. *Exemptions from International Board of Education/International Board of Ministerial and Theological Education Site Visits for New Programmes*—A site visit will be scheduled for proposed academic programmes, unless one of the following criteria is met:

a. The institution (1) is accredited by the Accrediting Association of Seventh-day Adventist Schools, Colleges, and Universities under Form B, with the external academic review processes which that designation entails, and (2) already offers well-established programmes in the given modality within the discipline of the proposed programme at the same academic level (e.g., bachelor's, master's, doctoral) of the new programme.

b. The Division request for the approval of new under-graduate degrees has been granted by the International Board of Education or the Accrediting Association of Seventh-day Adventist Schools, Colleges, and Universities has granted systems review approval for the institution. Professional degrees in theology, education, medicine/health-care are not automatically exempt from a site visit.

FE 20 60 The Union Board of Education—1. In every union there shall be organised a union board of education.

2. This board shall be made up of the following members: the union president, the union education director, the conference/mission/field education superintendents, the local conference/mission/field secretary-treasurer/chief financial officer, designated members of the union committee, the principal, academic dean, dean of students, and directors of elementary/primary and secondary teacher education of the college/university serving the union, the

principals of the senior schools, and the local and/or union elementary/primary supervisors.

3. The union president shall be the chair *ex officio* of this board.
4. The board shall have regular times of meeting, at least one meeting a year.

5. The functions and responsibilities of the union board of education shall be as follows:

- a. To act as an advisory committee for the union committee on all types of educational problems, policies, standards, and practices.

- b. To advise union leadership in the development of the educational budget.

- c. To authorise the teaching of secondary subjects in intermediate schools and junior and senior unaccredited schools.

6. Actions of the union board of education, before becoming operative, shall be approved by the union committee.

7. In order to be valid, the actions, policies, and standards adopted by the union board of education must be in harmony with the educational policies of the General Conference and the Trans-European Division.

FE 20 62 Board of Governors—1. The board of governors of all secondary schools and colleges/universities shall be appointed by the constituency at its regular session and shall consist of not fewer than eleven members who shall be members of the Seventh-day Adventist Church in good and regular standing.

2. The following members shall be *ex officio* members of all boards of governors:

President of the sponsoring organisation (Division/
union/conference/mission) chairman
Principal/Headmaster, secretary
Union Education Director
Division Education Director
Treasurer/Chief Financial Officer of the sponsoring organisation
President of the conference/mission where the school is located
The Education Director of the conference/mission in which the
school is located (except senior colleges/universities).

3. *Duties of Boards of Governors:*

- a. Formulate the constitution, objectives and standards of the school in harmony with the educational policy and established practices of the Division.

- b. Elect or discharge the administrative officers and faculty members and determine the period of service and other employees.

- c. Set salary rates for all faculty members and employees in accordance with the denominational wage scales.

- d. Pass actions upon wage and business transactions of the institution such as land purchase, new building, major alterations, and purchase of expensive equipment.

e. Approve the annual budget and receive from the administration regular financial statements indicating the relationship of current operating to the budget.

f. Provide for an adequate school plant and sufficient financial support of the school.

g. Set student fees and establish the rules governing financial relationships of students to the school.

h. The school principal is responsible for the execution and application of the official actions of the board.

FE 20 63 Guidelines Constituting College/University and Secondary Boards of Governors—1. A minimum of three members of the laity, including some women, shall be appointed to the board.

2. Where the distances involved make it difficult to assemble the full board frequently, an executive committee of the board shall be appointed. The scope of the authority and responsibility of this committee shall be clearly outlined by the board.

3. A vice-chairman (never the principal of the school) shall be appointed.

4. The principal shall be the only board member from among the faculty, although the business manager, or bursar and academic dean (or equivalent) shall be invited to attend board meetings, without voting powers although matters pertaining to their departments are considered.

5. In some cases it may be desirable or legally necessary to appoint a faculty representative as an observer or voting member.

6. The only spokesmen for the board are the chairman and the school principal.

7. Unions who, due to local legal requirements, wish to operate under alternative procedures to those described under FE 20 55 may do so provided alternate procedures are submitted to, and approved by the Division Board of Education.

FE 20 64 Sale of land—All denominational schools are cautioned against the selling of land or allowing private houses to be built on institutional property. Only after the concurrence of the Division Committee may such sales or building take place.

FE 20 65 Home and Parent Education—The promoting and fostering of home and parent education shall be a regular part of the work of the departments of education at the Division, union, and local conference/mission/field levels. Classes in home and parent education shall be conducted in the churches; and Home and School institutes, in the conferences/missions/fields.

FE 25 Establishing New or Elevating Existing Secondary Schools, Colleges, and Universities

In order to co-ordinate the denomination's educational effort, and to avoid misunderstandings, plans to establish new or expand existing schools shall not be implemented or publicised prior to final approval by the appropriate governing bodies.

FE 25 05 Colleges and Universities—The recommendation of the General Conference Department of Education and the approval of the Division and General Conference Committees, through their respective boards of education, shall be required for locating and establishing new educational institutions or raising to a higher educational level all denominationally operated junior colleges, colleges or universities.

Should the Division desire to establish a college or university, or to elevate an existing school to advanced status, it shall appoint a survey committee to make an on-site study of the proposal. This survey committee shall include representation from the General Conference Department of Education. Requests to the General Conference Department of Education for authorisation to establish a college or university, or to elevate an existing school to advanced status, shall be accompanied by a report from the survey committee and shall include a description of the purposes of the proposed educational institution, the constituency it is to serve, and the plans for financing and staffing. When the request is for a proposed change in organisation or function of an established college, the projected changes should be clearly indicated in the inspection report along with present and projected scholastic levels expected of students attending the school.

Recommendation to the General Conference or Division Board of Education by the General Conference Department of Education for approval of the request to establish or upgrade an existing educational institution shall, if granted, constitute permission to operate within the described limitations for a two-year probationary period. During the school year immediately following the two-year probationary period the administrative officers of the university, college or secondary school shall make application through channels for accreditation and/or approval by the Accrediting Association of Seventh-day Adventist Schools, Colleges, and Universities.

FE 25 10 Secondary Schools—The approval of the Division Committee is required for the founding of secondary schools, the elevation of a junior school or high school to a senior school or high school status, or the re-organisation of a day school to a residence operation. The following procedure shall be followed:

1. A local conference/mission/field wishing to open a new secondary school or to elevate an elementary/primary school or junior school to the status of an junior or secondary school or to make a boarding school from an existing day school shall make application to the union conference or mission education department with supporting data indicating the present and projected enrolment, the educational programme proposed, the housing currently available and projected, the adequacy of financial support available, and such other data as may be called for in the application.

2. Union conference/mission approval shall be granted only after the conference/mission/field has satisfied the union board of education and the union committee that the proposed new school shall, within two years, satisfy the requirements of the minimum standards currently voted by the Accrediting

Association of Seventh-day Adventist Schools, Colleges, and Universities for schools of the level for which the application is being made.

3. Upon approval of the conference/mission/field application for a new or existing school's elevation to junior or secondary school status by the union conference/mission committee, the application with supporting documents and official request for the appointment of a survey committee shall be forwarded to the Division. The survey committee will conduct an on-the-spot inspection to determine the advisability of accepting or deferring action on the application.

4. The Division Committee, in counsel with its Education Department, will appoint an inspection committee, including the Division Education Director, representation from the General Conference Department of Education whenever possible, the Education Department Director of the union conference/mission initiating the request, a representative of the administrative staff of the nearest Seventh-day Adventist college or university, and the president and superintendent of education of the conference/mission/field initiating the application.

5. After convening at the site of the proposed new or altered secondary school, the survey committee will forward the results of their study and recommendations to the Division Education Department. After consideration by the Division Education Department, official departmental recommendation for disposal of the application to establish or elevate a school will be forwarded to the Division Committee for final action and notification of the conference/mission/field originating the application.

6. Approval of the application to operate a junior or senior school, if given, shall be for a two-year probationary period. A junior academy applying for permission to offer eleventh grade (or equivalent) must be offering twelfth grade within a two-year period. At the end of the two-year probationary period, application must be made for accreditation and recognition by the Accrediting Association of Seventh-day Adventist Schools, Colleges, and Universities through the Division Commission on Secondary Education.

FE 25 15 Joint Operation of Secondary Schools—In the joint operation of secondary schools where more than one conference/mission/field within a union elects to operate such a school, the following policy shall apply:

1. Joint operation of secondary schools by conferences/missions/ fields shall only be by authorisation of the Division Committee. Application for a joint operation should be channeled through the Division Education Department to the Division Committee.

2. Such joint operation will be based on a carefully worded, well-understood, written plan approved by each of the participating organisations.

3. A single operating board should function as in any secondary school. Membership of the board should be constituted by the number of representatives mutually agreed upon by each organisation participating in the operation. The chair and vice-chair shall be determined by the union committee.

4. Operating subsidies, capital improvement assessments, and all other financial assessments shall be distributed according to the previously agreed upon basis, such as according to membership or tithing income of each organisation.

5. Conference/mission/field superintendents of education for each organisation together with the union director of education will by virtue of their office be members of the joint operating board. Relations with the union will be the same as if operated by a single conference/mission/field.

FE 27 Opening of New Church Schools

1. Division and union approval shall be required for the location and opening of new church schools.

2. The plans for all new school buildings must be approved by the Division Committee.

3. The financing of church school buildings should be according to the pattern outlined in the financial policies of the Division (S 15 10).

FE 35 Relationship of Griggs University and International Academy to Other Schools

Schools and colleges shall accept the credits of Griggs University and International Academy as of comparable academic value to credits earned in the regular classroom. In bulletins and other publicity mediums, denominational schools should avoid statements that could be interpreted by students as being unfavourable to correspondence work given by the Griggs University and International Academy.

Griggs University and International Academy may refuse to enrol any student already enrolled in school or college classes if application is made without a statement from the academy principal or college registrar indicating that the student had arranged to carry such work during the current school year. It shall hold all secondary school students who enrol during the summer to one unit of work, and urge the student to complete the unit before the beginning of the school year.

FE 40 Bible Teachers

The evangelistic and pastoral functions of classroom Bible teaching are recognised as vital and integral parts of the Seventh-day Adventist ministry. In recognition of the importance of Bible teaching the following has been adopted:

1. Classroom Bible teaching is recognised as requiring particular abilities and professional training, and college students who give evidence of potential ability as Bible teachers are encouraged to add such training into the regular preparation for a place in the ministry.

2. MinTAC shall set the standards for Bible teaching on various levels of instruction.

3. Committees responsible for granting licences should consider granting a ministerial licence to beginning Bible teachers who have had professional training for Bible teaching or the ministry.

4. Prospective secondary Bible teachers should spend some time in the pastoral-evangelistic ministry before the beginning of, or concurrently with, their work in the classroom.

5. Beginning Bible teachers should have the opportunity of an apprenticeship in the classroom under the supervision of experienced instructors.

6. Conference/mission/field administrations and controlling boards of institutions should foster the Bible teachers' growth by arranging for them to obtain experience in public evangelistic soul winning, either in connection with their work or during school vacation periods.

7. Bible teachers who meet the criteria for ordination and have given clear evidence of their call as ministers in public evangelistic soul winning and in their influence and counseling on the campus and in the classroom should be regarded as candidates for ordination.

FE 45 Admittance of Non-Adventist Children to Church Schools

Church schools should exercise extreme care to admit only those non-Adventist students who will fit into the school programme and who can benefit from it. No non-Adventist students should be admitted from other schools without first receiving cumulative and/or scholastic records and character references.

FE 50 Affiliation with Other School Systems

No Seventh-day Adventist school should effect any affiliation for course work with a non-Adventist school system (elementary/primary, junior, or secondary school) until approval has been obtained from the union board of education.

FE 55 Pre-school Education

The Seventh-day Adventist Church believes that every child should receive home education with parental instruction wherever possible and as long as possible prior to enrolment in the formal school programme. However, trends in government educational planning indicate the approach of compulsory pre-school education. The Education Department shall make the following provision for the development of a programme of kindergarten education where such early pre-school education is required or where deemed necessary.

FE 55 05 Nursery—1. When a union/conference/mission/field- authorised programme of pre-school/nursery education is adopted, it shall become an integral part of the education department of the union/conference/mission/field,

and shall be fostered, controlled, and financed in the same way as the regular elementary/primary education programme.

2. Guidance personnel and teachers in college and university education departments shall encourage suitable individuals to qualify as nursery teachers.

3. The union/conference Education Department will establish standards for nursery facilities, equipment, and the instruction to be given.

4. Standards of certification for nursery teachers will be established by the union/conference Education Department.

FE 55 10 Nurseries and Day-Care Centres—Day-care centres and/or nurseries may be provided where desirable. These should be established in consultation with the Education Department and staffed by trained personnel who will emphasise spiritual and moral values. The Education Department shall prepare syllabi to include material from Ellen G White's writings on child care and development.

FE 60 Teachers—Employment Conditions of Elementary/Primary or Secondary Schools on Denominational Wage Scales

1. The employment, assignment, and transfer of such teachers shall be by action of the union/conference/mission/field committee upon recommendation of the union/conference/mission/field educational committee in counsel with local school boards.

2. An elementary/primary school or secondary school teacher who has met all the requirements for denominational certification shall be granted regular denominational employment after having successfully completed an introductory period of a minimum of two years of full-time service, unless otherwise required by law.

3. Teachers' salaries shall be in harmony with the denominational wage scale, with annual increments in salary in accordance with the wage schedule for teachers until the maximum is reached.

4. Regular allowances such as rent subsidy, medical, etc. as applicable, shall be granted to teachers.

5. The local churches are to share in the expense of this programme as set forth in paragraphs 3., 4., and 5. above, as may be agreed upon within the union or conference/mission/field.

6. Unions/conferences/missions/fields shall unite with churches in maintaining schools, buildings and equipment at acceptable standards.

FE 65 Administrators and Teaching Staff— Employment in Colleges and Universities

FE 65 05 Procedures in College and University Personnel Appointments—1. Appointment of a president is made as follows, unless mandated otherwise by the laws of the country:

a. The board shall appoint a search committee which includes representation from faculty, administration, and constituency of the institution. The board chair or designee shall serve as chair of the search committee.

b. The search committee shall, after wide study and interviews, submit to the board a list of more than one name.

c. The board shall make the final selection and appointment.

2. Appointment of administrative officers, vice-presidents, deans, and departmental chairs shall be made by the board upon the recommendation of the president. Before making the recommendation, the president shall consult with representatives of personnel affected by the appointment, and with the chair of the board.

3. Appointment and promotion of faculty shall be made by the board upon the recommendation of the president. Before making the recommendation, the president shall consult with the respective vice-president, dean, departmental chair, and other appropriate personnel, including the chair of the board.

4. Restrictions on Tenure and Continuous Appointment, Seventh-day Adventist Colleges and Universities—Subject to applicable civil laws and regulations, in keeping with the aim and mission of Seventh-day Adventist education, tenure or continuous appointment of faculty shall be limited to members of the Seventh-day Adventist Church in regular standing, who meet the institutional qualifications. Exceptions to this policy shall be under the guidance of the governing board of the institution.

FE 65 10 Terms of Employment—Each institution shall adopt terms of employment for employees based on the principles outlined in this policy. In the preparation of terms of employment, laws of the countries where the institutions are located which address the same employment issues, shall be honoured. However, in all cases, such terms of employment shall be in harmony with the fundamental beliefs of the Seventh-day Adventist Church. New teaching staff, approved by the board of the institution, shall be advised by the president (or vice-president or dean of the school) regarding all conditions of employment. They shall, upon appointment, receive the institution's employee handbook and acknowledge receipt of the same.

A member of the teaching staff who intends to withdraw from the institution shall give written notice of that intention to the president at least three months before the end of the last school year in which the teacher intends to serve.

If the board, after being advised by the president, decides not to reappoint a full-time member of the teaching staff, the president shall notify him/her in writing at least three months before the end of the school year unless the decision is based on grounds outlined under FE 65 15.

FE 65 15 Separation—An administrator or a member of the teaching staff may be separated from the institution by the board for inexcusable inefficiency or neglect of duty, for financial exigency, for misconduct, or for repudiation or defiance or subversion of the standards and the teachings of the Seventh-day Adventist Church as set forth in the statement of fundamental beliefs in the *Seventh-day Adventist Yearbook*.

When the president, with the endorsement of the board, has decided to discontinue the employment of an administrator or a member of the teaching staff, he/she shall follow the procedures which apply within the institution, the country or the Division. If the discontinued employee disagrees with the separation decision, he/she may seek redress under the grievance procedures applicable in the institution or Division.

An administrator or a member of the teaching staff who is relieved of his/her employment with the institution for reasons not involving neglect of duty, inexcusable inefficiency, misconduct, or repudiation or defiance or subversion of the standards and fundamental beliefs of the Seventh-day Adventist Church, shall receive a severance allowance as set by his/her employing organisation, local legislation or Division.

FE 70 In-Service Development Policy

1. The Division looks with favour upon the development of plans to give assistance to educational institutions in unions which undertake to send teachers or school administrators to another union for teaching or for a combination of teaching and further study on a short-term basis.

a. A married teacher or school administrator sent to another union under the provisions of this policy shall be accompanied by his/her spouse.

b. The travel expenses of the spouse shall be paid on the same basis as that of the teacher or administrator.

c. The question as to whether children are to accompany their parents at denominational expense shall be negotiated by the union and the Division in each case.

2. Contractual arrangements shall be made in each case obligating the teacher or administrator to return to his/her own field to continue service.

3. The sending union (including the institution involved) shall bear two-thirds and the Division one-third of the transportation expenses, while the receiving institution shall provide full or partial salary according to the services rendered.

4. The respective unions shall be authorised to select teachers or administrators who are considered eligible to come under the provisions of this policy and shall then refer their names to the Division Education Department for negotiation and placement, with final arrangements being approved by the Division.

FE 75 In-Service Training Assistance

1. Each union is encouraged to develop an in-service training policy to assist teachers in graduate study programmes. This policy should determine the basic degree the teacher is expected to secure at personal expense and the level of graduate work on which assistance may be granted by sponsoring organisations. It should also provide for the amortisation of such assistance.

2. It is recommended that when teachers are granted assistance for post-graduate work on a part-time basis or during a break in the school programme such as during summers the assistance be amortised by the following year of service.

If the teacher leaves the employ of the sponsoring institution the unamortised expense shall be the obligation of the teacher or a calling organisation.

3. A teacher who is approved for leave of absence for graduate study may receive as a maximum allowance, for which in all cases a written contract shall be entered into, an amount covering expenses allowed by Division policy.

4. For such a teacher, a post-graduate study expense account shall be set up, in which shall be included all assistance given toward the post-graduate programme, less any grants-in-aid allowance passed on to the sponsoring institution by the teacher.

5. Assistance granted to teachers under this plan is amortised by service to the sponsoring institution in harmony with the policies of the Division and the contract entered into between the institution and the teacher. If the teacher leaves the employ of the sponsoring institution the unamortised expense shall be the obligation of the teacher or a calling organisation.

6. In case of an inter-/intra-division call the college may waive the unamortised portion of the obligation.

7. A faculty member who, during a leave of absence, receives from non-denominational sources a scholarship, fellowship, or grant-in-aid covering a full programme of post-graduate study and whose stipend is greater than regular full salary, shall return to the college a sum equal to regular full salary and in turn continue to receive from the college a regular full salary as if teaching on the college campus. Health care assistance is granted for the period involved. Denominational service credit shall be granted during this time provided the teacher returns immediately to denominational service. A teacher in this case would have a service obligation but not a financial obligation to the institution.

8. If the stipend is less than regular full salary, the faculty member shall return to the college an amount equivalent to the stipend received and in return receive from the college the regular full salary which would be allowed for a full programme of teaching, including medical benefits. Denominational service credit shall be granted during this time provided the teacher returns immediately to denominational service.

9. Professional nurses, dietitians, and other properly qualified specialists who are approved by their respective boards for leave of absence for advanced study beyond the basic course or post-graduate study, shall be dealt with according to the provisions outlined above.

FE 80 Extension Schools

1. The schedule of Extension Schools will be developed by the General Conference standing Education Committee in consultation with the divisions and Andrews and Loma Linda Universities. Approval for Extension Schools is voted

by the Annual Council. Seminary Extension Schools are to be conducted in the divisions on a rotating basis as approved.

2. Financial arrangements for overseas Extension Schools are as follows:

- a. The university will bear the travel expense for its representative.
- b. When a teacher is assigned from the General Conference staff, the General Conference will bear the travel expense for its representative.

- c. When a second teacher from the university is needed, and/or a teacher from within the division, the division will bear the travel expense.

- d. The division where the Extension School is held will care for the entertainment of the teachers while they are in the field.

3. Extension Schools are planned and organised as follows:

- a. The university granting scholastic credit will appoint the academic director.

- b. Two years in advance of the scheduled Extension School the division should, in consultation with the university, appoint a local director for the Extension School. The local director will care for items such as housing, transportation, correspondence with students who are approved to attend, etc.

- c. At least 18 months before the beginning of the Extension School:

- 1) The division shall decide the place where the Extension School will be held.

- 2) The university, in consultation with the division, shall fix the exact dates and appoint teachers for courses the Extension School will offer.

- d. At least one year before the beginning of the Extension School the division shall make a policy decision as to:

- 1) Attendance

- 2) Allowances and perquisites that those attending will receive, and the policy for amortisation, if any

- e. At least six months before the beginning of the Extension School the division shall select the individuals who will attend:

- 1) As far as possible those chosen to attend should have proper educational qualifications.

- 2) An adequate number of younger employees should be chosen as they will have a longer period of time to benefit from the instruction received.

- 3) If under-graduates are among the employees authorised to attend the Extension School, arrangements will be made by the local director with the division college for the granting of scholastic credit.

- f. The academic director and the local director of the Extension School will provide the copy for a brochure giving details as to time, place, transportation, perquisites, credits, etc. This brochure will be printed by the division and circulated to the prospective students in advance of the holding of the school.

- g. The syllabi for the courses are to be provided by the teachers to the local director of the Extension School at least three months before the beginning of the school. These should be duplicated and ready at least three weeks before the beginning of the Extension School.

4. In the case of Seminary Extension Schools:

a. The length of the Extension Schools normally will be eight weeks, but under special conditions they may be reduced to five or six weeks. In the latter case, two teachers would be adequate for the school, inasmuch as in that period of time fewer courses could be taught than in the eight-week schools.

b. When the short term of five or six weeks is used, the schools in the divisions will be arranged in tandem, so that one teacher can conduct a five- or six-week Extension School, followed immediately by a five- or six-week Extension School in the same or another division, thus enabling the university teacher to cover two schools in one three-month period.

FE 85 Inter-school Sports

FE 85 05 Rationale—The Seventh-day Adventist Church discourages inter-school league play in its educational system. The major rationale for this is:

1. The inherent hazards of competitive rivalry have the potential to be exaggerated in inter-organisational events.

2. The commitments of time, personnel, and finances are usually disproportionate to the number of individuals able to participate.

FE 85 10 Conclusions—1. Christians should function with the highest of motives in their quest for athletic excellence.

2. Occasional friendship games or matches involving institutions at joint social gatherings are not classified as inter-mural or inter-school athletics.

3. All people have talents—some more, some less. God expects faithfulness in service regardless of talents or pay (Matt 20:1-16). Even though talents are distributed differently, God expects individuals to develop what they have to the best of their ability; and they will be given responsibility according to their faithfulness. The scriptures remind us, “Whatever you are doing, put your whole heart into it, as if you were doing it for the Lord and not for men, knowing that there is a Master who will give you your heritage as a reward for your service” (Col 3:23, NEB).

FE 90 Educational Tours Abroad

FE 90 05 Notification of Sponsored Tours—Denominational educational institutions that organise inter-division tours are requested to notify the secretaries of the Division and the division to be visited as a courtesy to provide tour information including details of the tour such as the sponsoring organisation, tour director/directors, size of the group, itinerary, and denominational entities to be visited, if any.

FE 90 10 Requirements for Sponsored Tours—Each denominational educational institution that organises a tour shall take steps to provide adequate levels of personal liability, medical, injury, and accident insurance coverage for the participants. Such cover is available from Adventist Risk Management.

FE 90 15 Reporting Sensitivity—Due to the nature of sensitivities that may be involved in the country that a tour group visits, the group’s leaders and

participants should exercise caution in what information is reported about the group's activities, matters related to the work of the Church, and the politics of the visited country.

FE 90 20 Personal Responsibility for Expenses—Groups and individuals should be advised of their personal responsibility for expenses incurred while visiting denominational organisations and personnel. Groups or individuals should not expect denominational organisations, their employees, or members to provide room and board or other services free of charge.

FE 95 Public Campus Ministry

FE 95 05 Objectives—The Education Department collaborates with Adventist Chaplaincy Ministries and the Youth Ministries in providing support to Seventh-day Adventists who, for a variety of reasons, attend public colleges and universities. Working under the supervision of a General Conference appointed committee on Adventist Ministry to College and University Students (AMiCUS) and in co-ordination with the Division, these three departments promote and support initiatives designed to meet the spiritual, intellectual, and social needs of Adventist students on public campuses. In co-operation with leaders at various church levels, the committee aims to achieve these objectives by strengthening the faith commitment of these students to Seventh-day Adventist beliefs and mission, providing opportunities for Christian fellowship, preparing students to deal with the intellectual challenges that arise in a secular environment, developing their leadership abilities, and training them for outreach, service, and witnessing on the campus, in the community, and in the world at large.

The AMiCUS Committee co-operates with the Adventist Volunteer Centre and Adventist Mission by encouraging the involvement of these Seventh-day Adventist students as missionaries or volunteers. It also engages the support of the Public Affairs and Religious Liberty Department in order to obtain, at the regional or national level, Sabbath exemptions for class assignments and examinations for Seventh-day Adventist students.

FE 95 10 Responsibilities—The AMiCUS Committee provides overall supervision and co-ordination of this ministry and, in consultation with leaders in the unions/attached fields, promotes initiatives designed to:

1. Organise associations of Seventh-day Adventist students in public campuses and hold special meetings for them,
2. Distribute *College and University Dialogue* and other materials that support this ministry, and
3. Train campus chaplains, lay leaders, and pastors in university centres.

The committee also develops an annual budget to carry out its ministry.

The GC Department of Education produces *Dialogue* in parallel language editions (English, French, Portuguese, and Spanish) and distributes this journal through the Division on the basis of orders received through the unions. The Education Department also promotes the value of Seventh-day Adventist education, encouraging these students to continue their studies at a Seventh-day

Adventist college or university, where possible, and to make their professional services available to church institutions once they complete their studies.

FE 95 15 Role of the Division—The Division shall assign to one or two qualified departmental directors the responsibility of leading the ministry to Adventist students on public college and university campuses, with support from the General Conference AMiCUS Committee and in co-ordination with union leaders in their territory. This ministry seeks to:

1. Foster the organisation and activities of Seventh-day Adventist student associations in public campuses and maintain a database listing of such.
2. Hold regional meetings for these students.
3. Budget funds for the free distribution of *Dialogue* and other needed materials.
4. Offer specialised training for campus chaplains, lay leaders, and pastors in university centres.
5. Train students for outreach, service, and evangelism on their campuses, in their communities, and beyond.
6. Promote the involvement of Seventh-day Adventist university professors and other professionals as mentors in this ministry.
7. Connect these students with Seventh-day Adventist colleges and universities as potential transfer students where possible, and eventually as faculty members.
8. Assist local leaders in establishing and maintaining good relations with administrators of public colleges and universities in which Seventh-day Adventists are students.
9. Engage the services of the Public Affairs and Religious Liberty Department in preventing or solving Sabbath observance issues related to Seventh-day Adventist students in public campuses.
10. Provide co-ordination and guidance for this ministry to their counterparts in the unions and local fields, as well as periodic assessment.

FE 97 Sponsorship Assistance for Post-Graduate Education

FE 97 05 Selection—1. When a worker (pastoral or educational) has completed in excess of five years of service since amortisation of his/her last Division sponsored study, and has demonstrated ability and loyal commitment to the Church, and has the pre-requisite academic requirements, the worker may be considered for further sponsored upgrading through part time intensives, or through part time research to meet the field's need for workers with advanced degrees. In such cases, the worker, through his union/employing organisation, would need to submit a proposal for sponsorship, which would include details of:

- a. the worker's academic and service profile,
- b. the worker's rationale for pursuing the particular study programme,
- c. the proposed course description/focus,
- d. the degree obtained on successful completion,
- e. the number of years of study needed for completion, and,

f. the annual costs involved.

2. Where the study programme is to be pursued in an educational institution other than Newbold College, apart from the above, the following criteria have also to be met:

a. The educational institution/organisation offering the programme should be credible, should have accreditation and should be of good reputation.

b. The study programme should have been reviewed and approved by the conference and union executive committee. Given that the part time study will be done while the worker continues his/her work assignment, the review should include written agreements on hours per week and days allowed and approved for the worker to devote to the study programme.

c. The union's application to the Division for sponsorship assistance for the student should include a comprehensive proposal from the student for the entire study programme, detailing the years required for completion, the scope and sequence of the programme of study/course, the financial costs involved, and the agreement made with the field.

d. The student should undertake to provide the Division with a written progress report at the end of each year of study.

FE 97 10 Finance—1. Full Time Study—a. For cases of approved full-time study done outside the Division, the Division policy U10 may be applied

b. For the case of full time study at Newbold College, the monthly "local wage factor" (LWF) adaptation of Division policy U07 would apply. In this adaptation, the sponsorship is for 75% of the Newbold College composite fee (tuition, residence hall, and all required educational fees), and therefore, the cost of this study programme would be met as follows:

- 1) The student's annual contribution is 25% of the composite fee;
- 2) The union contributes 2.1 x LWF annually;
- 3) The employing organisation contributes 2.1 x LWF annually,

and,

4) The Division pays the remainder or 20%, which ever is the greater.

2. Part Time Intensives and Part Time Research Programmes

a. Newbold College Programmes: The current arrangement for part time intensives or for part time research at Newbold College, or for local Division cohorts, would be sponsorship to cover the full cost of tuition and all required educational fees and residence hall fees for up to two (2-3 week) visits annually to Newbold College during the period of approved study. All other expenses are the responsibility of the student and/or his/her union/employing organisation. The cost of these study programmes would therefore be met as follows:

1) The student's annual contribution would be one-third of his/her monthly LWF;

2) The union would contribute one month's LWF annually; and,

3) The employing organisation contributes one month's LWF annually.

4) The Division would then pay the remainder or 20%, which ever

is the greater.

b. Non-Newbold College Programmes: Financial assistance for terminal degrees done outside of a local Division cohort, and/or at an institution other than Newbold College, will be subject to and limited by the following:

1) The course to be pursued is not available at or through Newbold College.

2) The course and direction/focus of study was decided with local leadership involvement, and, Division approval obtained before attendance.

3) Such Division sponsorship/grant will normally be considered only where the recommended financial support is provided by the union/employing organisation; and, will be only up to the cost figure which the Division would have provided had the study been done in a local Division cohort or at Newbold College.

FE 97 15 Sponsorship for Terminal Degrees in SDA Institution in Other Divisions—Sponsorship assistance is normally provided by the Division only for courses offered at Newbold College. Therefore, financial assistance for terminal degrees done at any other Seventh-day Adventist college or university, if approved by the Division, will be limited, and subject to the following:

a. Course approval must be obtained from the Division and such will only be given for courses that are not available at or through Newbold College.

b. Only one such sponsorship at a time per union or Division organisation will normally be considered.

c. Division sponsorship assistance will only be considered in cases where:

1) The union provides confirmation that the specialisation in question is needed; and

2) Matching sponsorship or grant funds are provided by the union/employing organisation. In cases where all of the above are met and sponsorship approved, the contribution by the Division will be limited to the amount which the Division would have provided had the study been done at Newbold College.