

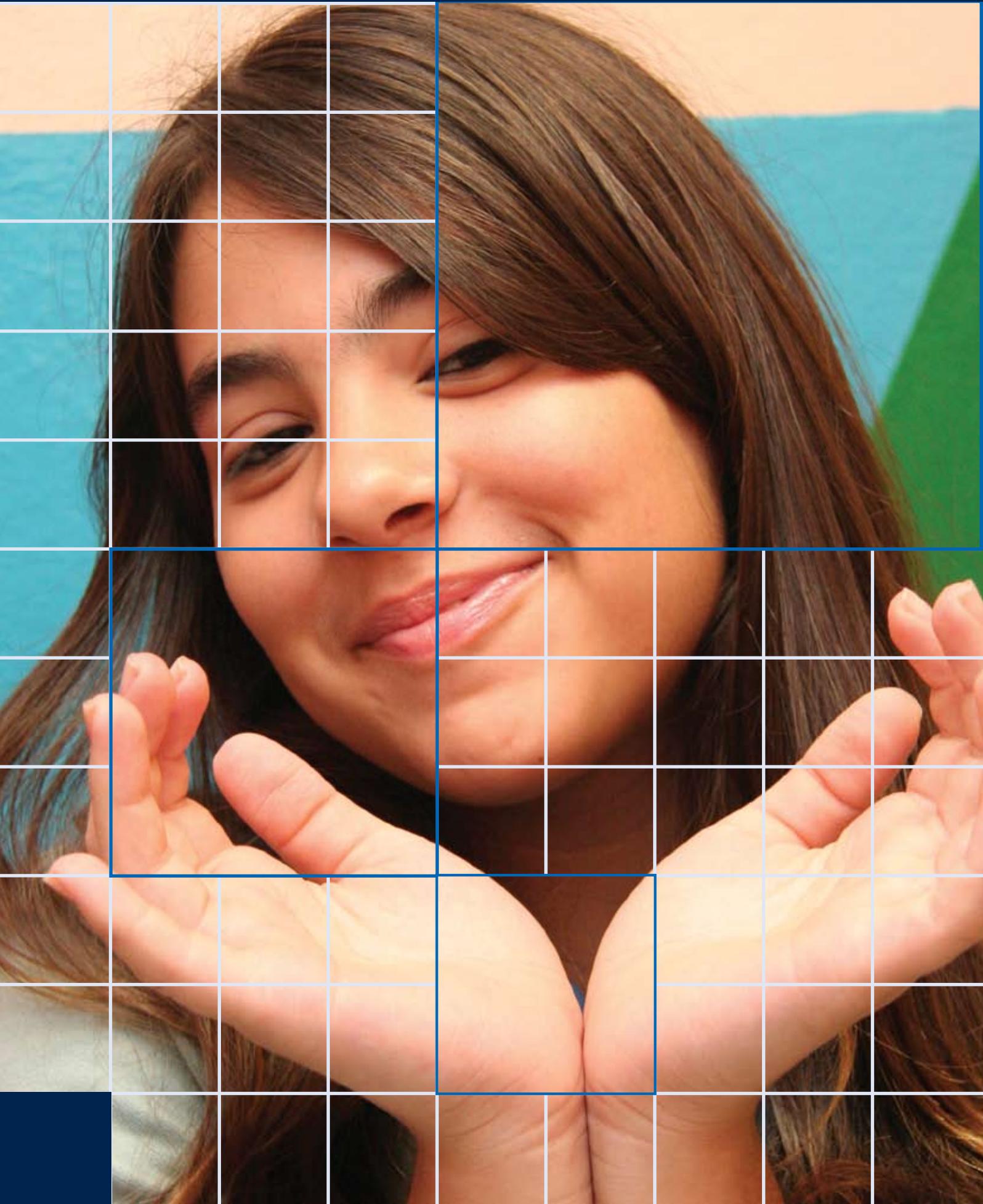
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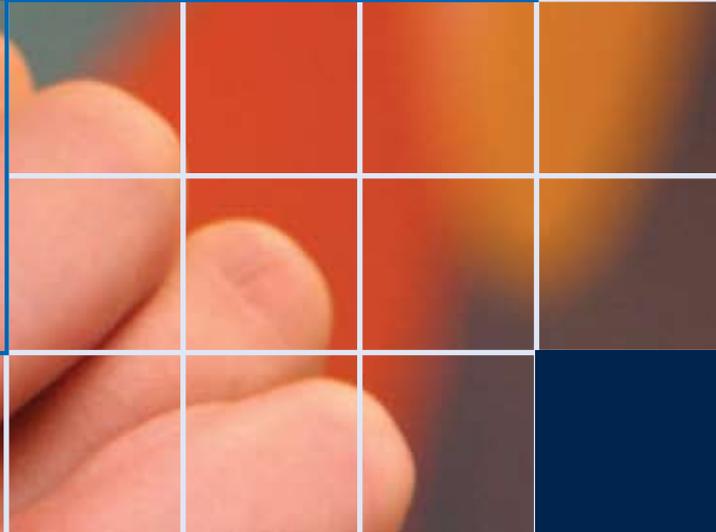
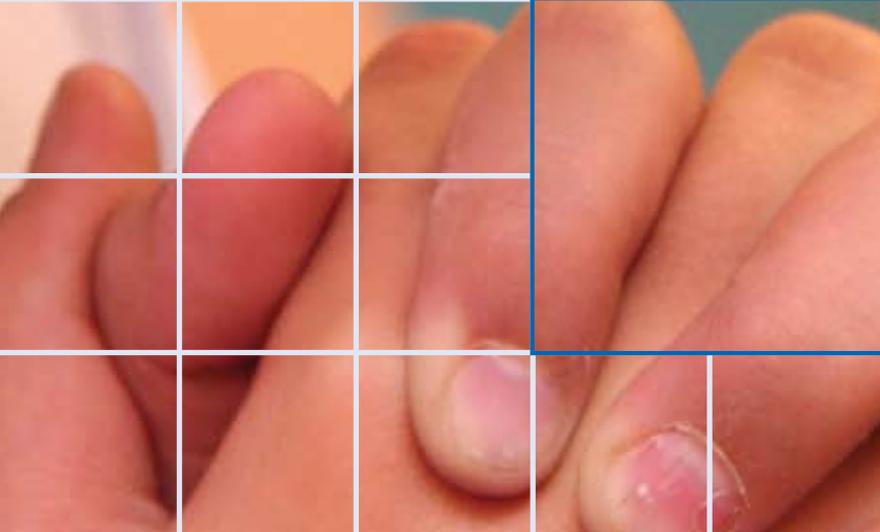
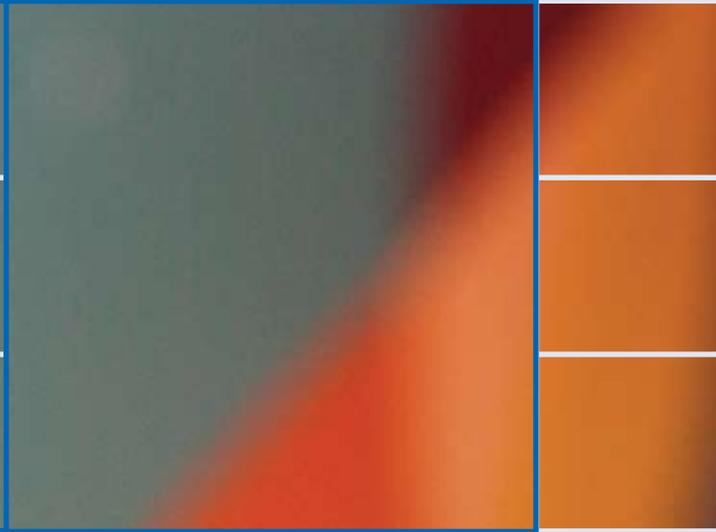
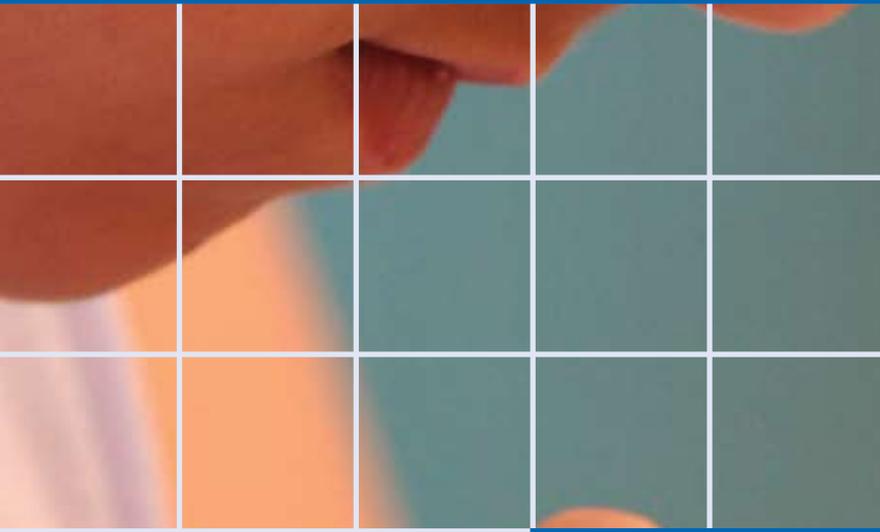
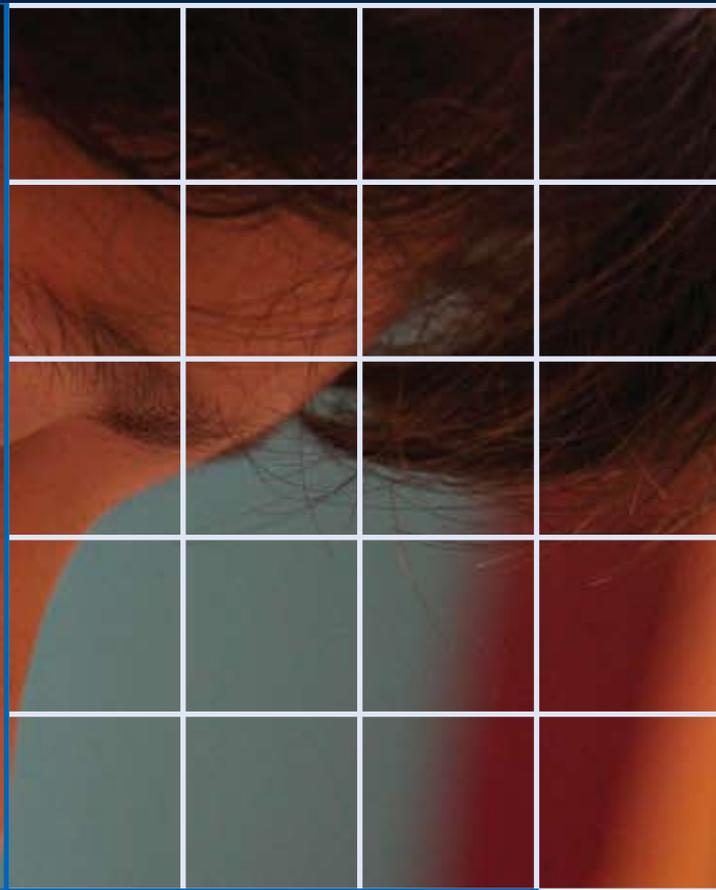
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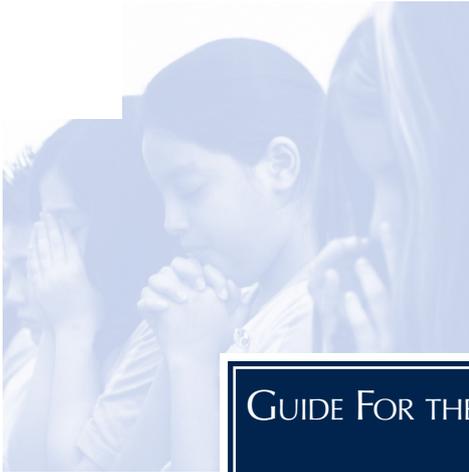
**MASTER**

**PLAN**

IN SEVENTH-DAY ADVENTIST EDUCATION







GUIDE FOR THE

# SPIRITUAL MASTER PLAN

IN SEVENTH-DAY ADVENTIST EDUCATION



EDUCATION DEPARTMENT  
SOUTH AMERICAN DIVISION

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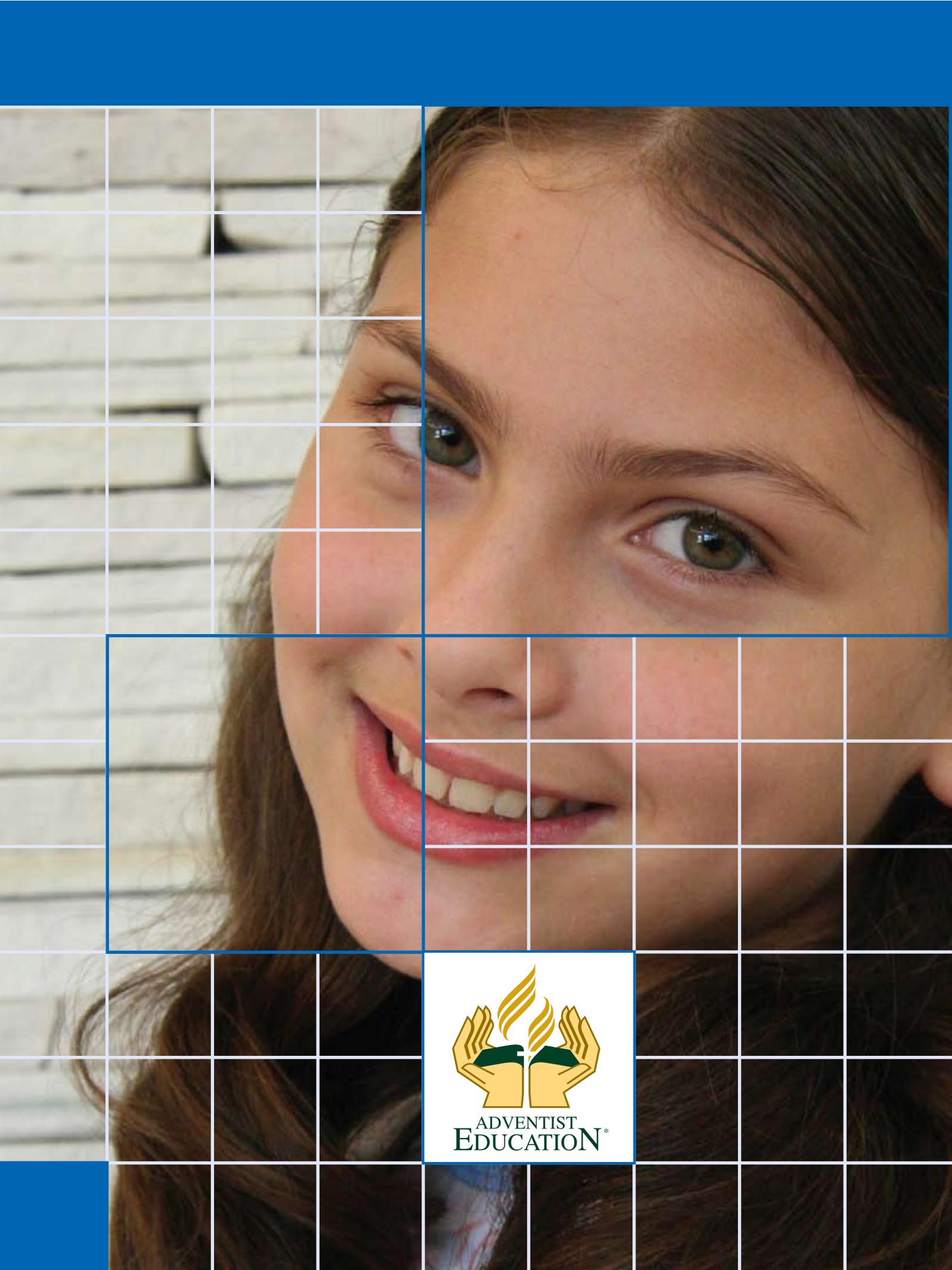


GUIDE FOR THE  
**SPIRITUAL**  
**MASTER**  
**PLAN**

IN SEVENTH-DAY ADVENTIST EDUCATION



EDUCATION DEPARTMENT  
SOUTH AMERICAN DIVISION



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# PREFACE

## PREFACE

“You did not choose me, but I chose you and appointed you to go and bear fruit—fruit that will last. Then the Father will give you whatever you asked in my name.” John 15:16

This publication was written to reaffirm, as the Education Department of the South American Division (SAD), “our total commitment to God, with His Church, and with Integrated Evangelism.” In it, we define basic guidelines that institutions may use to elaborate on their own **Spiritual Master Plan (SMP)**.

We invite those in our educational institutions to be the main players in writing their own Plan, a task that obligates them to make a thorough examination of various problematic situations, to investigate their causes, and to elaborate on the best solutions for each. We have attempted, in this publication and with the collaboration of all involved, to teach a practical methodology that contributes unambiguously, so that our institutional members are able to better consolidate their Seventh-day Adventist identity and to assure their Christian presence in service to youth from the Church and to the community, in any location where the Lord has permitted them to be established.

In creating the SMP basic structure, we have referenced Church documents, the results of research, experiences accomplished within the past years in SAD educational institutions, and the research of Professor Magdiel Pérez Schulz.

It has become quite evident, in recent years, that many institutions have elaborated on their individual SMP; however, not all institutions are aware that the Plan is not something organized once and for all. It is not static or finite. Additionally, while many have technically elaborated on the Plan, they have not reached the point of carrying it out in point of fact. We believe that, with the involvement of everyone, we can exchange documents and experiences and come up with a document that remains true to our central beliefs, but allows for differences in cultures and local customs.

Considering that each institution has its particular differences, we present, in this publication, a model that establishes potential joint actions. For schools with lower enrollment, we recommend making whatever adaptations are necessary, according to each reality.

We feel called to participate in this task and support every effort of those who are actively involved in the dynamic process of creating a workable SMP.

We seek the guidance of the Holy Spirit for this calling.

**Carlos A. Mesa**  
Education Director SAD

“A deep Christian experience will be combined with the work of true education. Our schools are to advance steadily in Christian development; and in order to do this, the words and example of the teacher should be a constant help.”

Ellen G. White, *Fundamentals of Christian Education*, (Nashville, TN: Southern Publishing Association, 1923), p. 516.

“You also, like living stones, are being built into a spiritual house to be a holy priesthood, offering spiritual sacrifices acceptable to God through Jesus Christ” 1 Peter 2:5



# PART ONE



“In giving us the privilege of studying His word, the Lord has set before us a rich banquet. Many are the benefits derived from feasting on His word, which is represented by Him as His flesh and blood, His spirit and life. By partaking of this word, our spiritual strength is increased; we grow in grace and in a knowledge of the truth. Habits of self-control are formed and strengthened.”

Ellen G. White, *Counsels to Parents, Teachers, and Students*, (Mountain View, CA: Pacific Press Publishing Association, 1943), p. 207.



## COURSE OF ACTION

### I. Organization Process

- A. Designate a team coordinator.
- B. Appoint team members.
- C. Select an individual responsible for each team.
- D. Establish the team meeting calendar.
- E. Update the institution's Mission and Vision statements.



### II. Evaluation Process

- A. Carry out an assessment, through research, interviews of students and teachers, and observation of:
  - 1. The current spiritual/moral reality of the students.
  - 2. The program as a whole and the institution's current religious activities.
  - 3. The specific religious education and integration of faith as taught in the classroom.
  - 4. The impact of the program and church activities and the institution as perceived by those involved.
  - 5. Any other aspects of the institution that affect the religious lives of the students.

- B. Encourage institution-wide participation in the assessment process.
- C. Provide for effective management of the assessment process.
- D. Provide for proper analysis of the results of the assessment.
- E. Present an assessment results report, in percentages, to the administration.

### III. Adjustment Process

- A. Enumerate the spiritual-reality indicators and formulate a list of priorities regarding any deficiencies detected in the assessment.
- B. Designate the **Principle, Belief, and Value** to be implemented during the year, based on the results of the assessment.
- C. Establish the objectives to be reached; these objectives should be simply stated and reachable within a determined amount of time.
- D. Specify the activities required to reach each objective, adapting them to the various educational levels and areas/sectors of the institution.
- E. Verify that the curricular content includes the designated **Principle, Belief, and Value** with the corresponding objectives, activities and evaluations.





- F. Name the individuals responsible for supervising/developing each of the activities.
- G. Invite all individuals from the institution—teachers, students and parents—to participate in the activity-elaboration process, for the purpose of obtaining acceptance and commitment to the designated **Principle, Belief, and Value.**
- H. Establish an activities calendar.
- I. Plan specific means for promotion of the SMP and each one of the activities.
- J. Establish a budget for carrying out and evaluating the activities.
- K. Designate individuals responsible for an evaluation of the final process, methodology and instruments to be utilized.

#### IV. Implementation Process

- A. Present the SMP for the approval of the Institution Committee within the first month of classes. Include the activities calendar, coordinator names, and the proposed budget.
- B. Present the Mission and Vision statements, in writing, to all institution sectors and departments, at all levels.

C. Communicate often, in both written and oral form, the **Principle, Belief, and Value** selected by the committee, to ensure the entire institution—teachers, administrators, and students—clearly understand them, for the purpose of ensuring permanent recognition, remembrance, and effectiveness of them.



- D. Apply the specified activities enumerated by the committee members, adapting them to the various educational levels and areas/sectors of the institution.
- E. Carry out follow-up and monitoring of the specified activities, to ensure their objectives were reached.
- F. Invite all institution personnel to participate in the implementation process, with the purpose of obtaining universal acceptance of and a commitment to the stated **Principle, Belief, and Value**.
- G. Assure that the spiritual results reached through the implementation of the SMP are sustained and preserved into the future.

“This is to my Father’s glory, that you bear much fruit, showing yourselves to be my disciples.”  
John 15:8.

## V. Re-evaluation Process

- A. Invite institutional participation, including students and parents, to participate in a re-evaluation process each semester and annually, to examine and identify the objectives reached and those that have not been achieved in relation to the stated **Principle, Belief** and **Value**.
- B. Analyze the results.
- C. Reformulate the objectives not reached.
- D. Present a written report, with conclusions reached, to the administration.



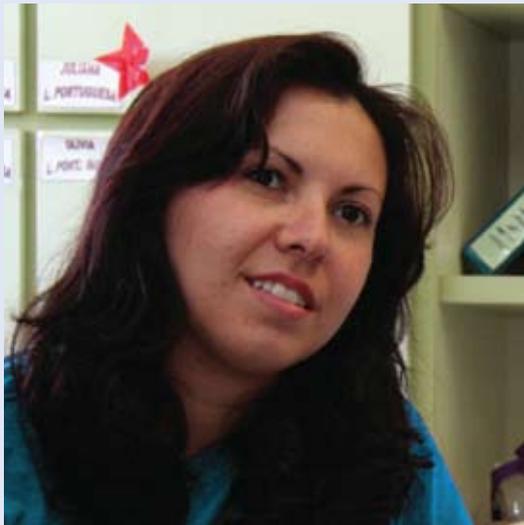
“The great adversary of souls is seeking to bring a dead, lifeless spiritual atmosphere into all our institutions. He works to turn and twist every circumstance to his own advantage, to the exclusion of Jesus Christ.”

Ellen G. White, *Counsels to Parents, Teachers, and Students*,  
(Mountain View, CA: Pacific Press Publishing Association, 1943), pp. 373-374.

# PART TWO

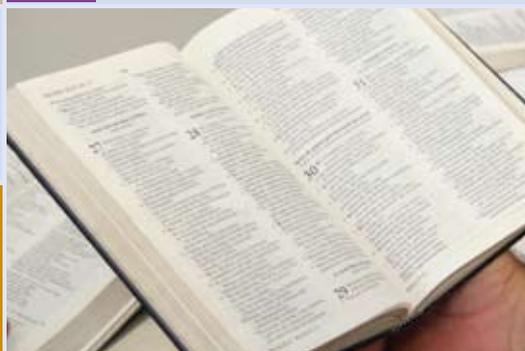


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“No, indeed. Boast neither of the branches of study you expect to teach nor of the industrial work you hope to do; but tell everyone who inquires that you intend to do the best you can, to give your students the physical, mental and spiritual training that will fit them for usefulness in this life and prepare them for the future immortal life.”

Ellen G. White, *Counsels to Parents, Teachers, and Students*, (Mountain View, CA: Pacific Press Publishing Association, 1943), p. 206.



## PLAN DEVELOPMENT

### OPERATIONAL GUIDELINES

#### I. Foundation

The formation of an individual institution's SMP begins with an analysis of the spiritual life of the students, administration and faculty.

Then, it grows directly out of its Vision and Mission statements. There should be a direct relationship between the institutional goals, as listed in the SMP, and the Vision and Mission statements.

Therefore, prior to the establishment of goals and strategies specified in the Plan, it is necessary for those on the planning committee to have a deep conviction of the Vision desired by its school and its Mission, which states the reason the institution exists.

**A.** Example of a Vision Statement: "To be a Christian educational institution recognized by the excellence of its services, principles and values, based on the quality of its graduates, its participation in service to the community, and on the Seventh-day Adventist biblical world view."

**B.** Example of a Mission Statement: "To promote, through Christian education, the harmonious development of the physical, mental and spiritual attributes of students, educating them with elevated ideals and a commitment to their community, country, and God."



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## II. Objectives and Reality Indicators

The objectives listed in the SMP, and their relationship to the Vision and Mission statements, are drawn from several institutional reality indicators.

Possible reality indicators include:

### A. Institutional:

1. Faith and teaching programs lack integration and coordination, resulting in a lack of consistency with the Christian world view.
2. Vision and Mission statements lack clear definition, understanding and support.
3. Religion classes and other spiritual activities fail to fulfill their motivational and training functions.



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4. Religious education is considered a separate subject, without any interrelationship with other subjects.
5. Youth directors and leaders need better and more focused training.
6. Educational leaders need a more conscious understanding of and commitment to the institution's spiritual purpose.



**B. Students:**

1. Students may not be enrolled to develop their faith, but for other reasons (i.e., institutional prestige, academic excellence, closeness to their homes, or influence of friends or family members).
2. Students may find it difficult to define their goals, to adjust to newfound freedom from home supervision, or to reject negative influences on their values and Christian faith from worldly pressures.
3. Graduates from our institutions may not be adequately prepared to insert themselves into the socio-cultural reality with the strength and convictions that come with having strong Christian beliefs and values.

## III. Schedule

- A. Hold a spiritual retreat for everyone involved, prior to the start of the new academic year.
  - 1. Discuss the purpose of the SMP, its organization requisites, and the promotion process required to ensure its effective use.
  - 2. Discuss how the SMP can be better utilized in the institution and its benefits extended to the entire educational community.
- B. Prepare an assessment survey.
  - 1. Construct a simple survey for distribution to the administrative team, faculty, and students (also parents, if desired), to solicit a consensus regarding the specific **Principle, Belief and Value** to be developed and achieved during the year (see sample work tools in the fourth part).
  - 2. Distribute the survey, collect and evaluate the data, and select those entries that received the best results.
- C. Publish the selected choices; conduct discussions regarding the importance of the stated **Principle, Belief and Value** to be used during the year. Present the results to the members of the educational community.



## Examples of Principles and Their Implications

- **Principles of Love:**

- The faculty shall love their students and demonstrate this love in classes, words, attitudes, and acts.
- The faculty shall be examples to their students, maintaining a pleasing environment, developing appreciation and mutual trust.

- **Principles of Centeredness in the Holy Scriptures:**

- The biblical vision of the world and reality shall be the basis of teaching and the background for all general and academic work.
- The most important objectives shall be knowing God, as revealed in the Bible, and Christ, as the personal Savior of the teachers and students.

- **Principles of Christ-likeness:**

- Obtaining a character like that of Christ's shall be promoted as being more important than any academic subject matter.
- Faculty example is essential toward the establishment of a favorable environment and student character development.
- Attitudes are absorbed from the environment that surrounds us, more than from the instruction received.



- **Principles of Harmonious**

- **Development:**

- Our educational objective includes the forming of Christian character.
    - Positive personal qualities shall be developed during the educational process.
    - Development shall be balanced, attending to physical, social and intellectual necessities, and not only to spiritual ones.



- **Principles of Health:**

- Physical development shall be encouraged through both productive corporal work and regular exercise.
  - Knowledge of how the body functions, the benefits of healthful eating and preventive care measures and their application in daily life shall be promoted.

“Like newborn babies, crave pure spiritual milk, so that by it you may grow up in your salvation, now that you have tasted that the Lord is good.”

1 Peter 2:2

- **Principles of Service:**

- An enduring attitude of service to others shall be promoted through precept and example.
  - A dedication to service to God and the community shall be both encouraged and recognized.

### Fundamental Beliefs of the Church:

- Holy Scriptures
- Trinity
- Father
- Son
- Holy Spirit
- Creation
- Nature of Man
- Great Controversy
- Life, Death and Resurrection of Christ
- Experience of Salvation
- Growing in Christ
- Church
- Remnant and Its Mission
- Unity in the Body of Christ
- Baptism
- Lord's Supper
- Spiritual Gifts and Ministries
- The Gift of Prophecy
- Law of God
- Sabbath
- Stewardship
- Christian Behavior
- Marriage and the Family
- Christ's Ministry in the Heavenly Sanctuary
- Second Coming of Christ
- Death and Resurrection
- Millennium and the End of Sin
- New Earth



“Brethren, will you have a stunted Christian growth, or will you make healthy progress in the divine life? Where there is spiritual health there is growth. The child of God grows up to the full stature of a man or woman in Christ. There is no limit to his improvement.”

Ellen G. White, *Testimonies for the Church*, Vol. 5, (Mountain View, Calif.: Pacific Press, 1948), p. 265.

# PART TWO

## Examples of Values

### Faith in God

- Hope
- Trust
- Belief
- Security
- Devotion

### Work

- Effort
- Study Habits
- Spirit of Sacrifice
- Cooperation
- Diligence

### Contentment

- Serenity
- Happiness
- Gratitude
- Accomplishment
- Satisfaction

### Loyalty

- Sincerity
- Commitment
- Fidelity
- Impartialness
- Friendship

### Humility

- Courtesy
- Effort
- Adaptability
- Acceptance
- Obedience

### Patience

- Persistence
- Resistance
- Calmness
- Tolerance

### Integrity

- Sincerity
- Decency
- Truth
- Authenticity
- Ability to Communicate
- Trustworthiness
- Life style
- Honesty

### Responsibility

- Fidelity
- Trustworthiness
- Courtesy
- Purity

### Respect

- Tolerance
- Acceptance
- Behavior
- Order
- Punctuality
- Consideration
- Reverence
- Adoration
- Courtesy
- Perfection

### Kindness

- Solidarity
- Consideration
- Comprehension
- Assistance
- Friendship
- Friendliness
- Generosity

### Temperance

- Discipline
- Nutrition
- Abstinence
- Well-balanced
- Self-control

HABENICHT, Donna. *10 Christian Values Every Kid Should Know*. Hagerstown, MD: Review & Herald Publishing, 2000.

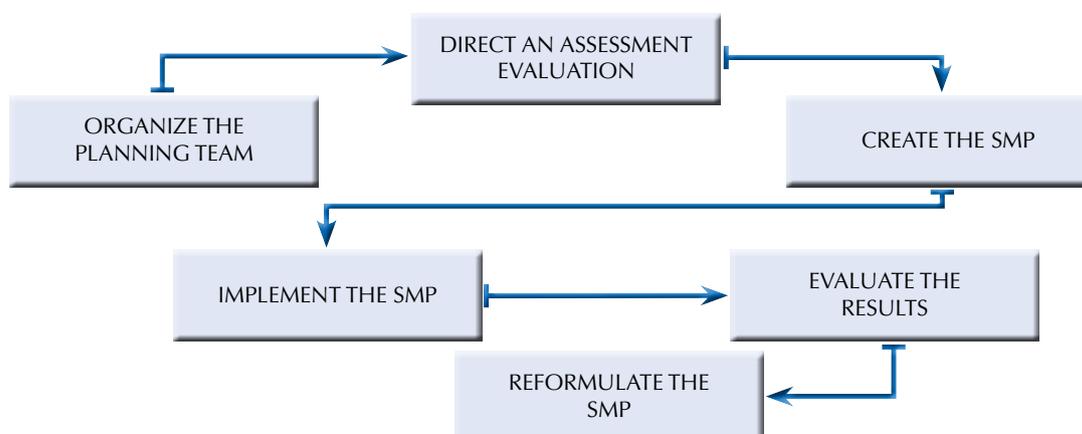
#### 4. Implementation—Plan of Action

The process indicators—**Principle**, **Belief**, and **Value**—selected after collection and analysis of the survey, the stated objectives, activities, responsibilities, time, resources, evaluation, and the product indicators must all be thoroughly understood and uniformly accepted before implementation of the action plan throughout the institution. (See sample of the Action Plan in the Third Part).

#### 5. Evaluation

- A. Initial evaluation: the assessment indicators that determine the selection of the **Principle**, **Belief**, and **Value** will also serve as a control tool during the period in which the activities are carried out. Copies of this evaluation report will be given to the SMP Committee members.
- B. Monthly evaluation: the SMP Committee will evaluate the development of the Plan on a monthly basis, and then, each semester, appraise what has been accomplished and what requires adjustment with all personnel.
- C. Annual evaluation: At each yearend, these evaluations will be presented in a meeting of the members and copies prepared by the individuals responsible will be given to the Executive Committee. The results should indicate how well the objectives were met; discussion should include necessary reformulation of the SMP for the following year.

#### SMP Flowchart



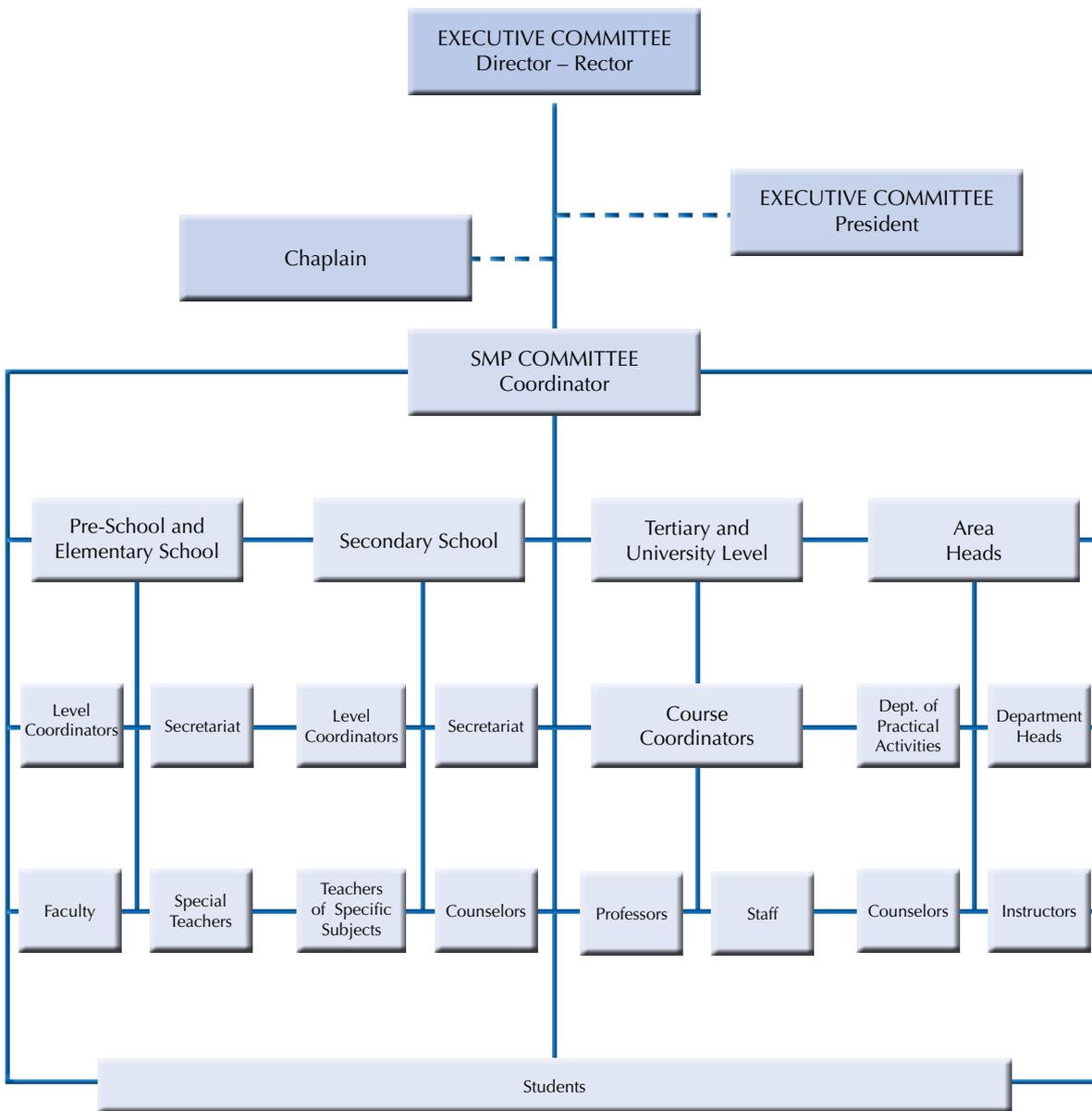
## Activity Schedule for SMP

Year: \_\_\_\_\_

ACTIVITY	DEC	JAN	FEB	MAR
<b>1. ORGANIZATION</b>				
Update the Vision and Mission statements				
Designate coordinators and team members				
<b>2. ASSESSMENT</b>				
Conduct surveys and interviews with students				
<b>3. DEVELOPMENT</b>				
Choose of <b>Principle, Belief, and Value</b>				
State objectives				
Assign tasks				
Appoint those responsible for promotion of activities				
<b>4. IMPLEMENTATION</b>				
Obtain approval of institution committee				
Display Vision and Mission statements				
Display <b>Principle, Belief, and Value</b>				
Promote institutional support				
Execute schedule of activities at each level				
<b>5. INTERMITTENT AND FINAL EVALUATION</b>				
Analyze results				
Identify objectives not attained				
Reformulate objectives				
Communicate results				



## Organizational Chart of Responsibilities



We recommend that the director of the institution be designated president of the SMP Committee during the first year, for the purpose of assuring efficient execution of tasks and the continuation of fundamental support. Another coordinator may be appointed in succeeding years.

# PART THREE



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In a knowledge of God all true knowledge and real development have their source. Wherever we turn, in the physical, the mental, or the spiritual realm; in whatever we behold, apart from the blight of sin, this knowledge is revealed."

Ellen G. White. *Mind, Character, and Personality*. Vol. 2, (Nashville, Tenn.: Southern Publishing Association, 1977), p. 404.



# PART THREE

## MODEL PLAN ACTION

The same model should be utilized for all levels of teaching, adapted according to the characteristics of each level, working with ONE PRINCIPLE, ONE BELIEF, AND ONE VALUE.

### SMP Model Plan Action—PRINCIPLE, BELIEF, and VALUE

Year: \_\_\_\_\_

#### Principle: JESUS AS AN EXAMPLE

Process Indicator	Principle	Objectives	Activities
Survey results reveal: Only _____% of students accept Jesus as an example for their life	Jesus as an Example	1. Motivate students to accept Jesus as an example for their life	1. Rise early with God
			2. Reflect daily at morning worship on Jesus' life
			3. Attend seminar on missionary vocations
			4. Verify if standards of behavior and code of ethics draw students nearer to Jesus
Only _____% demonstrate the need for a Savior from sins		2. Encourage a reflection on the need for a Savior	5. Camping
			6. Weeks of Prayer
			7. Religious Meetings
			8. Referential Bible Texts
			9. Biographies of Transformed Lives
Only _____% accept Jesus as their personal Savior		3. Invite students to accept Jesus as a personal Savior	10. Spiritual Retreats. Vigils
			11. Studies, Sermons and Religion Classes
			12. Referential Posters
			13. Baptisms
_____% maintain a good relationship with Jesus		4. Create a consciousness regarding the importance of maintaining a closer relationship with Jesus	14. Small Groups
			15. Intercessory Prayer
			16. Friendship Groups Missionary Partners
			17. Life Witness
_____% are committed to evangelization		5. Obtain a commitment from students to integrated evangelism	18. Each course, area, department, degree course prepares and carries out a missionary project and Integrated Evangelism Program



Individual Responsible	Time/Frequency	Costs	Evaluations	Result Indicators
1. Chaplaincy	1. Annually	According to budget (*)	1. Coordinator	Accept Jesus as example: Initial Percentage: _____% Expected: _____% Reached: _____%
2. Chaplaincy, directors and coordinator	2. Daily	(*)	2. Coordinator	
3. Chaplaincy, counselors	3. October	(*)	3. Coordinator and Chaplain	
4. Directors, head of area	4. Beginning of the year	(*)	4. Administrative Coordinator	
5. Counselors	5. April, September	(*)	5. Directors	Necessity of a Savior: Initial Percentage: _____% Expected: _____% Reached: _____%
6. Pastor, Chaplaincy Youth Impact	6. April, September, October	(*)	6. Directors, Chaplain	
7. Pastor, chaplaincy	7. Weekly	(*)	7. Coordinator	
8. Teachers and counselors	8. Annually	(*)	8. Coordinator	
9. Teachers	9. Annually	(*)	9. Bible teachers	
10. Chaplaincy, counselors	10. Beginning and end of the year	(*)	10. Coordinator	Accept Jesus as personal Savior: Initial Percentage: _____% Expected: _____% Reached: _____% No. of baptisms: _____
11. Teachers and chaplaincy	11. Annually	(*)	11. Directors, coordinator	
12. Coordinator and teachers	12. Annually	(*)	12. Chaplain	
13. Pastor, chaplaincy	13. After each week of prayer	(*)	13. Coordinator, directors	
14. Chaplaincy and heads of area	14. Weekly	(*)	14. Coordinator	Very good relationship with Jesus: Initial Percentage: _____% Expected: _____% Reached: _____%
15. Teachers. Students	15. Annually	(*)	15. Chaplain	
16. Bible teachers Students	16. Annually	(*)	16. Counselors, Chaplain	
17. Teachers, counselors	17. Annually	(*)	17. Chaplain	Committed to Evangelization: Initial Percentage: _____% Expected: _____% Reached: _____%
18. Directors, chaplaincy, heads of areas, deans, teachers	18. First Semester	(*)	18. Direction (President, Principle)	

# PART THREE

## Belief: THE WORD OF GOD

Process Indicators	Belief	Objectives	Activities
1. Individuals who assume a commitment with the Bible as the Word of God: _____ %	The Word of God	1. Increase the rate of acceptance of the Bible as the Word of God	1. Bible dramas 2. Week of the Bible 3. Bible display 4. Bible manuscript 5. Week of Prayer emphasizing the Bible as the Word of God
2. Individuals who accept the Bible as authority _____ %		2. Promote Bible study and its acceptance as a standard for life	6. Bible contests 7. Bible classes 8. Annual Bible reading and reading the Spirit of Prophecy 9. Small groups 10. Referential posters
3. Individuals who dedicate 30 minutes or more to personal Bible reading. _____ %		3. Carry out a systematic Bible reading plan	11. Weekly and monthly referential Bible texts 12. Message included on correspondence and notes sent to students and parents 13. Bible study by departments 14. Bible given as a gift to students
4. Individuals who affirm that the curricular content leads them to value the Bible. _____ %		4. Obtain greater intentionality in curricular programs, through the integration of faith and teaching	15. Messages on tests 16. Daily silent reading in class 17. Testimonies 18. Analysis of concrete situations in light of the Word of God 19. Utilize denominational bibliographies 20. Provide projects and readings 21. Incorporate the Bible as a basic teaching book
5. Individuals who indicate that when they read the Bible they modify their conduct according to its guidelines. _____ %		5. Motivate students to live according to biblical principles	22. Bible and Spirit of Prophecy courses

Individual Responsible	Time/Frequency	Costs	Evaluations	Result Indicators
1. Chaplaincy, teachers, head of area	1. April, June, September	According to Budget	1. Bible teachers	Individuals who assume a commitment with the Bible: Initial Percentage: _____ % Expected: _____ % Reached: _____ %
2. Directors, teachers, pastor	2. September	(*)	2. Directors	
3. Directors, counselors, Bible teachers	3. September	(*)	3. Directors, chaplain	
4. Counselors, teachers, heads of area	4. September	(*)	4. Bible teachers, directors	
5. Pastor	5. April, August - September	(*)	5. Head of area, chaplain	
6. Bible teachers, chaplaincy	6. Second semester	(*)	6. SMP Committee	Individuals who accept the Bible as authority: Initial Percentage: _____ % Expected: _____ % Reached: _____ %
7. Chaplaincy	7. Annually	(*)	7. Bible teachers	
8. Bible teachers, counselors	8. Annually	(*)	8. Chaplain	
9. Counselors, Bible teachers	9. Annually	(*)	9. SMP Coordinator	
10. Chaplaincy, teachers	10. Annually	(*)	10. SMP Coordinator	
11. Teachers, counselors	11. Weekly – Monthly	(*)	11. SMP Coordinator	Individuals who dedicate 30 minutes or longer to personal Bible reading: Initial Percentage: _____ % Expected: _____ % Reached: _____ %
12. Directors, teachers	12. Annually	(*)	12. Directors, secretariat	
13. Heads of department, management	13. Annually	(*)	13. SMP Coordinator	
14. Directors, administration	14. First month of classes	(*)	14. Directors, management	
15. Teachers	15. Annually	(*)	15. Directors	
16. Teachers and Bible teachers	16. Annually	(*)	16. Chaplaincy	Individuals who affirm that class content led them to value the Bible: Initial Percentage: _____ % Expected: _____ % Reached: _____ %
17. Chaplaincy, directors	17. Annually	(*)	17. Directors, chaplaincy	
18. Teachers, counselors	18. Annually	(*)	18. Counselors	
19. Teachers	19. Annually	(*)	19. Academic directors	
20. Teachers	20. Annually	(*)	20. Academic directors	
21. Teachers	21. Annually	(*)	21. Directors	
22. Chaplaincy, teachers heads of area and departments	22. Each semester	(*)	22. SMP Coordinator	Individuals who changed their conduct through reading the Bible: Initial Percentage: _____ % Expected: _____ % Reached: _____ %

# PART THREE

## Value: RESPONSIBILITY

Process Indicators	Value	Objectives	Activities
1. Recognize the necessity to improve student's responsibility _____%	Responsibility	1. Encourage development of responsibility as a personal characteristic in daily homework, in behavior with others and toward the institution	1. Monitor completion of tasks assigned (attendance, projects, research, etc.) 2. Worship in first classes highlighting the value 3. Referential posters
2. Consider responsibility as a priority value in the institution _____%		2. Collaborate for the development of responsibility at an institutional level	4. Guidelines regarding the use of time 5. Use and care of furnishings and installations 6. Participation in programmed activities 7. Referential messages in the various sectors of the institution
3. Accept that public and private responsibility are fundamental in life _____%		3. Create consciousness regarding the importance of responsibility as a fundamental value in life	8. Annual Activity Day - "Pro-Institution Day" 9. Week with emphasis on the value, emphasizing meeting the standards of the institution 10. Recognize students who show the importance of this value 11. Dramatizations 12. Biographies of Bible characters 13. Missionary and Service Activities 14. Support Groups



Responsible Individuals	Time/Frequency	Costs	Evaluations	Result Indicators
1. Teachers	1. Annually	According to budget	1. Area directors	1. Recognize necessity to improve student's responsibility: Initial Percentage: _____ % Expected: _____ % Reached: _____ %
2. Teachers	2. Daily	( * )	2. Area directors	
3. SMP Committee	3. Second week of classes	( * )	3. Coordinator	
4. Counselors	4. Annually	( * )	4. Academic directors	2. Consider responsibility as a priority value in the institution: Initial Percentage: _____ % Expected: _____ % Reached: _____ %
5. Heads of area and administration	5. Annually	( * )	5. Directors	
6. Student director	6. Each semester	( * )	6. Area directors and coordinator	
7. Counselors, chaplain	7. Annually	( * )	7. Area directors	
8. Directors, area directors	8. End of each semester	( * )	8. Administration	3. Accept that public and private responsibility are fundamental in life: Initial Percentage: _____ % Expected: _____ % Reached: _____ %
9. Directors, counselors	9. Beginning of each semester	( * )	9. Coordinator	
10. Teachers, counselors, area directors	10. End of each semester	( * )	10. Directors and committee	
11. Teachers, counselors	11. Quarterly	( * )	11. Coordinator	
12. Chaplain and teachers	12. Annually	( * )	12. Director of academic area	
13. Chaplaincy	13. Annually	( * )	13. SMP	
14. Counselors	14. Each Semester	( * )	14. Director of academic area	

“Teachers must understand what lessons to impart, or they cannot prepare students to be transferred to the higher grade. They must study Christ’s lessons and the character of His teachings. They must see their freedom from formalism and tradition, and appreciate the originality, the authority, the spirituality, the tenderness, the benevolence, and the practicability of His teaching. Those who make the world of God their study, those who dig for the treasures of truth, will themselves become imbued with the Spirit of Christ, and by beholding they will become changed into His likeness.”

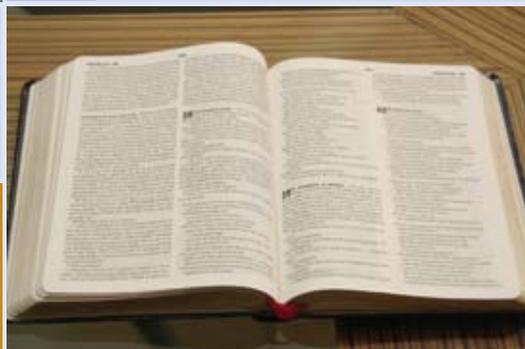
Ellen G. White, *Testimonies for the Church*, Vol 6, (Mountain View, Calif.: Pacific Press, 1948), p. 160.

# PART FOUR



“And even greater is the power of the Bible in the development of the spiritual nature. Man, created for fellowship with God, can only, in such fellowship, find His real life and development.”

Ellen G. White, *Education*,  
(Mountain View, Calif.: Pacific Press, 1952), p. 124.



## WORK TOOLS

### Survey to Prepare the SMP

Dear Students(\*) (*Prepare a similar survey for the teachers*)

Greetings! It is our desire that God may bless each one of you.

For the purpose of preparing the SMP, which will allow us to plan an effective action program for spiritual growth, we invite you to select **one Principle, one Belief, and one Value** that will be developed during the current academic year.

Mark two options from each of the following sections.

#### PRINCIPLES

1. God, Creator, Sustainer and Redeemer	4. The Immutable Moral Law
2. Jesus, as an Example	5. Christian Commitment
3. Love, as a basis of existence	6. Education, as preparation for service

#### VALUES

1. Respect	8. Friendliness
2. Responsibility	9. Gratitude
3. Loyalty	10. Faith in God
4. Integrity	11. Perseverance
5. Patience	12. Humility
6. Work	13. Temperance
7. Kindness	

#### BELIEFS

1. Holy Scriptures	8. Great Controversy	15. Baptism	22. Christian Behavior
2. Trinity	9. Life, Death and Resurrection of Christ	16. Lord's Supper	23. Marriage and the Family
3. Father	10. Experience of Salvation	17. Spiritual Gifts and Ministries	24. Christ's Ministry in the Heavenly Sanctuary
4. Son	11. Growth in Christ	18. The Gift of Prophecy	25. Second Coming of Christ
5. Holy Spirit	12. Church	19. Law of God	26. Death and Resurrection
6. Creation	13. Remnant and Its Mission	20. Sabbath	27. Millennium and the End of Sin
7. Nature of Man	14. Unity in the Body of Christ	21. Stewardship	28. New Earth

We thank you for your cooperation.

(\*) The SMP Committee shall adapt the survey and the interviews to the various younger age levels, so that the spiritual necessities may be detected and properly analyzed.

# PART FOUR

## Religious Life Profile

Survey for students, who are attending a course.

Dear Students,

The following items indicate different areas related to your religious life. Please, evaluate each item according to your own experience. In the column to the left, rate each statement from 0 to 5 (zero is the lowest level and five is the highest level).

**Sex:**  Male  Female

**Age:**  11 years of age or less;  12 to 15;  16 to 17;  18 to 20;  
 21 to 25;  25 or older.

### PRAYER

When I pray, I am certain that God will answer my prayer.

In my prayers, I reveal my deepest needs and thoughts to God.

In my prayers, I attempt to discover God's will.

In my prayers, I thank God for the salvation He provided for me through Jesus Christ.

### REPENTANCE

Repentance is part of my personal prayers to God.

When I confess and am sorry for my sins, I experience the certainty of knowing God has forgiven me.

The most desirable education is a knowledge of the mysteries of the kingdom of heaven. He who serves the world sees not the great things of eternal interest prepared for the one who opens his heart to the light of heaven. But he who enters this path of knowledge and perseveres in his search after the hidden wisdom, to him heavenly agencies teach the great lessons which, through faith in Christ, enable him to be an overcomer. Through this knowledge, spiritual perfection is reached; the life becomes holy and Christlike."

Ellen G. White. *Counsels to Parents, Teachers, and Students* (Mountain View, CA: Pacific Press Publishing Association, 1943), p. 399.

BIBLE READING AND STUDY

I read or study the Bible to know the will of God.

When I read or study the Bible, I change my beliefs and/or behavior to adapt them to the new information or new knowledge.

I read devotional articles and/or books.

I read or study the Bible:

- 0 - Never.
- 1 - Ten hours or less per year.
- 2 - From one to two hours per month.
- 3 - Approximately one hour per week.
- 4 - Approximately 15 to 30 minutes per day.
- 5 - More than 30 minutes per day.

EVANGELISM

I work with other Christian believers with the objective that non-believers may know about Jesus.

Considering my abilities and spiritual gifts, I help in some manner in my church.

I invite non-believers to attend church or a small group.

FELLOWSHIP

I meet with a small group of Christian friends to pray, read the Bible, or witness.

I act as a pacifist among my friends and/or the members of my church.

In my local church, I associate with someone with whom I have no common social or intellectual interests.

# PART FOUR

## SERVICE

I collaborate with a church or assistance agency to help needy people.

When a friend or a neighbor suffers some pain, loss, or abandonment, I help them in their suffering.

I depend on God to help me to learn of the work for which He has called me.

## STEWARDSHIP

My actions are guided by what is best for everyone.

I do without the things I want, for the purpose of giving, through sacrifice, to God's work.

I have determined that eating, drinking, and living are based on the concept that caring for my health is part of the stewardship required to receive the blessings of God in my life.

## WORSHIP

I attend a worship service:

- 0 - Never.
- 1 - Less than once a month.
- 2 - Approximately once a month.
- 3 - Approximately twice a month.
- 4 - Approximately three times a month.
- 5 - Weekly.

## MEDITATION

I completely trust the passages that I read in the Bible.

I listen to music that elevates me to thinking of God.

I completely forgive anyone who does something against me, even though the pain that was caused is very great.

THAYER, Jane. *Journal of Psychology and Christianity*, Andrews University, v. 23, n. 3, p. 195-207, 2004.

## Sample Materials for SMP Follow-up

### 1. Posters



Through the grace of God, we desire to live each day of this year, according to the following  
**Principle, Belief, and Value**

Principle: JESUS AS OUR EXAMPLE

Belief: GOD'S WORD

Value: RESPONSIBILITIES

SPIRITUAL MASTER PLAN

### 2. Planning Form



#### SPIRITUAL MASTER PLAN

##### Action Plan

Principle, Belief, and Value: Jesus as Our Example; God's Word; Responsibility

Objective: Promote the **Principle**, the **Belief**, and the **Value** visibly, orally, and by example

Action to Be Followed: Prepare posters and distribute throughout the campus

Section: (Corresponding area) Responsibility: SMP Committee

Date of Activities: Second week of classes Resources: (according to budget)

Date of Evaluation: Third week of classes Date Final Evaluation: Last week of classes

### 3. Visitation Card: placed in mailbox of a student's home when the family is absent



Dear Family of \_\_\_\_\_

We were making a courtesy visit on the part of our institution, to share time with you and your child (ren) and to express our eagerness to get to know you better. We are always available for assistance with your questions, to learn of your concerns, or simply to receive your suggestions for improvement. Please feel free to contact us at any time. We hope to be in touch soon.

Respectfully,

Teacher: \_\_\_\_\_ Date: \_\_\_\_\_

Seventh-day Adventist School \_\_\_\_\_

Telephone: \_\_\_\_\_ Fax: \_\_\_\_\_

E-mail: \_\_\_\_\_

"The Lord bless you and keep you." —Numbers 6:24

#### 4. Student Home Visitation Report



**SPIRITUAL MASTER PLAN**  
**Student Home Visitation Report**

Visitor: \_\_\_\_\_ Date: \_\_\_\_\_

Name of Student: \_\_\_\_\_

Course	Important Observations

#### 5. Evaluation Form for SMP Objectives and Activities

**Evaluation Form for SMP Objectives and Activities**  
**Semester Evaluation**

Objectives	Activities	Y/N	Reason	Result	Suggestion

## PART FOUR

An evaluation at the end of each semester is an effective tool for chronicling accomplishments (success), the difficulties encountered, and any suggestions for more effectively realizing each of the proposed objectives. After such an assessment, proposals for adjustments or new activities may be offered.

A specific conference time should be scheduled to take place during the winter break, as agreed upon by the general directors; the meeting will be directed by the SMP Coordinator.

In advance of this conference, smaller meetings should take place, with the directors or individuals responsible for each area, to gather information and topics for discussion. The accomplishments, disappointments, or failures experienced in each area of concern should be presented at this time.

If the same sample sheet (7) is utilized on a bi-weekly basis by the heads of each section and their collaborators, and by the SMP Committee in their monthly evaluation meetings with the heads of departments, the evaluations will be more cohesive.



**6. Weekly Summary Form: Work by Bible Study Instructors and Pastors**

Guided by the Holy Spirit during the development of the SMP, it is expected that changes in the spiritual lives of students will occur. We include this suggested form for the recording of decisions and baptisms, to be updated and given to the SMP Coordinator on a weekly basis.



**SPIRITUAL MASTER PLAN**

**Weekly Evaluation**

Week of \_\_\_\_\_ through \_\_\_\_\_, \_\_\_\_\_  
 (Day) (Day) (Month) (Year)

Number of Bible instructors	
Number of Bible studies	
Number of tracts distributed	
Number of sermons	
Number of baptismal candidates	
Number of individuals contacted	
Number of hours worked	
Number of individuals studying materials	
Number of individuals baptized through this date	
Date of next baptism	

Observations: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

\_\_\_\_\_  
 Signature of Instructor

\_\_\_\_\_  
 Signature of Person Responsible

\_\_\_\_\_  
 Signature of Pastor

# PART FOUR

## 7. Activities Schedule Form

The Activities Schedule corresponds to the Pre-School, Elementary, Secondary, Tertiary/University levels and the Work Areas. Make a separate form for **the Principle**, another for **the Belief**, and another for **the Value**.



### SPIRITUAL MASTER PLAN Activities Schedule

Year: \_\_\_\_\_

ACTIVITY	DEC	JAN	FEB	MAR	APR	MAY	JUNE	JULY	AUG	SEPT	OCT	NOV	DEC
1.													
2.													
3.													
4.													
5.													
6.													
7.													
8.													
9.													
10.													
11.													
12.													
13.													
14.													
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18.													
19.													
20.													
21.													
22.													
23.													
24.													
25.													
26.													
27.													
28.													
29.													
30.													

The activities were enumerated in the Plan of Action; record the time of completion on this form.

### 8. Project Advancement Research Form

The Project Advancement Research Form corresponds to those in the Pre-School, Elementary, Secondary, Tertiary/University levels and the Work Areas.

		<b>SPIRITUAL MASTER PLAN</b> <b>Project Advancement Research Sheet</b>																					
		Activities	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
Principle: Jesus As Our Example																							
Belief: God's Word																							
Value: Responsibility																							

This form should indicate the advancement of the project regarding **the Principle, the Belief and the Value** in relation to the corresponding activity.

## 9. Accomplishments, Reformulations and Additional Guidelines

This rating record form corresponds to those in the Pre-School, Elementary, Secondary, Tertiary/University levels and the Work Areas.

An individual form should record the rating of each objective. The rating indicates the accomplishment (success) of this objective, its reformulation in the case that it was not attained, and the additional activities necessary for its reorganization and future achievement.



### SPIRITUAL MASTER PLAN Rating Record for Each Objective in Relation to the Stated Principle, Belief, and Value

Objectives For the Current Year	Rating (1 to 5)	Reformulated Objectives For the Following Year	Activities or Guidelines For the Following Year
Example: - Encourage development of responsibility as a personal characteristic.	3	- Add the development of commitment, especially in regard to grades.	- Create opportunities for school support in deficient areas. - Continue with the plan of awareness through special weeks and seminars. - Reinforce the display of posters with values, principles and doctrines.

- Scale:
1. Not reached
  2. Less than average
  3. Average
  4. Better than average
  5. Reached

## POSTFACE

“The king talked with them, and he found none equal to Daniel, Hananiah, Mishael and Azariah; so they entered the king’s service.”

Daniel 1:19

In our educational institutions, activities are organized because of the students and their parents; however, too often, not enough emphasis is placed on the fact that these activities are spiritual.

It is our desire that, after graduation, our students not only remember that they participated in seminars, special weeks, and a number of specific activities, but that they consider the most important objective of each.

The SMP is designed to be the instrument that will assist students in remembering the specific **Principle**, **Belief**, and **Value** that impacted their lives, even though they may have spent only one year at a Seventh-day Adventist institution.

Apart from the reality of our students, the administration and faculty can help them grow spiritually, and confirm their Seventh-day Adventist Educational Institution as a location of evangelization, responsible for developing activities and programs that provided them the opportunity to discover a strong faith. We can also instill in them the realization that the Holy Spirit is the active Principle in their spiritual development, which benefited from the implementation of the SMP at each Seventh-day Adventist school, academy, college or university.

Understanding that the “the Work of Education and Redemption are one and the same,” we trust that the results of the work, development, execution and the commitment to the SMP, as in all educational activity, shall be seen in the life of each student during the entire time of its implementation; knowing the full and complete results shall be seen in eternity, for the honor and glory of God.

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EDUCATION DEPARTMENT  
SOUTH AMERICAN DIVISION  
[www.portaladventista.org/educacao](http://www.portaladventista.org/educacao)  
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