

SEVENTH-DAY ADVENTIST  
THEOLOGICAL SEMINARY

Chaplaincy (NAD), 2019 Cohort  
2019, Year One

CHMN787

## THEORY AND RESEARCH IN CHAPLAINCY

*Mario Ceballos, DMin, BCC (lead)*  
*Johnny Ramirez, Ed.D, MA*



Andrews  
University  
Seek. Affirm. Change.

CHMN787  
**THEORY AND RESEARCH CHAPLAINCY**  
CHAPLAINCY 2019

---

## GENERAL MODULE INFORMATION

---

Intensive location:	Florida Conference of Seventh-day Adventist Churches, Altamonte Springs, Florida
Intensive Dates:	April 1 - 10, 2019
Credits:	4

---

## INSTRUCTORS CONTACT DETAILS

---

Lead Professor:	Mario Ceballos, DMin., BCC
Telephone:	301-655-3131
Email:	<a href="mailto:ceballosm@gc.adventist.org">ceballosm@gc.adventist.org</a>
Professor:	Johnny Ramirez, Ed.D, MA
Telephone:	909- 382-1912
Email:	<a href="mailto:johnson@fuller.edu">johnson@fuller.edu</a>

---

## BULLETIN MODULE DESCRIPTION

---

Examines current research on spirituality and health, as well as theological understanding of spiritual care within the clinical context. The theoretical framework is based on psychological, sociological, and theological literature. Enables participants to have a better understanding of the lived experience of the people to whom they minister.

---

## MOODLE ACCESS, 365-DAY LIMIT

---

Moodle access for this module is limited to 365 days. Registered students generally have access to Moodle 60 days prior to the first day of the intensive. All module assignments are to be submitted through Moodle according to the due dates outlined in this syllabus

---

## MODULE MATERIALS

---

Required:

1. Chamberlain, Theodore J and Christopher A. Hall. *Realized Religion (PB): Research on the Relationship between Religion and Health*. Radnor Pennsylvania: Templeton Foundation Press, 2007.
2. Koenig, Harold. *Spirituality and Health Research: Methods, Measurements, Statistics and Resource*. West Conshohocken, Pennsylvania: Templeton Foundation Press 2011.
3. Park, Ctystal, Joseph M. Currier and J Irene Harris, Jeanne M. Slattery L. *Trauma, Meaning, and Spirituality: Translating Research into Clinical Practice*. Secacus, New Jersey: American Psychological Association, 216.
4. Leggett, Taban. *Reflections on a Healing Journey: An Investigation of Published Research on the Importance of Spirituality in the Lives of Women Healing from the Effects of Domestic Violence*. VDM Verlag, 2009.
5. Nouwen, Henri J. M. *In the Name of Jesus: Reflections on Christian Leadership*. New York: The Crossroad Publishing Company, 1999.
6. Sensing, Tim. *Qualitative Research: A Multi-Methods Approach to project for Doctor of Ministry Theses*. Eugene Oregon, MI: Wipf Stock Publishers, 2011. 259 pages.
7. Swinton, John, & Mowat, Harriet. *Practical Theology and Qualitative Research*. SCM Press, 2006. ISBN: 0334029805 Amazon Kindle price \$15.30.
8. White, Ellen G. *Selected Messages, vol. I*, Chapters Chapter 1—“The Inspiration of the Prophetic Writers”.
9. Compilation of Chaplaincy as science articles from peer reviewed journals and studies, a Pdf provided by the instructors (download from Moodle course shell at AU website).

---

## DMIN PROGRAM LEARNING OUTCOMES

---

The following program learning outcomes reflect the intended impact of the Doctor of Ministry Program:

1. Critically reflect on, articulate, and apply biblically based principles and values for excellence in mission and ministry.
2. Conduct research and implement an intervention in response to ministry challenges and trends in a glocal context, related to the primary field of service.

3. Integrate knowledge and skills acquired into an effective ministry practice and evaluate the resultant impact on one's personal experience and ministry.

---

## DMIN PRIMARY EDUCATIONAL OBJECTIVES

---

The Doctor of Ministry program seeks to develop the person, knowledge, and practice of its students. While the program is structured around certain areas of concentration, there are general primary educational objectives which are indispensable for all students. They are:

**Being:**

- a) Seek deeper Christ-like biblical spirituality
- b) Experience enrichment of personal and family life
- c) Intensify commitment to ministry
- d) Develop an Adventist perspective of discipleship, evangelism, mission, and ministry

**Knowing:**

- a) Acquire exceptional theoretical knowledge that contributes to advanced ministry
- b) Foster a holistic view of society and its needs
- c) Articulate theological and theoretical understandings that advance global ministry
- d) Understand the biblical model of servant leadership

**Doing:**

- a) Enhance the ability to evaluate ministerial practices through theological reflection
- b) Use appropriate tools to analyze the needs of churches and communities
- c) Refine skills that facilitate ministerial effectiveness
- d) Reinforce habits of study that contribute to lifelong learning

---

## CONCENTRATION OBJECTIVES

---

The following ten learning modalities will be included in the concentration's andragogy:

1. A ministry development plan reflecting the participant's current situation, personal vision statement, action plan, and helping/hindering forces
2. A context support group to provide feedback and assessment
3. Significant current literature in leadership, spiritual health care, pastoral identity, themes
4. Journaling to encourage reflective and critical thinking
5. Small learning groups to foster relational learning and encourage improved personal relationships
6. Mentoring from a field professional
7. Classroom consultation: including didactic and experiential learning, and networking, with top educators and experts in the field of Chaplaincy
8. Research: including perusal of current literature, theological reflection, assigned readings, case studies, and field research in their ministry context. Theological understanding of spiritual health care
9. Praxis: including implementation of spiritual care interventions in the context of ministry

10. Project: including theological reflection, field research, and spiritual intervention involving a specific challenge in their ministering context

---

## STUDENT LEARNING OBJECTIVES

---

Following are objectives that are important to the student development. These objectives should be reflected in the Ministry Development Plan developed by the participant.

The graduate will be able to:

### **Being**

The graduate will be engaged in a learning process aimed at enhancing personal spirituality, enriching the personal life, and improving professional relationships through an expanding awareness of what God has called them to be.

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. Become aware of their strengths and limitations (background, emotional state) and to realize the impact self-awareness and self-understanding may have on ministry

**Assessed by:** Requiring students to complete a section in their Ministry Development Plan (MDP) in which they will name strategies for chaplaincy ministries and practices they adopt to grow spiritually as a result of the DMin program and the direct assessments in module two on theological and spiritual foundations administered by faculty.

### **Knowing**

The graduate will be expected to exhibit an advanced understanding of sound theological and spiritual care that support chaplaincy leadership and how they contribute to responsible ministry for the worldwide church.

1. An understanding of chaplaincy within the context of Adventist theology
2. An understanding of organizational culture and systems thinking
3. Knowledge of the professional field including spiritual leadership, consultation, networking, and ethical conduct
4. Knowledge of current issues and research related to the field of spirituality and health
5. Engage the discipline through sociological and psychological perspectives
6. Reflect theologically on the lived experience of patients
7. Learn basic research skills relating to chaplaincy

**Assessed by:** Completing two theoretical chapters in their project manuscripts (chapters 2 and 3) in which students will provide theological reflection on their research topic and show a high level of acquaintance with the current literature on the subject, the direct assessments in modules one and two of assignments dealing with literature research and theological reflection administered by faculty, and of literature research in all modules.

### **Doing**

The graduate will model Christ-like ministry and demonstrate the ability to effectively contribute to the mission of the church by wise and competent application of spiritual care theology and theory to practical and innovative solutions for ministry challenges.

1. 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
2. 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

**Assessed by:** Successful assessment of the project before peers and respective project committees as well as direct assessments of case studies administered by faculty.

---

## **THE COHORT**

---

This module is open to members of this cohort, who take the 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 DMin program.

Participants in the Chaplaincy 2019 cohort take the following modules and the project seminar in the following sequence:

### **2019**

- CHMN787 Theory and Research in Chaplaincy (4 credits)  
Mario Ceballos April 1-10, 2019 Altamonte Springs, Florida
- GSEM790 DMin Project Seminar (4 cr)  
Jim Wibberding April 11-18, 2019 Altamonte Springs, Florida

### **2020**

- GSEM706 Spiritual & Theological Foundations for Ministry (8 cr)  
Allan Walshe and Kleber Gonçalves March 23-April 8, 2020 Andrews University
- Implementation Symposium  
David Penno December 8, 2020 2:00-4:00 EST via Zoom

### **2021**

- CHMN788 Professional Practice in Health Care Chaplaincy (5 cr)

- Mario Ceballos April 20-29, 2021 Altamonte Springs, Florida
- GSEM796 DMin Project Spring semester 2021

## 2022

- CHMN786 Clinical Issues in Care and Counseling (5cr)  
Siroj Sorajjakool April 19-28, Loma Linda University  
OR  
CHMN773, Healthcare CPE Pre-Requisite (5cr)  
TBD, April 19-28, 2022 Altamonte Springs, FL
- GSEM796 DMin Project Spring semester 2022 (3 Cr)

Always consult the Doctor of Ministry program planner at [www.doctorofministry.com](http://www.doctorofministry.com) for possible adjustments to the date and locations of future teaching intensives.

---

## MODULE REQUIREMENTS

---

### I. Pre-Intensive

Pre-Intensive Reading:

A report is due the first day of the teaching intensive for each of the five required pre-session titles. These are to be posted to the Andrews University Learning Hub. The journal (there will be five, one for each book) is an informal reflection of your thoughts as you read the book. 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 usually four to six pages, need not follow any particular style, and will not be graded for grammar, writing, etc. **Begin the report for each book with a simple statement that you have read the required book or state what you have read of the book.**

1. Chamberlain, Theodore J and Christopher A. Hall. *Realized Religion (PB): Research on the Relationship between Religion and Health*. Radnor Pennsylvania: Templeton Foundation Press, 2007.
2. Koenig, Harold. *Spirituality and Health Research: Methods, Measurements, Statistics and Resource*. West Conshohocken, Pennsylvania: Templeton Foundation Press 2011.
3. Park, Ctystal, Joseph M. Currier and J Irene Harris, Jeanne M. Slattery L. *Trauma, Meaning, and Spirituality: Translating Research into Clinical Practice*. Secacus, New Jersey: American Psychological Association, 216.
4. Leggett, Taban. *Reflections on a Healing Journey: An Investigation of Published Research on the Importance of Spirituality in the Lives of Women Healing from the Effects of Domestic Violence*. VDM Verlag, 2009.
5. Swinton, John, & Mowat, Harriet. *Practical Theology and Qualitative Research*. SCM Press, 2006. ISBN: 0334029805 Amazon Kindle price \$15.30.

6. Compilation of Chaplaincy as science articles from peer reviewed journals and studies, a Pdf provided by the instructors (download from Moodle course shell at AU website).

Books can be purchased in any manner convenient to the participant. Books are often less expensive through online outlets, especially used books at the Amazon online book store.

## II. The Intensive

- A. Punctual attendance is required for all classes. A maximum of 10% absence of total activities is allowed.
- B. Participation in class discussion, group activities, journaling, and compilation of notes is expected.
- C. Five pages Reading Report of three articles of chaplaincy as science selected from PDF provided by Dr J. Ramirez, due in class.
- D. Three to Five pages Reading Reports to be reported in class as scheduled from John Swinton *Practical theology and Qualitative Research*

## III. Post Intensive

- A. Journal and report the following two books in the same manner as for the pre-intensive books.
  1. Sensing, Tim. *Qualitative Research: A Multi-Methods Approach to project for Doctor of Ministry Theses*. Eugene Oregon, MI: Wipf Stock Publishers, 2011. 259 pages.
  2. Swinton, John, & Mowat, Harriet. *Practical Theology and Qualitative Research*. SCM Press, 2006. ISBN: 0334029805 Amazon Kindle price \$15.30.

B. Review and revise the Ministry Development Plan (MDP) you were required to do in year one. The Ministry Development Plan has 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, and a listing of the helping as well as hindering forces. The Ministry Development Plan should include spiritual, personal, relational, and professional context, vision, and activities to accomplish the vision in those areas.

### C. Project Chapters

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.**

*The Doctor of Ministry Project Writing Manual 2<sup>nd</sup> Edition* (or more recent edition) will provide the standards for all written work. Doctor of Ministry papers are done in Turabian Parenthetical style.

D. Meet again with your context support group of five to nine persons and review your MDP. The meeting will center on personal and professional progress. The meeting must occur on or before **June 1**,



**2019.** The group will review the MDP and its progress. Post a brief journal of the meeting with date to the Learning Hub.

E. Students will participate in a minimum of two sessions of a work group for peer support and sharing of experience.

1. A journal and attendance record of the group meetings will be required from a secretary for each group by **Dec 1, 2019**. The journal needs to include the dates of the two meetings.
2. The first group meeting must occur on or before **Aug 10, 2019**, and review the work of each student on their chapter five.
3. The second group meeting must occur on or before **October, 2019**, and review the case study done by each student.
4. Groups may meet by phone conference, face-to-face, or via electronic conference.

F. Each participant will select an effective community, business, education, or church leader, 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 leadership, sit for an interview of at least 30 minutes with the subject leader or an affiliate, interview a minimum of three persons who interact within the subject leader within their community, and write a 4 to 5 page case study documenting the observations, interviews, and describing specific incidents of behaviors relating to a minimum of three of the six leadership essentials.

G. Continue your work with an appropriate field mentor, be involved in at least monthly sessions with your mentor, 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 on the final assignment due date.

## GRADING CRITERIA AND COURSE ASSESSMENT ITEMS

### A. Criteria for Grades

Assessment is accomplished by evaluating participation and assignments around the competencies of the concentration. There are competencies in the area of being, in the area of knowing, and competencies in the area of doing. The chart below describes the process of judging the integration of those competencies. The cyclical process of true learning in the areas of being, knowing, and doing are considered.

Competency of the Concentration	Learning Resources Provided in this Module	Process of Assessment
Spiritual maturity	Intensive presentation and exercise The Ministry Development Plan The literature and journaling assigned	Evaluation of the quality of intensive participation, including daily journaling Journaling of literature: evaluation of critical thinking Evaluation of the MDP

Living by the Spirit (Galatians 5:22-26)	Intensive presentation and exercise The Ministry Development Plan The literature and journaling assigned	Evaluation of the quality of intensive participation, including daily journaling Journaling of literature: evaluation of critical thinking Evaluation of the MDP
Enrichment of personal and family life	Intensive presentation and exercise The Ministry Development Plan The literature and journaling assigned	Evaluation of the quality of intensive participation, including daily journaling Journaling of literature: evaluation of critical thinking Evaluation of the MDP
Greater commitment to ministry	Intensive presentation and exercise The Ministry Development Plan The literature and journaling assigned	Evaluation of the quality of intensive participation, including daily journaling Journaling of literature: evaluation of critical thinking Evaluation of the MDP
A biblical perspective of evangelism, mission, and ministry	Intensive presentation and exercise The Ministry Development Plan The literature and journaling assigned, especially	Evaluation of the quality of intensive participation, including daily journaling Journaling of literature: evaluation of critical thinking Evaluation of the MDP
Positive collegial relationships	Intensive presentation and exercise The Ministry Development Plan The literature and journaling assigned	Evaluation of the quality of intensive participation, including daily journaling Journaling of literature: evaluation of critical thinking Evaluation of the MDP
A global view of society and ministry	Intensive presentation and exercise The Ministry Development Plan The literature and journaling assigned	Evaluation of the quality of intensive participation, including daily journaling

		Journaling of literature: evaluation of critical thinking Evaluation of the MDP
Exceptional theoretical knowledge of leadership	Intensive presentation and exercise The Ministry Development Plan The literature and journaling assigned, especially The Third Chapter The Case Study	Evaluation of the quality of intensive participation, including daily journaling Journaling of literature: evaluation of critical thinking Evaluation of the MDP Content of Chapter Three The Quality of Analysis and Learning Reflected in the Case Study
An understanding of a biblical theology of leadership	Intensive presentation and exercise The Ministry Development Plan The literature and journaling assigned The Third Chapter The Case Study	Evaluation of the quality of intensive participation, including daily journaling Journaling of literature: evaluation of critical thinking Evaluation of the MDP Content of Chapter Three The Quality of Analysis and Learning Reflected in the Case Study
An understanding of organizational culture and systems thinking	Intensive presentation and exercise The literature and journaling assigned, especially The Third Chapter The Case Study	Evaluation of the quality of intensive participation, including daily journaling Journaling of literature: evaluation of critical thinking Content of Chapter Three The Quality of Analysis and Learning Reflected in the Case Study
Practice of the following core leadership essentials	Intensive presentation and exercise The Ministry Development Plan All the literature and journaling assigned The Case Study	Evaluation of the quality of intensive participation, including daily journaling

		Journaling of literature: evaluation of critical thinking Evaluation of the MDP The Quality of Analysis and Learning Reflected in the Case Study
Proficiency in administrative skills	Intensive presentation and exercise The Ministry Development Plan The Case Study	Evaluation of the quality of intensive participation, including daily journaling Evaluation of the MDP The Quality of Analysis and Learning Reflected in the Case Study

## B. Grade Points

Case Study	100 points
Reading Journals and Reports:	25 points each x 7 books =175 points
Ministry Development Plan	60 points
Chapter 1 and 5	175 points
Context Support Group	40 points
Small Group Meetings	40 points (20x2)
Journal During Intensive	40 points
<u>Report Regarding Mentor</u>	<u>40 points</u>
<b>Total</b>	<b>670 points</b>

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

C. Assignment 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 to 60 days:	(no more than B+ grade)

SEVENTH-DAY ADVENTIST THEOLOGICAL SEMINARY

Late 61 to 90 days: (no more than B grade)\*

Late 91 days or more: (DN deferred and not completable)

Reading reports and reading journals for pre-intensive books are due the first session of the teaching intensive. If submitted late, the work will be discounted 10%. The remainder of the assignments are due **December 1, 2019**. They are to be submitted electronically to the Andrews University Learning Hub. Always keep copies. The grade of DG (deferred grade) will be given until the due date.

\* 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.

#### D. Course Time Parameters and Calculations

The Doctor of Ministry program requires 56 hours of study for each semester credit. Professor contact time is to be 15 hours per credit within that number. This module is 4 hours, so the entire course module is to require 224 hours. Following is a rule of thumb to help guide your reading, research, and writing for Seminary courses:

- Average reading speed 15-20 pages/hr.
- Average writing speed 3 hr./page

The time for this module is calculated as follows:

Ministry Development Plan	5 hours
Reading and journaling	122 hours
Intensive	60 hours
Journaling during the intensive	2 hours
Context support group	3 hours
Peer group attendance and journaling	5 hours
Case study	20 hours
Mentoring	7 hours
<b>Total</b>	<b>224 hours</b>

Post intensive paper – (60 hours relate to the project credits registered in years three and four)

#### E. Assignment Submission

Submit assignments electronically to the Andrews University Learning Hub. Always keep a copy, and confirm submissions after 30 days.

---

### ASSESSMENT GUIDELINES

---

#### Criteria for Assessment of the Post Intensive Paper: *Chapter 1 Introduction*

Category	4.00 Target	3.00 Needs Improvement	2.00 Incomplete	1.00 Unacceptable
<b>Contents</b>	The chapter includes all of the following components: Description of the Ministry Context, Statement of the Task, Statement of the Problem, Delimitations of the Project, Description of the Project Process, and Definition of Terms.	Only 1 of the elements is missing.	Only 2 of the elements are missing.	More than 2 of the elements are missing.
<b>Description of the Ministry Context</b>	A concise/precise (no more than 2 pages) description of the context where the project will be implemented.	Sets a clear context for the implementation of the project, but is three to four pages in length.	What is shared about the context for the project is not concise (over 4 pages).	It is not clear what the context for the project is.
<b>Statement of the Problem</b>	The problem is clearly defined and supported by clear, objective evidence.	The problem is clearly defined and supported by subjective evidence.	The problem is not clearly defined and/or not supported by evidence.	The problem is not clearly defined, not supported by evidence.
<b>Statement of the Task</b>	Clearly states what you are going to do, with whom, and why.	Clearly states what you are going to do, with whom, but is less clear on why.	The what, who, and why are vague.	It is not evident what you intend to do, with whom or why.
<b>Delimitations of the Project</b>	Expresses a clear understanding of the self-imposed limitations of the project.	Expresses an understanding of the self-imposed limitations of the project.	It is unclear what the self-imposed limitations of the project are.	There are no self-imposed limitations.
<b>Description of the Project Process</b>	The section is well organized. It outlines a clear and logical sequence of steps.	The section is organized. One idea may seem out of place.	The outlined steps do not seem to have a logical flow.	Steps seem to be randomly organized.
<b>Definitions of Terms</b>	Esoteric terms central to the study and used throughout the project document are listed in alphabetical order. The terms are defined by the literature in the field with proper citation.	Esoteric terms central to the study and used throughout the project document are listed in alphabetical order. The terms are defined by professional sources such as a dictionary or encyclopedia with proper citation.	The terms are not in alphabetical order or cited properly.	Esoteric terms central to the study and used through the project document are not defined.
<b>Format</b>	The chapter formatting follows proper AU style	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, including	There is 1 stylistic mistake.	There are 2 stylistic mistakes.	There are 3 or more stylistic mistakes.
--------------	--	-------------------------------	---------------------------------	---

	in-text referencing to cite sources.			
<b>Language Conventions</b>	There are no spelling, grammar, or punctuation errors.	There are 1 or 2 spelling, grammar, or punctuation errors.	There are 3 or 4 spelling, grammar, or punctuation errors.	There are more than 4 spelling, grammar, or punctuation errors.
<b>Clearly Written</b>	The chapter is written in a reader-friendly manner that models clarity of expression.	The chapter 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>	10-12 pages	13-15 pages	16-20 pages	More than 20 pages

### ***Chapter 5 Narrative of Intervention Implementation***

<b>CATEGORY</b>	<b>4.00 Target</b>	<b>3.00 Needs Improvement</b>	<b>2.00 Incomplete</b>	<b>1.00 Unacceptable</b>
<b>Introduction</b>	The chapter begins with an introduction that invites the reader into the topic and presents a bird's eye view of what the chapter will cover.	Same as Target, the bird's eye view is incomplete.	The reader is invited into the topic but no bird's eye view is given of what the chapter will cover.	There is no introduction or no clear connection between the introduction and the body of the chapter.
<b>Implementation Narrative</b>	A <b>concise</b> narrative of the precise chronological implementation of the intervention is given.	A narrative of the precise chronological implementation of the intervention is given.	The implementation narrative does not move in chronological fashion and/or it gets side- tracked with tangents that are not relevant to the implementation process.	No narrative of the implementation of the intervention is given.
<b>Format</b>	The chapter formatting follows proper <i>Andrews Standards for Written Work</i> .	There is 1 formatting mistakes.	There are 2 formatting mistakes.	There are 3 or more formatting mistakes.
<b>Style</b>	The chapter follows APA style, including 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 1 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 chapter 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>	20-25 pages	26-30 pages	31-40 pages	More than 40 pages

---

#### **CRITERIA FOR ASSESSMENT GUIDELINES**

---

### **THE B GRADE**

We start with the B grade for a very specific reason. It is because a B grade is a sign that you have competently fulfilled all of the requirements stipulated for an assessment or competency evaluation. It is an excellent grade and demonstrates a high level of knowledge, insight, critique competence and professional written presentation standards essential for an individual wishing to pursue a career as a professional pastor.

### **THE A GRADE**

An A grade is only given when a student not only fulfils the criteria stipulated above for a B grade, but in doing so demonstrates an advanced academic aptitude for content knowledge, critique, synthesis and independent insight, while exhibiting highly developed communication skills and professional publication standards that would allow them to pursue a highly competitive academic career.

### **THE C GRADE**

The C grade differs only from a B grade in that the traits outlined in the B grade above are not consistently applied. However, with diligence and applying feedback from your lecturer, the academic process can provide a perfect opportunity for a student to improve their consistency, and hence, their grade.

### **THE DN GRADE**

The DN grade is given when very limited or no demonstrable competency has been observed and exhibits a limited level of knowledge, insight and critique and poor written presentation standards. This may be because of a lack of time management on the part of the student, they may have difficulty grasping the concepts being taught, English may be their second language, or they may be experiencing a personal issue that is affecting their concentration and motivation levels. Again, with diligence, applying feedback from your lecturer, and seeking services offered by the University like the writing lab or the counseling center, the academic process can provide an opportunity for a student to significantly improve their performance.

Your assessments have been specifically designed to measure and provide evidence of your competency with relation to the subject matter. This is to meet University accreditation standards. Thus, you will only be graded on the content of the assessments you submit. If it is not in your assessments, your lecturer will not have adequate evidence of your competency and will have to grade you accordingly.

---

## **UNIVERSITY POLICIES**

---

### **Disability Accommodations**

If you qualify for accommodation under the American Disabilities Act, please contact Student Success in Nethery Hall 100 ([disabilities@andrews.edu](mailto:disabilities@andrews.edu) or 269-471-6096) as soon as possible so that accommodations can be arranged.

### **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 which 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**

---

Dr. Mario E. Ceballos is the director of the Adventist Chaplaincy Ministries, the World Service Organization for the General Conference of Seventh-day Adventists and President of the Chaplaincy Institute. His responsibilities include policy development, administration, endorsement, and certification of chaplains, as well chaplain training for the General Conference of the Seventh-day Adventist world church.

Ceballos also serves as an adjunct professor at Andrews University and coordinates the Doctor of Ministry degrees in chaplaincy concentrations. He is an adjunct professor at Loma Linda University School of Religion and the Inter-American Adventist Theological Seminary (IATS) and the Adventist Univerist of Africa (AUA).

Ceballos has worked for the Seventh-day Adventist church for more than 35 years, serving as pastor in Puerto Rico, Texas, and Massachusetts, as youth director for the Texas Conference, and director of church ministries for the Southern New England Conference. He served as an associate director of spiritual care and adjunct professor to the medical residency program at Florida Hospital in Orlando, Florida. He also served as vice-president of Spiritual Services and Missions and adjunct professor of Spirituality and Healing for the Kettering Adventist Health Care and Kettering College of Medical Arts in Ohio.

As a member of the United States Armed Forces active and reserves for 32 years, Mario achieved the rank of Commander. He holds a Master of Divinity degree from the Seventh-day Adventist Theological Seminary and a Doctor of Ministry degree from Boston University. He is also a Board-certified Chaplain by the Association of Professional Chaplains.

Dr. Mario E. Ceballos is married to Dr. Gloria A. Ceballos. They have one married son, Dr. Mario A. Ceballos, a practicing attorney in Orlando, Florida and one grandson, Evan Alexander Ceballos.