I. Course Description (P/F – 1 Hour Credit)
In the Capstone Experience for Chaplains, graduating students demonstrate integration of the chaplaincy core through the development and presentation of a ministry presentation that is begun in the Introduction to Chaplaincy course.

Further Description
Students will emerge from the chaplaincy program with ministry experience, self-awareness, and the prerequisite skills to minister effectively in a particular chaplaincy setting to which they feel called. They will submit a graduating portfolio that includes artifacts from each of the functional areas of Chaplaincy.

II. Student Learning Outcomes
As a result of this course, students will be able to:
1. Not assessed
2. Not assessed
3. Affirm their calling to chaplaincy and to a specific type of chaplaincy.
4. Demonstrate mastery and integration of the chaplaincy core and related functional areas.
5. Not assessed
6. Show that one can function as a professional chaplain in a pluralistic ministry setting.

III. Course Requirements

A. Textbooks and Other Materials
None

B. Attendance
According to the Student Handbook, attendance at all class sessions is expected, unless the professor has been notified in advance and has approved the absence. Students should be on time and should stay through the duration of all classes. Any student missing more than six class hours (2 weeks) will be required to do additional work, receive a lower grade, audit or withdraw from the class, or be penalized otherwise at the discretion of the professor.

C. Assignments/Assessment of Student Learning
1. Assemble a portfolio that includes the following artifacts:

   A. My call to ministry paper. This is the first assignment from the Introduction to Chaplaincy class. It is a reflection on your calling into chaplaincy.

   B. Your research paper on a particular chaplaincy setting. This research paper was completed in the Introduction to Chaplaincy class. In it, you picked a chaplaincy ministry setting and researched it. It includes a review of literature, interviews with chaplains who
serve in that setting, conversations with denominational leaders, a description of the ministry setting, professional requirements to become qualified to work in the setting, and a biblical theology of chaplaincy.

C. An ethics reflection paper. In the Advanced Ethics for Ministry Providers class, you explored an ethical issue associated with your identified ministry setting. For example, a person preparing for prison chaplaincy may have explored the death penalty, overcrowding, long-term isolation, access to a religious diet, religious “gangs,” or mistreatment of prisoners. A hospital chaplain may have explored issues of informed consent, confidentiality, living wills, pluralism, or removal of life support equipment. A military chaplain may have considered issues associated with just war theory, justifiable homicide, law of war, proselytism, Jesus name prayer, or the free exercise of religion.

D. A reflection paper that demonstrates a ministry encounter with a person of another faith. From the perspective of your training and the Navigating the Multifaith Context course, show how you are equipped to engage the multifaith context as a chaplain by means of this reflection paper. The reflection paper will include a description of the encounter. Afterward, it will analyze what happened. This could be a verbatim from your CPE class or an independent ministry event.

E. A reflection paper that reviews a ministry encounter that highlights cultural competency. Cultural competencies show the ability to interact and minister successfully with people from various ethnic, social, and cultural groups. It includes issues related to gender identity, the social construction of race, religion and culture, life rituals, language usage, and the like. Chaplains come from specific cultural and religious backgrounds. Those backgrounds furnish them with a culture and an operating worldview that greatly colors how they see God, understand life, and engage in ministry. Due to the multiethnic context in America and the requirement that the chaplain seek to do “client centered” ministry, the chaplain has to know how to minister effectively to people from other cultural and social backgrounds. For example, how does your understanding of kinship groupings enable you to connect with a dying Ghanaian man who is more concerned about the long-term welfare of his nephews than his biological children? How do you approach a Middle Eastern woman from a traditional society when she is in a hospital bed so you do not insult her family and cause her embarrassment and distress? When is it appropriate to touch and when should a chaplain refrain from touching?

F. A verbatim from your CPE experience. Include a verbatim from which you gained significant personal insight. Include a brief explanation of how the verbatim was processed by your IPR group and what insights you gained from it.

G. An assignment from one of your pastoral care (PCC) classes. Explain the assignment and tell why you chose to include it in your capstone portfolio.

2. Write an summative integration paper. This paper will tell your story and show how you have developed professional, emotional, spiritual, and personal competencies through the chaplaincy program at Ashland Theological Seminary.

A. Reflect on the artifacts in the portfolio and tie them to the development of specific chaplaincy ministry skills/competencies.
B. Re-evaluate your call to ministry paper and the setting to which you felt called. If you have sensed a change in calling or ministry setting, explain the change and tell where you now feel called.

C. Reflect on significant events that helped to shape you during your time in seminary. The events could come from seminary classes, assignments, your CPE, the use of spiritual disciplines, conversations with your pastor, interaction with your family, a ministry encounter, a spiritual gestalt, or the like. The events may be presented as anecdotal stories or woven together into a larger narrative.

D. Describe your “next steps.” That is, now that you have completed the chaplaincy program at ATS, what’s next? Do you plan to do a CPE residency and apply for Board Certification? Where are you with ordination and endorsement? Do you have a chaplaincy job lined up?

E. Evaluate the chaplaincy program. What was helpful; what would you change; what would you add.

F. Submit a hard copy of the paper to the professor. Present the material in the paper to the capstone class. Do not read your paper to the class! Feel free to use posters, pictures, PowerPoint slides, music or anything else that helps to tell your story. The class presentation should be between 30 and 45 minutes, depending on the size of the class and time limitations.

When constructing the portfolio, please put your papers in the following order:

1. Your revised call to ministry (chaplaincy) paper.

2. Your original research paper on a chaplaincy setting.

3. An ethics reflection paper. It can come from a personal ministry encounter or from your advanced ethics class.

4. A paper that describes an encounter with a person of another faith. This can come from a ministry event or your class on Navigating the Multifaith Context (world religions).

5. A ministry encounter that shows the integration of cultural competencies. It can come from a CPE verbatim or a personal ministry experience.

6. A CPE verbatim that you want to share. You may change the name to ensure confidentiality.

7. An assignment from one of your pastoral care classes. If you prefer, you may present a ministry event in which you provided pastoral care. If you do, reflect on the care you gave and relate that back to one of the PC courses that you took.

8. Your integration paper.
If you did not take one of the required core courses or need to substitute another paper for a listed artifact, please contact the Director of the Chaplain program in order to receive guidance.

D. Calculation of Grade and Connection of Learning Outcomes

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Learning Outcomes</th>
<th>Percent of Final Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Submit Portfolio (P/F)</td>
<td>3, 4</td>
<td>33%</td>
</tr>
<tr>
<td>Submit Integration Paper (P/F)</td>
<td>3, 4</td>
<td>33%</td>
</tr>
<tr>
<td>Present Integration Paper (P/F)</td>
<td>6</td>
<td>33%</td>
</tr>
</tbody>
</table>

IV. Course Schedule

<table>
<thead>
<tr>
<th>Week/Sesion #</th>
<th>Date(s)</th>
<th>Lecture/Topic</th>
<th>Readings/Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>4/22</td>
<td>Devotional, Reflection on CPE, secularism, and ministry contexts. What have we learned?</td>
<td>None</td>
</tr>
<tr>
<td>2</td>
<td>4/23</td>
<td>Introduce and reflect on chaplaincy functional areas. Work through each artifact in Portfolio. Describe how it satisfies a specific degree learning outcome.</td>
<td>Submit Portfolio</td>
</tr>
<tr>
<td>3</td>
<td>4/23</td>
<td>Present your Integration Paper</td>
<td>Present Integration Paper</td>
</tr>
</tbody>
</table>

V. Recommendations for Lifelong Learning

VI. Seminary Guidelines

A. ATS Academic Integrity Policy

Ashland Theological Seminary expects each student to uphold the Seminary’s core value of academic excellence by contributing to an environment that is both challenging and supportive. In such an environment a student will neither seek nor offer improper assistance. All students have an obligation to be forthright in their academic endeavors and to respect ethical standards. The work that one submits for academic evaluation must be one’s own, unless an instructor expressly permits certain types of collaboration. Academic integrity requires that each student will use one’s own capabilities to achieve one’s fullest potential and will neither offer nor accept aid that is not in keeping with regularly accepted standards of academic integrity. Failure to conform to this conduct shall constitute academic dishonesty. The full Academic Integrity Policy statement may be found in the Student Handbook.

B. Academic Support Services

If you need assistance with writing projects for your coursework, contact the ATS Academic Support Center. The center provides free sessions with a peer consultant who can help you with all of your concerns about academic support including writing, critical thinking, documentation, reading skills, study skills, test taking skills, time management. Contact the center if you have a question about how to complete your assignment, if you have documentation questions, or if you would like to have your paper evaluated for areas
needing improvement. The ATS Academic Support Center can be reached at 419-289-5162 or by e-mail at atswc@ashland.edu.

C. Students with Disabilities
A student who has a specific physical, psychological or learning disability and requires accommodations is encouraged to inform the instructor during the first days of the semester so that learning needs can be appropriately met. It is the student’s responsibility to document the disability with Disability Services located in the Center for Academic Support, Library Seventh Floor, (419) 289-5904, ssalvo@ashland.edu prior to receiving accommodations. Ashland University makes every effort to comply with Sections 504 and 508 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, and the Amendments to the Act (2008).

D. ATS Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percent</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>97-100</td>
<td>Superior achievement of course objectives, diligence and originality, high degree of freedom from error, outstanding evidence of ability to utilize course knowledge, initiative expressed in preparing and completing assignments, positive contributions verbalized in class.</td>
</tr>
<tr>
<td>A-</td>
<td>92-96</td>
<td></td>
</tr>
<tr>
<td>B+</td>
<td>89-91</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>86-88</td>
<td>Good work submitted, commendable achievement of course objectives, some aspects of the course met with excellence, substantial evidence of ability to utilize course material, positive contributions verbalized in class, consistency and thoroughness of work completed.</td>
</tr>
<tr>
<td>B-</td>
<td>83-85</td>
<td></td>
</tr>
<tr>
<td>C+</td>
<td>80-82</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>77-79</td>
<td>Acceptable work completed, satisfactory achievement of course objectives, demonstrating at least some ability to utilize course knowledge, satisfactory class contribution.</td>
</tr>
<tr>
<td>C-</td>
<td>74-76</td>
<td></td>
</tr>
<tr>
<td>D+</td>
<td>71-73</td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>68-70</td>
<td>Passing but minimal work, marginal achievement of course objectives, poor performance in comprehension of work submitted, inadequate class contributions.</td>
</tr>
<tr>
<td>D-</td>
<td>65-67</td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>Below 65</td>
<td>Unacceptable work resulting in failure to receive class credit, inadequacy of work submitted or of performance and attendance in class.</td>
</tr>
</tbody>
</table>

VII. Selected Bibliography or References
See the various syllabi from the chaplaincy core classes