International Board of Education

International Board of Ministerial and Theological Education

General Conference of Seventh-day Adventists

Handbook

for the Approval of
New Degree Programs and Modalities
in Seventh-day Adventist Colleges and Universities

Silver Spring, Maryland, U.S.A.

Revised March 2018

Introduction

This *Handbook* has been prepared with the purpose of assisting tertiary institutions in the process of applying for and obtaining the approval of the International Board of Education (IBE) or the International Board of Ministerial and Theological Education (IBMTE) for new degree programs and for new modalities, such as the various forms of distance education, including distance learning centers and online delivery. It also contains guidelines for the reviewers of new program or modality proposals, whether these reviews are conducted on-site or as external document assessments.

Policy Background

The General Conference IBE is the primary vehicle through which the General Conference Department of Education coordinates Seventh-day Adventist education. It is authorized to act in the areas that are indicated in the General Conference Working Policy FE 20 15.

The IBE is governed by a representative board chaired by a General Conference vice president. Among the duties of the IBE are the following:

- To establish general guidelines, coordinate the interrelationship between division programs, and maintain general direction of the education program of the Church.
- To approve the establishment or discontinuance of tertiary-level schools and programs, the upgrading of post-secondary institutions, the affiliation of schools across division boundaries, and the implementation of interdivision extended-campus programs.
- To coordinate, through the Committee on Seventh-day Adventist Theological Education, the total program of theological studies throughout the world field, including the approval of seminaries and advanced programs in religion, theology, and ministry, including the area of missions.
- To coordinate all interdivision programs of professional education.

Institutions and programs in Ministerial and Theological education are under the purview of the IBMTE, as documented in General Conference Working Policy FE 20 20. At the time of the publication of this *Handbook*, the IBMTE had voted to utilize joint processes and instruments with the IBE for new ministerial and theological programs and modalities.

Procedure for Seeking Approval

1. **Institutional approval.** When an accredited Seventh-day Adventist postsecondary educational institution completes a feasibility study and decides to offer a new degree program or a new modality of instructional delivery, it first seeks formal approval from its Board. The internally approved proposal submitted to the Board should incorporate at least the following aspects:

    a. The rationale for offering the new degree program or modality;
    b. The specific objectives of the program or modality;
    c. The benefits expected;
    d. The results of a careful market survey, to include the denominational constituency;
    e. The complete description of the course of studies or of the new modality;
    f. The faculty, administration, and support staff, both current and new, to be involved in the new program/modality, including the present load of current faculty who would be involved;
    g. The physical facilities, equipment, library, and other resources available and those additionally required; and
    h. A detailed budget for at least the first cycle of operation, including identification of the point of financial equilibrium in terms of enrollment in the program or modality.

2. **Consultation with external bodies.** If necessary, and in consultation with the Division Education Director, the institution explores the likelihood of obtaining authorization from the government or the accrediting authorities that have jurisdiction over its operation, but does not yet formally initiate that authorization process.
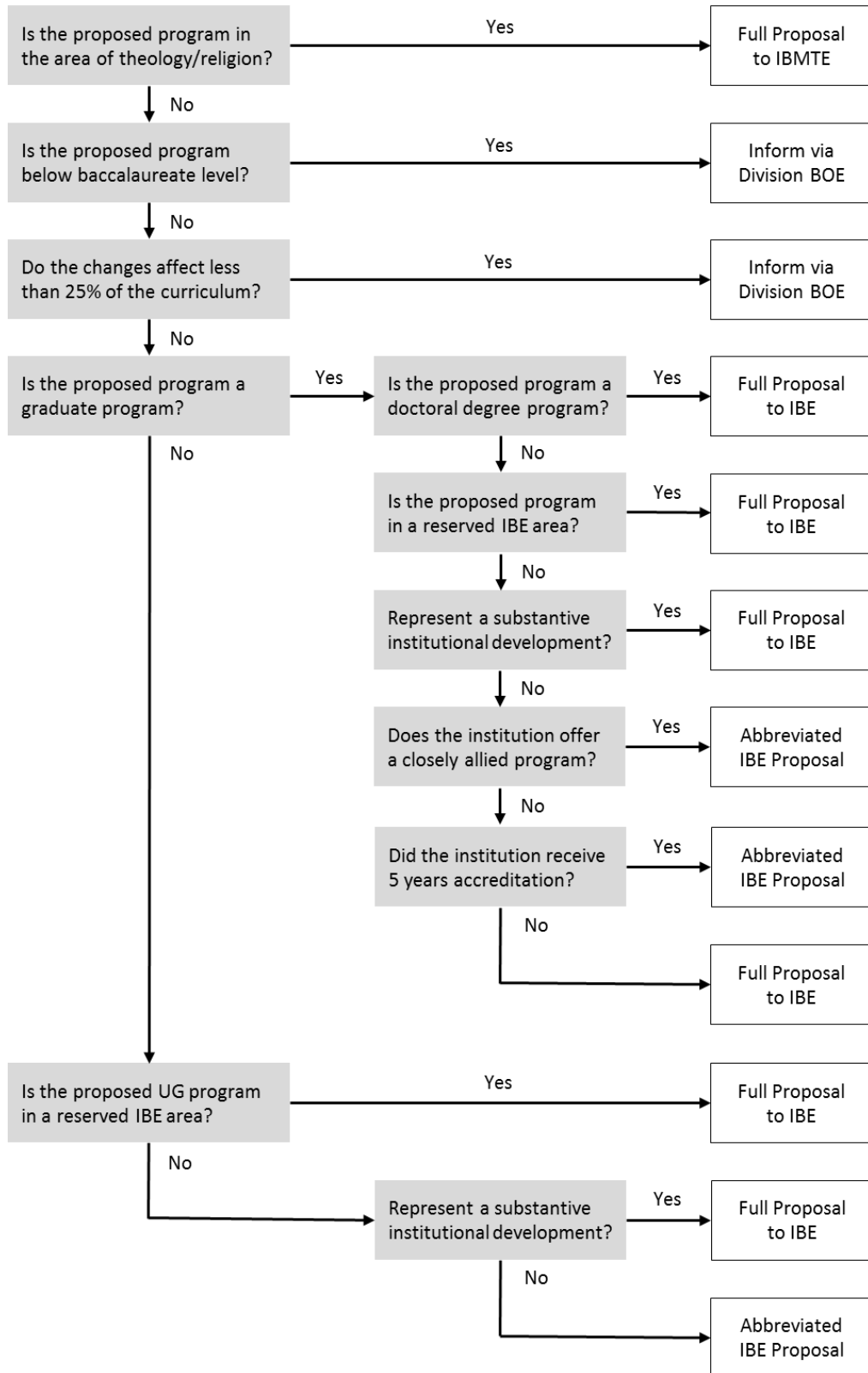
   The formal authorization process with external entities, such as the government or accrediting authorities, will typically commence once IBE/IBMTE approval has been granted, as this review may result in necessary modifications to the program of studies. If the institution has verified that a government entity or accrediting authority will allow institution-initiated modifications to the program of studies once this has been submitted to the government or accrediting authority, and prior to the graduation of the first cohort of students, the institution may initiate this formal authorization process in parallel with the IBE/IBMTE approval process.

3. **Preparation of the IBE/IBMTE proposal.** If relevant consultations with external bodies result in positive feedback, the action of the board is then conveyed to the Division Board of Education (BOE) or the Division Board of Ministerial and Theological Education (BMTE), accompanied by a corresponding new program/modality proposal. The proposal is to follow the format of the Proposal Instrument (Full or Abbreviated) included in this *Handbook*. The institution should typically prepare a Full Proposal Instrument, unless advised otherwise by the General Conference Associate Director of Education, who serves as liaison for that Division, using the following guidelines:

   a. **Situations requiring a full proposal:** All proposals for new modalities. All proposals to the IBMTE. All IBE proposals in the reserved areas of education and health sciences. All proposals that represent a substantive institutional development (e.g., a new level, such as a master's degree; a new discipline, such as business, when the institution has previously only offered programs in theology; or a new modality, such as offering 50% or more of program credits through online delivery). All doctoral degree proposals. The instrument for the Full Proposal can be found in Appendix A.

   b. **Situations for which an abbreviated format may be granted:** All other undergraduate proposals. All other master's level proposals if the institution has received in its current term a five-year period of accreditation from the Adventist Accrediting Association (AAA); or proposals in which the institution already offers a program at the master's level in an allied area (e.g., a proposed MSc in Computer Systems with an MSc in Information Technology already offered; a proposed MBA in Investment Management with an MBA in Finance already offered), regardless of the length of the regular term of AAA accreditation granted to the institution. The instrument for the Abbreviated Proposal can be found in Appendix B.

   c. **Situation for which no proposal may be required:** This may be the case when (1) the undergraduate program is below the baccalaureate level; (2) there are curricular changes which modify less than 25% of the credits of the prior program, which may be accompanied by a change in the name of an approved degree program, while maintaining a similar focus; or (3) there is an addition of an area of specialization within an approved degree program, which represents less than 25% of the credits of the existing program in new courses. In these situations, and as authorized by the GC Associate Director of Education, the institution may simply inform the Division BOE/BMTE, with a supporting program of studies, regarding the name of this degree program, which is then forwarded to and recorded by IBE/IBMTE. Note: Program modifications must continue to ensure alignment with the respective IBE/IBMTE Handbook.

   These guidelines are summarized in the following figure:

Decision Tree for Proposal Type

Is the proposed program in the area of theology/religion?	—Yes→	**Full Proposal to IBMTE**

↓ No

Is the proposed program below baccalaureate level?	—Yes→	**Inform via Division BOE**

↓ No

Do the changes affect less than 25% of the curriculum?	—Yes→	**Inform via Division BOE**

↓ No

Is the proposed program a graduate program?	—Yes→	**Is the proposed program a doctoral degree program?** —Yes→ **Full Proposal to IBE**

↓ No (from doctoral degree program)

Is the proposed program in a reserved IBE area? —Yes→ **Full Proposal to IBE**

↓ No

Represent a substantive institutional development? —Yes→ **Full Proposal to IBE**

↓ No

Does the institution offer a closely allied program? —Yes→ **Abbreviated IBE Proposal**

↓ No

Did the institution receive 5 years accreditation? —Yes→ **Abbreviated IBE Proposal**

↓ No

Full Proposal to IBE

(From "Is the proposed program a graduate program?" ↓ No)

Is the proposed UG program in a reserved IBE area?	—Yes→	**Full Proposal to IBE**

↓ No

Represent a substantive institutional development? —Yes→ **Full Proposal to IBE**

↓ No

Abbreviated IBE Proposal

4. **Action by the Division Board of Education.** The Division Education Director, in receiving the proposal on behalf of the Division BOE or BMTE will ensure that the proposal has adequately fulfilled the required components of the "New Program/Modality Proposal Instrument" included in this *Handbook*. The Division Education Director and/or the BOE/BMTE will decide whether the dimensions of the proposed program warrant a survey visit with personnel from within the Division prior to action by the Division BOE/BMTE. At this stage, the Division Education Department is encouraged to seek advice from the General Conference Education Department.

   In assessing the merits and viability of the proposal, the Division BOE/BMTE should carefully consider the strategic value of the proposed program or modality to the mission of the Church, and well as seeking for optimal efficiency and effectiveness within the Division-wide educational system.

   If the Division BOE/BMTE acts favorably with respect to the new program, the proposal is typically endorsed by the Division Executive Committee. The proposal is then recommended to the IBE/IBMTE through the General Conference Education Department liaison for that Division, accompanied by a copy of the proposal in digital format.

5. **Involvement of the General Conference Education Department staff.** The General Conference Education Department staff, typically the Associate Director of Education who serves as liaison for the Division, will carry out a preliminary evaluation of the proposal. If favorable, they recommend that the item be placed on the agenda of the Program Review Committee designated by the IBE/IBMTE to review new program/modality proposals.

   If the proposal involves a new course of studies in one of the health sciences, the General Conference Education Department staff will first seek the advice of the Committee on Health Professional Education (WP FE 20 30) of the IBE prior to the evaluation of the proposal by the Program Review Committee.

6. **Action by the International Board.** Receiving a proposal recommended by the Division BOE/BMTE and the GC Education Department, the IBE/IBMTE may act to authorize a site visit or an external review, to approve candidacy or regular status without a site visit, to request clarification or further information, or to disallow the proposed program.

   Typically, a site visit will be required for proposed programs that require a Full Proposal, as outlined above. An external review (i.e., a document-only review, without a site visit) will typically be conducted for proposed programs that utilize an Abbreviated Proposal. Additionally, an external review may be authorized for the full proposals of non-doctoral graduate programs in education, as well as of non-doctoral graduate programs in the non-reserved disciplines, unless the program should require special facilities or incorporate other special features. Additionally, the IBE/IBMTE may take into account the scope of the new program/modality and the institutional experience in offering similar programs.

   If a site visit is approved, the General Conference Education Department staff will appoint a representative team to conduct an on-site survey of the new degree program, in consultation with the Division Education Department involved. The team usually includes a representative from the General Conference, who chairs the survey team, and of the Division Education Department, who serves as secretary. The team also includes specialists in the areas to be surveyed.

   Based on the site visit, which will primarily assess the capacity of the institution to offer the program, the site visit team prepares a report for the IBE/IBMTE which presents the findings of the team and which delineates any conditions that the institution must fulfill prior to the admission of students to the program, as well as any recommendations that are to be fulfilled during the period of candidacy.

Based on this report, the IBE/IBMTE in subsequent session may act to approve the proposed program/modality under candidacy status, once the GC Education Department staff have certified the fulfillment of any specified conditions; to approve the program/modality under regular status, once the GC Education Department staff have certified the fulfillment of any specified recommendations in the report; or to disallow the proposed program/modality.

The On-Site Review

Preparation for the site visit. In conducting the visit, the survey team will typically represent several bodies: (1) the IBE or IBMTE, typically through the GC Education Department staff; (2) the Division BOE, typically through the Division Education Director; and (3) other Seventh-day Adventist colleges and universities, and/or the constituency supporting the institution, typically through the inclusion of content area specialists.

The chair of the team will inform the administrators of the institution to be visited regarding the date of the survey visit and will ensure that each team member receives the necessary instructions and background documents for the visit. Each team member, however, will be responsible for obtaining his/her own documents, visas, and travel tickets and for communicating to the president of the institution information regarding his/her travel plans and need, if any, for local transportation.

The president of the institution receiving the visit will forward through the chair to members of the team an updated version of the proposal for the new program or modality, so that they may receive it at least 30 days in advance of the visit.

Organization and work of the team. Upon arrival on campus, the survey team holds an organizational meeting in which the members agree on specific assignments. They also outline a schedule of visits and interviews, in consultation with the administrators of the institution.

While on the institutional campus, the survey team meets separately with representatives of the Board, the administration, the faculty and, if possible, with prospective students. In its interviews, direct observations, and document analysis, the team concentrates its attention of five basic areas: (1) the need, (2) the program, (3) the commitment, (4) the resources, and (5) the projections. The team utilizes the instrument in Appendix C as the basis of the visit.

Institutional responsibilities. The administration of the institution is responsible for providing local transportation, as well as adequate room and board for the team members throughout the duration of the visit. It also provides the team with relevant documents not included in the proposal, as well as answers to questions pertinent to the proposal. Among the documents to be provided at the beginning of the visit are the institutional organizational chart and a copy of the last audited statement of its financial operation. The school administration also arranges for top representatives of the institutional board to be present during the visit and especially during the exit report presented by the survey team.

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

- Professionalism in preparing for the visit, in promptly fulfilling the assignments, in expressing judgment, and in all personal contacts and statements relating to the visit.
- Confidentiality in reporting any sensitive information that has been entrusted to him/her, both during and after the visit. If in doubt, the member may seek advice from the chair of the team.
- A constructive spirit that assesses objectively the strengths and weaknesses of the institution and the proposal, seeking to enhance the potential of all the parties involved through careful counsel and opinion.

In conducting the survey, the team will seek a balance between the national or regional standards, and the international standards expected from similar programs or modalities within the Seventh-day Adventist educational system.

Report of the survey. In preparing its report, the team should utilize the instrument presented in Appendix C. At the subsequent session of the IBE/IBMTE, the chair of the team will submit to the secretary of the IBE/IBMTE a formal report of the visit, including the recommendation of the team.

The recommendation may take one of the following forms:

- *Authorization without conditions, but may include recommendations and/or suggestions.* Recommend to the IBE/IBMTE that the new degree program or modality be authorized without any conditions to be fulfilled prior initiating the program. Evidence of the fulfillment of any recommendations identified in the report is to be provided during the period of candidacy. Implementation of any suggestions provided remains at the discretion of the institution and no subsequent institutional report on these matters is required.

- *Authorization with conditions, which may also include recommendations and/or suggestions.* Recommend to the IBE/IBMTE that the new degree program or modality be authorized upon the fulfillment of certain conditions, which must be fulfilled prior to initiating the program or modality. Evidence of the fulfillment of any recommendations identified in the report is to be provided during the period of candidacy. Implementation of any suggestions provided remains at the discretion of the institution and no subsequent institutional report on these matters is required.

- *Recommendation for denial of authorization.* Recommend to the IBE/IBMTE that the new degree program or modality not be authorized at that time, providing the rationale for the denial.

Before leaving campus, the survey team will present an exit report to the representatives of the institutional board, the administration, and the faculty. This report will highlight the major points of the survey and will summarize the recommendation to be forwarded to the IBE/IBMTE. The team will also answer any questions that may arise in connection with the exit report and make corrections of fact in the draft of their report.

Soon after completing the visit, but not later than four weeks afterwards, the chairman of the survey team will ensure that a written report and a recommendation are submitted to the executive secretary of the IBE/IBMTE, through the General Conference Education Department, with respect to the proposed degree program or modality. If the report is prepared in a language other than English, at least a summary and the recommendation should be submitted in English.

The External Review

When a new program or modality has been approved for external review, evaluators with content expertise will be identified by the General Conference Education Department staff, in consultation with the Division Director of Education. The GC Education Department representative, usually the Associate Director who serves as liaison for that Division, will contact these individuals, requesting them to serve as external evaluators of the new program or modality.

In conducting the assessment, the external assessors will utilize the "Guidelines for the External Review of New Degree Programs and Modalities" (Appendix D), identifying in any conditions, recommendations, and suggestions. These assessments are then sent by the evaluators to the General Conference Education Department representative. Assessments may also be conducted by the GC Education Department representative and the Division Director of Education.

The GC Education Department representative will compile the assessments into a single report, accompanied by a recommended action. This report is presented to institutional administration for verification of factual accuracy, and subsequently is submitted to the IBE/IBMTE for action.

The Outcome

At its next session after the submission of the assessment report, the IBE/IBMTE will act, based on the team's report and recommendation. The IBE executive secretary will then communicate the decision to the chairman of the institutional Board and to the chief administrative officer of the institution, with copy to the GC Education Department liaison for that Division and to the Division Director of Education.

With a favorable outcome, the IBE/IBMTE will typically recommend the new degree program or modality to the Adventist Accrediting Association (AAA) for candidacy status for a specified period, usually not to exceed two years, with the recommendations identified in the report to be fulfilled by the institution during the candidacy period. For doctoral programs, a period of candidacy of up to four years may be granted, or until the first cohort graduates, whichever comes first.

With the IBE/IBMTE approval and the subsequent certification to the IBE/IBMTE by the GC Education Department staff of the fulfillment of any conditions, the institution may begin offering the new degree program or modality. From then on, the program or modality will fall under the jurisdiction of the Adventist Accrediting Association and will be evaluated by teams appointed by the AAA as part of the regular denominational accreditation process.

Any action of the IBE/IBMTE involving a specific institution or program may be appealed by the same in writing, through the respective division BOE/BMTE, within 120 days of notification of such action. Such an appeal may be supported by a representation of no more than three persons before a meeting of the Board. The Board, in closed session, shall then render its decision. In extreme and far-reaching decisions, further appeal may be made to the General Conference Executive Committee.

Summary Outline of the Approval Procedure

An Adventist college or university, after completing a feasibility study, develops a proposal for offering a new degree program or modality. This is done in consultation with Union/Division leaders, government entities, and consultants. The proposal follows the format outlined in this *Handbook*.

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When the institutional Board takes positive action,
it recommends the plan to the Division BOE or BMTE.

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The Division BOE/BMTE studies the proposal in consultation with a member of the GC Education Department staff. This review may involve the appointment of a survey team.
Once positive action is taken by the BOE/BMTE, the recommendation goes to the Division Executive Committee for endorsement, and, if approved, the plan is then recommended to the IBE/IBMTE.

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The GC Education Department staff does a preliminary evaluation of the proposal recommended by the Division. If favorable, they place it on the IBE/IBMTE agenda.

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The IBE/IBMTE takes action. If favorable, a survey team is typically appointed
in consultation with the Division and the institution is informed.

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The survey team conducts the on-site assessment and prepares a report, at times attaching conditions, recommendations, and/or suggestions. The survey team presents an exit report at the institution.

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Once the IBE acts, approving the new degree program or modality, and once the fulfillment of any conditions has been certified, the new program or modality is recognized by the denominational system of Adventist colleges and universities. It is also typically recommended to the AAA for a two-year candidacy toward denominational accreditation.

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From this point forward, the new program or modality falls under the jurisdiction of the Adventist Accrediting Association for regular evaluation purposes.

Note: See Appendix E for a sample form which may be utilized by the institution in documenting the timeline of required steps for the approval of a new program.

Appendix A

Full Proposal Instrument
for New Program or New Modality

International Board of Education

International Board of Ministerial and Theological Education

Full Proposal

for New Instructional Program or Modality

Institution submitting the proposal:

Department making the proposal:

Date of the proposal:

Name of new program or modality to be offered:

Proposed starting date:

_____ Date Approved by the Institutional Board

_____ Date Approved by the Division BOE/BMTE

_____ Date Received by the GC Education Department

Abstract of Proposal

Provide a summary of the application. This should include a clear statement of what the institution wants to offer, why it considers this program or modality to be important, and the relationship between this new program or modality and existing programs or modalities.

Proposal

The proposal should consist of replies to the questions which follow. Please organize the proposal according to the following outline and include the text of each section or question, maintaining the same letter and number identifiers.

A. Objectives of the Program

1. Please state the specific objectives or outcomes of the program.

2. How would this program help achieve the mission and objectives of your institution, as well as the mission of the Seventh-day Adventist Church in your Union and Division?

3. State the anticipated impact of the new program on your institution, including institutional size and the manner in which it may affect existing programs.

B. Course of Study Leading to the Proposed Degree

1. List the entrance requirements for this proposed degree program.

2. List the courses (title and credits) that would constitute the course requirements of the proposed program. Place an (x) after those courses already offered at the institution and a (+) after new courses which will be offered. Provide the course descriptions for all course in an appendix to this proposal. Ensure that the course descriptions integrate the biblical worldview and values.

3. In summary form, state the number of total courses and credits required for the program, the number of courses and total credits already available, and the number of courses and total credits to be added.

	Courses	Credits
Already taught		
To be added		
Total		

4. Identify the required religion courses in the program of studies and explain how this meets the requirements for religion courses as specified in the *AAA Handbook*.

5. List the graduation requirements for this program of studies.

C. Justification for the Initiation of the Proposed Program

1. What are the needs of your constituency, the church, and the nation for people trained in a program such as the one proposed? Describe the results of studies which document the need for this program.

2. What special competence does your institution have for offering this program? Delineate strengths in related fields, particularly those which will provide service courses to the new program.

3. List degree programs offered in this specialty at other Seventh-day Adventist institutions in your Division. Explain what study has been done to ensure your program will not undermine the success of these other programs.

4. Are there special reasons why this program should be offered at your institution rather than at one of the other Adventist institutions in your Union or Division?

5. Describe job opportunities. What interest in graduates from the proposed program has been documented on the part of local industry, agencies, institutions, etc.?

6. What priority would you place on the need for the initiation of this program at your institution? Please give a rationale for the rating, making comparisons with the importance of several existing programs in your institution.

D. Student Interest in the Proposed Program

1. Describe the methodology and provide results from an institutional market survey of student interest in the proposed program. This market survey should include Adventist students from the constituency of the institution.

2. Indicate in the following table (which may be adapted), the enrollment you anticipate during the first cycle of the program by year, disaggregated both by school year and by level within the program. Be sure to account for anticipated attrition of continuing students from year to year.

Enrollment	Year 1	Year 2	Year 3	Year 4	Year 5
100-level students					
200-level students					
300-level students					
400-level students					
500-level students					
Total enrollment					

3. What will be the source of most of the students that you expect to enroll in this program? Why?

E. Personnel

1. Calculate the number of new program-specific credits that will need to be taught each year during the first cycle if this program were implemented. New program-specific credits are those credits of new courses not presently offered, as well as any new sections of existing courses that will be required by this program. If there will be multiple sections of new courses, be sure to multiply the number of new credits accordingly. Unless a cohort model is being utilized, program-specific credits from preceding years carry over to subsequent years as additional years of the program are added, until the entire program is taught concurrently. Complete rows 1-3 in the table below.

	Program-specific credits	Year 1	Year 2	Year 3	Year 4	Year 5
1	Program-specific credits added that year of new courses or new sections of existing courses					
2	Carry-over of program-specific credits from prior years					
3	Total number of program-specific credits that will be taught that year					
4	Number of faculty (one decimal place) required to teach these program-specific credits					
5	Faculty cost per year					
6	Number of administrators required					
7	Administrator costs					
8	Number of support personnel required					
9	Clerical/support personnel costs					
10	Total personnel costs					

According to institutional policy, how many credits are to be taught in the load of a full-time professor at the level of this program during a 12-month period? ___ credits

Now calculate the number of new faculty required each year by dividing the total number of program-specific credits that will be taught each year by the faculty load entered above. Enter these faculty numbers in the row 4 of the table above.

2. Indicate below the qualifications of each of the faculty members that will need to be added during the first cycle if this program were implemented, per the table in the preceding item. If certain existing faculty will exchange part of their load to teach new courses in the program, provide the qualifications of the existing faculty. The table of perspective faculty should indicate their academic qualifications (degree and area of specialization), the course(s) in the proposed program that it is anticipated that they would teach, whether the faculty member would be full-time or part-time, whether or not they are already an employee of the institution, and their denominational affiliation. Provide the CVs of perspective/existing faculty in an appendix.

3. Indicate below the estimated the annual salary and benefits package (i.e., total institutional expense) for each of the faculty indicated in the preceding item. Now take these figures and multiply them by the number of faculty required each year (row 4 in the table above). Enter the result in the Faculty Cost per Year row (#5) in the table above.

4. How many new administrators, with what qualifications, will be needed for this program for each year? Enter this number in row 6 of the table above. Estimate total salary and benefits cost for each year for the administrators and enter these figures in row 7 of the table above. (If only a part-time administrator is required, multiply by the load proportion.)

5. How many additional clerical or support personnel will be needed during for this program for each year? Enter this number in row 8 of the table above. Estimate total salary and benefits cost for each year for the clerical/support personal and enter these figures in row 9 of the table above. (If only a part-time clerical/support personal is required, multiply by the load proportion.) Now add the amounts in rows 5, 7, and 9, and enter the sums in row 10 in the table above.

F. Facilities and Equipment

1. List the facilities, such as buildings and spaces (e.g., classrooms, laboratories, offices), and specialized equipment, which are currently available at your institution for use in the proposed program.

2. What new/renovated buildings and spaces (e.g., classrooms, laboratories, offices), and equipment will be needed for the proposed program? Which will be added prior to the initiation of the program and during each year during the first cycle that the program is in operation? Complete the table below.

Additional facilities & equip.	Description of new/renov. facilities & equip.	Estimated cost
Prior to initiating the program		
Year 1 of operation		
Year 2 of operation		
Year 3 of operation		
Year 4 of operation		
Year 5 of operation		

What is the anticipated cost of these additional facilities and equipment prior to the initiation of the program and for each year of the first cycle? Enter these figures in the table above.

3. What are the anticipated sources of funds for these additional facilities and equipment?

G. Library Resources

1. List the current library resources, such as books, hardcopy journals, and full-text databases, which are relevant to the proposed program. Group by subareas in the discipline and/or supporting areas.

2. What additional library resources, such as books, hardcopy journals, and full-text databases, will be needed for the proposed program? Which will be added prior to the initiation of the program and during the first cycle that the program is in operation? Complete the table below.

Additional library resources	Description of the new library resources	Estimated cost
Prior to initiating the program		

Year 1 of operation		
Year 2 of operation		
Year 3 of operation		
Year 4 of operation		
Year 5 of operation		

What is the anticipated cost of these additional library resources prior to the initiation of the program and for each year of the first cycle? Enter these figures in the table above.

3. What are the anticipated sources of funds for these additional library resources?

H. Other Institutional Needs

1. Are there other institutional needs in relation to the program which have not yet been described? If so, please list them; estimate their startup cost and the annual cost for the following four years.

I. Accreditation

1. Name the national or regional accrediting agencies and/or professional societies which would be concerned with the proposed program.

2. Is it believed that the program will meet the requirements of appropriate national or regional accrediting associations and/or professional societies? On what basis has this conclusion been reached?

J. Evaluation of Proposed Program

1. What is the normal procedure by which curricular change is made at your institution?

2. How and by whom was this proposal developed?

3. Please name committees or councils of your institution which have reviewed and approved the proposed program. List the date of approval and action number for each committee or council.

4. List the outside consultants/assessors that have provided input or reviewed the proposal. Provide their current positions and titles. If possible, append a copy of their reports and include an institutional response to the issues raised by each report.

K. Organization and Administration

1. Who will be directly responsible for administration of the program? To whom does this administrator report?

2. If the proposal is for a graduate program, explain how the institution is organized to offer this level.

L. Summary of Estimated Revenue and Costs of Program

Summarize the estimated revenue and costs of the proposed by completing the following table (indicate the currency utilized). Include only additional revenue and costs to that which is currently in operation. Enter the anticipated enrollment data, the personnel-related expenses, the facilities expenses, and the library expenses from the tables that appear earlier in this proposal.

Five-Year Financial Projection

Financial Projection	Start-Up	Year 1	Year 2	Year 3	Year 4	Year 5
Revenue						
Estimated number of students						
Annual tuition and fees per student						
Total revenue (# students x tuition fees)						
Expenses						
Personnel						
Facilities (new/renovated) & equipment						
Library resources						
Maintenance and depreciation						
Other major cost items (list below)						
1.						
2.						
3.						
Total expenses						
Gain (Loss)						
Financial equilibrium enrollment: (Calculated as total expenses divided by the annual tuition and fees per student)						

Anticipated source(s) of funding for any losses:

Appendix B

Abbreviated Proposal Instrument
for New Program or New Modality

Abbreviated Proposal

for New Instructional Program or Modality

Institution submitting the proposal:

Department making the proposal:

Date of the proposal:

Name of new program or modality to be offered:

Proposed starting date:

_____ Date Approved by the Institutional Board

_____ Date Approved by the Division BOE/BMTE

_____ Date Received by the GC Education Department

Abstract of Proposal

Provide a summary of the application. This should include a clear statement of what the institution wants to offer, why it considers this program to be important, and the relationship between this new program and existing programs.

Proposal

The proposal should consist of responses to the following matters.

1. Goals/outcomes of the program

2. Coursework required (organized by semester and indicating the credits for each course), with identification of required religion courses

3. Admission and graduation requirements

4. Make the case that there will be a market for the graduates

5. A listing of proposed program faculty, showing highest degree earned, area of specialization, employment status, religious affiliation, and any other institutional positions/responsibilities held

6. Table listing anticipated student enrollment in the program for each year during the first cycle, including the proportion anticipated to be Seventh-day Adventist students, and explaining why the institution believes these projections to be well-founded

7. Listing of specialized facilities, equipment, and/or technology required by the program (other than normal classrooms/offices) and an explanation as to what is presently available

8. Table presenting library holdings relevant to the program, organized by sub areas within the discipline, specifying as separate figures: books, physical journals, and full-text databases; followed by a listing of library investment relevant to the program for each year during the first cycle, both in terms of specific acquisitions and funding required

9. A budget for set-up and annual operation throughout the first cycle, listing anticipated income and expenses, and identifying the point of financial equilibrium in terms of student enrollment

10. A description of how this program incorporates Seventh-day Adventist ethos and mission, intentionally incorporating a biblical worldview and values, and nurtures spiritual development

Appendix C

On-Site Assessment Report Instrument

On-Site Assessment Report

for New Instructional Program or Modality

Name of the institution:

Address of the institution:

Name of proposed program or modality:

Proposed starting date:

Date of the survey visit:

Members of the survey team:

_____
[Full name of team member, with degree designators; the line is for the signature]
[Position held], [Institution or Organization]

_____
[Full name of team member, with degree designators; the line is for the signature]
[Position held], [Institution or Organization]

_____
[Full name of team member, with degree designators; the line is for the signature]
[Position held], [Institution or Organization]

_____
[Full name of team member, with degree designators; the line is for the signature]
[Position held], [Institution or Organization]

Date reported to IBE:

Part I: Summary Report

Report of Visit

Materials examined:
- [Name of document]

Individuals and groups met:
- [Individual or group]

Facilities visited:
- [Facility visited]

Justification for Overall Recommendation

[Provide a short, no more than one-page, summary of the findings of the team that led to the overall recommendation.]

Recommendation to the IBE/IBMTE

[The blue text of instructions and examples can be deleted in the final report.]
The following recommendations can be made:

1. **Authorization without conditions, but may include recommendations and/or suggestions**. Recommend to the IBE/IBMTE that the new degree program or modality be authorized without any conditions to be fulfilled prior initiating the program. Evidence of the fulfillment of any recommendations identified in the report is to be provided during the period of candidacy. Implementation of any suggestions provided remains at the discretion of the institution and no subsequent institutional report on these matters is required.

2. **Authorization with conditions, which may include recommendations and/or suggestions.** Recommend to the IBE/IBMTE that the new degree program or modality be authorized upon the fulfillment of certain conditions, which must be fulfilled prior to initiating the program or modality. Evidence of the fulfillment of any recommendations identified in the report is to be provided during the period of candidacy. Implementation of any suggestions provided remains at the discretion of the institution and no subsequent institutional report on these matters is required.

3. **Recommendation for denial of authorization.** Recommend to the IBE/IBMTE that the new degree program or modality not be authorized at that time, providing the rationale for the denial.

For example, without conditions:

The visiting team recommends to the International Board of Education that the [degree] program in [area] at [institution] be given authorization for a two-year candidacy [or alternatively for a doctoral program: for candidacy status until the first doctoral cohort completes the program or four years, whichever comes first], with the recommendations contained in this report to be fulfilled during the candidacy period.

Another example, with conditions:

The team recommends to the International Board of Education that a two-year candidacy [or alternatively for a doctoral program: for candidacy status until the first doctoral cohort completes the program or four years, whichever comes first] be authorized for the proposed [degree] program in [area] at [institution], with verification that the following **conditions** have been met before the new program can begin:

1. [First condition]
2. [Second condition]

Once the above conditions have been met and the IBE has approved candidacy, students can be admitted to the program. Evidence of condition fulfillment is to be provided to the Education Director of the Interamerican Division and to the Associate Director of Education at the General Conference who serves as liaison for the IAD. Upon satisfactory review of this evidence, the IBE will be notified of the fulfillment of conditions and may vote at its subsequent meeting to authorize the institution to initiate the program under the framework of candidacy. Once candidacy is authorized, the institution will have a period of three years in which to initiate the program and implement any **recommendations** provided in this report. Upon submission of a report of recommendation fulfillment with supporting evidence and verification of fulfillment, the IBE can act to move the program to regular status.

Part II: Full Report

[The blue text of instructions and examples can be deleted in the final report.] This section of the report will usually be written prior to the Summary Report and forms a basis for its conclusions. Each section will draw on information given throughout the *New Program Proposal Instrument*, supported by interviews and observations made by the team. It is recommended that each section begin with a short narrative commenting on what the team has noted in each area, especially what strengths they have identified and what outstanding issues need to be resolved. If in the view of the team, the proposal in the section under consideration is sound, this should be identified at the end of that narrative with a comment such as, "The team found adequate reason to support the application in the area of [name of area, for example, Resources]."

If the team considers an application to be deficient in a particular section, **recommendations** will be added addressing the areas of deficiency. These should be relatively few, clearly focused, and should identify who should carry out the action recommended. Such recommendations will be preceded with the term **Recommendation**, will highlight areas for further work/consideration by the applying organization, and will typically lead to an overall recommendation of **authorization for candidacy with recommendations**. Fulfillment of these recommendations will be reviewed at the end of the candidacy period.

If any of these recommendations are of such significance that in the view of the team they must be resolved before the application can be supported, the team should precede those recommendations with the term **Condition**. Such conditions will normally lead to an overall recommendation for the proposal of **authorization for candidacy with conditions**. Fulfillment of these conditions must be verified by the IBE before the program can begin and students be admitted.

If the team considers areas of the proposal to be completely inadequate so that the program as profiled will compromise the mission of the church or of the institution, this should be clearly identified in the relevant areas of the report. This will usually lead to an overall recommendation of **denial**.

The questions below provide the team members with some guidance as they consider what elements should be included in their report under each main section. They are not limited to only these questions, however. While a report can be submitted with responses to each of the questions, it is essential that these responses form the basis for the narrative that will appear under each major section. What follows are two examples, including conditions and recommendations.

The Need

The administration and faculty are highly sensitive to the need for PhD trained personnel in the biomedical sciences within the nation and throughout the wider region served by the institution. Individuals with such training are in great demand because their skills are valuable in multiple settings and the supply of personnel with that level of education is quite limited. When employers need staff with advanced training in microbiology, they must often be recruited from outside the country.

A PhD program in microbiology can provide vital support to the proposed medical school and other health-related programs at the institution. In addition to training potential faculty with appropriate academic qualifications, the program would also train faculty who are eager and able to contribute to the spiritual mission of the University and the Seventh-day Adventist Church.

The proposal cites strong demand for the program within the University and in the community. While projected growth in regional healthcare institutions, the food and petroleum industries, pharmaceutical production, biotechnology and agriculture all suggest that well-trained microbiologists will not lack opportunities for employment, no documentation is provided to support the assertion of strong demand for the program.

Condition: That the Dean, HOD, and faculty in Science and Technology undertake systematic documentation of demand for this degree in the form of a well-designed market survey, that a report of this study be presented to institutional administration and to the Board of Trustees for review, and that actions regarding the proposed degree program be recorded in view of the market survey results.

The Resources

3. **In addition to their degree, do the teachers have the necessary teaching skills? What faculty development plans are in place to improve teaching skills if this is necessary?**

Assessment of faculty teaching occurs via student course evaluations, evaluation by Head of Department and Dean, and by the Quality Assurance Department. Current research methods and use of technology in research are areas were faculty development is needed. Although certain faculty development activities are offered by the institution, none are required. If faculty members have specific interests, they currently attend those events.

Recommendation: That the Administrative Officers develop or delegate authority to develop a Faculty Development plan that addresses the weaknesses found in Student Course Evaluations and other assessment methods, and furthermore, that certain elements of this Faculty Development plan be required of all teaching faculty.

The Need

[Narrative section]

1. What is the evidence that this new degree program is needed at this time and in this area of the world?

    [Response]

2. Is it responsive to the needs of the constituency served by the institution?

    [Response]

3. Has there been a reliable needs-assessment, including a market survey within the Seventh-day Adventist constituency? What is the evidence that there will be enough qualified students, including Seventh-day Adventist students, applying for admission?

    [Response]

4. How does this proposed program fit within the institution's statement of mission? In what way does it further that mission?

    [Response]

5. In what specific manner does the new degree program support the mission of the Seventh-day Adventist Church?

    [Response]

6. Is there evidence that a majority of the students admitted will be Seventh-day Adventists? If not, explain whether or not this meets the institutional mission.

    [Response]

7. What bodies have recommended that the new program be offered at this institution?

    [Response]

The Program

[Narrative section]

1. Does the proposed program have a clear focus and objectives?

    [Response]

2. How does the proposed program of studies compare with similar degree programs, including those offered by other Adventist institutions?

    [Response]

3. Does the program provide for both theoretical study and relevant practical experience?

    [Response]

4. To what extent does the program reflect Adventist educational philosophy? Does the program of studies fulfill the AAA expectation regarding religion courses?

   [Response]

5. Are the admission and graduation requirements reasonable?

   [Response]

6. Will the program and the degree have credibility among the educational authorities and the professionals in the country where it will be offered?

   [Response]

7. If this program does not result in a terminal degree, is its curriculum designed in such a way as to provide graduates with a solid foundation for further studies?

   [Response]

The Commitment

[Narrative section]

1. What is the evidence that the board, the administration, and the faculty are fully committed to the success of this new program?

   [Response]

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

   [Response]

3. What specific plans does the institution have to promote and market this new program?

   [Response]

The Resources

[Narrative section]

1. What evidence can be provided that the launching of this new degree program constitutes the best use of the institution's resources? Or are there existing programs at the institution that deserve strengthening before expanding to offer this program?

   [Response]

2. Does the institution have the qualified Seventh-day Adventist faculty required to offer the courses for the new program? If not, is there evidence that new qualified Seventh-day Adventist faculty will be available?

   [Response]

3. Who will be the core, full-time faculty?

   [Response]

4. If contract teachers are to be involved, how will the institution ensure that they have the necessary qualifications and the commitment to Adventist educational philosophy?

[Response]

5. In addition to their degree, will the full-time and any part-time teachers have the necessary teaching skills? What faculty development plans will provide the faculty with the necessary teaching skills?

[Response]

6. Is the prospective faculty fully aware of what is expected of them regarding this new program?

[Response]

7. Are the projected faculty loads reasonable in view of the requirements of this program? Will the faculty have enough time for course preparation, student contact, research, publication, and service?

[Response]

8. Is the institutional administrative structure conducive to the success of the program?

[Response]

9. To what extent are the facilities, equipment, library collection, and services adequate to support study and research connected with this program? Have additional projected resources accounted adequately for the likely needs of the program?

[Response]

Projections

[Narrative section]

1. Is there sufficient evidence to expect that the proposed program will have continuity, both in incoming students and administrative support?

[Response]

2. Are the enrollment and financial projections sound? Why is it reasonable to expect that this program will be viable in the foreseeable future?

[Response]

3. What will students of this program be expected to do upon completing their studies? What assurance can be provided that these are realistic expectations?

[Response]

4. 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?

[Response]

Appendix D

External Assessment Report Instrument

International Board of Education

International Board of Ministerial and Theological Education

External Assessment Report

for New Instructional Program or Modality

Name of the institution:

Name of proposed program or modality:

Date of the assessment:

Name of the assessor (including qualifications and job titles):

Please provide an assessment of the proposed program, responding to as many of the following matters as possible. Throughout the assessment, please indicate:

- If certain matters should be implemented prior to admitting the first cohort of students (i.e., conditions to be fulfilled before the program is granted candidacy status). Each of these matters should be prefaced with the term **Condition:**

- If certain matters should be implemented prior to the graduation of the first cohort (i.e., recommendations to be fulfilled during the period of candidacy). Each of these matters should be prefaced with the term **Recommendation:**

- If there are matters which are not essential but could be helpful (suggestions). Each of these should be prefaced with the term **Suggestion:**

---

1. In what ways is the proposed program, particularly in terms of its curriculum and standards, equitable to programs with which you are familiar? In what ways is it not equitable to these programs?

2. In what ways does the proposed program reflect the identity and priorities of Seventh-day Adventist education?

3. Is there adequate evidence provided that qualified Seventh-day Adventist faculty, committed to the mission of the institution, will be available to deliver the proposed program?

4. Do the facilities as delineated in the proposal appear to be sufficient to deliver the proposed program effectively?

5. Do the plans provide for the necessary increase in educational equipment, technology, and library resources required by the program?

6. Does the proposed budget for set-up and operation seem to be adequate?

7. Has the institution made a convincing case that there will be a market for the program?

8. Is it likely that graduates from the program will be employable, or able to access higher education?

9. What are the overall strengths of the application?

10. Other than those matters already identified above as conditions or recommendations, there any further weaknesses that should be noted? Do you have guidance on how the institution might alleviate these matters?

Thank you for providing this assessment of the proposal.

Appendix E

Generic Timeline for Program Approval

Timeline for IBE Process

Date	Institutional Process	IBE Process	Comments
	Action taken to undertake a feasibility study for a new academic program, considering the IBE feasibility study guidelines		
	Action taken to develop a proposal for a new academic program, based on feasibility study results		
	Development of the proposal utilizing the IBE template, as well as any guidelines from national and/or regional bodies that may be applicable		
	Review of the proposal by external consultants (several experts contracted by the institution, using the IBE external review form), with the results incorporated in the new program proposal		
	Review of the proposal at the department level, with action recommending the proposal to a larger body (e.g., a School within the institution)		
	Review of the proposal at the School level, with action recommending the proposal to an institutional body (e.g., Faculty Senate)		
	Review of the proposal at the institutional level, with action recommending the proposal to the Board of Trustees		

Date	Institutional Process	IBE Process	Comments
	Review of the proposal by the Board of Trustees, with action recommending the proposal to the Division BOE		
		Review of the proposal by the Division BOE, with action recommending the proposal to the IBE	
[At least one month prior to IBE session]		**Receipt of the proposal by the GC Associate Director of Education**, followed by any needed clarifications and/or adjustments	
[Early October and early April each year]		**Review of the proposal by the IBE,** with action authorizing a site visit team	
[during a period of 6-12 months]		**Site visit by the IBE team,** with a report prepared for the IBE	
[6 or 12 months from the original IBE action]		**Review of the report by the IBE**, with action taken (if with recommendations only, program may be launched at the discretion of the institution; if with conditions, the next step is included)	
	Fulfillment of conditions, with letter of fulfillment received from the GC DOE by the institution prior to launching the program		
	Program launch		

Note: This template does not specify the events that would be necessary for a national/regional approval process, as these steps and timeframes can vary. Regarding the relationship between the IBE and national/regional processes, the following IBE policy should be taken into account: "If a college or university is applying for national/regional recognition of this same program, the application to IBE may be sent before or at the same time as the application for approval by the local accrediting/validation body." Given the philosophy of Adventist education, it might be the case, for example, that the visiting IBE team would recommend certain modifications to the curriculum. It would be advisable to have incorporated these elements prior to the submission of the curriculum for national or regional approval.

In terms of the actual dates that will be placed in the first column, a good approach is often to work back from the anticipated date of program launch, considering the timeframes of the various events that need to occur. If, at any point in working through this process, institutional entities desire clarification or feedback, they should contact the Division Director of Education and/or the GC Associate Director of Education who serves as liaison for that Division.