

2014 Chaplaincy Concentration  
Year One  
CHMM775, FOUNDATIONS OF  
CHAPLAINCY MINISTRY  
2014  
*Martin W. Feldbush, D.Min., BCC (Ret.)*

# Andrews University

CHMN775

## FOUNDATIONS OF CHAPLAINCY MINISTRY

CHAPLAINCY CONCENTRATION 2014

---

### GENERAL MODULE INFORMATION

---

Intensive Location: Orlando, FL  
Intensive Dates: March 31-April 6, 2014  
Credits offered: 4

---

### INSTRUCTOR CONTACT

---

Instructor: Martin W. Feldbush, D.Min., BCC (Ret.)  
Telephone: 520-777-8444  
Email: mmfeld18@msn.com

---

### BULLETIN MODULE DESCRIPTION

---

Examines theoretical and practical implications of biblical, theological and religious foundations for chaplaincy. Explores the history and development of chaplaincy as a pastoral calling, along with the role and function of chaplaincy in the church and community. Discusses ethics, professional practice, and the personal spiritual formation of the chaplain.

By a foundations perspective we mean that this course is not merely a surface view of what chaplaincy looks like, but it instead looks behind the surface and studies some of the superstructure that supports the profession. For example, in house hunting you might see what a house looks like. But to truly understand the house you might open a wall and tear up some floor boards to see some of the systems that support the structure – concrete, framing, plumbing, electrical, etc. Similarly, this course will examine a number of select components on which the practice of chaplaincy is built – including biblical and theological, historical, religious and ethical insights.

SEVENTH-DAY ADVENTIST THEOLOGICAL SEMINARY

---

## MODULE MATERIALS

---

*Enrolled program participants may contact the professor or the DMin office to obtain the titles for the required reading assignments.*

---

## PROGRAM OUTCOMES

---

The overarching outcomes anticipated for students in all Doctor of Ministry concentrations are:

- Develop deeper biblical spirituality.
- Experience enrichment of personal and family life.
- Intensify commitment to ministry.
- Develop an Adventist perspective of evangelism, mission, and ministry.
- Experience positive collegial relationships.
- Develop a global view of society and ministry.
- Gain theoretical knowledge that contributes to advanced ministry.
- Develop an understanding of the biblical model of servant leadership.
- Evaluate ministerial practices through theological reflection.
- Use appropriate tools to analyze the needs of churches and communities.
- Develop skills that facilitate more effective ministry.
- Articulate theological and theoretical understandings that advance global ministry.
- Develop habits of study that contribute to lifelong learning.

---

## STUDENT LEARNING OUTCOMES

---

The Doctor of Ministry Chaplaincy Concentration seeks to develop the person (Being), knowledge (Knowing), and practice (Doing) of its participants. Following are outcomes that are important to evaluate. These outcomes guide the curriculum, and should be reflected in the Ministry Development Plan developed by the participant.

The graduate will demonstrate achievement of learning outcomes in these three areas:

1. Spiritual maturity
2. Living by the Spirit (Galatians 5:22-26)
3. Enrichment of personal and family life
4. Greater commitment to the Seventh-day Adventist ministry
5. Positive collegial relationships
6. A global view of society and ministry

7. Becoming aware of their strengths and limitations (background, emotional state) and realizing the impact self-awareness and self-understanding may have on ministry
8. An understanding of chaplaincy within the context of Adventist theology
9. An understanding of organizational culture and systems thinking
10. Knowledge of the professional field including spiritual leadership, consultation, networking, and ethical conduct
11. Knowledge of current issues and research related to the field of spirituality and health
12. Engaging the discipline through sociological and psychological perspectives
13. Reflecting theologically on the lived experience of those persons served
14. Learning basic research skills relating to chaplaincy
15. Practice of the following core chaplaincy essentials:
  - A God-given passion-stirring shared vision
  - Demonstrating faith-based hope
  - Exercising solid integrity
  - Courage to challenge the status quo
  - Unswerving commitment to empowering people
  - Integration of own spiritual and theological perspectives into the practice of ministry
  - Appreciation of diversity issues

16. Proficiency in the following skills:

- Skills pertinent to their practice in the field of chaplaincy and spiritual care
- Facilitating effective planning
- Managing resources responsibly
- Communicating effectively
- Building effective teams
- Managing conflict
- Spiritual care evaluation and assessment
- Making meetings matter
- Mentoring others

---

## THE COHORT

---

There are two tracks within the Doctor of Ministry Chaplaincy Concentration:

- A field-specific concentration in healthcare chaplaincy, and
- A general, more inclusive track that brings together chaplains from a variety of settings.

Both tracks are very similar, with the main exception of the clinical component for chaplains with experience in healthcare settings. This cohort, which is taking the general concentration above, will take a sequence of modules and the project seminar together. Cohort members will meet in groups between intensives and pursue projects that advance their competencies. On completion, they will have completed a Chaplaincy Concentration in their Doctor of Ministry program. Participants in the general Chaplaincy Concentration take the following modules and the project seminar in the following sequence:

<b>COURSE #</b>	<b>COURSE NAME AND CREDITS</b>	<b>INSTRUCTOR</b>	<b>INTENSIVE DATES</b>	<b>INTENSIVE LOCATIONS</b>
CHMN775	Foundations of Chaplaincy Ministry (4 credits)	Martin Feldbush	March 31-April 6, 2014	Orlando, Florida
GSEM790	DMin Project Seminar (4 credits)	Bill Knott and/or David Penno	April 7-15, 2014	Orlando, Florida
GSEM706	Spiritual & Theological Foundations for Ministry (8 credits)	Jon Dybdahl	April 5-16, 2015	Andrews University
CHMN787	Clinical Issues in Care and Counseling (5 credits)	Siroj Sorajjakool	March 21-April 1, 2016	Orlando, Florida
GSEM796	DMin Project		Spring semester 2016	
CHMN747	Christian Leadership (5 credits)	Skip Bell	March 20-31, 2017	Orlando, Florida
GSEM796	DMin Project		Spring semester 2017	

Consult the Doctor of Ministry program planner for possible adjustments to dates and locations of teaching intensives. ([http://www.andrews.edu/sem/dmin/about/planner/prog\\_planner.pdf](http://www.andrews.edu/sem/dmin/about/planner/prog_planner.pdf))

---

## MODULE REQUIREMENTS

---

### PRE-INTENSIVE REQUIREMENTS

(Ordered in harmony with the flow chart in the 'Grading and Assessment' section.)

#### A. Reading and journal/reports

Each of the seven titles below is to be read in full (unless noted otherwise) and a 4-5 page journal/report for each one is to be emailed as attached file to the instructor by March 17, 2014, two weeks before the intensive begins. Each of these journal/reports is an informal reflection of your thoughts as you read the book. While it will highlight the book's key points, it is more than just a summary of what the book says. Reflection in this context suggests a cognitive and imaginative process. Examine what you read and "bounce it off" what you have experienced or imagined. Consider the text in the light of your values, experiences, ideas, and hopes. The result is your "reflection" on the text. Give deliberate and intentional attention to how the text relates to your life and relate it with written clarity. Journals are four to five pages, need not follow any particular style, and will not be graded for grammar, writing, etc. Begin the journal for each book with a simple statement that you have read the required book or state what you have read of the book.

Journals are based on your pre-intensive reading of these seven titles:

*Enrolled program participants may contact the professor or the DMin office to obtain the titles for the required reading assignments.*

Books can be purchased in any manner convenient to the participant.

#### B. Faith Experience Report

A 4-5 page 'Faith Experience Report' is to be emailed as an attached file to the instructor by March 17, 2014, two weeks before the intensive begins. This can be mailed in the same packet as the reading journal / reports above.

As a Seventh-day Adventist chaplain you need to be well-grounded in your own biblical and theological foundations, but you also need an adequate grasp of the spiritual and religious perspectives of those you serve. To facilitate class discussion of these issues, each student will prepare a 'Faith Experience Report' in advance. This assignment requires you to spend time observing and conversing with someone whose theological and religious background is very different from your own, perhaps someone from another world religion (Judaism, Islam, etc.), and write a report summarizing your findings. Be prepared to share some significant learning from this exercise in class.

Focus on discovering the following about this person's beliefs, spiritual life and religious practice, and the implications for providing care in crisis:

- What is 'ultimate reality' in this person's faith experience? Is a deity of some kind involved? If so, what is this deity like? How does one connect/have a relationship with this deity, especially during times of need?
- Is there a formal belief system that expresses this ultimate reality? Is it expressed in a body of writings considered to be sacred? Give a pithy summary of what those writings contain, and whether those writings provide support during times of need.
- How does this person's faith group organize itself? Does organizational structure and authority grow out of the belief system? Do people find support in that group?
  
- What are the practical rules that govern the activities and behaviors of this person and his or her faith group? What is the source of those rules?
- What are the rituals that give expression to this faith group's beliefs? Are any of them used for support/hope/comfort during times of need?
- If called upon to care for this person in time of crisis, what are some of the implications of the above for assessing needs, developing a care plan and providing care as a chaplain? What would an ethical witness look like under these circumstances?

## **INTENSIVE REQUIREMENTS**

**A. Attendance.** Punctual attendance is required for all intensive sessions. A maximum of 10% absence of total activities is allowed.

**B. Participation.** Participation in discussion, group activities, journaling, and compilation of notes is expected.

**C. Faith Experience Report.** During the portion of class time devoted to understanding the nature of religious and spiritual experience students will have opportunity to informally share the highlights of their learning from doing this pre-intensive assignment.

**D. Class Presentation.** Each student will select one book from the pre-intensive reading assignment list and then, based on the prepared 'reading journal,' will make a formal presentation on the book in class and lead a discussion of key issues involved. The selection of books needs to be coordinated with the instructor. Depending on the number of class registrants these may be team presentations.

**E. Ministry Development Plan (MDP).** The formation of an MDP will begin during the intensive. See description of the MDP task below.

**F. Field Trip.** A field-based experience may be scheduled during the intensive.

**G. Journaling.** Journaling may be assigned some evenings during the intensive.

## POST-INTENSIVE REQUIREMENTS

(Ordered in harmony with the flow chart in the 'Grading and Assessment' section.)

**A. Adventist Faith Integration Paper.** Due by April 25, 2014, students are to email as an attached file a 4-6 page paper to the instructor *focusing on the integration of Adventist faith into the practice of chaplaincy*. Utilizing insights from this foundations course and other sources students will write about, but not be limited to, the following:

- How does Adventist belief help form a foundation for my practice of chaplaincy?
- Which aspects of Adventist belief form a supportive base for individuals who are coping crisis? How does Adventist belief provide explanatory worldviews and meaning during times of distress. What are those worldviews? How can I use those beliefs and worldviews in ways that are therapeutic and meaning-making for others in need? How can I ethically help others to utilize their existing faith/religious resources without compromising my own? What ethical issues are involved here?
- From my Adventist background, what religious practices and rituals give expression to inner spiritual experience and provide strength, comfort and hope in time of need?
- What biblical motifs and metaphors provide guidance, inspiration and structure in my ministry as a chaplain?

The questions above are not an outline for the paper, but rather suggest themes that might be explored as you write about the integration of Adventist faith into your practice of chaplaincy.

**B. Mentor Selection.** Select an appropriate field mentor, develop the contract for mentoring, be involved in monthly sessions with your mentor for at least three months, and report the 1) name, 2) contact information, and 3) a one page journal of session dates and reactions to the sessions to the lead teacher. The first meeting should occur by June 14, 2014. The journals should be emailed as an attached file to the instructor by October 15, 2014.

**C. Ministry Development Plan Completion.** The MDP of five to seven pages, typed double spaced, will be completed. The Ministry Development Plan will have four sections:

- A description of your current situation.
- Your vision for your life and ministry following the program.
- The steps you propose to move in the direction of that vision during your program.
- A listing of the helping as well as hindering forces.

The MDP should include spiritual, personal, relational, and professional context, vision, and activities to accomplish the vision in those areas.

The MDP must be completed by June 6, 2014, in time for it to be reviewed at the first meeting of your Context Support Group (see below) and to send a copy to the instructor.

**D. Context Support Group.** Students will form a context support group of five to nine persons from their specific ministry context who will annually meet face-to face with them

to review their MDP. The meetings will center on personal and professional plans and progress. The first meeting must occur on or before June 6, 2014. The group will review the MDP and its plans and progress. A report should be emailed as an attached file to the instructor by June 15, 2014.

**E. Peer Work Group.** Students will participate in a minimum of two sessions annually of a work group for peer support and sharing of experience:

- The first group meeting must occur on or before July 3, 2014, and review the work of each student on their chapter three.
- The second group meeting must occur on or before October 3, 2014, and review the case study done by each student.
- Groups may meet by phone conference, face-to-face, or via electronic conference.
- A journal and attendance record of the group meetings will be required from a secretary for each group by November 1, 2014. Send as an emailed attached file to the instructor.

**F. Case Study.** Each participant will select an effective institutional or ministry-related leader from the context where they minister. Seek permission of that person to write a **case study** based on their experience. Observe critical incident roles and behavior of the subject leader within the context of their work/ministry. Sit for an interview of at least 35 minutes with the subject leader, and interview a minimum of three persons who interact with the subject leader within their setting. Then write a four to five page case study documenting the observations and interviews. The interview should take place by August 15, 2014. The case study will be emailed as an attached file to the instructor by September 1, 2014.

**G. Literature Review/Chapter 3.** Chapter three of your project document, a paper of at least 16 but no more than 22 pages, will be required providing a review of literature relevant to your project challenge. This is the work required in year one that integrates your 6 credits of project learning into the program.

Email a copy as an attached file to the instructor by November 1, 2014. The development of Chapter 3 will follow the procedures outlined in the D.Min. Project Seminar. It will be reviewed and graded by the instructor using the Chapter Assessment Rubric for the Post-Intensive Paper below. It will then be forwarded to your doctoral project support team (project coach, advisor, etc.) who will work with you to further prepare it for eventual assessment as part of your final document.

*The Andrews University Standards for Written Work, 12<sup>th</sup> Edition* (or more recent edition) will provide the standards for all written work. Doctor of Ministry papers are done in APA style.

---

## GRADING AND ASSESSMENT

---



commitment to Seventh-day Adventist ministry.	Integration Paper. Class focus on Adventist theology and chaplaincy.	Development Plan
BEING: A global view of society and ministry.	Faith Experience Reports and Adventist Faith Integration Paper both focus on deepening understanding of persons from diverse cultural and religious backgrounds. Pre-intensive reading.	Evaluation of Ministry Development Plan
KNOWING: Understanding chaplaincy within the context of Adventist theology	Development of Adventist Faith Integration Paper as post-intensive assignment.	Evaluation of a) project document chapters one and two, and b) Small Group class exercise.
KNOWING: Engaging the discipline through sociological and psychological perspectives.	Pre-intensive reading. Class focus on distinction between spiritual and religious, as seen in diverse people groups.	Evaluation of a) project document chapters one and two, b) Religious Life Interview Reports, and c) Reading Journal class presentations.
KNOWING: Reflecting theologically on the lived experience of those served.	Religious Life Report exercise, with class discussion of issues observed.	Evaluation of a) project document chapters one and two, and b) Faith Experience Report.
DOING: Unswerving commitment to empowering people	Focus on ability to use the individual's spiritual, emotional and social resources in coping.	Successful assessment of a) doctoral project, and b) evaluation of case studies.

DOING: Integration of one's own spiritual and theological perspectives into practice of ministry.	Post-intensive Adventist Faith Integration Paper highlights this. Class topics and discussion.	Successful assessment of a) doctoral project, and b) evaluation of case studies
DOING: Appreciation of diversity issues	Pre-intensive reading, Faith Experience Report's focus on understanding persons different than ourselves.	Successful assessment of a) doctoral project, and b) evaluation of case studies
DOING: Spiritual care evaluation and assessment	Both Faith Experience Report and Adventist Faith Integration Report, coupled with class focus on spiritual needs assessment.	Successful assessment of a) doctoral project, and b) evaluation of case studies, and c) completion of Faith Experience Report.

### C. Grade Points

Pre-intensive reading and journals	110 pts
Faith Experience Report	15 pts
Intensive participation	60 pts
Class presentation	15 pts
Adventist Faith Integration Paper	25 pts
Ministry Development Plan	25 pts
Chapter 3/Literature Review	75 pts
Case Study	30 pts.
Context Support Group	15 pts
Peer/Small Group Meetings	15 pts
Report Regarding Mentor	15 pts
TOTAL:	400 points

96 - 100% - A
93 - 95% - A-
90 - 92% - B+
85 - 89% - B
82 - 84% - B-
79 - 81% - C+
75 - 78% - C
72 - 74% - C-

#### D. Assignment Submission

All assignments are to be submitted as typed, double-spaced documents, emailed to the instructor as an attached file.

E. Assignment submission / Late Submission deadlines will be applied as follows:

- Assignment due date: Possible A grade
- Late up to 30 days: No more than A- grade
- Late 31-60 days: No more than B+ grade
- Late 61-90 days: No more than B grade

Reading reports and reading journals for pre-intensive books are due the first session of the teaching intensive, March 31, 2014. If submitted late, the work will be discounted 10%. The remaining assignments are due as specified in the chart below. DGs (deferred grades) are provided in the semesters before assignments are due.

#### *Assignment Submissions Flow Chart*

<b>ASSIGNMENT</b>	<b>MEETINGS</b>	<b>DUE DATES (Final papers or reports)</b>
<b>Pre-intensive: Reading Journals</b>	None	March 17, 2014. Email to instructor as an attached file.
<b>Pre-intensive: Faith Experience Report</b>	None	March 17, 2014. Email to instructor as an attached file.
<b>Post-intensive: Adventist Faith Integration Paper</b>	None	April 25, 2014. Email to instructor as an attached file.
<b>Post-intensive: Mentor</b>	First meeting by May 16, 2014 (two to follow)	Journals emailed as an attached file to the instructor by September 15, 2014.
<b>Post-intensive: Ministry Development Plan</b>	None (but will be used in meeting of Context Support Group)	By June 6, 2014. Copies provided to Context Support Group at first meeting. Email to instructor as attached file.
<b>Post-intensive: Context Support Group</b>	First meeting by June 6, 2014	Report emailed as an attached file to the instructor by June 15, 2014.
<b>Post-intensive: Peer Work Group</b>	First meeting by July 3, 2014. Second meeting by October 3, 2014	Journal and attendance record of each work group will be sent to instructor by November 1, 2014.
<b>Post-intensive: Case Study</b>	Interview by August 15, 2014	Report sent to instructor by September 1, 2014.
<b>Post-intensive: Chapter</b>	None (But you should	By November 1, 2014. Send to instructor as

<b>3 / Literature Review</b>	work with the D.Min. Project Coach right away.)	email attached file, <b>as well as mailing a hard copy.</b>
------------------------------	---	---

Graduation requires a 3.0 or better program GPA. Students who receive a DN must seek permission from the DMin office to restart with another cohort and seek a new program time limit. Such requests are considered by the DMin program committee and not guaranteed. No tuition refunds are considered.

---

## ASSESSMENT GUIDELINES

---

### Chapter Assessment Rubric for the Post Intensive Paper

Category	<b>4.00 Target</b>	<b>3.00 Needs Improvement</b>	<b>2.00 Unsatisfactory</b>	<b>1.00 Unacceptable</b>
<b>Introduction</b>	The chapter begins with an introduction that establishes an appropriate context for reviewing the literature, defines and justifies the scope of the review, and provides a roadmap for the progression of the chapter.	Same as target, but less defined.	The context for reviewing the literature is unclear, or the scope of the review is not defined, or there is not a roadmap for the progression of the chapter.	There is no introduction or no clear connection between the introduction and the body of the chapter.
<b>Relevance of the Literature to the problem/topic</b>	The problem/topic is identified and the chosen literature is clearly related.	The problem/topic is identified and the chosen literature is related.	The literature chosen is only loosely related to the problem/topic.	There is no connection between the problem/topic and the selected literature.
<b>Currency of the Literature</b>	The literature represents the latest work done in the field. The focus is on literature written over the last five years. Specific reasons are given for the use of any literature that is not current.	The literature represents the latest work done in the field. The focus is on literature written over the last ten years. Specific reasons are given for the use of any literature that is not current.	Numerous sources of literature reviewed are over ten years old and no specific reason is given for the use of this noncurrent literature.	Most of the literature reviewed was written over ten years ago.

<b>Primary Literature is Emphasized</b>	Primary Literature is emphasized and secondary literature is used selectively.	Primary and secondary sources are distinctively identified and come from reputable sources.	There is no distinction between primary and secondary sources but sources are reputable.	There is no evidence that the literature comes from reputable sources.
<b>Logical Organization of the Content</b>	The literature review is organized around ideas, not the sources themselves. The ideas are presented in either a chronological or a thematic structure.	The literature review is organized around ideas, not the sources and there is a logical structure.	Author without a logical structure organizes the review.	There is no organization at all, just a list of abstracts or disconnected reports.
<b>Comparison and Contrast of Studies</b>	The researchers whose works are being reviewed are put into conversation with each other and their studies are compared and contrasted with each other.	The studies are compared and contrasted.	There is some type of description of the relationship between studies.	There is no analysis of the relationship of the different studies to each other.
<b>Conclusion</b>	The chapter ends with a conclusion that summarizes the major insights gained from the review, addresses questions for further research and provides insight into the relationship between the review and the central topic of the research.	The chapter ends with a conclusion that summarizes the major insights gained from the review and provides insight into the relationship between the review and the central topic of the research.	One of the main points is not reiterated in the conclusion. Or in addition to reiterating what was discovered in the body of the chapter the conclusion presents new evidence or makes claims that are not substantiated in the body of the chapter.	There is no conclusion or the conclusion does not capture the main points of the chapter.
<b>Format</b>	The chapter formatting follows proper Andrews Standards for Written Work.	There is 1 formatting mistake.	There are 2 formatting mistakes.	There are 3 or more formatting mistakes.
<b>Style</b>	The chapter follows APA Style in-text referencing to cite sources.	There is 1 stylistic mistake.	There are 2 stylistic mistakes.	There are 3 or more stylistic mistakes.
<b>Language Conventions</b>	There are no spelling, grammar, or punctuation errors.	There is spelling, grammar, or punctuation error.	There are 2 spelling, grammar, or punctuation errors.	There are 3 or more spelling, grammar, or punctuation errors.
<b>Clearly Written</b>	The chapter is written in a reader-friendly manner that models clarity of expression.	The statement is written in a mostly reader-friendly manner. There is a slight tendency to use a few long rambling sentences	Expression of some ideas is confusing to the reader. Uses lots of long, rambling sentences.	The chapter does not promote reader understanding and/or is unclear in language use and expression. Uses long, rambling or run-on sentences.

<b>Length</b>	16-25 pages	26-30 pages	31-40 pages	More than 40 pages
---------------	-------------	-------------	-------------	--------------------

---

## OUTLINE OF TOPICS

---

Topics to be covered during the Foundations of Chaplaincy Ministry include:

- Biblical/theological foundations for chaplaincy.
- Motifs for chaplaincy from the Old and New Testaments.
- Spirituality and religious practice, and their importance in practicing chaplaincy.
- Spiritual health and spiritual distress, and the role of the belief system in coping with spiritual distress.
- How Christian and non-Christian faith groups utilize belief and faith in coping with crisis.
- History and development of crisis ministry and chaplaincy as a pastoral calling.
- The practice of chaplaincy today and its role in society, the professions and the life and mission of the Seventh-day Adventist church.
- The future of chaplaincy as a pastoral calling.
- Spiritual health of the chaplain and mentoring others spiritually.
- Ethical issues in the practice of chaplaincy.

---

## UNIVERSITY POLICIES

---

### **Classroom Seating**

Though class attendance and absences will be recorded, there is no assigned or prescribed seating for the class.

### **Disability Accommodations**

If you qualify for accommodations under the American Disabilities Act, please see the instructor for a referral to assist you in arranging accommodations.

### **Late Assignment Submission**

The policy for late assignment submission outlined above and below will apply for this class.

### **Additional Policies**

No additional policies are being utilized or instituted by the instructor.

### **Examinations**

“Credit is not granted in courses unless the required examinations are completed by the student. Students are expected to follow the published examination schedule. In cases where the schedule requires a

student to complete four exams in one day, arrangements may be made with the dean to complete one of the examinations at another time”.  
*AU Bulletin*

### **Class Attendance**

“Regular attendance at all classes, laboratories and other academic appointments is required for each student. Faculty members are expected to keep regular attendance records. The syllabus notifies students of the attendance requirements.  
*AU Bulletin*

### **Class Absences**

“Whenever the number of absences exceeds 20% (10% for graduate classes) of the total course appointments, the teacher may give a failing grade. Merely being absent from campus does not exempt the student from this policy. Absences recorded because of late registration, suspension, and early/late vacation leaves are not excused. The class work missed may be made up only if the teacher allows. Three tardies are equal to one absence.

Registered students are considered class members until they file a Change of Registration form in the Office of Academic records”.  
*AU Bulletin*

### **Excused Absences**

“Excuses for absences due to illness are granted by the teacher. Proof of illness is required. Residence hall students are required to see a nurse on the first day of any illness that interferes with class attendance. Non-residence hall students should show written verification of illness obtained from their own physician. Excuses for absences not due to illness are issued directly to the dean’s office. Excused absences do not remove the student’s responsibility to complete all requirements of a course. Class work is made up by permission of the teacher”.  
*AU Bulletin*

The above Andrews University policy is for students in other AU programs. **The Andrews University policy for the Doctor of Ministry program is that no absences are granted from intensives other than for deaths in an immediate household or for hospitalization.**

### **Academic Integrity**

“In harmony with the mission statement (p.18), Andrews University expects that students will demonstrate the ability to think clearly for themselves and exhibit personal and moral integrity in every sphere of life. Thus, students are expected to display honesty in all academic matters.

Academic dishonesty includes (but is not limited to) the following acts: falsifying official documents; plagiarizing, which includes copying others’ published work, and/or failing to give credit properly to other authors and creators; misusing copyrighted material and/or violating licensing agreements (actions that may result in legal action in addition to disciplinary action taken by the University); using media from any source or medium, including the Internet (e.g., print, visual images, music) with the intent to mislead, deceive or defraud; presenting another’s work as one’s own (e.g. placement exams, homework, assignments); using material during a quiz or examination other than those specifically allowed by the teacher or program; stealing, accepting, or studying from stolen quizzes or examination materials; copying from another student during a regular or take-home test or quiz; assisting another in acts of academic dishonesty (e.g., falsifying attendance records, providing unauthorized course materials).

Andrews University takes seriously all acts of academic dishonesty. Such acts as described above are subject to incremental discipline for multiple offenses and severe penalties for some offenses. These acts

are tracked in the office of the Provost. Repeated and/or flagrant offenses will be referred to the Committee for Academic Integrity for recommendations on further penalties. Consequences may include denial of admission, revocation of admission, warning from a teacher with or without formal documentation, warning from a chair or academic dean with formal documentation, receipt of a reduced or failing grade with or without notation of the reason on the transcript, suspension or dismissal from the course, suspension or dismissal from the program, expulsion from the university, or degree cancellation. Disciplinary action may be retroactive if academic dishonesty becomes apparent after the student leaves the course, program or university

Departments or faculty members may publish additional, perhaps more stringent, penalties for academic dishonesty in specific programs or courses”.

*AU Bulletin*

### **Emergency Protocol**

Andrews University takes the safety of its student seriously. Signs identifying emergency protocol are posted throughout buildings. Instructors will provide guidance and direction to students in the classroom in the event of an emergency affecting that specific location. It is important that you follow these instructions and stay with your instructor during any evacuation or sheltering emergency.

---

## **INSTRUCTOR PROFILE**

---

### **Martin W. Feldbush, D.Min., BCC (Ret.)**

Martin Feldbush serves as a lead teacher in the Chaplaincy concentration in the Doctor of Ministry program, SDA Theological Seminary, Andrews University. He is also contract Crisis Care Coordinator/Western US for Adventist Community Services of the North American Division (ACS).

In 2008 he retired from the position of Director of the Adventist Chaplaincy Ministries Department (ACM) at the General Conference of Seventh-day Adventists, where he had worked for 19 years, first as Associate Director and then as Director. Prior to that he was chaplain and Director of Pastoral Care at Hinsdale Hospital near Chicago for 14 years, and before that was a parish pastor in the Illinois and New York Conferences.



During his time with ACM Marty conducted educational events for chaplains and pastors around the world, focusing on chaplaincy, crisis ministry, disaster response, leadership development, interpersonal communications and other topics. A native of Michigan, Marty's undergraduate and seminary training were taken at Andrews University, and his Doctor of Ministry was earned at McCormick Theological Seminary in Chicago. He is a Board Certified Chaplain with the Association of Professional Chaplains, and has completed the Certificate of Specialized Training in Spiritual Care in Crisis Intervention from the International Critical Incident Stress Foundation,

Inc. (ICISF). As an Approved Instructor with ICISF he teaches crisis intervention in individual, group and pastoral settings, as well as grief following trauma.

Marty is married to Martha J. Feldbush, M.Ed., CALT, a Certified Academic Language Therapist and Licensed Dyslexia Therapist and also a graduate of Andrews University. They live near Tucson, Arizona, and have two sons, daughters-in-law and two grandchildren.