

PC500 INTRODUCTION TO PASTORAL CARE

METHODIST THEOLOGICAL SCHOOL IN OHIO

Professor Fulgence Nyengele, M.Div., M.A., Ph.D.

Fall Semester 2015—Wednesdays, 8:30 – 11:30 a.m.

Room L200

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I. COURSE DESCRIPTION

This is an introductory course in pastoral care and counseling. It is designed to acquaint you with foundational issues in pastoral care, as well as expose you to the biblical, theological, and psychological bases for contemporary pastoral care. Attention will be given, throughout the course, to personal, family, congregational, and social issues commonly encountered in the practice of ministry. Exercises for the development of self-awareness and professional skills necessary for pastoral care will be included. Skill practices will focus on theoretical and methodological concerns. The course will also explore how pastoral care engages in the struggle for social justice and peace.

II. COURSE METHODS

Course methods will include assigned readings, class and small group discussion, lecture by the instructor, writing projects, role plays, case studies/exercises for the development of pastoral care skills.

III. COURSE OBJECTIVES

This course is designed to enable participants to:

1. Articulate their own integration theory of psychology and counseling with theology and pastoral care. CACREP standards II.G.1.b; 2.b.
2. Demonstrate communication, interviewing, and interpersonal skills that will assist the student in helping relationships, including understanding and use of various forms, models, and methods of pastoral care. CACREP standards II.G.5.a,b,c,d,e,g.
3. Demonstrate the ability to think systemically about human problems and to draw connections between theology and the care of persons. CACREP standards II.G.5.e,d
4. Develop an awareness of managing boundaries in helping relationships, increasing skills in self-reflection, listening, and appropriate self-disclosure. CACREP standards II.G.5.b
5. Demonstrate fundamental skills such as relationship building, basic assessment, interventions, and evaluation of outcomes. CACREP standards II.G.5.a,b.
6. Articulate self-care strategies appropriate to the counselor role and to grow in self-awareness and understanding of the dynamics of transference and countertransference in pastoral care relationships. CACREP standards II.G.1.d

IV. COURSE EXPECTATIONS AND REQUIREMENTS

1. Regular class attendance is required. More than two unexcused absences will constitute failure for the course. In case of a family emergency, please notify the instructor.
2. Active and appropriate participation in class, small group discussion, and role-plays.
3. Study of weekly required readings and preparation for class (Read and reflect upon primary readings assigned for each session; and then explore supplementary readings as your interests and time allow). Prepare questions and comments for class discussion.
4. Also, should any issues or problems arise that trouble you during the course, please initiate a timely and candid consultation with the instructor.

V. ASSIGNMENTS

1. Role Plays and Case Studies: Class members will participate in role plays and case study analysis in the larger class and small groups. The focus of these exercises is on developing and building pastoral care skills of listening, attending, responding, eliciting, and offering empathy. Students will role play vignettes dealing with anxiety, grief and loss, illness, hospital visitation, depression, marital conflict, suicide, addictions, midlife crises, family problems, and other crisis problems. Students will alternate between 3 roles—the care seeker, the pastoral caregiver/counselor and the observer. The care seeker will receive a script (case) prior to the actual role play session. The pastoral caregiver/counselor and the observer will learn about the pastoral care situation as it unfolds in the role play “live.” Participating in role plays will constitute 10% of the final grade.

2. Written Assignment #1—Functioning as a Listener Paper—5-6 pages of text. Do not exceed this length. This assignment will constitute 30% of your final grade (see the Evaluation and Grading section on p.4). The purpose of this assignment is to enable students to reflect on and work to improve their listening abilities and their capacity to convey empathy. As you prepare for this assignment, you will need to find a “conversation partner” within the class. You and your partner will arrange to have two meeting times, for at least 45 minutes each, prior to the time needed to write this paper. At one meeting one partner will be designated as the *listener*, while the other will be the *speaker*. At the next meeting, the roles will be reversed. Be sure you have read chapter 3 (on listening) of Carrie Doehring’s book, as well as the two chapters on “Listening” and “Not Listening” in William Miller and Kathleen Jackson’s *Practical Psychology for Pastors*, which is on reserve in the library. Familiarity with these sources will enable you to practice skilled listening expected in this assignment. When you are the listener, you will *be available to hear* whatever your partner wishes to talk about. When you are the one to be listened to, feel free to talk about whatever you choose. The listening partner should take some time at the end of your session to seek and receive feedback from the speaker. The feedback will be helpful as you write your paper.

You are expected, in this exercise, to assess your listening ability and try to become aware of what limits your ability to listen. Some questions which might help you focus your reflection might be: How do you avoid listening? How do you signal to your partner **that you are listening**? That you are **not** listening? This will involve **self reflection**. What happened inside you—in your emotions and reactions that influenced your listening ability? You are challenged in this context to see if you are able to think of ways you might be able to deal more effectively with anything that limited your listening.

This exercise is concerned with your growth and development as a pastoral caregiver. Thus, the focus in this paper is on you as you assess your listening, not on what was said by the speaker. Do not write about what the speaker said. Rather, using what your sources say about listening and not listening, reflect on your session with your partner by discussing how you listened or how you did not listen. Identify moments in your conversation when you felt you listened, and moments when you felt you did not listen. How did you know you were or were not listening? After you have completed your paper, you are to give it to your partner who will add an additional page to your paper responding to what she or he experienced in light of your self-assessment. Please note that being “nice” to your partner will not help her/him grow and learn; and *certainly*, it will not get you a good grade. A late paper will be either downgraded or not accepted. Please plan accordingly.

3. Written Assignment #2—Topical Paper—based on a book discussion. 5-6 pages long, double spaced. Do not exceed this length. This assignment will constitute 30% of your final grade (see the Evaluation and Grading section on p.4). The paper will discuss a specific topic of interest to you; a topic you expect to face in your future ministry. Select one book that discusses this topic, and engage in a thorough exploration and analysis of what the author is saying about the topic. The paper should be organized as follow: discussion of the author’s understanding of the topic or issue; methods and approaches suggested about how to deal with the issue in pastoral care or pastoral counseling; discussion of how the suggested methods and approaches relate to those found in the sources used in the class; and then provide your own *informed* response to the issue by discussing how your work as a counselor or pastoral caregiver will benefit from such knowledge and understanding of the topic; have you learned something “new” about pastoral care or pastoral counseling by reading the author’s discussion of the topic and the appropriate pastoral care response? As a future pastoral caregiver or counselor, why is it important to have knowledge and understanding of this particular issue? A late paper will be either downgraded or not accepted. Please plan accordingly.

Choose a book on one of the following topics: 1) gender issues and pastoral care; 2) social justice issues and pastoral care; 3) cultural diversity and pluralism; 3) racial and socio-political oppression and pastoral care; 4) pastoral care with older persons and their caregivers; 5) women’s issues in pastoral care; 6) men’s issues in pastoral care; 7) pastoral care during and after divorce; 8) pastoral care with gays and lesbians; 9) pastoral care with singles; 10) pastoral care in situations of social conflict; 11) family/domestic violence; 12) pastoral care and addiction/substance abuse; 13) depression and anxiety; 14) personality disorders in the congregation; 15) blended families; 16) adoptive families;

17) pastoral care and spiritual guidance/spiritual direction; 18) life cycle issues and pastoral care.

3. Final Examination—it will constitute 30% of your final grade (See Evaluation and Grading section below). The test will include multiple choice questions, true-false, fill in the blank, etc. Familiarity with theories, key concepts, methods and techniques of pastoral care is expected for a successful exam. The exam will cover material from lectures, selected readings, and class discussions. **The exam will take place on December 8, 2015.**

V. EVALUATION AND GRADING

Though not graded, attendance and participation are key factors in evaluating student work in this class. Irregular attendance may result in a failing grade, even though the student has successfully completed all written work. More than three unexcused absences will constitute failure for the course.

Role plays and Case Study Discussions	10%
Functioning as a Skilled Listener	30 %
Topical Paper	30 %
Final Examination	30 %
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Total	100 %

Criteria for grading papers. The evaluation and grading of papers will use the following criteria as appropriate to each assignment: clear and persuasive academic writing; thoroughness, completeness, and diligence in discussing issues; correct grammar, punctuation, spelling, clarity of thought, and use of gender inclusive language; show evidence of critical engagement with various aspects of the course, including class readings; depth, comprehension, and organization; and inclusion of appropriate notes and bibliography. Written work should conform to Kate L. Turabian, *A Manual for Writers of Term Papers, Theses, and Dissertations*, 7th edition (i.e., based on the Chicago Manual of Style) or APA form and style standards.

Final course grades will be based on the following scale:

A =93-100	A-=90-92		
B+=87-89	B =83-86	B-=80-82	
C+=77-79	C =73-76	C-=70-72	
D+=66-69	D =63-66	D-=60-62	F=59 and Below

VI. TEXTS

You are expected to read required readings in preparation for the class session for which they are assigned.

A. Required Texts

Doehring, Carrie. The Practice of Pastoral Care: A Postmodern Approach. Louisville: Westminster/John Knox, 2015.

Switzer, David. Pastoral Care Emergencies. Minneapolis: Fortress Press, 2000.

Wimberly, Edward P. African American Pastoral Care. Revised Edition. Nashville: Abingdon, 2008.

B. Supplemental Text:

Gerkin, Charles. An Introduction to Pastoral Care. Nashville: Abingdon Press, 1997.
Chapters 1 & 2 to be posted on Populi.

Additional chapters and articles will be assigned as needed on specific topics.

General References

Hunter, Rodney, gen. editor. Dictionary of Pastoral Care and Counseling. Nashville: Abingdon Press, 1990. (Read appropriate entries).

Ramsay, Nancy, ed. Pastoral Care and Counseling: Redefining the Paradigms. Nashville: Abingdon Press, 2004.

COURSE OUTLINE

Week 1: AUGUST 26

Introduction to the Course and to One Another, and Course Overview

- Introduction to Pastoral Care
- Definitions of Pastoral Care, Definitions of Pastoral Counseling
- Models, Functions, and Resources for Pastoral Care

WEEK 2: SEPTEMBER 2

Listening as the Heart of Pastoral Care

Required Reading:

Doehring—Introduction + Chs. 2&3

Switzer—Chs. 1-2

WEEK 3: SEPTEMBER 9

Pastoral and Theological Assessment/Diagnosis

Required Reading:

Doehring—Chs. 1, 4&5

WEEK 4: SEPTEMBER 16

Theological and Historical Foundations of Pastoral Care

Required Reading:

Gerkin. Preface + Chs. 1-2 (will be posted on Populi)

WEEK 5: SEPTEMBER 23
Pastoral Care During a Crisis

Required Reading:

Switzer—"Introduction" + Ch.3

Stone—"Portraits of Crisis"—Ch. 3 in *Crisis Counseling* (to be posted on Populi)

WEEK 6: SEPTEMBER 30
Pastoral Care in Acute and Chronic Illness
Note: Your Listening Paper is due today!

Required Reading:

Switzer—Chs.4 – 5

WEEK 7: OCTOBER 7
Ministry with the Bereaved and the Dying

Required Reading:

Switzer—Chs. 6–7

Doehring—Chs. 6&8

OCTOBER 13 – 16: MID-TERM RECESS (NO CLASSES)

WEEK 8: OCTOBER 21
Pastoral Care during Depression

Required Reading:

Switzer—Ch. 8

Stone. "Depression." Chapter 9 In Handbook for Basic Types of PC&C. (to be posted on Populi)

WEEK 9: OCTOBER 28
Pastoral Care for Relationships, Marriage, and Family

Required Reading:

Switzer—Chs. 9–10

Doehring—Ch. 7

WEEK 10: NOVEMBER 4
Pastoral Care in Recovery from Addiction

Pastoral Support in Dealing with Major Mental Disorders

Note: Your Topical Paper is Due Today

Required Reading:

Miller and Jackson—Chs. 16-17 (will be posted on Populi)

WEEK 11: NOVEMBER 11

Cross-Cultural Pastoral Care: African American Pastoral Care

Required Reading:

Wimberly— Chapters 1-4

WEEK 12: NOVEMBER 18

Cross-Cultural Issues in Pastoral Care: African American Pastoral Care (Continued)

Required Reading:

Wimberly—Chapters. 5-8

NOVEMBER 24 - 28: THANKSGIVING BREAK

WEEK 13: DECEMBER 2

Referral and Pastoral Self-Care Issues

Required Reading:

Switzer—Ch. 11 + Epilogue

WEEK 14: DECEMBER 9—FINAL EXAMINATION

RESOURCES FOR FURTHER STUDY

Anderson, Herbert, and Foley, Edward. Mighty Stories, Dangerous Rituals. San Francisco: Jossey Bass, 1998.

Apthorop, Stephen P. Alcohol and Substance Abuse: A Handbook for Clergy and Congregation. Connecticut: Morehouse, 1990.

Arnold, William V. Pastoral Responses to Sexual Issues. Louisville: John Knox Press, 1993.

Ashby, Homer. Our Home is Over Jordan: A Black Pastoral Theology. St. Louis: Chalice Press, 2003.

Bidwell, Duane R. Short-Term Spiritual Guidance. Minneapolis: Fortress Press, 2004.

- Capps, Donald. Biblical Approaches to Pastoral Counseling. Philadelphia: Westminster Press, 1981.
- _____. Agents of Hope: A Pastoral Psychology. Minneapolis: Fortress Press, New York: Haworth Pastoral Press, 1997.
- _____. Living Stories: Pastoral Counseling in Congregational Context. Minneapolis, MN.: Fortress Press, 1998.
- Chinula, Donald. Building King's Beloved Community: Pastoral Care and Counseling with the Oppressed. Cleveland: Pilgrim Press, 1997.
- Clebsch, William, and Charles Jaekle. Pastoral Care in Historical Perspective. New York: Harper, 1964.
- Clinebell, Howard. Basic Types of Pastoral Care and Counseling. Nashville: Abingdon Press, 1984.
- Cobb, John. Theology and Pastoral Care. Philadelphia: Fortress Press, 1977.
- Cole, Allan Hugh. Be Not Anxious: Pastoral Care for Disquieted Souls. Grand Rapids: Eerdmans, 2008.
- Cooper-White, Pamela. Shared Wisdom: The Use of Self in Pastoral Care and Counseling. Minneapolis: Fortress Press, 2004.
- Couture, Pamela & Hunter, Rodney, eds. Pastoral Care and Social Conflict. Nashville: Abingdon Press, 1995.
- Culbertson, Philip. Caring for God's People: Counseling and Christian Wholeness. Minneapolis: Fortress Press, 2000.
- Dittes, James E. Pastoral Counseling. Louisville: Westminster John Knox, 1999.
- Eugene, Toinette M. and James Newton Poling. Balm for Gilead: Pastoral Care for African American Families Experiencing Abuse. Nashville: Abingdon Press, 1998.
- Evans, C. Stephen. Soren Kierkegaard's Christian Psychology: Insights for Counseling and Pastoral Care. Vancouver, B.C.: Regent College Publishing, 1995.
- Ewald, George. Jesus and Divorce: A Biblical Guide to Ministry to Divorced Persons. Waterloo: Herald Press, 1991.
- Fowler, James W. Faith Development and Pastoral Care. Philadelphia: Fortress, 1987.
- Friedman, Edwin. Generation to Generation: Family Process in Church and Synagogue. New York: Guilford Press, 1985/2005/
- Gerkin, Charles. Widening the Horizons: Pastoral Responses to a Fragmented Society. Philadelphia: Westminster Press, 1986.
- _____. An Introduction to Pastoral Care. Nashville: Abingdon Press, 1997.
- Gorsuch, Nancy J. Introducing Feminist Pastoral Care and Counseling. Cleveland: Pilgrim Press, 2001.
- _____. Pastoral Visitation. Minneapolis: Fortress Press, 1999.
- Graham, Karry Kent. Care of Persons, Care of Worlds: A Psychosystems Approach to Pastoral Care and Counseling. Nashville: Abingdon Press, 1992.
- _____. Discovering Images of God: Narratives of Care among Lesbians and Gays. Louisville, Ky.: Westminster John Knox Press, 1997.
- Gunderson, Gary. Deeply Woven Roots: Improving the Quality of Life in your Community. Minneapolis: Fortress Press, 1997.
- Hollifield, E. Brook. A History of Pastoral Care: From Salvation to Self-Realization.

- Nashville: Abingdon Press, 1983.
- Howe, Leroy T. Guilt: Helping God's People Find Healing and Forgiveness. Nashville: Abingdon Press, 2003.
- Hunter, Rodney, gen.. editor. Dictionary of Pastoral Care and Counseling. Nashville: Abingdon Press, 1990/2003 (with additional essays).
- Justes, Emma J. Hearing Beyond the Words: How to Become a Listening Pastor. Nashville: Abingdon Press, 2006.
- Kornfield, Margaret Zipse. Cultivating Wholeness: A Guide to Care and Counseling in Faith Communities. New York: Continuum, 1998.
- Landgraf, John. Creative Singlehood and Pastoral Care. Philadelphia: Fortress Press, 1982.
- Lartey, Emmanuel. Pastoral Theology in an Intercultural World. Cleveland, Ohio: Pilgrim Press, 2006.
- Lartey, Emmanuel Y. In Living Colour: An Intercultural Approach to Pastoral Care and Counseling. New York: Cassell, 1997.
- Leslie, Kristen J. When Violence is No Stranger: Pastoral Counseling with Survivors of Acquaintance Rape. Minneapolis: Fortress, 2003.
- Lester, Andrew D. Hope in Pastoral Care and Counseling. Louisville: Westminster John Knox Press, 1995.
- Lyall, David. Integrity of Pastoral Care. London: SPCK, 2001.
- Marshall, Joretta L. Counseling Lesbian Partners. Louisville, Ky.: Westminster John Knox Press, 1997.
- McNeil, John T. A History of the Cure of Souls. New York: Harper, 1951.
- Miles, Rebekah. Pastor as Moral Guide. Minneapolis: Fortress Press, 1999.
- Moessner, Jeanne, ed. Through the Eyes of Women: Insights for Pastoral Care. Minneapolis, MN.: Fortress Press, 1996.
- _____. The Spirit of Adoption: At Home in God's Family. Louisville: Westminster/John Knox, 2003.
- _____. A Primer in Pastoral Care. Minneapolis: Fortress Press, 2005.
- Nason-Clark, Nancy. The Battered wife: How Christians Confront Family Violence. Louisville: Westminster John Knox Press, 1997.
- Neuger, Christie C., and James N. Poling. The Care of Men. Nashville: Abingdon Press, 1997.
- Nyengele, M. Fulgence. "Consciousness of Context in Pastoral Care and the Issue of Multiculturalism." Journal of Theology UTS/MTSO (summer 2000): 29-47.
- _____. "Prophetic Preaching as Pastoral Care." Journal of Theology UTS/MTSO (summer 2002): 23-38.
- _____. "Perichoresis as an Evocative Theological Image for Gender-Sensitive Pastoral Caregiving in African Context." Africa Theological Journal Vol. 25, no.1 (2002): 59-82.
- Nouwen, Henri J.M. Creative Ministry. Garden City, NY.: Doubleday, 1971.
- Osmer, Richard R. Practical Theology: An Introduction. Grand Rapids, Michigan: Eerdmans, 2008.
- Oswald, Roy M. Clergy Self-Care: Finding a Balance for Effective Ministry. Washington, D.C.: Alban Institute.
- Patton, John. Pastoral Care in Context: An Introduction to Pastoral Care. Louisville:

- Westminster/John Knox Press, 1993. (ISBN 0-664-22034-7)
- Poling, James N. The Abuse of Power: A Theological Problem. Nashville: Abingdon Press, 1991.
- Pruyser, Paul. The Minister as Diagnostician: Personal Problems in Pastoral Perspectives. Philadelphia: Westminster Press, 1975.
- Purves, Andrew. Pastoral Theology in the Classical Tradition. Louisville, Ky.: Westminster John Knox Press, 2001.
- Rice, Joy K. and David G. Rice. Living through Divorce. New York: Guilford Press, 1986.
- Richardson, Ronald W. Creating a Healthier Church: Family Systems Theory, Leadership, and Congregational Life. Minneapolis: Fortress Press, 1996.
- _____. Becoming a Healthier Pastor: Family Systems Theory and the Pastor's Own Family. Minneapolis: Fortress Press, 2005.
- Savage, John S. Listening and Caring Skills in Ministry: A Guide for Pastors, Counselors, and Small Group Leaders. Nashville: Abingdon Press, 1996.
- Scheib, Karen D. Challenging Invisibility: Practices of Care with Older Women. St. Louis: Chalice Press, 2004.
- Schleiermacher, F. Christian Caring. Philadelphia: Fortress Press, 1979.
- Schultz, Karl A. The Art of Caring for People in Pain. New York: Paulist Press, 1993.
- Smith, Susan Marie. Caring Liturgies: The Pastoral Power of Christian Ritual. Minneapolis: Fortress Press, 2012.
- Sorajjakool, Soroj. Wu Wei, Negativity, and Depression: The Principle of Non-Trying in the Practice of Pastoral Care. New York: Haworth Pastoral Press, 2001.
- Stone, Howard. Depression and Hope: New Insights for Pastoral Counseling. Minneapolis: Fortress Press, 1998.
- _____. The Caring Church: A Guide for Lay Pastoral Care. Minneapolis: Fortress Press, 1991.
- _____. Strategies for Brief Pastoral Counseling. Minneapolis: Fortress Press, 2001.
- Stone, Howard & Clements, William, eds. Handbook for Basic Types of Pastoral Care and Counseling. Nashville: Abingdon Press, 1991.
- _____. Crisis Counseling. 3rd edition. Minneapolis: Fortress Press, 2009.
- Stone, Howard and James O. Duke. How to Think Theologically. Minneapolis: Fortress Press, 2006.
- Switzer, David. Pastoral Care of Gays, Lesbians, and their Families. Minneapolis: Fortress Press, 1999.
- Taylor, Charles. The Skilled Pastor: Counseling as the Practice of Theology. Minneapolis: Fortress Press, 1991. (ISBN 0-8006-2509-9)
- Van Beek, Aart M. Cross-cultural Counseling. Minneapolis: Fortress Press, 1996.
- Weaver, Andrew J. Counseling Persons with Addictions and Compulsions: A Handbook for Clergy and Other Helping Professionals. Cleveland, Ohio: Pilgrim Press, 2006.
- Wimberly, Anne E. Streaty. "Congregational Care in a Wisdom-Seeking Age." In The Journal of Pastoral Theology 13. no.1 (spring 2003): 13-24.
- _____. "Pastoral Theological Reflections on Congregational Care as Sacramental Ministry." In The Journal of Pastoral Theology 12, no.2 (November 2002): 51-62.
- Wimberly, Edward P. African-American Pastoral Care. Nashville: Abingdon Press, 1992.

- _____. Pastoral Care in the Black Church. Nashville: Abingdon Press, 1979.
- _____. Counseling African-American Marriages and Families. Louisville, KY: Westminster/John Knox Press, 1997.
- _____. Moving from Shame to Self-Worth: Preaching & Pastoral Care. Nashville: Abingdon, 1999.
- _____. Recalling Our Own Stories: Spiritual Renewal for Religious Caregivers. San Francisco: Jossey-Bass, 1997.
- _____. Claiming God, Reclaiming Dignity: African American Pastoral Care. Nashville: Abingdon Press, 2003.
- _____. Wimberly, Edward. African American Pastoral Care and Counseling: The Politics of Oppression and Empowerment. Cleveland, Ohio: Pilgrim Press, 2006.

MTSO POLICIES

Please see Student Handbook for sections providing policy details on the following:

ADA—MTSO seeks to remove barriers to inclusion in its learning communities. Students who feel they may need an accommodation based on the impact of a documented disability should contact the instructor privately to discuss their specific needs at the beginning of the semester. Please contact the Director of Student Services to coordinate reasonable accommodations for students with documented disabilities. Any accommodation must be agreed upon prior to the due date of the affected course requirement.

Class attendance—Regular attendance is expected in all classes. During unavoidable absences, students are responsible for missed work. An excessive number of absences may result in grade reduction or course failure, despite successful completion of all assigned work. In most cases, a student will not be allowed credit for a course if he or she is absent for 25% of the class sessions. As it relates to blended courses, students may not be allowed credit if they are absent for 25% of class meetings or if 25% of online course work is not completed. Use of Skype or similar technology is not a substitute for attendance in class.

Electronic Devices—Turn mobile devices off or “vibrate only” during class. Browsing the Internet or engaging in email or social network conversations during class is discouraged. Instructors have the right to impose grading penalties for disruptions due to electronic devices.

Human Subjects Research—Research by MTSO faculty, students, or affiliated personnel that collects non-public information from and/or about living individuals or contemporary organizations/groups for purposes of publication or public presentation (including class assignments) must be approved by the Human Subjects Research Committee. MTSO faculty, students, or affiliated personnel should err on the side of caution and apply for committee approval of any activity that may fit this description.

Inclusive Language—In accordance with MTSO’s policy on inclusive language, all students are expected to use gender inclusive or gender neutral language in their writing and in the classroom discussions when referring to human beings.

Incompletes—To receive a course grade of Incomplete, students must submit the petition form from the Registrar with all signatures to the Dean's Office before the last day of regularly scheduled classes. See Student Handbook for intensive term deadlines. Any petition submitted without a due date for outstanding work will be denied. If work is not complete by the due date the Registrar will record the grade of F for the course.

Pass/Fail—The decision to exercise this option must be made before the end of the second week of the course by completing the appropriate form available through the Registrar. To receive a grade of "pass" the student must do at least the equivalent of C minus work in the course.

Plagiarism—Plagiarism is a serious matter of academic, professional, and personal integrity. All students at the masters level are expected to understand the requirement to provide attribution when the work of others is used. Students are also expected to be familiar with and understand the school's policy on Academic Misconduct found in the Student Handbook. If students have questions about attribution, citation, and how to avoid plagiarism they should consult the course instructor, the school's writing instructor, or library staff. When in doubt it is better to provide attribution even if one is uncertain about the proper citation form. Plagiarism is a form of academic misconduct that results in disciplinary actions per the Student Handbook that may range from failing an assignment or course to expulsion.