

Course ID:	Course Title:	Winter 2022
PT610	The Theology & Practice of Pastoral Care	Prerequisite: PT501 or an Undergrad Degree in TH
		Credits: 3

Class Information		Instructor Information		Important Dates	
Days:	Tuesday	Instructor:	Mark Buchanan, BFA, MACS	First day of classes:	Mon, Jan. 10
Time:	3:15-6:15 MT	Email:	mbuchanan@ambrose.edu	Last day to add/drop, or change to audit:	Sun, Jan. 23
Room:	Online	Phone:	401-410-2000, ext 7907	Last day to request revised exam:	Mon, Mar. 7
Lab/Tutorial:	None	Office:	L2071	Last day to withdraw from course:	Fri, Mar. 18
		Office Hours:	By Appointment	Last day to apply for coursework extension:	Mon, Mar. 28
Final Exam:	None			Last day of classes:	Thurs, Apr. 14

Course Description (Prerequisite: PT 501 or an undergraduate degree in Theology)

This course introduces the student to the ministry of “care of souls.” Aspects of congregational care and ministry through ritual are explored. Students will begin to develop specific care-giving skills.

Particularly, we look at caring for others – and ourselves – in light of Trinitarian theology and in the context of Christian community. We delve into what it means to be (in Henri Nouwen’s arresting phrase) “wounded healers,” and (in the Apostle Peter’s evocative language) “a royal priesthood,” and (in the Apostle Paul’s stirring description) “ambassadors of reconciliation.” We grapple with living out the task and privilege of bearing witness, in word and deed, to the God of hope, peace, and love. And we inquire into what it means for our churches to be (in Larry Crabb’s hopeful vision) “the safest place on earth.” The student, by the end of the course, should be familiar with Trinitarian theology undergirding all acts and aspects of care, have a rudimentary understanding of attachment theory, and have cultivated basic skills in giving and receiving care.

Expected Learning Outcomes

The engaged and attentive student should come away from the course with the following:

1. A theology of pastoral care that is rooted in Scripture, current theory, and best current and historical practices
2. An understanding of the role of pastoral care in the history, mission and identity of the Church
3. A sense of the wealth and breadth of pastoral care practices
4. A deepened capacity to both give and receive pastoral care
5. A growing sense of how to build and sustain pastoral care within Christian community, and basic skills and strategies for implementing this

Required Textbooks (see end of syllabus for selected bibliography of recommended books)

- Mitchell, Kenneth R., et al. *All Our Losses, All Grievs: Resources for Pastoral Care*. Louisville, KY: Westminster John Knox Press, 1983.
- Savage, John. *Listening & Caring Skills: A Guide for Groups and Leaders*. Nashville, TN: Abingdon Press, 1996.
- Swinton, John. *Raging with Compassion: Pastoral Responses to the Problem of Evil*. Grand Rapids, MI: Eerdmans, 2007.

Course Schedule

January	11	“Which of These Three Do You Think Was a Neighbor?” - Introduction & Overview
	18	“Do You Want to Get Well?” - Our Woundedness & Hidden Wholeness
	25	“Do You See this Woman?” - Hospitality & Being a Community of Safety
February	1	“I Have Come Down... I am Sending” - The Ministry of Presence
	8	“Listening & Caring Skills” - Student-led workshop
	15	“How Long, O Lord?” - Suffering & the Problem of Evil
	22	Reading Week - No Class
	27	“Godly Men Buried Stephen and Mourned Deeply for Him” - Death & Dying
March	1	“We Had to Celebrate” - Community & the Serious Business of Joy
	8	“We Hold These Treasures in Jars of Clay” - Self-Care (Optional in-person class)
	15	Care Practices, Part I
	22	Care Practices, Part II (& student presentations)
	29	Care Practices, Part III (& student presentations)
April	5	Care Practices, Part IV (& student presentations; Optional in-person class)
	12	“Go & Do Likewise” - Conclusions

Requirements

Assignment 1 (Worth 20%; Due Monday, January 31 by 5 PM):

- a. Write a 750-word paper on 3 spiritual care practices derived from one New Testament letter (learning Outcomes 1-3).

Or

- b. Write a 750-word paper on one story of Jesus’ interaction with a person or people - the woman at the well, Zacchaeus, the rich young ruler, Blind Bartimaeus, the 10 lepers, etc. – and reflect on Jesus’ ways of caring for people (learning Outcomes 1-3).

Or

- c. Read one of the books from the selected bibliography and write a 750-word summary, evaluation, and critique of it (learning Outcomes 1-3).

Or

- d. Watch one of the recommended movies and write a 750-word summary, evaluation, and critique of it. (Learning Outcomes 1-3).

Assignment 2 (Worth 15%; Due Monday, February 28 by 5 PM):

- a. Write a 1-page (1.5 spacing, 12 pt. *New Times Colonist*, *Ariel* or *Garamond*) précis of **2** of the required textbooks (including supplemental books). This is strictly a summary of the book’s thesis and how its contents argue the thesis; this is not a critique, an analysis, a reflection, or a response. **Must not exceed 1-page per book.**

Or

- b. Write a 3-4 page (1.5 spacing, 12 pt. *New Times Colonist*, *Ariel* or *Garamond*) summary, evaluation, and critique of **1** of the required texts.

Assignment 3 (Worth 25%; you can, if you choose, collaborate with up to 2 other students on this assignment; Due Monday, March 15 by 5 PM):

- a. Research and write a 1500-word paper reporting and reflecting on a personal interview you've conducted with a parish nurse, pastor of care ministry, chaplain, Christian counselor, care volunteer, or the like, about their work. See Moodle for suggested questions (learning Outcomes 3-5).

Or

- b. Research and write a 1500-word paper describing and reflecting on a first-hand exploration of one church's or parachurch's ministry in some area of pastoral care (learning Outcomes 3-5).

Or

- c. Research and write a 1500-word paper describing and reflecting on some aspect of pastoral care practiced by the church historically or currently (e.g., catechesis, visitation, exorcism and deliverance, spiritual warfare, intercession, care for widows and orphans, care for the sick and dying, marriage preparation or reparation, rescue of infants, the Parabalani, the L'Arche Community, the sheltering of Jews in Le Chambon Sur Lignon, etc.) (learning Outcomes 3-5).

Assignment 4 (Worth 30%; you can, if you choose, collaborate with up to 2 other students on this assignment; Due Monday, April 9 by 5 PM):

- a. Write a 2000-word research paper exploring the theological & practical dimensions of a single aspect of spiritual care (grief & loss, marriage issues, gender issues, sexual issues, depression, addiction, mental health, spiritual direction, hospital visitation, care for vulnerable people, etc.). Show integration of lectures and reading. Must prepare an 8-10 minute presentation on your research (learning Outcomes 1-5).

Or

- b. Take any of the spiritual care concerns listed in 4.a, or one of your choosing, and prepare a training workshop (and if possible, lead it). Must prepare an 8-10 minute presentation on your work.

Or

- c. Take any of the spiritual care concerns listed in 4.a, or one of your choosing, and assemble a "tool kit" for a church to help it address that concern. The tool kit can include lists of books and other resources, reflections on biblical and historical examples of caregiving, suggested strategies, lists of dos and don'ts, etc. Must prepare an 8-10 minute presentation on your work.

Assignment 5 Complete a Reading Log (Worth 10%; see Moodle for template; Due Monday, April 9 by 5 PM)

Attendance

There is no grade for attendance. However, there is a deduction for unjustified absenteeism. The deductions are as follows:

- No deduction for missing up to 2 classes.
- 5% deduction off final grade for missing 3 classes.
- 15% deduction off final grade for missing 4 classes.
- 25% deduction off final grade for missing 5 classes.
- Automatic fail for missing more than 5 classes.

Please submit through **Moodle** an electronic copy in **Word** format on or before the due date (no later than 5 PM on due date).

Submission Format

All papers must:

- Be double-spaced (except for reading reports, which can use 1.5 spacing).
- Use *Times New Roman*, *Arial* or *Garamond* 12-point font.
- Be numbered.
- Cite sources properly. **NOTE:** The student can use his/her preferred style (Kate Turabian’s *A Manual for Writers*, or *The Chicago Manual of Style*, etc.), but must remain consistent throughout the entire paper.
- Use inclusive language. The student is encouraged to avoid the consistent use of masculine terminology in reference to people in general. For example, prefer using the terms “humanity” or “people” or “humankind” over the terms “man” or “mankind” when referring to the human race.
- Include a title page with you name, the course title, and the Instructor’s name.

Late Policy – Please Read Carefully

Due dates are valuable for several reasons. Here are three: 1) They allow me, the instructor, to adequately schedule my time to read, grade, and return your work in a thoughtful, timely manner; 2) They mimic reality. Most of your life involves hard deadlines – rent or mortgage payments, project assignments, work schedules. This is like that; 3) They create a level playing field. It’s simply unfair to your classmates if they submit their work on time and you receive an extension without penalty. **Therefore**, only under extraordinary circumstances (i.e., a life or family crisis, a severe and prolonged illness, etc.; *poor time management does not count as a life crisis*) will I grant an extension. **All requests for extension must be submitted to me in writing on or before the assignment’s due date; the last date a student can apply for a course extension on their work is March 28.** Otherwise, any submissions received later than midnight on the due date will be deemed late and penalized at a 5% deduction per day. Any submission later than a week past the due date, unless negotiated with me (and on final assignments with the Registrar), will automatically receive an F.

PLEASE DO NOT ASK FOR AN EXCEPTION TO THIS POLICY

Evaluation

Assignment 1, a, b, c, or d (due Jan 31, 5 pm)	20%
Assignment 2, a, or b (due Feb 28, 5 pm)	15%
Assignment 3, a, b, or c (due Mar 15, 5 pm)	25%
Assignment 4, a, b, or c (due Apr 9, 5 pm)	30%
Assignment 5, Reading Log (due Apr 9, 5 pm)	10%
Attendance	deductions for absenteeism

Grade Summary

<u>Letter Grade</u>	<u>Description</u>
A+	Excellent
A	
A-	
B+	Good
B	
B-	
C+	Satisfactory
C	
C-	
D+	Minimal Pass
D	
F	Failure

Because of the nature of the Alpha 4.00 system, there can be no uniform University-wide conversion scale. The relationship between raw scores (e.g. percentages) and the resultant letter grade will depend on the nature of the course and the instructor's assessment of the level of each class, compared to similar classes taught previously. Please note that final grades will be available on student registration system. Printed grade sheets are not mailed out.

Select Bibliography of Recommended Works

- Bell, Roy. *The Five-Minute Conversation: Encouraging & Empowering through Brief Encounters*. Vancouver, BC: Regent College Publishing, 2003.
- Benner, David G. *Sacred Companions: The Gift of Spiritual Friendship & Direction*. Downers Grove, IL: IVP Books, 2002.
- Bernanos, Georges. *The Diary of a Country Priest: A Novel*. Philadelphia, PA: De Capo Press, 2002 (O. 1937).
- Bonhoeffer, Dietrich. *Life Together: The Classic Exploration of Christian Community*. San Francisco, CA: HarperOne, 1978 (O. 1945).
- Buchanan, Mark. *God Walk: Moving at the Speed of Your Soul*. Grand Rapids, MI: Zondervan, 2020.
- _____. *The Rest of God: Restoring Your Soul by Restoring Sabbath*. Nashville, TN: Thomas Nelson, 2004.
- _____. *Spiritual Rhythm: Being with Jesus Every Season of Your Soul*. Grand Rapids, MI: Zondervan, 2009.
- _____. *Things Unseen: Living in Light of Forever*. Colorado Springs, CO: Multnomah, 2002.
- Cook, Jerry. *Love, Acceptance & Forgiveness: Being Christian in a Non-Christian World*. Ventura, CA: Regal, 2009.
- Crabb, Larry. *Connecting: A Radical New Vision*. Nashville, TN: Word Publishing, 1997.
- _____. *Becoming a True Spiritual Community: A Profound Vision of What the Church Can Be*. (Also published as *The Safest Place on Earth: Where People Connect & are Forever Changed*). Nashville, TN: Thomas Nelson, 2007.
- De Vinck, Christopher. *The Power of the Powerless*. Grand Rapids, MI: Zondervan, 1988.
- Dobson, James. *When God Doesn't Make Sense*. Wheaton, IL: Tyndale House, 1993.
- Eclov, Lee. *Feels Like Home: How Rediscovering the Church as Family Changes Everything*. Chicago, IL: Moody publishers, 2019.
- _____. *Pastoral Graces: Reflection on the Care of Souls*. Chicago, IL: Moody publishers, 2012.
- Greene-McCreight, K. *Darkness is My Only Companion: A Christian Response to Mental Illness*. Grand Rapids, MI: Brazos Press, 2006.
- Hanson, David. *The Art of Pastoring: Ministry Without All the Answers*, Rev. Ed.. Downers Grove, IL: IVP Books, 2012.
- _____. *The Power of Loving Your Church: Leading through Acceptance & Grace*. Minneapolis, MN: Bethany House, 1998.
- Hallie, Philip. *Lest Innocent Blood Be Shed: The Story of the Village of Le Chambon and How Goodness Happened There*. San Francisco, CA: Harper Perennial, 1994.
- Hastings, Ross. *Where Do Broken Hearts Go? An Integrative, Participational Theology of Grief*. Eugene, OR: Wipf & Stock, 2016.
- Jamieson, Leslie. *The Recovering: Intoxication and Its Aftermath*. New York, NY: Little, Brown & Co., 2018

- Keller, Timothy. *The Meaning of Marriage: Facing the Complexities of Marriage with the Wisdom of God*. New York, NY: Dutton, 2011.
- Kozol, Jonathan. *Amazing Grace: The Lives of Children and the Conscience of a Nation*. New York, NY: Broadway Paperbacks, 1995.
- Lake, Neil. *The Caregivers: A Support Group's Stories of Slow Loss, Courage, and Love*. New York, NY: Simon & Schuster, 2014.
- Lane, Belden C. *The Solace of Fierce Landscapes: Exploring Desert & Mountain Spirituality*. New York, NY: Oxford University Press, 1998.
- Larkin, Nate. *Samson & The Pirate Monks: Calling Men to Authentic Brotherhood*. Nashville, TN: Thomas Nelson, 2006.
- Lawrenz, Mel. *Whole Church: Leading from Fragmentation to Engagement*. San Francisco, CA: Jossey-Bass, 2009.
- Lewis, C.S. *A Grief Observed*. New York, NY: Faber & Faber, 2012 (O. 1961).
- _____. *The Problem of Pain*. San Francisco, CA: HarperCollins, 2009 (O. 1940).
- Macchia, Stephen A. *Becoming a Healthy Church: Traits of a Vital Ministry*. Grand Rapids, MI: Baker Books, 1999.
- McBride, Hilary L. *The Wisdom of Your Body: Finding Healing, Wholeness, and Connection through Embodied Living*. Toronto, ON: HarperCollins, 2021.
- MacDonald, Gordon. *A Resilient Life: You Can Move Ahead No Matter What*. Nashville, TN: Thomas Nelson, 2004.
- Manning, Brennan. *The Ragamuffin Gospel: Good News for the Bedraggled, Beat-Up & Burnt-Out*. Colorado Springs, CO: Multnomah, 2005.
- Martin, Jim. *The Just Church: Becoming a Risk-Taking, Justice-Seeking, Disciple-Making Congregation*. Nashville, TN: Tyndale Momentum, 2012.
- Mason, Mike. *The Mystery of Marriage: Meditations on the Miracle*. Colorado Springs, CO: Multnomah, 2010.
- _____. *The Gospel According to Job: An Honest Look at Pain and Doubt from the Life of One Who Lost Everything*. Wheaton, IL: Crossway Books, 2002.
- Maté, Gabor. *In the Realm of Hungry Ghosts: Close Encounters with Addiction*. Toronto, ON: Vintage Canada, 2004.
- _____. *When the Body Say No: The Cost of Hidden Stress*. Toronto, ON: Vintage Canada, 2004.
- Nouwen, Henri. *In the Name of Jesus: Reflections on Christian Leadership*. New York, NY: Crossroad, 1999.
- _____. *Life of the Beloved: Spiritual Living in a Secular World*. New York, NY: Crossroad, 2002.
- _____. *Out of Solitude: Three Meditations on the Christian Life, 2nd Ed.* New York, NY: Ave Maria Press, 2004.
- _____. *The Return of the Prodigal Son*. New York, NY: Image, 1994.
- _____. *The Wounded Healer: Ministry in Contemporary Society*. New York, NY: Image, 1979.
- Ortberg, John. *Love Beyond Reason: Moving God's Love from Your Head to Your Heart*. Grand Rapids, MI: Zondervan, 1998.

- Peck, M. Scott. *People of the Lie: Hope for Healing Human Evil*. New York, NY: Simon & Schuster, Inc., 1983.
- _____. *The Road Less Traveled: The Unending Journey Toward Spiritual Growth*. New York, NY: Touchstone, 1998.
- Peterson, Eugene H. *The Pastor: A Memoir*. San Francisco, CA: HarperOne, 2011.
- Plantinga, Cornelius, Jr. *Not the Way It's Supposed to Be: A Breviary of Sin*. Grand Rapids, MI: Eerdmans, 1995.
- Pope Francis. *The Name of God is Mercy*. New York, NY: Random House, 2016.
- Ramshaw, Elaine. *Ritual and Pastoral Care*. Philadelphia, PA: Fortress Press, 1987.
- Scott, Susan. *Fierce Conversations: Achieving Success at Work & in Life, One Conversation at a Time*. New York, NY: Berkley Books, 2004.
- St. John of the Cross. *Dark Night of the Soul*. Trans. by E. Allison Peers. New York, NY: Image, 1959.
- Scazzero, Peter. *The Emotionally Healthy Church: A Strategy for Discipleship the Actually Changes Lives*. Grand Rapids, MI: Zondervan, 2003.
- _____. *Emotionally Healthy Spirituality: Unleash a revolution in Your Life in Christ*. Grand Rapids, MI: Zondervan, 2006.
- Smith, James Bryan. *The Good & Beautiful Community: Following the Spirit, Extending Grace, Demonstrating Love*. Downers Grove, IL: IVP Books, 2010.
- Stevens, R. Paul. *Down-to-Earth Spirituality: Encountering God in the Ordinary, Boring Stuff of Life*. Downers Grove, IL: IVP Books, 2003.
- Taylor, Barbara Brown. *An Altar in the World: A Geography of Faith*. San Francisco, CA: HarperOne, 2009.
- Tournier, Paul. *The Meaning of Persons*. San Francisco, CA: Harper & Row, 1957.
- Vogel, Arthur A. *God, Prayer & Healing: Living with God in a World Like Ours*. Grand Rapids, MI: Eerdmans, 1995.
- Voskamp, Ann. *The Broken Way: A Daring Path into the Abundant Life*. Grand Rapids, MI: Zondervan, 2016.
- _____. *One Thousand Gifts: A Dare to Live Fully Right Where You Are*. Grand Rapids, MI: Zondervan, 2010.
- Williams, Margery. *The Velveteen Rabbit*. New York, NY: Doubleday, 1958.
- Willimon, William H. *Pastor: The Theology & Practice of Ordained Ministry*. Nashville, TN: Abingdon Press, 2002.
- Wolfteich, Claire E. *Lord, Have Mercy: Praying for Justice with Conviction & Humility*. San Francisco, CA: Jossey-Bass, 2006.
- Yaconelli, Michael. *Messy Spirituality: God's Annoying Love for Imperfect People*. Grand Rapids, MI: Zondervan, 2002.
- Yancey, Philip. *Where is God When it Hurts?* Grand Rapids, MI: Zondervan, 1997.
- Vance, J.D. *Hillbilly Elegy: A Memoir of A Family & Culture in Crisis*. San Francisco, CA: Harper, 2016.
- White, Aaron. *Recovering: From Brokenness & Addiction to Wholeness & Community*. Grand Rapids, MI: Baker Academic, 2021.

Select Filmography of Recommended Movies

(NOTE: Language and content advisories for most movies)

August: Osage County
Away From Her
A Christmas Carol
Bruised
Dallas Buyer's Club
The Descendants
The Diving Bell and the Butterfly
50/50
Edward Scissorhands
The Father
The Fundamentals of Caring
Hillbilly Elegy
I Care a Lot
Intouchables (or the less good English version, *The Upside*)
Life Itself
Magnolia
Million Dollar Baby
Miss You Already
Moonlight
Nebraska
Ordinary People
Pay it Forward
The Railway Man
The Savages
Silver Linings Playbook
Still Alice
Still Mine
Silence
Schindler's List
The Snow Walker
The Soloist
The Straight Story
The Theory of Everything
The Unforgivable
The Upside (or the much better French version, *Intouchables*)
Where the Wilder People Are

Ambrose University Academic Policies

Communication

All students have received an Ambrose e-mail account upon registration. It is the student's responsibility to check this account regularly as the Ambrose email system will be the professor's instrument for notifying students of important matters (cancelled class sessions, extensions, requested appointments, etc.) between class sessions. If students do not wish to use their Ambrose accounts, they will need to forward all messages from the Ambrose account to another personal account.

Registration

During the **Registration Revision Period** students may enter a course without permission, change the designation of any class from credit to audit and /or voluntary withdraw from a course without financial or academic penalty or record. Courses should be added or dropped on the student portal by the deadline date; please consult the List of Important Dates. After that date, the original status remains and the student is responsible for related fees.

Students intending to withdraw from a course after the Registration Revision Period must apply to the Office of the Registrar by submitting a "Request to Withdraw from a Course" form or by sending an email to the Registrar's Office by the **Withdrawal Deadline**; please consult the List of Important Dates on the my.ambrose.edu website. Students will not receive a tuition refund for courses from which they withdraw after the Registration Revision period. A grade of "W" will appear on their transcript.

Students wishing to withdraw from a course, but who fail to do so by the applicable date, will receive the grade earned in accordance with the course syllabus. A student obliged to withdraw from a course after the Withdrawal Deadline because of health or other reasons may apply to the Registrar for special consideration.

Exam Scheduling

Students, who find a conflict in their exam schedule must submit a Revised Examination Request form to the Registrar's Office by the deadline date; please consult the List of Important Dates. Requests will be considered for the following reasons only: 1) the scheduled final examination slot conflicts with another exam; 2) the student has three final exams within three consecutive exam time blocks; 3) the scheduled final exam slot conflicts with an exam at another institution; 4) extenuating circumstances. Travel is not considered a valid excuse for re-scheduling or missing a final exam.

Electronic Etiquette

Students are expected to treat their instructor, guest speakers, and fellow students with respect. It is disruptive to the learning goals of a course or seminar and disrespectful to fellow students and the instructor to use electronics for purposes unrelated to the course during a class session. Turn off all cell phones and other electronic devices during class. Laptops should be used for class-related purposes only. Do not use iPods, MP3 players, or headphones. Do not text, read, or send personal emails, go on Facebook or other social networks, search the internet, or play computer games during class. Some professors will not allow the use of any electronic devices in class. The professor has the right to disallow the student to use a laptop in future lectures and/or to ask a student to withdraw from the session if s/he does not comply with this policy. Repeat offenders will be directed to the Dean. If you are expecting communication due to an emergency, please speak with the professor before the class begins.

Academic Policies

It is the responsibility of all students to become familiar with and adhere to academic policies as stated in the Academic Calendar. Personal information (information about an individual that may be used to identify that individual) may be required as part of taking this class. Any information collected will only be used and disclosed for the purpose for which the collection was intended. For further information contact the Privacy Compliance Officer at privacy@ambrose.edu.

Extensions

Although extensions to coursework in the semester are at the discretion of the instructor, students may not turn in coursework for evaluation after the last day of the scheduled final examination period unless they have received permission for a course Extension from the Registrar's Office. Requests for course extensions or alternative examination time must be submitted to the Registrar's Office by the deadline date; please consult the List of Important Dates. Course extensions are only granted for serious issues that arise "due to circumstances beyond the student's control."

Appeal of Grade

An appeal for change of grade on any course work must be made to the course instructor within one week of receiving notification of the grade. An appeal for change of final grade must be submitted to the Registrar's Office in writing and providing the basis for appeal within 30 days of receiving notification of the final grade, providing the basis for appeal. A review fee of \$50.00 must accompany the appeal. If the appeal is sustained, the fee will be refunded.

Academic Integrity

We are committed to fostering personal integrity and will not overlook breaches of integrity such as plagiarism and cheating. Academic dishonesty is taken seriously at Ambrose University as it undermines our academic standards and affects the integrity of each member of our learning community. Any attempt to obtain credit for academic work through fraudulent, deceptive, or dishonest means is academic dishonesty. Plagiarism involves presenting someone else's ideas, words, or work as one's own. Plagiarism is fraud and theft, but plagiarism can also occur by accident when a student fails or forgets to acknowledge to another person's ideas or words. Plagiarism and cheating can result in a failing grade for an assignment, for the course, or immediate dismissal from the university college. Students are expected to be familiar with the policies in the current Academic Calendar that deal with plagiarism, cheating, and the penalties and procedures for dealing with these matters. All cases of academic dishonesty are reported to the Academic Dean and become part of the student's permanent record.

Note: Students are strongly advised to retain this syllabus for their records.