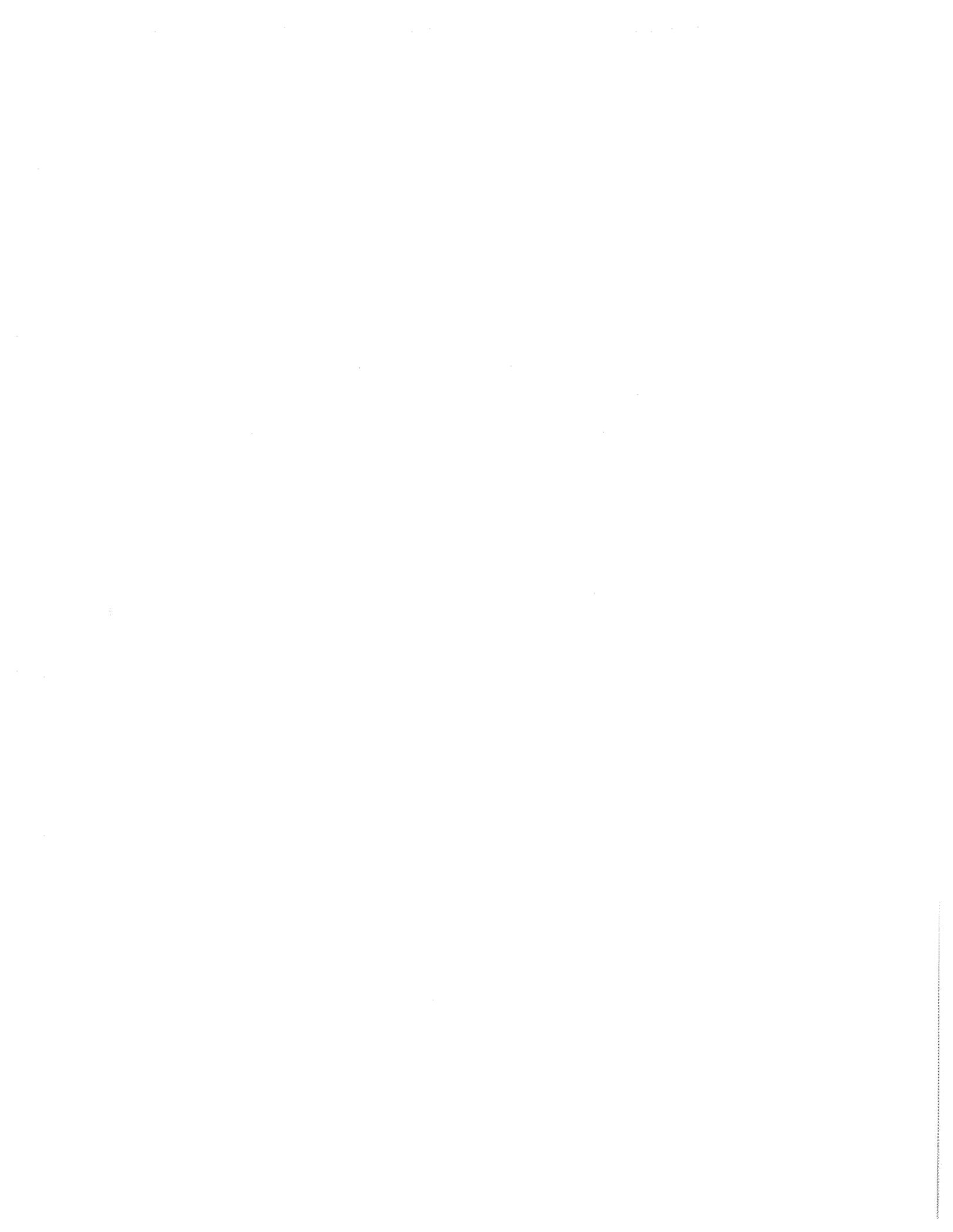


**HANDBOOK
OF SEVENTH-DAY ADVENTIST
MINISTERIAL AND THEOLOGICAL
EDUCATION**

**INTERNATIONAL BOARD
OF MINISTERIAL AND THEOLOGICAL EDUCATION
GENERAL CONFERENCE OF SEVENTH-DAY ADVENTISTS**

Silver Spring, Maryland, U.S.A.

September 2001



INTRODUCTION

1
2 The Seventh-day Adventist Church, in its 150-year history, has experienced dramatic growth,
3 establishing its presence in most nations of the world. The gospel message, as understood by
4 Adventists, has been embraced by millions of people from different cultures, enriching the
5 Church with their diversity. These cultural, national, and linguistic differences, however, present
6 a challenge to maintaining theological unity and focus on mission.
7

8 The primary way by which the Adventist Church fosters a common understanding of its message
9 and promotes its mission is through the ministry of its spiritual leaders—pastors, theologians,
10 Bible/religion teachers, chaplains, and administrators. Thus the education and professional
11 training of these individuals becomes of paramount importance if the Church is to preserve its
12 message and mission within its international diversity.
13

14 The important responsibility of defining and monitoring the type of education and training that
15 the church requires and provides for future denominational employees involved in ministerial
16 and religious formation is to be carried out by representative bodies chosen by division and
17 General Conference leadership.
18

19 Through actions taken by the Executive Committee of the General Conference during its Annual
20 Councils held in 1998 and 2000, world representatives of the church established the International
21 Board of Ministerial and Theological Education (IBMTE) and the Division Boards of Ministerial
22 and Theological Education (BMTes), along with their operating policies.
23

24 Working through these interconnected boards and the Adventist institutions of higher learning,
25 the Church seeks to (1) foster a dynamic theological unity among its leaders and members around
26 the world, (2) sharpen the focus on Seventh-day Adventist message and mission, (3) support the
27 spiritual and professional development of faculty involved in ministerial programs, (4) promote
28 professional excellence in ministerial training and practice, (5) nurture a strong partnership
29 between church leaders, educational institutions, and faculty engaged in the training of ministry,
30 and (6) energize the spiritual life of Adventist educational institutions through committed faculty.
31

1 This *Handbook of Seventh-day Adventist Ministerial and Theological Education* was developed
2 by members of the International Board of Ministerial and Theological Education during several
3 working sessions, in consultation with educational leaders, church administrators, theologians,
4 ministers, teachers, and chaplains from the world field. The *Handbook* contains the policies,
5 guidelines, and standards needed to carry out the responsibilities assigned to the BMTEs and the
6 IBMTE. It also includes, as appendices, several useful documents.

7
8 On September 19, 2001, the International Board of Ministerial and Theological Education
9 approved the content of this *Handbook* and decided that it be given worldwide distribution. It is
10 now ready to be used. The Board expects to continue refining the procedures outlined in this
11 document on the basis of suggestions and recommendations received from its users.

12
13 **Calvin B. Rock, Chairman**

Humberto M. Rasi, Secretary

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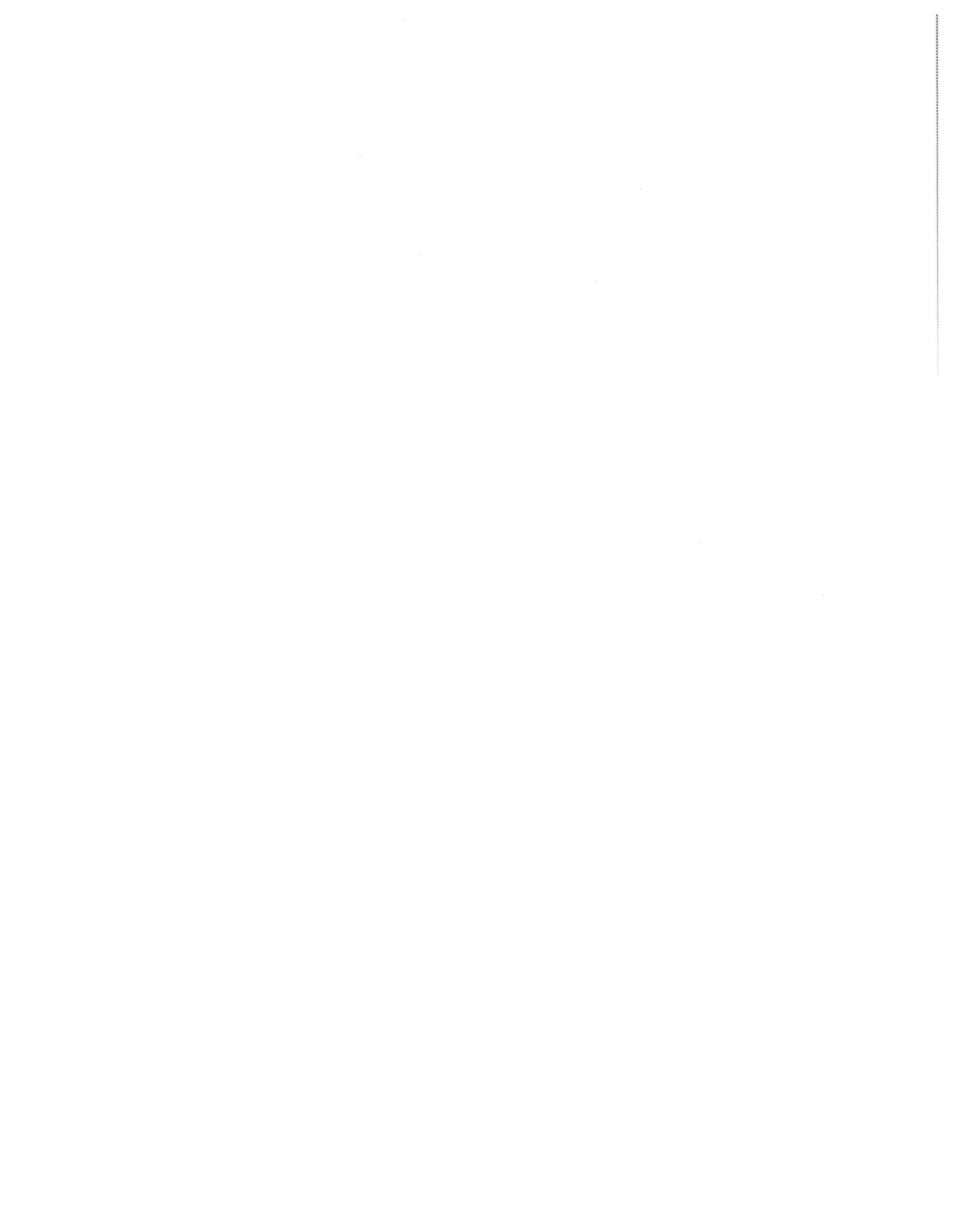
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PART A
POLICIES AND PROCEDURES

**INTERNATIONAL BOARD OF MINISTERIAL
AND THEOLOGICAL EDUCATION – POLICY**

FE 15 15 International Board of Ministerial and Theological Education.

1. Purpose. The International Board of Ministerial and Theological Education [IBMTE] 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 the 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 a strong partnership 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:

- 1 *GC President or designee, Chair
- 2 *GC Vice President (advisor for education), Vice-chair
- 3 *GC Vice President (advisor for Ministerial Association), Vice-chair
- 4 *GC Department of Education Director, Secretary
- 5 *GC Ministerial Association Secretary, Associate Secretary
- 6 *GC Secretary
- 7 *GC Treasurer
- 8 *GC Adventist Chaplaincy Ministries Director
- 9 *GC Biblical Research Institute Director
- 10 Division Presidents
- 11 *GC Education Department Associate Director
- 12 *GC Ministerial Association Associate Secretary
- 13 Presidents/Deans of seminaries and universities offering denominationally recognized
- 14 doctoral programs in ministerial formation
- 15 Two deans of graduate programs in ministerial and religious formation
- 16 Two chairs of undergraduate programs in ministerial and religious formation
- 17 Four faculty from institutions offering programs in ministerial and religious formation
- 18 Six individuals experienced and active in ministerial formation (pastors, chaplains,
- 19 Bible instructors, etc)
- 20 Up to four additional members, as selected by the board
- 21
- 22 c. Board members shall hold office for five years
- 23
- 24 d. Vacancies on the board shall be filled by the board for the unexpired term.
- 25
- 26 e. Each world division shall designate one consultant to the board who will
- 27 attend meetings as authorized by the employing organization.

28

29 **3. Meetings.** The board shall hold regularly scheduled meetings at least once each year.

30 A quorum shall consist of one-third of the regular membership.

31

32 **4. Executive Committee.** The executive committee of the board shall consist of the

33 members marked with an asterisk under paragraph 2. above, plus up to nine members selected by

34 the board. The executive committee shall meet as necessary between the sessions of the board

35 and shall operate within the powers designated to it by the board. A quorum shall consist of one-

36 third of the members.

37

38 **5. Duties of the Board**

- 39
- 40 a. To establish the general goals and objectives for Seventh-day Adventist
- 41 undergraduate and graduate education for pastors, evangelists, theologians, teachers of Bible and

42

43 *See paragraph 4, below, for the composition of the Executive Committee.

1 religion, chaplains, and other denominational employees involved in ministerial and religious
2 formation in the world field.

3

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

9

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

13

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

19

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

22

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

27

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

33

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

38

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

42

43 **8. The Secretary.** Subject to the approval of the board, the secretary shall perform the

1 following executive responsibilities:
2

- 3 a. Administer all policies and activities prescribed by the board.
- 4
- 5 b. Record and have custody of the official minutes.
- 6
- 7 c. Communicate to the appropriate parties the actions of the board.
- 8
- 9 d. Advise in the development and maintenance of a comprehensive master
10 plan for institutions and programs designed to prepare denominational employees involved in
11 ministerial and religious formation.
- 12

13 **9. The Associate Secretary.** Subject to the approval of the board and in consultation
14 with the Secretary, the Associate Secretary shall assist him/her in the fulfillment of his/her duties.
15

16 **10. Staff of the Board.** The elected members of the General Conference Department of
17 Education and of the Ministerial Association shall serve as the staff of the board.
18

19 **11. Right of Appeal.** Any action of the board involving a specific institution or program
20 may be appealed by the same in writing, through the respective division Board of Ministerial and
21 Theological Education, within 120 days of notification of such action. Such an appeal may be
22 supported by a representation of no more than three persons before a meeting of the board. The
23 board, in closed session, shall then render its decision. In extreme and far-reaching decisions,
24 further appeal may be made to the General Conference Executive Committee.
25

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

**DIVISION BOARDS OF MINISTERIAL AND
THEOLOGICAL EDUCATION – POLICY**

FE 15 20 Division Boards of Ministerial and Theological Education

1. Purpose. The division boards of Ministerial and Theological Education [BMTes] 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 the 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 a strong partnership 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 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:

1 Division President or designee, Chair
2 Division Vice President or Secretary, Vice-chair
3 Department of Education Director or Ministerial Association Secretary, Secretary
4 Ministerial Association Secretary or Department of Education Director, Associate
5 Secretary
6 Division Secretary
7 Division Treasurer
8 Adventist Chaplaincy Ministries Director
9 Appropriate representation from union/conference leadership
10 Appropriate representation from denominationally recognized institutions offering
11 ministerial and theological education programs
12 Pastors and front-line denominational employees
13 Active laypersons
14 Up to two additional members, as selected by the board

15
16 c. Board members shall hold office for five years.

17
18 d. Vacancies on the board shall be filled by the division executive committee
19 for the unexpired term.

20
21 **3. Meetings.** The board shall hold regularly scheduled meetings at least once each year.

22
23 **4. Executive Committee.** The board may appoint an executive committee to meet as
24 necessary between sessions of the board and to operate within the powers designated to it by the
25 board.

26
27 **5. Duties of the Board**

28
29 a. To establish division-specific goals and objectives of Seventh-day
30 Adventist training for leaders in ministerial and religious formation which are congruent with
31 those established by the International Board of Ministerial and Theological Education.

32
33 b. To authorize programs for the development of leaders in ministerial and
34 religious formation as follows:

35
36 1) Designate the institution(s) in which education for leaders in
37 ministerial and religious formation will be offered.

38
39 2) Review and recommend to the International Board of Ministerial
40 and Theological Education new undergraduate and graduate programs designed to prepare
41 leaders in ministerial and religious formation, as proposed by institutional boards where such
42 programs are to be offered.

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

4
5 1) Provide guidelines for the selection of faculty in such programs.

6
7 2) Establish requirements for admission of students into these
8 programs.

9
10 3) Stipulate subjects, in addition to those determined by the
11 International Board of Ministerial and Theological Education, as may meet the division's specific
12 needs for such students.

13
14 4) Provide guidance to each institution on the design of the overall
15 curriculum for the training of leaders in ministerial and religious formation.

16
17 5) Design, in consultation with the field, the internship for each of the
18 areas referenced in paragraph 5. c. above.

19
20 6) Establish a program of quality assurance and monitor expectations
21 necessary for employment.

22
23 7) Encourage the employment by denominational entities only of
24 those persons who have completed training conducted by institutions offering programs as
25 outlined by this board.

26
27 8) Develop guidelines for the educational development of individuals
28 employed in ministry who have not completed ministerial training in denominational, accredited,
29 institutions.

30
31 d. To respond to the recommendation(s) received from the institutional
32 search committee for candidates to serve as seminary president, dean of school of theology, or
33 religion/theology department chairman. This search committee, appointed on the joint initiative
34 of the institutional head and institutional board chair, shall include adequate representation from
35 the institution, church leadership, and this board. Final action on filling the vacancy will be
36 taken by the institutional board.

37
38 e. To affirm the faculty authorized to teach in these programs through a
39 process of denominational endorsement implemented by this board, as recommended or
40 authorized by the International Board of Ministerial and Theological Education. This
41 endorsement may be valid for up to five years, as long as the faculty member is teaching in the
42 program for which he/she was endorsed, and it may be renewed.

1 f. To cooperate with the Accrediting Association of Seventh-day Adventist
2 Schools, Colleges, and Universities in conducting accreditation visits to institutions offering
3 degree programs in Bible/religion/theology.
4

5 **6. Alternative Procedures.** Divisions wishing to operate under alternative procedures to
6 those described under paragraphs 5. c., 5. d., and 5. e. above may do so provided the following is
7 observed:
8

9 a. The alternative procedures lead to the achievement of the same objectives
10 as those of the international and the division boards of Ministerial and Theological Education
11 (see paragraphs 1. a. to 1. f. above).
12

13 b. The proposed alternative procedures are submitted to and authorized by
14 the International Board of Ministerial and Theological Education before they are implemented.
15

16 **7. Right of Appeal.** Any action of the division Board of Ministerial and Theological
17 Education involving a specific institution or program may be appealed by the same in writing
18 within 120 days of notification of such action. Such an appeal may be supported by a
19 representation of no more than three persons before a meeting of the division board. The
20 division board in closed session shall then render its decision. In extreme and far-reaching
21 decisions, further appeal may be made to the International Board of Ministerial and Theological
22 Education.
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III

GUIDELINES FOR THE APPROVAL OF ALTERNATIVE PROCEDURES PROPOSED BY DIVISIONS

1. Introduction

General Conference policy FE 15 20, on Division Boards of Ministerial and Theological Education [BMTEs], makes provision for divisions “wishing to operate under alternative procedures” to the ones specifically established, to do so, provided that the “alternative procedures lead to the achievement of the same objectives.” Approval must be granted by the International Board of Ministerial and Theological Education (IBMTE) “before they are implemented.”

In order to assist divisions wishing to submit a proposal for “alternative procedures” and to help the IBMTE in evaluating the proposal and granting authorization, the outline below lists the basic elements that must be spelled out in the document. A division may wish to assign all the BMTE functions to an existing committee, with a different name and/or expanded authority. This committee will then relate to the IBMTE in all the common tasks. In the list that follows, the division body that will oversee the application of the “alternative procedures” will be identified as “the board.”

2. Proposal

In developing the proposal for submission, the divisions are encouraged to review General Conference policies establishing the IBMTE [FE 15 15] and the BMTE [FE 15 20] as well as the other guidelines and procedures included in this *Handbook*.

The division “alternative proposal” will be submitted to the secretary of the IBMTE who, after evaluation by IBMTE officers and staff, will include the proposal in the agenda of the next meeting for action. The proposal includes:

a. Board Membership

- A balanced and broad representation of ex-officio and elective members in the board, including church and educational administrators, religion/theology teachers, pastors, and laypersons.
- A reasonable term of service for board members, to ensure continuity.

b. Duties and Authority of the Board. The board has the duty and the authority:

- To approve and recommend to the IBMTE for authorization new undergraduate and graduate programs for the development of leaders in ministerial formation.

- 1 • To designate the educational institution(s) in which programs for the development
2 of leaders in ministerial formation will be offered.
3 • To design the internship for leaders in ministerial formation.
4 • To be involved in the selection and lead in the endorsement/re-endorsement of
5 teachers of religion/theology in colleges, seminaries, and universities, following
6 IBMTE guidelines.
7 • To be involved in the selection of the chairs of religion departments and the
8 deans/presidents of schools of theology or seminaries, following IBMTE guidelines.
9 • To monitor the implementation of the general goals and objectives of Seventh-day
10 Adventist training for leaders in ministerial formation.
11 • To cooperate with the Adventist Accrediting Association (AAA) in conducting
12 accreditation visits to institutions offering degree programs in religion/theology.
13

14 **c. Profile of a Seventh-day Adventist Minister**

15
16 The board has the authority to outline its expectations of the Adventist minister,
17 taking into consideration the IBMTE guidelines, including personal qualities,
18 professional knowledge and skills, and commitment to the message and
19 mission of the Seventh-day Adventist Church.
20

21 **d. Curriculum for the Basic Degree Program to Prepare Ministers.** The board:

- 22
23 • Provides guidance, on the basis of IBMTE guidelines, to the institutions offering
24 programs for leaders in ministerial formation, including the length and content of
25 the basic training for ministers, either at the undergraduate or the graduate level,
26 such as areas, courses, credits, and field experience.
27 • Ensures that the specific mission and the distinctive teachings of the Seventh-day
28 Adventist Church are included in the program.
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IV

**PROCEDURE FOR THE SELECTION AND ENDORSEMENT
OF RELIGION AND THEOLOGY TEACHERS
IN COLLEGES/SEMINARIES/UNIVERSITIES**

1. Introduction

General Conference policy FE 15 15 (see section I, above) has designated Seventh-day Adventist ministers/evangelists, theologians, religion/theology teachers, and chaplains as “leaders in ministerial and religious formation.”

Implicit in the above designation is the conviction that the teachers in Adventist educational institutions entrusted with the preparation of the leaders in ministerial and religious formation must be ministerial leaders themselves. The concept is clearly expressed by E. G. White in the chapter on “The Bible Teacher” of *Counsels to Parents, Teachers, and Students*, pp. 431-437. The initial paragraph reads as follows:

The best ministerial talent should be employed to lead and direct in the teaching of the Bible in our schools. Those chosen for this work need to be thorough Bible students; they should be men who have a deep Christian experience; and their salary should be paid from the tithe.

The emphasis on the best ministerial talent is still relevant today. Religion/theology teachers in Adventist undergraduate and graduate level institutions whose mission is to prepare leaders in ministerial and religious formation need to first obtain a successful experience as ministerial leaders in order to have the credibility that students expect from their teachers and mentors.

Most religion/theology teachers in Adventist undergraduate and graduate level institutions are also expected to teach courses for students who are in academic or professional tracks that do not include the future leaders in ministerial and religious formation. Many of these students are likely to become lay leaders in local churches. They need to be inspired to consider that possibility by someone who is well acquainted with the challenges that face the congregations in the field. Some are non-Adventist students who may find at the school their best opportunity to understand the gospel as taught by the Adventist Church. Religion/theology teachers who have had a positive experience as church pastors/evangelists in leading people to Christ will be best placed to help these students.

The Adventist Church considers all these teachers first and foremost as ministers. Their salaries are paid from the tithe. They are expected to perform well in their respective academic communities. But their function is essentially spiritual, in the context of Seventh-day Adventist message and mission.

Their spiritual commitment, demonstrated through a lifetime of unselfish and joyful teaching

1 ministry, and a strong personal devotional life, will greatly influence the church's future. They
2 represent the church, and they will be effective in their function as long as they retain the confidence
3 of the church.
4

5 **2. The Role of BMTEs and the IBMTE**

6

7 General Conference policy FE 15 20 indicates that, within each world division, the Board
8 of Ministerial and Theological Education (BMTE) is to provide "oversight, supervision, guidance,
9 and coordination to the preparation that Church supported institutions offer to pastors, evangelists,
10 theologians, teachers of Bible and religion, chaplains, and other denominational employees involved
11 in ministerial and religious formation."
12

13 According to General Conference policy FE 15 15, the International Board of Ministerial
14 and Theological Education (IBMTE) works "in cooperation with the world divisions in providing
15 overall guidance and standards. . . ." Educational institutions operated by the General Conference
16 are directly under the IBMTE.
17

18 Thus the respective roles of the BMTEs and the IBMTE are to provide supervision,
19 standards, coordination and guidance on behalf of the Seventh-day Adventist Church and in support
20 of worldwide unity, to the implementation of the process that the church has outlined for the
21 education of leaders in ministerial and religious formation. These boards, working in coordination
22 with the boards of institutions designated to offer such programs, will not remove the primary
23 responsibility or stifle the wholesome creativity of faculty in religion/theology programs.
24

25 **3. Selection and Initial Endorsement of a Religion/Theology Teacher**

26

27 **a. Background and Experience**

28

29 A potential candidate for the position of religion/theology teacher at an Adventist college,
30 seminary, or university must have a background and experience, in addition to the specifications in
31 section VIII, below, that includes, but is not limited to, the following:
32

- 33 • Committed to Jesus Christ, his gospel and his passion to save the lost
- 34 • A loyal and active Seventh-day Adventist, dedicated to the message and mission of the
35 Seventh-day Adventist Church
- 36 • A positive example in home life
- 37 • Good teaching skills
- 38 • A spiritual leader
- 39
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- 1 • Years of productive ministerial experience (as a pastor, evangelist, chaplain, Bible
2 instructor, literature evangelist, and the like)
3
4 • An appropriate earned degree that is normally higher than the highest degree program in
5 which he/she is expected to teach (or qualifies for acceptance into an appropriate doctoral
6 program).
7

8 **b. Documentation**

9

10 A potential candidate for the position of religion/theology teacher shall provide to the
11 institution in which he/she plans to serve documentation that includes, but is not limited to, the
12 following:
13

- 14 • A Curriculum Vitae, including
- 15 – Personal and family information
 - 16 – Degrees earned, including area(s) of specialization (majors/minors), attaching
17 photocopies of transcripts and diplomas of all earned undergraduate and
18 graduate degrees, certificates of continuing education, etc.
 - 19 – Work experience after earning the first degree, including names of employing
20 organizations/institutions and of supervisors
 - 21 – List of all publications (articles, books, etc.) and unpublished theses,
22 position papers, etc.
 - 23 – A minimum of three personal references
- 24
- 25 • Personal written Statement of Purpose, including
- 26 – An autobiographical essay focusing on the candidate's spiritual journey
 - 27 – Reasons why the candidate is committed to being a religion/theology teacher
 - 28 – The prospective teacher's understanding of the work of the religion/theology
29 teacher in the context of the message and the mission of the Seventh-day Adventist
30 Church
 - 31 – The candidate's commitment to the church's fundamental beliefs, with
32 particular emphasis on Seventh-day Adventist distinctive teachings
- 33
- 34 • Written recommendations, including at least one from a present colleague, one from
35 a pastor, and one from a church leader.
36
37
38

39 **c. Search Committee, Personal Interview, and Board Approval**

40

41 The selection process of a post-secondary religion/theology teacher should normally
42 include the following steps:
43

- 1 • The formation of a search committee, appointed on the joint initiative of the
2 institutional head and the institutional board chairman, that includes adequate
3 representation from the institutional administration, religion/theology faculty
4 as well as church leaders from the area/region served by the school (Division,
5 Unions, local fields) and the respective BMTE. (Some denominational and/or
6 BMTE leaders may be involved in the search process even when they cannot
7 be physically present at all committee meetings.)
8
- 9 • Advertising the available position through proper denominational channels, if
10 appropriate.
11
- 12 • A review by the search committee of the list of potential candidates, followed
13 by interviews of the most promising ones. After arriving at a consensus among
14 the committee members, normally two or three names are ranked and
15 recommended to the chief institutional administrator.
16
- 17 • The recommendation of one or more names to the institutional board for
18 approval, following agreed upon institutional procedures.
19
- 20 • After board approval, the president of the institution will send to the teacher a
21 letter-contract with detailed information on employment, along with a copy of
22 the BMTE guidelines and procedures for his/her future ecclesiastical re-
23 endorsement.
24
- 25 • At this point, the BMTE representatives who were involved in the search
26 process will notify the secretary of the BMTE, so that the new teacher may be
27 issued a certificate of endorsement. Copies of the endorsement will be sent to
28 the teacher's supervisor and the chief administrator of the institution. The
29 ecclesiastical endorsement of a post-secondary religion/theology teacher shall
30 be valid until the year of the next full institutional evaluation visit by a
31 committee of the Adventist Accrediting Association (AAA), in conjunction
32 with which the re-endorsement process will take place.
33
34

35 4. Re-Endorsement of a Religion/Theology Teacher

36
37 Nine months prior to the next visit by a committee of the Adventist Accrediting
38 Association, the institutional administration will make available to each religion/theology teacher
39 the current BMTE application form and instructions for re-endorsement (see appendix C,
40 suggested model letters #3 and #5). Normally, all faculty serving at least as half-time teachers
41 of religion/theology courses shall apply. Some of the documentation requested below may be
42 already available as part of the institutional rank and continuous appointment (tenure)
43 procedures.

1
2 The BMTE re-endorsement process includes the following steps:¹
3

4 **a.** The candidate submits to the immediate supervisor (department chairperson/dean)
5 the application with an updated list of publications and other unpublished materials produced by
6 the teacher during the current endorsement period, along with a self-evaluation and a statement
7 of his/her commitment to the church's fundamental beliefs, with particular emphasis on Seventh-
8 day Adventist distinctive teachings.
9

10 **b.** The teacher's supervisor attaches (to the application form and supporting
11 documentation) student evaluations of the teacher from the last two years, peer evaluations (as
12 available), and the supervisor's own professional evaluation of the candidate for re-endorsement.
13 All these documents are then sent to the appropriate institutional administrator.
14

15 **c.** The institutional administration forwards the application and supporting
16 documents, with its own recommendation regarding re-endorsement, to the secretary of the
17 BMTE so that they may be received at least three months prior to the Adventist Accrediting
18 Association evaluation visit.
19

20 **d.** The BMTE chairman and secretary choose two or more individuals to review the
21 application and accompanying documents and to submit a written evaluation of the candidate.
22 The same individuals are then recommended to the secretary of the Adventist Accrediting
23 Association to be part of the committee that will conduct the institutional accreditation visit.
24

25 **e.** If, in the judgment of the BMTE secretary and chair, the documentation and
26 evaluation support re-endorsement of the candidate, his/her name will be included in the BMTE
27 agenda for action and the secretary will inform the BMTE members who will be part of the AAA
28 evaluation visit. Once the BMTE acts favorably, the secretary shall send to the applicant a
29 certificate of endorsement (with copies to the teacher's supervisor and the institution's chief
30 administrator), which will be valid until the next AAA accreditation visit. Teachers who have
31 received their initial endorsement within two years prior to the AAA visit will normally be
32 automatically recommended to the BMTE for re-endorsement through the next AAA
33 accreditation visit.
34

35 **f.** If, in the judgment of the BMTE chair and secretary, the evaluation of the
36 documents or other factors raise questions about the suitability of the candidate to continue
37 serving as an Adventist religion/theology teacher, the BMTE secretary shall contact the chief
38 administrator of the institution where the applicant teaches to seek clarification. The secretary
39 shall also arrange for appointments of the members of the BMTE that initially evaluated the
40 teacher's application, with the teacher, the teacher's supervisor, the chief administrator of the
41 institution, and the institutional board chair. These meetings will normally take place at the time

¹Divisions may request IBMTE authorization to use alternative procedures (cf. II.6, above).

1 of the AAA visit. Following the appointments, the members of the BMTE participating in the
2 AAA visit will recommend to the BMTE either re-endorsement or “under review” status,
3 providing the rationale in the latter case. The secretary will inform—in writing—the applicant,
4 his/her supervisor, and the institution’s chief administrator and board chair of the
5 recommendation that will be taken to the BMTE. Once the BMTE acts on the recommendation,
6 the secretary will communicate the decision to the applicant, with copies to the supervisor, the
7 chief administrator, and the board chair.
8

9 **g.** When a religion/theology teacher who has not yet been endorsed is called to work
10 in another school, the BMTE/IBMTE endorsement will occur concurrently with the transfer
11 process (see IV.3.c., above). An endorsed teacher who is transferred to another school will
12 normally be placed under the re-endorsement cycle of the calling institution. A teacher who is
13 assigned “under review” status will not be available to teach in another Adventist school until
14 clearance has been received from the BMTE/IBMTE.
15

16 **h.** A teacher “under-review” may reapply within one year. When the teacher
17 reapplies, the school administration may arrange for a follow-up meeting between the faculty
18 member and representatives of the BMTE to discuss further, with the involvement of the
19 applicant’s supervisor, the issues that led to the decision and to explore ways of addressing them.
20 The BMTE representatives will then send to the secretary of the BMTE a written
21 recommendation regarding the re-application. A favorable action by the BMTE will lead to the
22 issuance of the certificate of endorsement to the applicant. If the BMTE, by a majority vote, does
23 not approve the new application, the BMTE endorsement is withdrawn. The BMTE secretary
24 will communicate the decision to the applicant, with copies to the supervisor, the institution’s
25 chief administrator, and the board chair. It is expected that the chief administrator and the board
26 chair will address the matter.
27
28

29 **5. Concluding Remarks**

30
31 In order to operate as a Seventh-day Adventist educational institution accredited by
32 the Adventist Accrediting Association, all faculty teaching at least half-time religion/theology
33 courses must hold current ecclesiastical endorsement or “under review” status.
34

35 When a faculty member no longer teaches religion/theology courses, the chief
36 administrator of the institution will inform the secretary of the BMTE so that the teacher’s
37 ecclesiastical endorsement may be formally withdrawn.
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V

**PROCEDURE FOR THE SELECTION OF
PRESIDENT/DEAN/CHAIR**

The selection process of the president/dean of a Seventh-day Adventist seminary or the chair of a religion/theology department authorized to offer professional training for leaders in ministerial and religious formation (pastors/evangelists, theologians, religion/theology teachers, and chaplains) includes the following steps:

1. On the initiative of the chief administrator of the institution, and in consultation with the board chair, a search committee is appointed. Its membership shall include the following representatives: 50% selected from among institutional administrators and religion/theology faculty (appointed by the president of the institution), and the other 50% selected from among denominational leaders of the area/region served by the institution (Division, Unions, local fields; appointed by the institutional board) and members of the respective BMTE/IBMTE (appointed by the BMTE/IBMTE). Note: The IBMTE will be involved only in the selection of presidents/deans of seminaries or religion/theology department chairs of General Conference operated institutions.
2. The search committee will perform the following tasks:
 - a. Make and review a list of potential candidates, leading to a shorter list
 - b. Share the shorter list with the chair and the secretary of the BMTE for consultations with BMTE members, to ensure acceptance of potential candidates
 - c. Interview the most promising acceptable candidates
 - d. Recommend, normally, three names in order of preference, to the school administration [or, in the case of self-standing seminaries, to the chair of the institutional board]
3. The chief administrator will take one or more names to the institutional board for approval, following agreed upon institutional procedures

In addition to the characteristics and background expected of a religion/theology teacher (see sections IV and VIII), the leader of a theological educational entity (seminary, school, or department) must have demonstrated leadership ability and/or administrative skills.

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VI

PROCEDURE FOR THE DENOMINATIONAL AUTHORIZATION OF NEW DEGREE PROGRAMS OR NEW INSTITUTIONS

INTRODUCTION

This document has been prepared with three purposes:

- To assist Seventh-day Adventist owned and operated tertiary institutions in the process of applying for authorization by the International Board of Ministerial and Theological Education (IBMTE) of new degree program(s) to be offered in the fields of religion, theology, or ministerial training.
- To provide guidance to Adventist organizational entities wishing to apply for authorization by the IBMTE of a new seminary that will offer a degree or degrees in ministerial training, religion, or theology.
- To help members of teams appointed by the IBMTE to conduct surveys of either new degree programs or new seminaries that have applied for denominational authorization.

It is important to note that in the case of both new degree programs or new institutions, the process of application for denominational authorization will also involve the respective world division Board of Ministerial and Theological Education (BMTE), except for the General Conference educational institutions.

Institutions seeking to establish affiliations across division boundaries or initiating interdivision extended campus programs in ministry/religion/theology are expected to submit to the IBMTE, through the respective BMTEs, a formal proposal accompanied by copies of the actions taken by the boards of the institutions involved.

POLICY BACKGROUND

The International Board of Ministerial and Theological Education (IBMTE) and the division Boards of Ministerial and Theological Education (BMTE) are the bodies through which the General Conference of Seventh-day Adventists fosters and maintains international coordination of the formation of ministers, Bible/religion/theology teachers, and chaplains. These boards are authorized to act in areas described in the *General Conference Working Policy* F 15 15 and F 15 20.

The pertinent section of *Working Policy* F 15 20 lists, among the duties of the division Board of Ministerial and Theological Education (BMTE), the following:

- 5.b. To authorize programs for the development of leaders in ministerial

1 and religious formation as follows:

- 2 1. Designate the institution(s) in which education for leaders in
- 3 ministerial and religious formation will be offered.
- 4 2. Review and recommend to the International Board of Ministerial
- 5 and Theological Education new undergraduate and graduate programs
- 6 designed to prepare leaders in ministerial and religious formation, as
- 7 proposed by institutional boards where such programs are to be offered.
- 8

9 *Working Policy* No. F 15 15 indicates that one of the duties of International Board of

10 Ministerial and Theological Education (IBMTE) is:

- 11 5. d. To arrange for surveys and to grant authorization to new degree
- 12 programs designed to prepare denominational employees involved in
- 13 ministerial and religious formation, as recommended by the respective
- 14 division Board of Ministerial and Theological Education, and then to
- 15 recommend the new programs to the Accrediting Association of
- 16 Seventh-day Adventist Schools, Colleges, and Universities.
- 17

18 **PROCEDURE FOR SEEKING DENOMINATIONAL AUTHORIZATION**

19

20 **1. Church organizational initiative.** When the leadership of an Adventist

21 organizational unit (union or division) deems it necessary to provide specific training and a

22 corresponding tertiary or graduate degree to individuals who will serve the church as

23 ministers, Bible/religion/theology teachers, or chaplains in their territory, they will discuss

24 this need with the division Board of Ministerial and Theological Education (BMTE). After

25 carefully considering the best options available, the union/division leadership may approach

26 the administration of the college/seminary/university serving its constituency and request

27 their involvement. (When such educational institution does not exist, the leadership may

28 decide, in consultation with administrators of the next organizational unit, to establish a new

29 institution designed to provide such training and degrees.)

30 A feasibility study will be conducted, taking into consideration the five areas listed below

31 under "Focus of the On-Site Surveys." If the study yields favorable results, a formal proposal

32 will be drafted for the launching of a new degree program (or a new institution), following

33 the format provided below under "Proposal for the Initiation of a New Instructional

34 Program." After a favorable decision by the college/seminary/university board, the proposal

35 will be submitted to the division Board of Ministerial and Theological Education for

36 approval.

37

38 **2. Action by the division Board of Ministerial and Theological Education.** The formal

39 proposal to be submitted to the division Board of Ministerial and Theological Education

40 (BMTE) will include: (a) objectives of the new degree program, (b) course of study leading

41 to the proposed degree, (c) rationale for the initiation of the proposed program, (d) evidence

42 of student interest in the proposed program, (e) faculty, (f) facilities, (g) library resources, (h)

43 other institutional needs related to the proposed program, (i) accreditation, (j) initial

1 evaluation of the proposed program, and (k) summary of estimated costs of the program. The
2 proposal for the establishment of a new seminary will include a similar range of information.

3 The division BMTE will decide whether the proposed program warrants a survey visit by
4 specialists appointed by the division board. The establishment of a new seminary will require
5 such a survey visit, which usually will include representation from the General Conference
6 Department of Education and the Ministerial Association. The division survey committee
7 will submit its report to the BMTE.

8 Once the division BMTE acts favorably with respect to the new program(s) or the new
9 institution, the proposal may be processed and endorsed by the Division Executive
10 Committee. The secretary of the BMTE will communicate the action to the chief
11 administrator and the board chairman of the institution involved. The proposal for the new
12 degree program(s) or the new institution is then formally recommended to the International
13 Board of Ministerial and Theological Education (IBMTE) through its secretary.

14 Any action of the division BMTE involving a specific institution or program may be
15 appealed by the same in writing within 120 days of notification of such action. See *General*
16 *Conference Working Policy* FE 15 20 No. 7.

17
18 **3. Role of the International Board of Ministerial and Theological Education.** Once
19 the formal proposal is received, as recommended by the division BMTE, the officers and the
20 staff of the International Board of Ministerial and Theological Education (IBMTE) will
21 conduct a preliminary review of the document, ensuring that it is ready to be placed on the
22 IBMTE agenda.

23 The International Board of Ministerial and Theological Education may select from among
24 the following options: (a) request additional information before acting on the proposal, (b)
25 appoint a committee to conduct an on-site survey and submit a report to the board, or (c)
26 approve the proposal as recommended by the division BMTE, without further involvement.

27 If a committee is appointed to conduct an on-site survey, it usually will include a
28 representative from the General Conference, who serves as chair, and a representative from
29 the division involved, who serves as secretary, as well as specialists. See below, "The On-
30 Site Survey Visit" and "Focus of the On-Site Surveys."

31 Once the new program(s) or the new institution are granted denominational authorization
32 by the IBMTE, they will be recommended to the Adventist Accrediting Association for
33 candidacy status, at which point a cyclical process of accreditation visits will begin.

34 The secretary of the IBMTE will communicate the action of the IBMTE to the secretary
35 of the respective division BMTE and to the executive secretary of the Adventist Accrediting
36 Association, with copies to the chief administrator and board chair of the institution involved.

37 38 39 **THE ON-SITE SURVEY VISIT**

40
41 **1. Representation.** During the survey visit, the committee will represent several groups:
42 (a) The International Board of Ministerial and Theological Education, (b) the division Board
43 of Ministerial and Theological Education, (c) other Seventh-day Adventist institutions

1 offering degrees in ministry, Bible/religion/theology, and chaplaincy, and (d) church leaders
2 and lay constituency supporting the institution. All of them want assurance regarding the
3 quality of the new degree program(s) to be offered or of the new institution to be established.
4

5 **2. Scheduling the visit.** The chair and the secretary of the committee will consult with
6 the administrators of the institution to be visited and agree on the dates of the survey. Once
7 the dates have been established, the committee chair will ensure that each member receives a
8 copy of (a) the proposal, (b) the *Handbook of Seventh-day Adventist Ministerial and*
9 *Theological Education*, and (c) all necessary instructions for the visit. Committee members,
10 however, will be responsible for obtaining their own documents, visas, and travel tickets, and
11 for communicating to the president of the institution information regarding their travel plans
12 and need, if any, for local transportation.
13

14 **3. Institutional preparations.** The president/rector/dean of the institution to be visited
15 will be responsible for providing adequate (a) room and board, (b) local transportation, and
16 (c) a meeting room to the members of the committee. The president will ensure that
17 administrators, faculty and prospective students be involved in the proposed program(s).
18 He/she will also arrange for representative members of the institutional board to be available
19 for interviews during the survey and the exit report. It will also be responsibility of the
20 president to forward to the committee members any adjustments or changes that may have
21 been made in the original proposal. The latter should be received by committee members not
22 later than 30 days in advance of the visit.
23

24 **4. On-site organization of the committee.** Upon arrival on campus, the survey
25 committee will hold an organizational meeting in which the members agree on specific
26 assignments. They will also outline a schedule of visits and interviews, in consultation with
27 the administrators of the institution, and agree on the timing of and the institutional/board
28 representatives to be present during the committee's exit report. The committee members will
29 utilize the "Focus of the On-Site Surveys" guidelines included in this document, as the basis
30 of the visit.
31

32 **5. Additional institutional responsibilities during the visit.** In addition to the items
33 listed above, under "Preparation," the administration of the institution is responsible for
34 providing the committee with relevant documents not included in the proposal, as well as
35 answers to questions pertinent to the proposal. Among the documents to be provided at the
36 beginning of the visit are the organizational flow-chart, a current institutional bulletin, and a
37 copy of the last audited statement of its financial operation. The institutional administrations
38 will also arrange for a suitable room to be used during the presentation of the exit report
39 prepared by the survey committee and invite the institutional/board representatives to attend.
40

41 **6. Expectations.** In carrying out this assignment, the members of the survey committee
42 will be expected to demonstrate the best qualities of a Seventh-day Adventist educator or
43 leader:

1 ♦ Professionalism in preparing for the visit, in promptly fulfilling the assignments,
2 in expressing judgment, and in all personal contacts and statements relating to the visit.

3 ♦ Confidentiality in reporting any sensitive information that may have been
4 entrusted to committee members, both during and after the visit, remembering the Golden
5 Rule. If in doubt, the member should seek advice from the committee’s chair and secretary.

6 ♦ A constructive spirit that assesses objectively the strengths and weaknesses of the
7 proposal, and also seeks to enhance the potential of all the parties involved through careful
8 counsel and opinion.

9 In conducting the professional survey, the committee will seek a balance between the
10 regional standards and the international standards expected from similar programs or
11 institutions within the Seventh-day Adventist educational system.

12
13 **7. Report and recommendation of the survey committee.** Under the guidance of the
14 committee’s chair and secretary, a report of the survey visit will be drafted during the visit.
15 The report will be addressed to the International Board of Ministerial and Theological
16 Education and will include the following sections: (a) a list of the members of the survey
17 committee and their institutional affiliation; (b) a brief historical background of the
18 institution visited; (c) an outline of the documents examined and the interviews conducted
19 during the visit; and (d) a formal recommendation.

20 Toward the end of the visit, the committee will take an action with respect to the proposal
21 for new degree program(s) or a new educational institution. The action taken will be
22 recorded, along with the signatures of the committee members, on a form following the
23 format of the “Recommendation Form” included in this document.

24 In the report and the recommendation form, the committee will agree on one of the
25 following options regarding the proposed new program(s) or institution:

26
27 A. *Denominational authorization without conditions.* Recommend to the IBMTE that the
28 new degree program(s) or that the new institution be denominationally authorized without
29 any condition, and that the IBMTE recommend the new degree program(s) or institution to
30 the Adventist Accrediting Association for candidacy status for a specified period, usually not
31 more than 2 years.

32
33 B. *Denominational authorization with suggestions.* Recommend to the IBMTE that the
34 new degree program(s) or the new institution be denominationally authorized, and that the
35 IBMTE recommend the new degree program(s) or institution to the Adventist Accrediting
36 Association for candidacy status for a specified period—usually not more than two
37 years—with suggestions to be considered by the institution during the candidacy status
38 period.

39
40 C. *Denominational authorization with recommendations.* Recommend to the IBMTE that
41 the new degree program(s) or the new institution be denominationally authorized, and that
42 the IBMTE recommend the new degree program(s) or institution to the Adventist Accrediting
43 Association for candidacy status for a specified period—usually not more than two

1 years—with recommendations to be implemented by the institution during the candidacy
2 status period and prior to the first visit of a committee appointed by the AAA.
3

4 *D. Denominational authorization once certain conditions are met.* Recommend to the
5 IBMTE that the institution fulfill certain condition(s) before the new degree program(s) or the
6 new institution receive denominational authorization. In taking action on the committee
7 recommendation, the IBMTE will include the conditions to be satisfied. Once the secretary of
8 the IBMTE receives from the institutional administration and board written evidence that the
9 conditions have been met, the item will be included in the agenda of the next meeting of the
10 IBMTE for action on denominational authorization and recommendation to the Adventist
11 Accrediting Association for candidacy status for a specified period—usually not more than
12 two years.

13
14 *E. Recommendation for denial of denominational authorization.* Recommend to the
15 IBMTE that the new degree program not be authorized or the new institution not be
16 authorized at this time, providing the rationale for the denial.
17

18 **8. Presentation of the exit report.** At the end of the visit, the survey committee will
19 present a draft of the report to representatives of the institutional board, administration,
20 faculty, and staff. Copies of the report will be made available during the meeting. After the
21 draft of the report is read, the chair of the committee will open the floor for comments,
22 questions, clarifications, and/or corrections of misstatements of fact. These observations will
23 be addressed in public. If necessary, prior to leaving the campus, the survey committee will
24 hold a private consultation on the observations made during the presentation of the exit
25 report.
26

27 ACTION BY THE IBMTE

28
29 **1. Final report and recommendation to the IBMTE.** Within six weeks of completing
30 the visit, the chair and secretary of the survey committee will submit to the secretary of the
31 IBMTE a final report with a formal recommendation, with copies to the secretary of the
32 division BMTE, the chief administrator and the board chair of the institution visited.
33

34 **2. Action by the IBMTE and recommendation to the AAA.** Once the IBMTE grants
35 denominational authorization to the new programs(s) or the new institution, it will also
36 recommend them to the Adventist Accrediting Association (AAA) for candidacy status.

37 The secretary of the IBMTE will communicate the decision to the chief administrative
38 officer and board chair of the institution involved, with copies to the secretary of the division
39 BMTE and the executive secretary of the Adventist Accrediting Association.

40 With the approval of the IBMTE, the institution may begin offering the new degree
41 program(s) or operating as a new institution. From then on, the new program(s) and/or the
42 institution will be evaluated by teams appointed by the Adventist Accrediting Association as
43 part of the regular denominational accreditation process.

1 that the program is sound and balanced? To what extent do they reflect Seventh-day
2 Adventist fundamental beliefs and mission?

3 Is the program responsive to the needs of the constituency and the church leadership
4 served by the institution? Does it satisfy the expectations of the division Board of Ministerial
5 and Theological Education?

6 Does the program provide for both theoretical study and relevant practical experience? If
7 so, who will supervise the practical experience? Are there guidelines and a training program
8 for the field supervisors?

9 Does the program proposed compare well with similar degree programs offered by other
10 Adventist institutions and by other church-related schools?

11 Will the program and the degree have credibility among the educational authorities and
12 the professionals in the country where it will be offered? What are the prospects that the
13 degree may secure recognition from a regional theological/professional accrediting
14 association?

15 If this program does not lead to a terminal degree, is its curriculum designed in such a
16 way as to provide graduates with a solid foundation for further studies?
17

18 **3. The Commitment**

19 What is the evidence that the board, the administration, and the faculty are fully
20 committed to the success of this new program or of the new institution?

21 Are the Union and the Division on record supporting this program or institution?

22 Is there a reasonable plan to provide financial support, as needed, for faculty
23 development, facilities, library holdings, research, equipment, etc.?

24 What specific plans does the institution and the division Board of Ministerial and
25 Theological Education have to promote and market this new program?
26

27 **4. The Resources**

28 What evidence can be provided that the launching of this new degree program constitutes
29 the best use of the institution's resources? Or are there existing programs that deserve
30 strengthening before expanding the number of degrees offered by the institution?

31 Does the institution have the qualified faculty required to offer the courses for the new
32 degree program?

33 In addition to their degree, do the teachers have the necessary teaching skills?

34 If contract teachers are to be involved, do they have the necessary qualifications and the
35 commitment to Adventist educational philosophy?

36 Is the faculty fully aware of what is expected of them in connection with this new
37 program?

38 Are the projected faculty loads reasonable in view of the requirements of this program?

39 Will the faculty have enough time for course preparation, student contact, research,
40 publication, and service?

41 Is the institutional administrative structure conducive to the success of the program?

42 To what extent are the library collection, equipment, and services adequate to support
43 study and research connected with this program?

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5. Projections

Are there sufficient evidences to expect that the proposed program or the new institution will have continuity, in incoming students and administrative support?

Are the enrollment and financial projections sound?

Specifically, what will students of this program be expected to do upon completing their studies: employment, further studies? What assurance can be provided that these are realistic expectations?

Why is it reasonable to expect that this program will be viable in the foreseeable future?

At what point in the future will the content of the new program be reviewed and by what body, in order to make necessary adjustments?

Is there a mechanism to evaluate the quality of the program on the basis of its graduates?

RECOMMENDATION FORM

To: The International Board of Ministerial and Theological Education

From: Committee Appointed to Conduct an On-Site Survey

Proposed Program
and/or Institution

Surveyed: _____

Location: _____

Dates: _____

The team appointed to survey the proposed program(s) or the new institution listed above wishes to make the following professional recommendation, on the basis of an on-site visit and interviews (indicate whether there are any conditions attached to the recommendation):

Members of the survey committee:

_____	_____
_____	_____
_____	_____
_____	_____

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PROGRAM PROPOSAL INSTRUMENT

**Proposal for the Initiation of a New
Instructional Program or to Establish a New Educational Institution**

Institution or Organization Submitting the Proposal

Department in Which Program
Will Be Offered

Name of Department Head

Degree to be Offered

Proposed Initiation Date

Name of Academic Administrator

Date Approved by Institutional
Administrative Committee

Title of Proposed Program or Name of the New Institution

Date Approved by Institutional Board: _____

Date Approved by the Division BMTE: _____

Date Received by IBMTE: _____

1 **Title Page**
2

3 The title page of the proposal should follow the format presented in the preceding page.
4

5 **Abstract of Proposal**
6

7 An abstract of the proposal (not more than two or three pages) should be inserted between
8 the Title Page and the body of the proposal.
9

10 **Proposal**
11

12 The proposal should consist of replies to the questions outlined below. Replies should
13 generally follow the same sequence as the questions. Please precede each reply with the
14 number and letter of the question being answered.
15

16 I. *Objectives of the Program.*
17

- 18 A. Please state the specific objectives of the program.
19
20 B. How would this program help achieve the mission and objectives of your
21 institution in terms of its role and scope within the total system of Seventh-day
22 Adventist higher education in your union or division?
23
24 C. Enumerate any indirect benefits which, in your opinion, may accrue from the
25 establishment of the program.
26
27 D. Please state the impact of the new program on your institution in terms of
28 institutional size and how it affects existing programs. If the new program will
29 modify existing programs in the institution, please explain these
30 modifications.
31

32 II. *Course of Study Leading to the Proposed Degree.*
33

- 34 A. List the courses (title and term credits) that would constitute the course
35 requirements of the proposed program. Place an (x) next to those courses
36 already given at the institution and a (+) next to proposed new courses which
37 will be offered.
38
39 B. In summary form, state the number of courses required for the program, the
40 number of courses already available, and the number of new courses to be
41 added with the amount of term credits for each group.
42
43 C. In summary form, please state your strengths in related major fields which

1 would serve as service courses to the new degree program area.
2

3 III. *Justification for the Initiation of the Proposed Program.*
4

- 5 A. What are the needs: of your constituent territory, the nation, and the church for
6 people trained in a program such as is herein proposed? Please describe job
7 opportunities. Refer to any national or church studies on need. (Please supply
8 data from studies used.)
9
- 10 B. If there is a territorial, national, or church need for more people to be trained
11 in this field, and at the level in the proposed program, are there special reasons
12 why it should be offered at your institution rather than at one of the other
13 institutions in your Union or Division? What special competence does your
14 institution have for offering this program?
15
- 16 C. Is there evidence of interest on the part of local church organizations, Unions,
17 the Division, and/or other church institutions in the proposed program?
18
- 19 D. Please state other justifications for the initiation of this program which may
20 not have been included above.
21
- 22 E. What priority would you place on the need for the initiation of this program at
23 your institution? Please give a brief rationale for the rating. Make comparisons
24 with the importance of several selected existing programs in your institution.
25 1. High
26 2. Medium
27 3. Low
28

29 IV. *Similar Programs Presently Offered in the SDA system.*
30

- 31 A. List degree programs offered in this specialty at other Seventh-day Adventist
32 institutions in your Union or Division.
33

34 V. *Student Interest in the Proposed Program.*
35

- 36 A. Please provide any indication you might have about student interest in the
37 proposed program from inside and outside of your institution. What is the
38 basis for this opinion? Indicate the enrollment you anticipate during the first
39 four years of the program, by year.
40
- 41 B. What do you think will be the source of most of the students that you expect to
42 enroll in this program?
43

1 VI. *Faculty.*

- 2
- 3 A. Estimate the number of faculty members that would have to be added during
- 4 the first year if this program were implemented. (Please estimate salary and
- 5 fringe benefits.)
- 6
- 7 B. How many new faculty members for this program would be anticipated for
- 8 each of the next five years? (Please estimate salary and fringe benefits.)
- 9
- 10 C. Provide a list of potential new faculty, including for each one the degrees
- 11 earned, the years of pastoral/ministerial experience, and teaching experience.
- 12
- 13 D. What additional clerical or supportive personnel will be needed during the
- 14 first four years of the program? (Please estimate salary and fringe benefits.)
- 15
- 16

17 VII. *Facilities.*

- 18
- 19 A. Please list facilities, such as (1) buildings, (2) space, or (3) equipment, which
- 20 are currently available at your institution for use in the program herein
- 21 proposed.
- 22
- 23 B. What additional facilities, such as special (1) buildings, (2) additional space,
- 24 or (3) equipment, are needed for the program herein proposed?
- 25
- 26 C. What is the anticipated cost of these additional facilities prior to the initiation
- 27 of the program and for each of the next three years?
- 28
- 29 D. What are the anticipated sources of funds?
- 30

31

32 VIII. *Library Resources.*

- 33
- 34 A. What is the anticipated cost of any additional library resources needed to
- 35 initiate this program and for each of the next three years?
- 36
- 37 B. What are the anticipated sources of funds?
- 38

39 IX. *Other Institutional Needs.*

- 40
- 41 A. Are there other institutional needs in relation to the program which have not
- 42 yet been described? If so, please list them; estimate their initial cost and the
- 43 annual cost for the next three years thereafter.

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X. *Accreditation.*

- A. Does the program meet the requirements of appropriate accrediting associations and/or professional societies?
- B. Name the accrediting agencies and/or professional societies which would be concerned with the particular program herein proposed.

XI. *Evaluation of Proposed Program.*

- A. Please name faculty committees or councils of your institution which have reviewed and approved the program herein proposed.
- B. If outside consultants have been employed, list the names of the consultants and their current positions and titles; please append hereto a copy of their reports.

XII. *Summary of Estimated Costs of Program.*

- A. Please provide the following information: (1) How many new full-time faculty will be required by this program? (2) What is the average salary and benefits cost (in U.S. dollars) per faculty? (3) How much will the charge be per unit of academic credit (in U.S. dollars)?
- B. Summarize the estimated costs of the program proposed here by completing the chart in the following page. Include only costs which are additional to those programs currently in operation.

COST ANALYSIS

(This form is a summary; additional details may need to be attached)

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Description	Year 1	Year 2	Year 3	Year 4	Year 5
PROJECTED ADDITIONAL COST					
Faculty Salaries and Benefits					
Administrative & Support Salaries and Benefits					
New Space/Renovation					
Additional cost for office, maintenance, depreciation, insurance					
Equipment & Major Supplies					
Library Resources					
Other Major Costs:					
1.					
2.					
3.					
Total Additional Cost *					
PROJECTED SOURCES OF INCOME					
(Number of Student FTE's)					
Additional Income from Tuition					
Additional Appropriations					
Additional Sources of Income:					
1.					
2.					
3.					
Total Additional Income *					
* Must balance					

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XIII. Organization and Administration

- A. How and by whom is policy formulated?
- B. How and by whom was the proposed program structured? Review the minutes of the responsible body.
- C. What is the normal procedure by which curricular change is made?
- D. How is compliance determined and graduation recommended?
- E. Who is directly responsible for administration of the program?
 - Vice president
 - Dean
 - Curriculum Coordinator
 - Director
 - Division Chair
 - Department Head
 - Other
- F. To whom does this administrator report?
- G. If the proposal is for a graduate program:
 - Is the institution adequately organized and approved to offer graduate education?
 - Is there a graduate council? A graduate faculty?
 - How frequently do they meet?
 - Review the minutes for the past two years

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VII

PROCEDURE FOR THE ACCREDITATION OF INSTITUTIONS AND DEGREE PROGRAMS

The task of accreditation is based on the philosophy that each educational institution operated in the name of the Seventh-day Adventist Church assumes the double responsibility of fulfilling the expectations of its constituency and of supporting the church's mission. The Accrediting Association of Seventh-day Adventist Schools, Colleges, and Universities (AAA) is the recognized accrediting body commissioned by the Seventh-day Adventist Church to carry out the accrediting process. Accreditation is principally concerned with the improvement of quality in Adventist educational institutions around the world and with assuring the church organization, its members, and other entities that Adventist secondary schools, colleges, and universities meet established standards or criteria.

A significant part of the accreditation process is the institutional self-study. Central to the self-study, particularly for new programs and new institutions, is the information that the schools are requested to provide under twelve standards developed by the Adventist Accrediting Association (AAA). These twelve standards apply to all Adventist institutions including the ones that offer one or more programs in religion/theology.

A supplement to most of the twelve standards has been prepared, that emphasizes matters related to ministerial/theological education. It serves as a guide to the chairs/deans/presidents of departments/schools of religion/seminaries for the preparation of their part of the institutional self-study required for an accreditation visit.

In addition, the following materials must be available for the accreditation visit: (1) syllabi of the courses offered; (2) a list and copies of publications by members of the faculty; and (3) a copy of the institution's *Bulletin*.

Standard 1: Mission and Objectives

1.1 Provide a statement of mission for the department/school/seminary, indicating (a) how it relates to the overall institutional mission and the mission of the Seventh-day Adventist Church, and (b) the bodies that approved the statement and the date.

1.2 Explain how the statement of mission influences the programs, courses and activities of the department/school/seminary, and encourages support for the mission of the Church.

1.3. Specify areas within this standard that need strengthening, in which the department/school/seminary plans to make the necessary improvements; and areas of perceived strength.

Standard 2: Spiritual Development, Service, and Witnessing

2.1 Describe the involvement of the department/school/seminary faculty in the spiritual

1 development of the students, including in-reach, service, and witnessing activities.

2 2.2 Describe the involvement of the faculty in the activities of local congregations, the
3 conference/mission, the union and the division, including the training of lay members for mission.

4 2.3 Describe the involvement of the students in in-reach activities as well as in service and
5 witnessing programs in the community and area churches.

6 2.4 Specify initiatives within this standard that the department/school /seminary considers
7 especially successful and that it plans to expand.

8 2.5 Specify areas within this standard that need strengthening and in which the
9 department/school/seminary plans to make the necessary improvements.

10 **Standard 3: Governance, Organization and Administration**

11
12
13 3.1 Provide a job description for the chair/dean/president of the department/school/seminary and
14 describe the relationship of authority and communication that exists between the chair/dean/president
15 and the administrators of the institution.

16 3.2 Describe the procedure used by the administration and the board for the selection of the
17 chair/dean/president, ensuring his/her commitment to the Seventh-day Adventist message, mission,
18 and lifestyle.

19 3.3 Describe the procedure used by the dean, the overall institutional administration, and the
20 board for the selection and initiation of faculty who are committed to the Seventh-day Adventist
21 message, mission, and lifestyle.

22 3.4 Describe ways in which the dean and the faculty maintain communication and cooperate with
23 the leadership of the church and ministers in the field.

24 3.5 Specify areas within this standard that need strengthening, in which the school plans to make
25 the necessary improvements; and areas of perceived strength.

26 **Standard 5: Programs of Study**

27
28
29 5.1 Provide a list of the programs currently offered, including degree requirements, course
30 sequences, course descriptions, and credit definitions. These may be provided through an institution's
31 *Bulletin*, if it is up-to-date. Degree programs launched after the last accreditation visit must include
32 the date in which they were authorized by the International Board of Ministerial and Theological
33 Education.

34 5.2 Describe ways in which church leaders and other representatives of the school's constituency
35 participate in the development of the curriculum of the degree programs offered.

36 5.3 Indicate how the programs offered relate to the institutional mission and contribute to the
37 mission of the Seventh-day Adventist Church.

38 5.4 Specify areas within this standard that need strengthening, in which the school plans to make
39 the necessary improvements; and areas of perceived strength.

40 **Standard 6: Faculty**

41
42
43 6.1 Provide a list of the faculty, including their respective academic rank, the percentage of their
44 time devoted to teaching in the school, and the year of their latest ecclesiastical endorsement.

45 6.2 Describe the school policies and procedures regarding faculty hiring, promotion, and

1 ecclesiastical endorsement, including the disciplining or dismissal of faculty.

2 6.3 Outline the program for faculty development and upgrading implemented during the past five
3 years and the plans for the next five years.

4 6.4 Specify areas within this standard that need strengthening, in which the school plans to make
5 the necessary improvements; and areas of perceived strength.
6

7 **Standard 7: Library and Resource Centers**

8

9 7.1 Provide information on the number of holdings (books, journals, audio-visual materials, and
10 electronic resources) by areas (biblical studies, doctrinal and historical studies, pastoral and mission
11 studies) that support the degree programs currently offered by the department/school/seminary.

12 7.2 Provide information about the availability of interlibrary loans and internet web sites, and of
13 memberships giving students access to additional library support. Specify the volume of such
14 transactions both provided and received resulting from such agreements.

15 7.3 List funds designated and spent annually during the last three years for new book acquisitions,
16 journal subscriptions, audio-visual materials, electronic resources, etc. in support of the programs
17 offered by the school.

18 7.4 Describe the library holdings of E. G. White materials and their availability to faculty and
19 students in the school.

20 7.5 Specify initiatives within this standard that the institution considers especially successful and
21 that it plans to expand.

22 7.6 Specify areas within this standard that need strengthening and in which the school plans to
23 make the necessary improvements.
24

25 **Standard 11: Publications and Media Productions**

26

27 11.1 Provide a list and a brief description of the journals, books and media materials produced by
28 the department/school/seminary.

29 11.2 Describe ways in which the publications and materials produced promote and support the
30 mission of the institution and the church.

31 11.3 Specify initiatives within this standard that the department/school/seminary considers
32 especially successful and that it plans to expand.

33 11.4 Specify areas within this standard that need strengthening and in which the
34 department/school/seminary plans to make the necessary improvements.
35

36 **Standard 12: Student Recruitment and Follow-up**

37

38 12.1 Describe how the number of students admitted to and graduated from the
39 department/school/seminary during the last three years relates to the needs and expectations of the
40 church leadership and the constituency served.

41 12.2 Describe and assess the way in which the department/school/seminary and the church
42 administrators cooperate in providing an internship experience for graduates.

43 12.3 Outline the school's follow-up program for students 5, and 10 years after their graduation, as
44 well as procedures used to obtain their input regarding improvements in the programs offered by the
45 school.

- 1 12.4 Specify initiatives within this standard that the school considers especially successful and
- 2 that it plans to expand.
- 3 12.5 Specify areas within this standard that need strengthening and in which the school plans to
- 4 make the necessary improvements.

PART B
FORMATION OF THE ADVENTIST MINISTER

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VIII

ESSENTIAL QUALITIES, COMMITMENTS, AND SKILLS OF A
SEVENTH-DAY ADVENTIST MINISTER
(PASTOR, RELIGION/THEOLOGY TEACHER, CHAPLAIN)

1. A Seventh-day Adventist Minister Is a Christian Characterized by:

- a. A sense of divine personal call
- b. A daily, growing walk with God
- c. Acceptance of and love for people
- d. Just and compassionate relationships and service
- e. Personal integrity and high professional ethics
- f. Balanced judgment and emotional stability

2. A Seventh-day Adventist Minister Is a Christian Committed to:

- a. God--Father, Son, and Holy Spirit
- b. The Bible as the authoritative word of God
- c. The mission of proclaiming the saving gospel of Jesus Christ

This commitment is further reflected in:

- d. The affirmation of all other Seventh-day Adventist fundamental beliefs
- e. The support of the organized Seventh-day Adventist Church, worldwide
- f. A growing appreciation and understanding of the writings of Ellen G. White
- g. The development of the gifts of the Spirit, personally and in the community of faith
- h. The empowering and equipping of church members for the work of ministry
- i. Sustained personal development—spiritual, mental, physical, social, and professional
- j. Modeling the Seventh-day Adventist lifestyle

3. The Seventh-day Adventist Minister is a Christian Servant Leader Skilled in:

- a. Proclaiming—evangelizing, preaching, teaching
- b. Discipling—training, motivating, equipping, counseling, mentoring, retaining
- c. Establishing redemptive relationships with members, non-members, and all gender, age, and cultural groups
- d. Cultivating a balanced family life
- e. Visioning, planning and managing human, environmental, time, and financial resources
- f. Planning and conducting public worship
- g. Dealing with conflict and discipline.

(See also section IV.3.a., above.)

**IX. RECOMMENDED SEQUENCE IN THE FORMATION OF A SEVENTH-DAY ADVENTIST MINISTER
(PASTOR, RELIGION/THEOLOGY TEACHER, CHAPLAIN)
Read from left to right**

A	B	C	D	E	F
Personal Calling and Commitment →	Basic Training of an Adventist Pastor (Under-graduate and/or graduate; including classroom and field-based education) →	Pastoral Field Experience (Internship) →	Service in Pastoral Ministry (Or Equivalent) →	Continuing Education for Church Pastors → Congregational Specialist → Public Evangelist → Youth Minister/Leader → Departmental Leader → Denominat. Administrator → Bible/Religion Teacher Secondary Level* → Bible/Religion Teacher Tertiary Level → Theology Teacher Graduate Level → Military Chaplain → Healthcare Chaplain → Prison Chaplain → Campus Chaplain →	Continuing Education
Spiritual Gifts Recognized and Affirmed by the Community of Faith				E-1	Education

*In some areas of the world the pathway to secondary Bible teaching may need to be different.

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X

**BASIC SUBJECT AREAS AND EXPECTED OUTCOMES
IN MINISTERIAL FORMATION**

The following outline of subject areas for ministerial formation responds to the “Essential Qualities, Commitments and Skills of a Seventh-day Adventist Minister (Pastor, Religion/Theology Teacher, Chaplain)” listed in section VIII, above. Thus, it covers the basic areas of study that should be included in all first ministerial/theological degree programs in order to achieve the outcomes outlined below.

A first theological/ministerial degree is defined here as the degree that a person who plans to serve as a minister is expected to earn. In many countries the first degree program requires four years of post-secondary studies (including few or no general education courses). In North America, the first theological/ministerial degree program is the 3-year Master of Divinity.

As part of a first theological/ministerial degree program, an entire course/unit of study could be devoted to some of the topics listed below, while others may constitute only modules or portions of courses. Special emphasis must be given to Seventh-day Adventist distinctive teachings. The question of what proportion of the total curriculum should be devoted to each subject area must be addressed by each division BMTE. The role of the ministerial internship in this pastoral formation process must also be addressed by the respective BMTE.

1. Subject Areas for Theology Programs

a. Biblical Studies

- Old Testament Studies
- New Testament Studies
- Biblical Languages and Exegesis
- Biblical Archaeology and Backgrounds
- Daniel and Revelation/Eschatology

b. Doctrinal and Historical Studies

- Doctrine of Scripture and Hermeneutics
- Bible Doctrines (SDA Fundamental Beliefs)
- History of the Christian Church
- Seventh-day Adventist History
- Ellen G. White Writings/Gift of Prophecy
- Science and Religion
- Christian Ethics and Social Issues
- Apologetics/Comparative Christian Studies

c. Pastoral and Mission Studies

1 Leadership and Administration of Local Congregations
2 Pastoral Ministry (including addressing the needs of various groups such as
3 youth)
4 Preaching/Homiletics
5 Evangelistic Leadership—Public, Personal, Church Growth, Church Planting
6 Worship and Music/Liturgy
7 Structure and Function of the World Seventh-day Adventist Church
8 Church Stewardship and Finance
9 Motivating and Training Laity for Ministry
10 World Mission (including study of World Religions and Secularism)
11 Pastoral Care and Counseling
12 Marriage and Family
13 Health Ministry
14 Christian Education/Teaching Ministry
15 Technology in Ministry
16

17 **d. Personal Formation**

18
19 Spiritual Formation
20 Life and Career Management
21 Professional Ethics
22 Personal Stewardship and Finance
23
24

25 Theology programs should provide not only information to students but also formation of
26 students in these subject areas. Students should be given the opportunity to work out
27 theoretical knowledge in the context of ministry to the church and the world. Intentional,
28 supervised field experience should be integrated with classroom-based education.
29
30

31 **2. Expected Outcomes**

32 **a. Biblical Studies**

33
34
35 On completion of their program students should be able to:

- 36 • Locate the Bible within its cultural, historical and religious setting,
37 understand the processes which formed the Bible and brought it to its
38 completed state, and understand the types of literature found in it
- 39 • Apply the discoveries of biblical archaeology to develop confidence in
40 the historicity of the Bible
- 41 • Correctly use basic tools and reference works to access the original
42 languages of the Bible
- 43 • Use the tools of exegesis, taking into consideration the languages,
44 cultures, and history of the Bible
- 45 • Appreciate the message of the Old Testament, especially its focus on

1 monotheism, creation, covenant, redemption and prophecy, and its
2 relationship to the New Testament and value for Christians today

- 3
- 4 • Understand the centrality of Jesus and his life as presented throughout
5 the Bible and especially in the Gospels
- 6
- 7 • Apply the teaching of the apostles and the experiences of the earliest
8 Christians, found in Acts and the epistles, to contemporary believers
- 9
- 10 • Grasp the central themes of Daniel and Revelation, and understand the
11 Seventh-day Adventist apocalyptic heritage
- 12
- 13 • Summarize the chief challenges to Seventh-day Adventist interpretation
14 of Daniel and Revelation, and respond to those challenges
- 15
- 16 • Interpret and apply the message of the Bible employing sound
17 hermeneutic principles.

18 **b. Doctrinal and Historical Studies**

19 On completion of their program students should be able to:

- 20
- 21
- 22
- 23 • Appreciate the Bible as the reliable record of God's saving acts in
24 history and an infallible revelation of his will for our spiritual
25 experience, doctrinal beliefs and character development
- 26
- 27 • Understand and be able to explain to people in terms of their culture the
28 teachings of the Bible as expressed in the Fundamental Beliefs of the
29 Seventh-day Adventist Church, with emphasis on the distinctive
30 Adventist doctrines
- 31
- 32 • Possess a knowledge of the history of the Christian church and be able
33 to perceive God's guidance in the establishment of his kingdom and
34 fulfilling his plan of salvation through history
- 35
- 36 • Express the rise, development and mission of the Seventh-day Adventist
37 Church, and provide an historical context for its special focus and
38 mission
- 39
- 40 • Present Ellen White's ministry in the light of the biblical teaching of the
41 gift of prophecy and the doctrine of revelation/inspiration
- 42
- 43 • Articulate a sound view of the relationship between Ellen White's
44 writings and the Bible and be able to apply an adequate hermeneutic for
45 the application of Ellen White's writings to present time and cultures
- 46
- 47 • Examine current issues confronting the Seventh-day Adventist Church
48 in relation to Ellen White and her ministry
- 49
- 50 • Understand and be able to apply the principles of healthful living to

1 people within their culture
2

- 3 • Articulate the doctrine of respect for the natural environment of this
4 earth and discourage unnecessary consumption of dwindling resources
5
- 6 • Outline the major worldviews and their implications for the mission of
7 the church
8
- 9 • Appreciate the aims and process of scientific thinking and be able to
10 critique them
11
- 12 • Understand the manner in which science has shaped society
13
- 14 • Assess scientific theories of the origin and nature of the universe in light
15 of the biblical doctrines of God, Creation, and Fall.
16

17 **c. Pastoral and Mission Studies**

18
19 On completion of their program students should be able to:

- 20
- 21 • Express a theology of preaching based on biblical models of
22 proclamation
23
- 24 • Understand the role and nature of preaching in relation to other aspects
25 of ministry
26
- 27 • Employ a variety of preaching styles and sermon types
28
- 29 • Become efficient preachers
30
- 31 • Develop and teach the biblical doctrine of the church, understand the
32 structure and function of the Seventh-day Adventist Church locally and
33 worldwide, and help church members participate in and support the
34 organized church with their time, example, influence and finances
35
- 36 • Articulate a balanced theology and practice of financial stewardship
37
- 38 • Maintain their personal finances in order to avoid undue debt, and
39 practice the priority of faithfulness in returning tithes and offerings
40
- 41 • Understand a church budget, financial reports and management of
42 income and expenses in a congregation
43
- 44 • Understand and apply the basic skills of ministering cross-culturally, in
45 order to foster church growth and church planting
46
- 47 • Acquire expertise in ministering to people of different age levels
48
- 49 • Work effectively in youth ministry
50

- 1 • Understand the basic beliefs of major religions, worldviews, and
2 Christian denominations in order to communicate the gospel in the
3 socio-cultural context of the region
- 4
- 5 • Foster positive and meaningful relationships with clergy of other
6 faiths
- 7
- 8 • See the need for and importance of the entire church to support world
9 mission
- 10
- 11 • Understand the biblical, theological and practical significance of
12 worship, and lead churches in meaningful worship
- 13
- 14 • Observe, plan, conduct and critique various styles of relevant and
15 effective worship
- 16
- 17 • Grasp the meaning of basic psychological concepts which apply to
18 ministry
- 19
- 20 • Demonstrate an ability to apply psychological knowledge to pastoral
21 situations
- 22
- 23 • Demonstrate the basic skills required to facilitate emotional and spiritual
24 growth
- 25
- 26 • Demonstrate familiarity with the role and function of the family with
27 relevant explanations of family structures and systems
- 28
- 29 • Demonstrate knowledge of the differences between the major
30 approaches to counseling and an awareness of the implications of these
31 differences for pastoral counseling
- 32
- 33 • Detect significant personal problems in counseling which call for
34 referrals to other professionals
- 35
- 36 • Express a theology of evangelism based on the biblical models of the
37 church and its mission
- 38
- 39 • Understand the principles and methods of personal and public
40 evangelism as they apply in the relevant cultural context
- 41
- 42 • Develop and deliver a series of culturally sensitive/relevant Bible
43 studies to prospective believers
- 44
- 45 • Know how to plan and conduct public evangelistic programs
- 46

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- Express church growth principles and methods and know how to apply them to congregations
- Understand methods and strategies for revitalizing a church and reactivating inactive members
- Implement strategic planning processes in a local church and be able to use a variety of Christian witness and outreach styles
- Use appropriate technologies in order to enhance the work of the church
- Articulate the theology, theory and practice of church leadership and administration
- Assist members in identifying their spiritual gifts
- Develop and train lay leadership in all appropriate aspects of local church life and growth
- Understand and employ effective procedures to achieve conflict resolution and the redemptive discipline of church members
- Understand the practical implications of the Great Controversy as manifested in the activity of the spirit and demonic world and be prepared to minister to those affected by it (i.e. spirit possession, witchcraft, etc.)
- Apply the Seventh-day Adventist vision of Christian education in the work of discipling and retaining members. This should include persons of all ages in a variety of long and short term education programs through a range of church departments
- Understand the basics of and model the highest standards of professional and ministerial ethics
- Appreciate the complex ethical dilemmas which face society, and know how to support people when these dilemmas impact their lives
- Develop a philosophy and strategy for ministering cross-culturally in Christian witness and church planting
- Understand and apply principles of church administration
- Deal adequately with issues of church school management
- Lead congregations to apply the example of Christ who met human needs

1 and stood for justice
2

- 3 • Demonstrate an appreciation of the inherent worth of those for whom
4 Christ died through respect for the dignity of all human beings and
5 rejection of discrimination in all its forms.
6

7 **d. Personal Formation**

8
9 On completion of their program students should be able to:

- 10 • Reflect on the activities and learning processes provided in the entire
11 program and give evidence of an ability to integrate the practice of
12 ministry with sound theoretical foundations
13
- 14 • Develop and share a personal philosophy of ministry in contemporary
15 society
16
- 17 • Engage in a personal regular, systematic program of spiritually-
18 enriching reading, reflection and prayer to facilitate spiritual formation
19 and maturation
20
- 21 • Plan and carry out ongoing nurture of self and family through
22 appropriate rest and recreation
23
- 24 • Seek constructive peer fellowship, mentoring and supervision in order to
25 combat feelings of isolation and inadequacy which may be experienced
26 in ministry.
27
28

**GUIDELINES FOR THE FORMATION OF
PASTORS IN SPECIALIZED AREAS**

1. General Goal

To assist those interested in specialized ministries, including those who have been elected or appointed to leadership positions in the church (mission/conference level, institutions, etc.), to develop specialized knowledge and skills in their particular professional areas in order to advance the mission of the church.

It is assumed that the individual has already earned a first ministerial degree. It is recommended that he/she will also be prepared to do needs assessments.

2. Congregational Specialist

a. Objectives:

- Model a strong personal spirituality
- Develop superior congregational administrative skills based on a servant leadership style
- Possess superior abilities to clearly proclaim the message of the church
- Inspire commitment to the general mission of the church, and learn to motivate and train church members to participate in outreach programs that will advance the mission and message of the church
- Develop conflict-management-resolution, and multi-staff-management skills
- Acquire a solid knowledge of church growth and planting that will lead to soul winning and develop healthy churches
- Understand and develop skills to minister to people of various ages, educational backgrounds, genders, and ethnic diversity
- Develop sensitivity to the non-Adventist community in which the church operates
- Acquire essential pastoral counseling skills to assist in personal and family needs

b. Suggested Courses:

Christian Spirituality
Conflict-Management-Resolution

1 Church Planting and Growth
2 Doctrine of the Church
3 Post-Modern Thinking
4 Counseling/Family Life Issues
5 Motivating and Training Laity and Staff for Ministry
6 Human Resources Supervision
7 Advanced Church Management (including Church School issues)
8
9

10 3. Public Evangelist

11 a. Objectives:

- 12 • Develop superior abilities in the proclamation and teaching of the message of the
- 13 church in a Christ-centered manner
- 14 • Possess a full and clear understanding of the message and standards of the church
- 15 • Communicate the three angels' message in a passionate and relevant way
- 16 • Develop interpersonal skills that will facilitate his or her work with team members,
- 17 colleagues, and church members involved in the evangelistic campaign
- 18 • Acquire wholesome persuasive skills to be used when working with groups and
- 19 individuals
- 20 • Acquire expertise in the development and use of multi-media equipment
- 21 • Develop organizational and administrative skills
- 22 • Develop new methods to reach different publics

23 b. Suggested Courses:

24 Demographics and Psycho-graphics
25 Decision Making and Persuasion
26 Church Growth and Church Planting
27 Use of Mass Communication Media
28 Developmental Psychology
29 Adult Education Strategies (such as evangelistic seminars)
30 Cross-Cultural Ministry
31 Post-Modern Thinking
32 Advanced Evangelistic Preaching Methods
33
34

35 4. Youth Minister/Leader

36 a. Objectives:

- 37 • Able to communicate and relate in effective ways at the various age levels of youth

1 ministry

- 2
- 3 • Solid understanding of the message and mission of the church in order to share
 - 4 them with young people
 - 5
 - 6 • Able to nurture the faith development in young people
 - 7
 - 8 • Motivate and organize young people for service and mission
 - 9
 - 10 • Able to keep abreast of cultural trends as they relate to young people
 - 11
 - 12 • Develop organizational skills for specialized youth meetings such as retreats,
 - 13 rallies, youth camps, and other special youth events
 - 14

15 **b. Suggested Courses:**

16 Youth Leadership

17 Youth Ministry

18 Developmental Psychology and Counseling

19 Specialized courses/seminars related to youth ministry

20 Post-Modern Thinking

21

22

23

24 **5. Departmental Leader**

25

26 **a. Objectives:**

- 27
- 28 • Equip the individual to promote and teach the objectives of the department within
- 29 the framework of the message and mission of the church
- 30
- 31 • Develop superior knowledge in the particular area of specialty
- 32
- 33 • Be able to provide pastors and other church leaders with materials and resources to
- 34 be used in their ministry
- 35
- 36 • Acquire and develop a servant leadership style modeled after Jesus' ministry
- 37
- 38 • Be informed about theological trends in Christian and Adventist theology, and
- 39 about social-cultural trends
- 40
- 41 • Be able to teach and train effectively
- 42

43 **b. Suggested Courses:**

44

45 Specialized courses/seminars related to the particular departmental emphasis

46 Marketing

47 Communication

48 Adult Education

49

50

1 **6. Denominational Administrator**
2

3 **a. Objectives:**
4

- 5 • Develop a strong spiritual approach to administrative activity based on
6 personal prayer, Bible study, and the study of the E. G. White writings
7
8 • Develop and model a servant leadership style patterned after Jesus' ministry
9
10 • Develop cultural sensitivity to the area where they serve
11
12 • Enable the administrator to manage and focus human and financial resources to
13 advance the mission of the church both locally and worldwide
14
15 • Demonstrate effective conflict-management-resolution skills
16
17 • Demonstrate a basic knowledge of legal issues and financial management as they
18 relate to the work of the church
19
20 • Acquire a basic understanding of church growth and planting
21
22 • Be able to model and motivate pastors and church members to be personally
23 involved in sharing the message of the church and in soul winning
24
25 • Be well informed about trends in Christian theology and Adventist theology, and
26 also about social and cultural trends
27
28 • Develop skills in interpersonal and media communication
29

30 **b. Suggested Courses:**
31

32 Christian Spirituality
33 Conflict-Management and Resolution
34 Church Planting and Growth
35 Church Leadership and Administration
36 Human Resources Supervision
37 Crisis Management
38 Financial Management
39 Current Trends in Theology
40 Institutional Management and Development
41 Doctrine of the Church
42 Post-Modern Thinking
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XII

GUIDELINES FOR THE FORMATION OF BIBLE/RELIGION/THEOLOGY TEACHERS

1. General Goal

To provide a model for the preparation of Seventh-day Adventist Bible/religion/theology teachers and professors for the secondary, tertiary, and graduate levels.

2. General Objective

To prepare Bible/religion/theology teachers empowered to teach the Word of God; nurture Christian life in every student; guide students to make a commitment for God; proclaim Jesus Christ as a personal Savior; share the Adventist/Christian beliefs with Adventist and non-Adventist students; and encourage them to be faithful and active members of the church, responsible citizens in this world, and eternal citizens of the Kingdom of God.

3. Formation for Teaching at the Secondary Level

a. Basic Requirements:

Candidates planning to serve the church as teachers of Bible at the secondary level should normally have completed the basic program for an Adventist pastor (cf. section X, above); possess the essential qualities and skills of an Adventist pastor (cf. section VIII, above); have completed successfully a period of service in pastoral or equivalent ministry; and have been recommended by the local church, or a church organization, to pursue a career in teaching ministry at the secondary level.

Another track for the preparation of secondary level Bible teachers is professional “education” with focus in religion. Candidates following this track should also have the essential qualities, commitments and skills of any Adventist pastor, including active involvement in the local and wider church.

b. Specialized Training:

In addition to fulfilling the basic requirements, candidates should show evidence of having completed the following:

- Appropriate courses in education, including adult education
- Supervised practice in teaching
- Courses in pastoral studies with emphasis in youth/teen ministry and pastoral counseling/psychology
- Minimum of two years of experience in youth ministry
- Field practicum in personal or public evangelism—such as conducting Bible studies, Revelation Seminars, literature evangelism, etc.

1 For the second track, in addition to the basic requirements, candidates should show
2 evidence of having completed the following:

- 3
- 4 • Courses in pastoral studies
- 5 • Service in youth ministry
- 6 • Field practicum in personal or public evangelism
- 7 • Studies in church and mission
- 8

9 When candidates have not studied in an Adventist institution, and after the approval by
10 the BMTE, the employing organization and the candidate should agree on a program of
11 training which will ensure the candidate's full understanding and commitment to the
12 message and mission of the church, in addition to the other expectations mentioned
13 above.

14 15 16 **4. Formation for Teaching at the College/Seminary/University Level**

17 18 **a. Basic Requirements:**

19
20 Candidates planning to serve the Church as teachers or professors of religion/theology at
21 the college/university/seminary level should have completed the basic program for an
22 Adventist pastor (see section X, above); have the essential qualities, commitments and
23 skills of an Adventist pastor (see section VIII, above) after a minimum of five years of
24 pastoral experience; have been ordained/commissioned to the gospel ministry; have
25 been recommended by the local church or church organization to pursue a career in the
26 teaching ministry; and have completed an appropriate (post)graduate degree.

27 28 **b. Specialized Training:**

29
30 In addition to fulfilling the basic requirements for teaching at the college/university level
31 mentioned above, individuals desiring to teach at the college/university/(post)graduate
32 levels should complete the following requirements:

- 33
- 34 • A doctoral degree, in an appropriate area of specialization
- 35 • Specific instrumental or cognate courses supporting the area of specialty and/or
- 36 geography or culture where the professor plans to serve
- 37 • Appropriate courses in teaching and evaluation, including adult education.

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XIII

GUIDELINES FOR THE FORMATION OF CHAPLAINS

1. General Goal

To prepare select Seventh-day Adventist clergy to serve as chaplains who are professionally, personally and spiritually enabled to serve in public and private spheres of chaplaincy ministry.

2. Objectives:

To select, prepare and place solid, positive and productive Adventist clergy who have clearly developed pastoral identity, in multi-denominational, multi-cultural settings to represent the church as professional chaplains where they can serve needs of the general populace and the specific needs of Adventists in their institutional setting.

To enable these chaplains to be firmly a part of the church and its mission while serving (in many cases) apart from the church.

To provide the public with chaplains who have and maintain the highest professional and personal ethics who also know and respect legal, moral, and confidentiality boundaries.

3. Standards for Admission:

a. Personal:

Be screened and endorsed by the division's Adventist Chaplaincy Ministries Committee (ACM)

Has a broad understanding of ministry--chaplain to all, pastor to some

A solid pastor who has shown specific and full skills and calling for ministry/chaplaincy

Recommended by peers and supervisors

Has experienced a full and formal pastoral identity through experience and mentoring.

b. Academic:

Has completed formal theological/ministerial academic training to the norm of the division where serving.

1 Some countries or segments will have specific educational and or training
2 requirements which will vary from place to place and are, therefore, not listed
3 here.
4

5
6 **4. Specialized Areas of Study:**
7

8 **a. Courses/Areas:**
9

10 The chaplain or chaplain candidate should have training in the following areas as part of
11 their first theological/ministerial degree program or as additional studies:
12

13 Spiritual Formation
14 Interpersonal Communication and Communication Theory
15 Practical/Applied Theology and/or Pastoral Counseling
16 Pastoral Psychology or General Psychology
17 Counseling Techniques
18 Family Dynamics
19 Human Development
20 Human Behavior
21 Christian Ethics
22 Human Sexuality
23 Crisis Intervention and Counseling
24 Grief Process and Recovery
25 Systems Theory
26 Management and Budgeting
27 World Religions
28 Cross-Cultural Issues and Dynamics—Cultural Foundations
29

30 **b. Clinical Training**
31

32 It is highly desirable that the chaplain candidate have or be involved with clinical
33 supervision of the skills and craft of chaplaincy and interpersonal interaction. This can be
34 accomplished either as part of the academic training or during an internship. It must, in any
35 case, be done under the supervision of a skilled, trained and qualified supervisor. This is a
36 critical venue where the chaplains can look more deeply into themselves and their own
37 humanity. Introspection and self understanding are essential in clinical training, and in the craft
38 and art of chaplaincy.
39

40
41 **5. Screening and Endorsement**
42

43 Professional Seventh-day Adventist chaplains must be screened and endorsed by the
44 local division through the division's ACM committee using a defined process of application
45 and evaluation. This should be normative for all professional chaplains be they working for the
46 church in an Adventist institution or in a public venue.
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