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General Conference

**WORKING
POLICY**

2019-2020

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WORKING POLICY

OF THE GENERAL CONFERENCE OF
SEVENTH-DAY ADVENTISTS

2019-2020 Edition

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Introduction

This book contains the Fundamental Beliefs of Seventh-day Adventists and the Constitution and Bylaws of the General Conference of Seventh-day Adventists as adopted by General Conference Sessions, the Mission Statement of the Seventh-day Adventist Church, Total Commitment to God—A Declaration of Spiritual Accountability in the Family of Faith, Roadmap to Mission and the *Working Policy* as adopted by Annual Councils of the General Conference Executive Committee. It is therefore the authoritative voice of the Church in matters relating to the administration of the work of the Seventh-day Adventist denomination in all parts of the world. It is to be adhered to by all denominational organizations. (See General Conference *Working Policy* B 10.)

Up until and including the 1975 edition, the General Conference *Working Policy* was published in bound format and was updated and reprinted periodically, usually every two years. Beginning with the 1977 edition, it was published in loose-leaf format and updated annually by inserts which included the policy revisions voted by the latest Annual Council of the General Conference Executive Committee. The last such inserts contained the policy revisions voted by the 1982 Annual Council and carried the notation “Revised 1982.” No inserts were prepared with the revisions made by the 1983 Annual Council. Instead, the 1984 edition of the *Working Policy*, published in bound format, included the policy revisions voted by both the 1983 and 1984 Annual Councils. It was also the first edition to be issued under a new plan to print annual revised editions of the complete *Working Policy* which would include changes made by the latest Annual Council.

This is the 2019-2020 edition of the General Conference *Working Policy*. The date 2019 is used to indicate that it incorporates the changes made by the 60th General Conference Session (2015) and subsequent Annual Councils. Its dual designation as the 2019-2020 edition is used to indicate that for most of the year 2020 it will be the latest edition of the General Conference *Working Policy*.

This edition supersedes all previous editions and shall be adhered to except as it may be amended by subsequent actions of a General Conference Session or an Annual Council of the General Conference Executive Committee.

General Conference of Seventh-day Adventists
Executive Committee

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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-centered. 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 recognize that human motives, thinking, and behavior 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 cooperate 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 worldview 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 discipled 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 Savior 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 its 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. Realizing, 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 centers 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 fulfill 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 worldview. The Christian worldview recognizes 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 worldview within the context of the great controversy theme.

5. *Instruction*—The instructional program 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 recognizes 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, labor, recreation, and relationships will characterize the total learning environment with careful attention given to balance. The campus community will be pervaded by joyful spirituality, a spirit of cooperation, 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 worldview. 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 Schools*—The following are the responsibilities and expected outcomes of the Seventh-day Adventist elementary school system:

a. Responsibilities—The Adventist elementary 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 organized program 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 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 interpersonal 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 labor 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 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 program 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 characterized by personal devotion, public worship, service, and witness to others in fulfillment 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 worldview. Adventist higher education:

1) Gives preference to careers that directly support the mission of the Church.

2) Recognizes 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) Utilizes available resources such as revelation, reason, reflection, and research to discover truth and its implications for human life here and in the hereafter, while recognizing the limitations inherent in all human endeavors.

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

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 fulfillment 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 nonprofessionals:

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 nonprofessional realm opportunities exist for programs in such areas as local church leadership, family life, personal development, spirituality, Christian growth, and service to the church and the community. Programs need to be developed that utilize 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 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 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 school will offer an organized program 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 school with character building as an undergirding structure, will endeavor 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-realization, social adjustment, civic responsibility, and economic efficiency. (See also A 15 25.)

FE 15 07 Mid-Level Institutions—Seventh-day Adventist education also offers education that goes beyond secondary level but is less than a bachelor's degree. This education includes diploma teacher training, technical training in building and construction or other professional trades, and non-collegiate hospital-based schools of nursing (FE 30 15). In the context of the Church's philosophy of education, mid-level institutions prepare individuals for the world of work, civic and social responsibility, spiritual dedication, and economic self-sufficiency.

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 are desirous of pursuing 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 A 15 30.)

FE 15 15 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, not a detached intellectual but a mature and committed Christian.

The essential business of a Seventh-day Adventist university or college on the 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 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 undergraduate education, the graduate school must concern itself with the discovery, critical evaluation, and application of knowledge to human thought and behavior. 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. 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 utilize the systems of evidence of reason and science, but also recognize the validity of divine revelation, which is accorded a paramount position.

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

FE 20 Educational Administration Outline

FE 20 05 The Department of Education—Purpose—General Conference Education has been entrusted with the overall coordination of the Church's educational program, working through such administrative authority as is delegated by the various organizational 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—1. *Purpose*—The General Conference International Board of Education is the primary vehicle through which the General Conference department of Education coordinates Seventh-day Adventist education. It is authorized to act in the areas that are indicated in this *Working Policy*. (Institutions and programs in Ministerial and Theological education are under the purview of the International Board of Ministerial and Theological Education.)

2. *Composition of the Board*—a. The membership of the General Conference International Board of Education shall be designated by the first Annual Council following the General Conference Session. The Education Director, with the Nominating Committee, shall serve to nominate the membership of this board.

b. The General Conference International Board of Education shall be composed of the following members:

*GC Vice President (advisor for education), Chair

*GC Vice Presidents, Vice-chairs (2)

*GC Education Director, Executive Secretary

*GC Education Associate Directors, Assistant Secretaries

*GC Undertreasurer

*GC Treasury Advisor

*GC Health Ministries Director

Board chair of General Conference-operated institution of higher learning (1)

*Presidents of General Conference-operated institutions of higher learning

*North American Division President

Division Education Directors (attending as authorized)

Up to five members, as selected by the Board

Ex officio members:

*General Conference President

*General Conference Secretary

*General Conference Treasurer/Chief Financial Officer

Division Presidents

Invitee:

Office of General Counsel Representative

c. Board members shall hold office between sessions of the first Annual Council following the quinquennial General Conference Session at which time elections take place.

d. Vacancies on the Board shall be filled by the Board for the unexpired term.

e. The Board shall hold regularly scheduled meetings at least once each year. The full Board, including the division directors of education, shall meet at least twice each quinquennium. The chair shall call meetings at such times and places as approved by the General Conference Administrative Committee.

f. A quorum shall consist of one third of the regular membership.

g. The Board may invite consultants to attend as deemed necessary.

3. *Executive Committee*—The Executive Committee of the Board shall meet as necessary between the sessions of the Board. It shall operate within the powers delegated to it by the Board. Its membership shall consist of those marked by an asterisk in paragraph 2. b. A quorum shall consist of seven members.

4. *Duties of Board*—The duties of the General Conference International Board of Education are:

a. To establish general guidelines, coordinate the interrelationship between division programs, and maintain general direction of the education program of the Church.

b. To develop and maintain a comprehensive long-range world master plan subject to regular updating and revision.

c. To approve the establishment or discontinuance of tertiary-level schools and programs, the upgrading of post-secondary institutions, the affiliation of schools across division boundaries, and the implementation of interdivision extended campus programs.

d. To develop funding plans for the support of Seventh-day Adventist education.

e. To require from division departments of education such reports as will enable the Board to perform its duties and functions.

- f. To recommend to the division boards of education general personnel policies for teachers, administrators, and related school staff.
- g. To coordinate implementation of any approved financial program to assist the school system.
- h. To review, through the Accrediting Association of Seventh-day Adventist Schools, Colleges, and Universities, existing programs of instruction, research, and training for denominational service in the schools and advise them regarding desirable change.
- i. To commission research on the needs and outcomes of Seventh-day Adventist education and to keep the divisions informed through periodic reports, releases, conferences, and other means.
- j. To coordinate all interdivision programs of professional education.

5. *The Executive Secretary*—The Executive Secretary shall be the Director of General Conference Education. He/She, subject to the approval of the Board, shall:

- a. Serve as the Secretary of the Board and have custody of its official minutes and seal.
- b. Perform, exercise, and discharge the functions, powers, and duties of his/her office within the approved budget.
- c. Administer all policies and activities prescribed by the Board.
- d. Guide in the development and maintenance of a comprehensive long-range master plan for the Seventh-day Adventist education program which shall be subject to regular updating and revision.
- e. Communicate to the appropriate parties the actions of the Board.
- f. Make an annual report to the Board and issue such other reports as the Board shall request or as may be required from time to time.

6. *Board Minutes*—Copies of the minutes of this Board shall be sent to all members. A copy of the minutes of each of the division boards of education shall be filed with this Board.

7. *Finances*—All appropriations and other moneys available to the Board shall be used for the objectives and purposes for which appropriated, subject to any terms, restrictions, limitations, or other requirements imposed. These funds shall be allocated by the Board.

8. *Right of Appeal*—Any action of the Board involving a specific institution or unit 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 the Board. The Board/Executive Committee in closed session shall then render its decision. In extreme and far reaching decisions, further appeal may be made to the General Conference Executive Committee.

9. *Changes and Amendments*—Any changes or amendments to the organization or working policies of the Board shall have a two-thirds vote of the members present at any duly called meeting. A vote to change or amend shall then be sent to the General Conference Administrative Committee for confirmation at a General Conference Annual Council.

FE 20 20 International Board of Ministerial and Theological Education—1. *Purpose*—The International Board of Ministerial and Theological Education (GCC-B) works in cooperation 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. Utilizing existing interconnected institutional boards, policies, standards, and procedures, the board seeks to achieve the following objectives in relation to graduate, undergraduate, 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 programs.
- 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. Energize the spiritual life of Seventh-day Adventist educational institutions through committed faculty.

2. *Composition of the Board*—a. The members of the International Board of Ministerial and Theological Education shall be designated by the first Annual Council following each regular General Conference Session. The Annual Council Nominating Committee, in counsel with

administration, the General Conference department of Education, and the Ministerial Association, shall nominate the membership of this board.

b. The International Board of Ministerial and Theological Education shall be composed of the following members, at least six of whom shall be women:

GC President or designee, Chair

*GC Vice President (advisor for education), Vice-chair

*GC Vice President (advisor for Ministerial Association), Vice-chair

*GC Education Director, Secretary

*GC Ministerial Association Secretary, Associate Secretary

*GC Vice President (advisor for Biblical Research Institute)

*GC Secretary

*GC Treasurer/Chief Financial Officer

*GC Adventist Chaplaincy Ministries Director (or designee)

*GC Biblical Research Institute Director

Division Presidents

*GC Education Associate Directors

*GC Ministerial Association Associate Representative

*One full professor, who teaches in an accredited ministerial and religious formation program

Two chairpersons of undergraduate programs in ministerial and religious formation

Five presidents/deans of seminaries and universities offering denominationally recognized doctoral programs in ministerial formation

Two deans of graduate programs in ministerial and religious formation

Three faculty, who teach in ministerial and religion programs, accredited by the Accrediting Association of Seventh-day Adventist Schools, Colleges, and Universities, at or above the rank of associate professor

Six individuals experienced and active in ministerial formation (pastors, chaplains, Bible instructors, etc)

Up to four additional members, as selected by the board

Invitee:

* See paragraph 4. for composition of Executive Committee.

Office of General Counsel Representative

c. Board members shall hold office for five years.

d. Vacancies on the board shall be filled by the board for the unexpired term.

e. Each world division shall designate one consultant to the board who will attend meetings as authorized by the employing organization.

3. *Meetings*—The board shall hold regularly scheduled meetings at least once each year. A quorum shall consist of one-third of the regular membership.

4. *Executive Committee*—The executive committee of the board shall consist of the members marked with an asterisk under paragraph 2. above, plus up to nine members selected by the board. The executive committee shall meet as necessary between the sessions of the board and shall operate within the powers designated to it by the board. A quorum shall consist of one-third of the members.

5. *Duties of the Board*—a. To establish the general goals and objectives for Seventh-day Adventist undergraduate and graduate education for pastors, evangelists, theologians, teachers of Bible and religion, chaplains, and other denominational employees involved in ministerial and religious formation in the world field.

b. To establish a basic series of subject areas and requisite content as well as to develop guidelines and core standards for faculty selection and student entry into programs that will meet the needs of the field and foster the mission of the Church through undergraduate and graduate programs for denominational employees involved in ministerial and religious formation.

c. To provide guidelines to be used by the division boards of Ministerial and Theological Education to endorse faculty, including the design of the faculty application procedure for denominational endorsement.

d. To arrange for surveys and to grant recognition to new programs designed to prepare denominational employees involved in ministerial and religious formation, as recommended by the respective division Board of Ministerial and Theological Education, and then to recommend the new programs to the Accrediting Association of Seventh-day Adventist Schools, Colleges, and Universities.

e. To facilitate the exchange of endorsed faculty from among the recognized programs offered in the world divisions.

f. To affirm the faculty authorized to teach in these programs at General Conference educational institutions through the process of denominational endorsement voted by this board. This endorsement may be valid for up to five years, as long as the faculty member is teaching in the program for which he/she was endorsed and may be renewed.

g. To recommend to the Accrediting Association of Seventh-day Adventist Schools, Colleges, and Universities the criteria for the accreditation of seminaries, schools, and departments offering undergraduate and graduate programs designed to prepare denominational employees involved in ministerial and religious formation, and to cooperate with the Association in conducting accreditation visits.

6. *Accreditation*—Seminaries, schools, and departments offering undergraduate and graduate programs for denominational employees involved in ministerial and religious formation shall follow the process of accreditation outlined by the Accrediting Association of Seventh-day Adventist Schools, Colleges, and Universities.

7. *Handbook*—The goals, objectives, standards, criteria, and procedures relating to the duties of this board are included in the *Handbook of Seventh-day Adventist Ministerial and Theological Education*.

8. *The Secretary*—Subject to the approval of the board, the secretary shall perform the following executive responsibilities:

a. Administer all policies and activities prescribed by the board.
b. Record and have custody of the official minutes.
c. Communicate to the appropriate parties the actions of the board.

d. Advise in the development and maintenance of a comprehensive master plan for institutions and programs designed to prepare denominational employees involved in ministerial and religious formation.

9. *The Associate Secretary*—Subject to the approval of the board and in consultation with the Secretary, the Associate Secretary shall assist him/her in the fulfillment of his/her duties.

10. *Staff of the Board*—The elected members of the General Conference department of Education and of the Ministerial Association shall serve as the staff of the board.

11. *Right of Appeal*—Any action of the board involving a specific institution or program may be appealed by the same in writing, through the respective division Board of Ministerial and Theological Education, 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 the board. The board, in closed session, shall then render its decision. In extreme and far-reaching decisions, further appeal may be made to the General Conference Executive Committee.

12. *Changes and Amendments*—Any changes or amendments to the organization or policies of the board shall have a two-thirds majority vote of all the members present at any duly called meeting. A vote to change or amend shall then be sent to the General Conference Administrative Committee prior to confirmation at an Annual Council.

FE 20 25 Division Boards of Ministerial and Theological Education—1. *Purpose*—The division boards of Ministerial and Theological Education provide, within their respective territories, oversight, supervision, guidance, and coordination 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 cooperation with the International Board of Ministerial and Theological Education and educational institutions through interconnected boards, policies, standards, and procedures, these boards seek to achieve the following objectives in relation to graduate, undergraduate, 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 programs.
- 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. Energize the spiritual life of Seventh-day Adventist educational institutions through committed faculty.

2. Composition of the Division Boards—*a.* The members of each division Board of Ministerial and Theological Education shall be designated by the division committee at its annual meeting following each regular General Conference Session. The division nominating committee, in counsel with administration, the department of Education, and the Ministerial Association, shall nominate the membership of this board.

b. Each division Board of Ministerial and Theological Education shall be composed of the following members, at least three of whom shall be women:

Division President or designee, Chair

Division Vice President or Secretary, Vice-chair

Education Director or Ministerial Association Secretary, Secretary

Ministerial Association Secretary or Education Director, Associate Secretary

Division Secretary

Division Treasurer/Chief Financial Officer

Adventist Chaplaincy Ministries Director

Appropriate representation from union/conference leadership

Appropriate representation from faculty who teach in ministerial and religion programs, accredited by the Accrediting Association of Seventh-day Adventist Schools, Colleges, and Universities, of which at least four are at or above the rank of associate professor

Pastors and front-line denominational employees

Active laypersons

Up to two additional members, as selected by the board

c. Board 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—The board shall hold regularly scheduled meetings at least once each year.

4. Executive Committee—The board may appoint an executive 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 the Board—*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 authorize programs 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 undergraduate and graduate programs designed to prepare leaders in ministerial and religious formation, as proposed by institutional boards where such programs are to be offered.

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

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

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

3) Stipulate subjects, in addition to those determined by the International Board of Ministerial and Theological Education, as may 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 program 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 programs 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 authorized to teach in these programs through a process of denominational endorsement implemented by this board, as recommended or authorized 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 program for which he/she was endorsed, and it may be renewed.

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

6. Alternative Procedures—Divisions 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 the international and the division boards of Ministerial and Theological Education (see paragraphs 1. a. to 1. f. above).

b. The proposed alternative procedures are submitted to and authorized by the International Board of Ministerial and Theological Education before they are implemented.

7. *Right of Appeal*—Within 120 days of the division Board of Ministerial and Theological Education issuing a decision, the involved institution may request reconsideration of the decision by the division Board of Ministerial and Theological Education provided the request is based on new information. Such review may be supported by representation of no more than three persons appearing before a meeting of the division Board of Ministerial and Theological Education. The division Board of Ministerial and Theological Education in executive session shall then render its final decision. If, after the final decision is rendered by the division Board of Ministerial and Theological Education, the matter is not resolved, written appeal by the institution may be made to the International Board of Ministerial and Theological Education which shall have discretion to determine whether to accept the appeal for review.

FE 20 30 Committee on Seventh-day Adventist Health Professional Education—1. *Purpose*—The General Conference Executive Committee on Seventh-day Adventist Health Professional Education, operating with delegated authority from the General Conference International Board of Education, is responsible for developing standards and guidelines and coordinating the Church’s post-secondary degree programs for the training of health professionals.

2. *Functions*—This committee shall exercise the following main functions:

a. Establish, recommend, and monitor educational standards in health professional programs such as medicine, nursing, and public health, considering international needs and resources.

b. Evaluate, screen, and endorse, for the International Board of Education, proposed new doctoral and equivalent programs in health professional fields.

c. Assist the Accrediting Association of Seventh-day Adventist Schools, Colleges, and Universities in appointing accrediting teams, which will include health specialists, to conduct evaluations of health professional programs at colleges, universities, and hospitals.

3. *Membership*—a. The membership of this committee shall be appointed by the International Board of Education soon after each regular General Conference Session, with the counsel of the directors of the General Conference departments of Education and Health Ministries.

b. The membership of this committee shall include the following persons:

- General Conference Health Ministries Director, Chair
- General Conference Health Ministries Associate Director, Vice-chair
- General Conference Education Director, Secretary
- Deans of Seventh-day Adventist schools of medicine (3)
- Deans or directors of graduate nursing programs (2)
- Deans or directors of graduate programs in other health areas (4)
- Health professional lay members not employed by the Church (2)
- Representation from divisions with large numbers of health profession programs not already represented (Up to 6)

Invitees:

- General Conference Associate Health Ministries Directors,
- General Conference Associate Honorary Health Ministries Directors, General Conference Associate Education Directors

c. Committee members shall hold office until the first Annual Council following the next quinquennial General Conference Session, at which time elections take place.

d. Vacancies on the committee shall be filled by the General Conference Executive Committee for the unexpired term.

4. *Meetings*—This committee shall meet in conjunction with the first Spring Meeting following General Conference Session and every alternate year thereafter during a quinquennium. Other meetings during the course of the quinquennium will be scheduled as needed.

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 graduate educational programs and institutions owned by Seventh-day Adventist Church entities. It also reviews and endorses the accreditation of secondary schools and mid-level institutions owned by the Church, as recommended by the Commissions on Accreditation of the divisions (see FE 20 40). The Commission on Accreditation of each 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' programs and their implementation of the Seventh-day Adventist philosophy of education in order to foster the unity and mission of the Church. To be recognized 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:

*Chair, director, General Conference Education

*Executive Secretary, an associate director, General Conference Education

*The General Conference vice presidential advisor(s) for education

*Treasury advisor

*Associate directors of the General Conference Education

*The division directors of education (attending as authorized)

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 director of department of education

One conference or mission/field/section superintendent/director of department of education

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 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 divisions' directors of departments of education, 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 programs. 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 department of education 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 department of education director of the respective division. 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 department of education director of the respective division, 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 programs.

c. The receipt of reliable information, providing evidence of significant institutional noncompliance with accreditation criteria since the last evaluation visit, which 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 department of education 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 department of education 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 eight members of the Accrediting Association of Seventh-day Adventist Schools, Colleges, and Universities.

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 postsecondary 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 publicized 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 Commissions on Accreditation—Each division shall have a Commission on Accreditation. The membership of these commissions shall be nominated by the division department of education, appointed by the division 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 department of Education shall be ex officio members of all division commissions 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 schools, mid-level institutions, and primary schools, pre-schools, and early childhood education centers owned and operated by the Seventh-day Adventist Church, and the programs 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 organization 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 and mid-level institutions recommended by the Commission on Accreditation for (re)accreditation, along with the respective accreditation terms.

4. To periodically reevaluate the quality and effectiveness of existing institutions and programs.

5. To utilize 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 Nondenominational Accreditation—1. Officialization 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 union mission/section in which the school is located.

2. Accreditation by nongovernmental agencies or organizations shall be sought only with the approval of the union conference or union mission/section 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 authorization 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 boards 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:

- a. The substantiated needs of the affiliated institution,
- b. The impact of the agreement on the affiliating institution,
- c. 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:

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

FE 20 55 Division Board of Education—1. *Purpose*—Each division shall appoint a division board of education to coordinate the denominational activities and programs conducted in its territory. (If convenient, divisions may appoint two boards of education—one for the elementary and secondary levels and another for the post-secondary level.) These division boards of education report to their division committees and, on post-secondary matters as specified by policy, to the General Conference International Board of Education.

2. *Membership*—The membership of these boards shall be appointed by the division executive committee with the division

president or his designee serving as chair and the division director of education as executive secretary. The membership shall include representatives from union departments of education, major educational institutions, and the General Conference Education liaison for that division.

3. *Meetings*—These boards shall meet in full session at least once each year. Meetings of the executive committee of the boards may be called on authorization of the division committee.

4. *Functions*—The functions of the division boards 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, programs, and activities in their territories.

b. To advise 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 coordinate the selection and development of textbooks, manuals, guides, and other publications as needed.

5. *Authority Delegated by the International Board of Education*—Division boards of education shall be authorized by the International Board of Education, upon request by the division board of education with demonstration of eligibility, to approve, revise, and close undergraduate programs; and to approve and, as necessary, close undergraduate professional institutions that offer programs of study leading to certificates, preparation for licensure, or other credentials below the graduate level. This authorization shall be ongoing as the division board of education continues to meet the requirements for eligibility. To be authorized by the International Board of Education to perform these functions, the division board of education must:

a. Demonstrate through its policies and practices that its mission and scope are consistent with International Board of Education and International Board of Ministerial and Theological Education policies for assuring the theological faithfulness and academic quality of its educational programs.

b. Demonstrate standards and processes for performing these functions at levels that are generally accepted for international higher education in accordance with International Board of Education and International Board of Ministerial and Theological Education policies, and policies of the division's respective governmental agency as required.

c. Provide written procedures that describe, officially and publicly:

1) The division's policies, processes, and procedures that govern decision-making for these functions.

2) The levels of approval available, scope of approval that may be granted, and evaluation standards and criteria used for decisions for approval, revision, and closure of programs and institutions.

d. Maintain policies and procedures for self-evaluation by programs and institutions, in addition to on-site review by visiting teams that include representation from the Accrediting Association of Seventh-day Adventist Schools, Colleges, and Universities and International Board of Ministerial and Theological Education.

e. Establish specific goals and objectives for Seventh-day Adventist education within the division which are congruent with those of the International Board of Education.

f. Approve post-secondary undergraduate programs, with authorization from the International Board of Education, as follows:

1) Designate the institution(s) in which specific programs of study will be offered.

2) Review proposals from tertiary institutions and approve undergraduate programs.

3) Report to the International Board of Education approval of undergraduate programs prior to their start up.

g. Consult with General Conference Education and administrators and faculty of higher education institutions in order to:

1) Provide guidelines for the selection of faculty in undergraduate programs.

2) Establish requirements for admission of students into undergraduate programs.

3) Stipulate undergraduate programs, as necessary, in consultation with the International Board of Education, to meet the needs of the world Church.

4) Provide guidance to each institution on the design of the overall curriculum for undergraduate programs.

5) Establish, in consultation with the International Board of Education, a system of quality assurance that demonstrates accountability within the division and to the world Church; and establish a system of self-scrutiny by the division board of education and the tertiary institutions of the division for monitoring processes and outcomes of program decisions for approval, revision, and closure.

6) Maintain separate guidelines, policies, and processes for the establishment of undergraduate professional institutions that offer programs of study leading to certificates, preparation for licensure, or other credentials below the graduate level.

h. Cooperate with the Accrediting Association of Seventh-day Adventist Schools, Colleges, and Universities in conducting accreditation visits to tertiary institutions.

i. Support and hold educational institutions accountable for responding to the recommendation(s) received from the Accrediting Association of Seventh-day Adventist Schools, Colleges, and Universities.

6. *Exemptions from International Board of Education/International Board of Ministerial and Theological Education Site Visits for New Programs*—A site visit will be scheduled for proposed academic programs, 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 programs in the given modality within the discipline of the proposed program at the same academic level (e.g., bachelor's, master's, doctoral) of the new program.

b. The division request for the approval of new undergraduate 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/healthcare are not automatically exempt from a site visit.

7. *Right of Appeal*—Within 120 days of the division board of education issuing a decision, the involved institution may request reconsideration of the decision by the division board of education provided the request is based on new information. Such review may be supported by representation of no more than three persons appearing before a meeting of the division board of education. The division board of education in executive session shall then render its final decision. If, after the final decision is rendered by the division board of education, the matter is not resolved, written appeal by the institution may be made to the International Board of Education which shall have discretion to determine whether to accept the appeal for review.

8. In countries where the application of these procedures may seriously compromise the ongoing viability of an institution, because of the requirements of government and educational agencies, it is recognized that while the underlying principles will not differ, however, the application of those principles may vary.

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

2. This board shall be made up of the following members: the union director of education, the conference or mission/field/section education superintendents, the local conference or local mission/field/section secretary treasurer, the members of the union committee, the president, academic dean, dean of students, and directors of elementary and secondary teacher education of the college serving the union, the principals of the senior academies, and the local and/or union elementary 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 authorize the teaching of secondary subjects in intermediate schools and junior and senior unaccredited academies.

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.

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 General Conference, union, and local conference or mission/field/section levels. Classes in home and parent education shall be conducted in the churches; and Home and School institutes, in the conferences or missions/fields/sections.

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

In order to coordinate the denomination's educational effort, and to avoid misunderstandings, plans to establish new or expand existing schools shall not be implemented or publicized 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.

Divisions desiring to establish a college or university, or to elevate an existing school to advanced status, 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 authorization 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 organization 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 boards 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 academy or high school to a senior academy or high school status, or the reorganization of a day school to a residence operation. The following procedure shall be followed:

1. A local conference, local mission/field/section, or region/field station wishing to open a new secondary school or to elevate an elementary school or junior academy to the status of an academy or high school or to make a boarding school from an existing day school shall make application to the union conference or union mission/section department of education with supporting data indicating the present and projected enrollment, the educational program 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 or union mission/section approval shall be granted only after the conference, mission/field/section, or region/field station 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/section, or region/field station application for a new or existing school's elevation to academy or high school status by the union conference or union mission/section 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 department of education, will appoint an inspection committee, including the division director of education, representation from the General Conference department of Education whenever possible, the director of the department of education of the union conference or union mission/section 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/section, or region/field station superintendent 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 department of education. After consideration by the division department of education, 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/section, or region/field station originating the application.

6. Approval of the application to operate an academy or a high 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 academies and/or secondary schools where more than one conference, mission/field/section, or region/field station within a union elects to operate an academy, the following policy shall apply:

1. Joint operation of secondary schools by conference, mission/field/section, or region/field station shall be only by authorization of the division committee. Application for a joint operation should be

channeled through the division department of education 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 organizations.

3. A single operating board should function as in any academy. Membership of the board should be constituted by the number of representatives mutually agreed upon by each organization 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 organization.

5. Conference or Mission/Field/Section superintendents of education or region/field station superintendent for each organization 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/section, or region/field station.

FE 30 Schools of Nursing

FE 30 05 Organization and Administration—1. Nursing education is one of the delegated functions of the board of the educational or medical institution concerned. The initiation of a nursing school, the pattern on which it is to develop, the standards on which it will be conducted, major changes in the plan of instruction, employment of the leading personnel, approval of its financial policies and its budgets, are all matters of direct concern to the board and will be dealt with only on board approval. Such schools must satisfy the minimum set of standards established by the Accrediting Association of Seventh-day Adventist Schools, Colleges, and Universities.

2. Once the nursing school is established, student admissions, matters of educational and instructional procedure, curriculum content, class schedules, graduation, and work hours of students are matters under the administration of the faculty.

3. All schools of nursing should operate on a budget, which will appear as part of the general budget of the college or hospital concerned.

FE 30 10 Collegiate Schools of Nursing—Collegiate schools of nursing are under the direction of the educational institutions of which they are a part. Administration of that portion of the collegiate school's activities accomplished in the hospital will be the joint responsibility of the college and the hospital and will be conducted in harmony with the administrative policies of the institution.

FE 30 15 Noncollegiate Schools of Nursing—1. The noncollegiate school of nursing, while a function of and operated by the hospital concerned, is also an educational unit operated as such under policies set up by the general board of the hospital.

2. Such a school of nursing is under the administration of a dean or director assisted and counseled by a faculty which includes, besides the officers of the school of nursing, the medical director or the administrator or business manager of the hospital, the director of nursing instruction, lecturers and instructors in nursing subjects, preceptress, supervisors, and other personnel directly associated with the teaching of nurses. These, too, may apply for accreditation with the Accrediting Association of Seventh-day Adventist Schools, Colleges, and Universities.

FE 32 Schools of Medicine, Dentistry, and Pharmacy

FE 32 05 Organization and Administration—1. Early consultation from the General Conference departments of Education and Health Ministries is required to prepare the application for establishing a school of medicine, dentistry, or pharmacy. Candidacy of such a school will be considered by the Committee on Seventh-day Adventist Health Professional Education and the International Board of Education only on approval of the institutional board and division board of education. Such schools must apply for and satisfy the minimum set of standards established by the Accrediting Association of Seventh-day Adventist Schools, Colleges, and Universities prior to initiation of the school.

2. Once the school of medicine, dentistry, or pharmacy is established and full accreditation has been obtained from the Accrediting Association of Seventh-day Adventist Schools, Colleges, and Universities, student admissions, matters of educational and instructional procedure, curriculum content, class schedules, graduation, and work

hours of students are matters under the administration of the teachers and educational institution of which they are a part. Administration of that portion of the school's activities accomplished in the hospital(s) will be the joint responsibility of the college and the hospital(s) and will be conducted in harmony with the administrative policies of the institution, as outlined in a Memorandum of Agreement or contract with the hospital(s), including financial provisions.

3. All schools of medicine, dentistry, or pharmacy should operate on a budget, which will appear as part of the general budget of the college or university concerned.

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

Academies 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 unfavorable to correspondence work given by the Griggs University and International Academy.

Griggs University and International Academy may refuse to enroll any student already enrolled in academy 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 enroll 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 recognized 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 recognized 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. The division education advisory committees shall set the standards for Bible teaching on various levels of instruction.

3. Committees responsible for granting licenses should consider granting a ministerial license 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/Section, or Region/Field station 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 program 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, junior

high, or senior high school) until approval has been obtained from the union board of education.

FE 55 Preschool 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 enrollment in the formal school program. However, trends in government educational planning indicate the approach of compulsory preschool education. The General Conference department of Education shall make the following provision for the development of a program of kindergarten education (one year before the first grade) where such early preschool education is required or where deemed necessary.

FE 55 05 Kindergarten—1. When a conference, mission/field/section, or region/field station-authorized program of preschool kindergarten education is adopted, it shall become an integral part of the department of education of the conference, mission/field/section, or region/field station, and shall be fostered, controlled, and financed in the same way as the regular elementary education program.

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

3. The department of Education will establish standards for kindergarten facilities, equipment, and the instruction to be given.

4. Standards of certification for kindergarten teachers will be established by the department of Education.

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

FE 60 Teachers—Employment Conditions of Elementary School or Junior Academy

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

2. An elementary school or junior academy teacher who otherwise 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. shall be granted to teachers.

5. Arrangements shall be made for teachers who desire denominational work during the summer to be employed on a regular twelve-month basis. (The regular annual period of employment for the church school teacher shall be not less than forty weeks, at least two weeks being used by the teacher in visiting the parents and children of the church in the interest of promoting Christian education.)

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

7. Conferences, Missions/Fields/Sections, or Regions/Field Stations shall unite with churches in bringing schools, buildings and equipment up to denominational standards as rapidly as possible.

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 honored. 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 cause (see definition of “for cause” in B 45 20) or 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 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 organization or division.

FE 70 In-Service Development Policy

1. The General Conference looks with favor upon the development of plans to give assistance to educational institutions in divisions which undertake to send teachers or school administrators to another division 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 division 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 division and the General Conference 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 division (including the institution involved) shall bear two-thirds and the General Conference one-third of the transportation expenses, while the receiving institution shall provide full or partial salary according to the services rendered.

4. The respective divisions shall be authorized 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 General Conference department of Education for negotiation and placement, with final arrangements being approved by the General Conference.

FE 75 In-Service Training Assistance

1. Each division is encouraged to develop an in-service training policy to assist teachers in graduate study programs. 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 organizations. It should also specify the terms under which such assistance is provided including any obligation to the sponsoring institution.

2. It is recommended that when teachers are granted assistance for graduate work on a part time basis or during a break in the school program such as during summers the service obligation only extends to the following year of service.

If the teacher leaves the employ of the sponsoring institution the remaining service obligation shall become a financial obligation of the teacher or a calling organization based upon the percentage of the uncompleted service obligation and assistance provided.

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

5. Assistance granted teachers under this plan creates a service obligation 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 uncompleted service obligation shall become a financial obligation of the teacher or a calling organization based upon the percentage of the uncompleted service obligation and the assistance provided.

6. In case of an international service call the college may waive the financial obligation.

7. A faculty member who, during a leave of absence, receives from nondenominational sources a scholarship, fellowship, or grant in aid covering a full program of 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 program 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 postgraduate study, shall be dealt with according to the provisions outlined above.

10. Accounting Records—All in-service financial assistance that is provided in accordance with this policy shall be charged to operating expense in the year it is provided.

11. The organization shall provide to the controlling board or executive committee a report that enumerates the individuals receiving assistance and any remaining service obligation at the end of the year. Information regarding remaining service obligation should be filed along with the service record of the individual receiving the assistance.

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 organized 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 amortization, 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 undergraduates are among the employees authorized 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 Interschool Sports

FE 85 05 Rationale—The Seventh-day Adventist Church is opposed to interschool league play (commonly known as varsity athletics) in its educational system. The major rationale for this is:

1. The inherent hazards of competitive rivalry have the potential to be exaggerated in interorganizational 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 intermural or interschool 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 organize interdivision tours are requested to notify the secretaries of their base division and the division to be visited as a courtesy to provide tour information including details of the tour such as the sponsoring organization, 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 organizes a tour shall take steps to provide adequate levels of personal liability, medical, injury, and

accident insurance coverage for the participants and/or have appropriate assumption of the risk and indemnity agreements signed by participants. Such forms are 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 organizations and personnel. Groups or individuals should not expect denominational organizations, 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 department of Education collaborates with Adventist Chaplaincy Ministries and Youth Ministries in providing support to Seventh-day Adventists who, for a variety of reasons, attend public colleges and universities around the world. Working under the supervision of a General Conference appointed committee on Adventist Ministry to College and University Students (AMiCUS) and in coordination with the world divisions, these three departments promote and support initiatives designed to meet the spiritual, intellectual, and social needs of Adventist students on public campuses worldwide. In cooperation 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 cooperates with the Adventist Volunteer Center and Global Mission by encouraging the involvement of these Seventh-day Adventist students as missionaries or volunteers. It also engages the support of Public Affairs and Religious Liberty 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 coordination of this global ministry and, in consultation with leaders in the world divisions, promotes initiatives designed to:

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

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

The department of Education focuses on producing *Dialogue* in parallel language editions (English, French, Portuguese, and Spanish) and distributing this journal on the basis of orders received through the world divisions. The department of Education 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 World Divisions—Each world division shall assign to one or two qualified department directors the responsibility of leading in the ministry to Adventist students on public college and university campuses, with support from the General Conference AMiCUS Committee and in coordination with union leaders in their territory. This ministry seeks to:

1. Foster the organization and activities of Seventh-day Adventist student associations in public campuses and to maintain a current list of them,
2. Hold regional meetings for these students,
3. Budget funds for the free distribution of *Dialogue* and other needed materials,
4. Offer specialized training for campus chaplains, lay leaders, and pastors in university centers,
5. Train students for outreach, service, and evangelism on their campuses, 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 Public Affairs and Religious Liberty in preventing or solving Sabbath observance issues related to Seventh-day Adventist students in public campuses, and

10. Provide coordination and guidance for this ministry to their counterparts in the unions and local fields, as well as periodic assessment.