

CSA 571H Foundations of Catholic School Administration

Fall Semester 2019

Course Outline

Class Start Date & End Date

Wednesday, September 5-Wednesday, December 11, 2019

Class Meeting Time, Location, and Room

Location: Red Deer Catholic Division Office
Montfort Centre
5210-61 Street, Red Deer, AB

Instructors Name: Charles Weckend
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Office Hours: N/A
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Skype: N/A

Course Description

An examination of Scripture and Tradition as they apply to Catholic school administration and educational leadership. The course will include the scriptural study of administration, the philosophy of Catholic education, Church documents that impact Catholic education, and the spiritual formation of the Catholic school administrator.

Course Objectives

The objectives demonstrate the theological goals, skills, and learner outcomes toward which the students are expected to aspire. The following objectives form the guidelines for the student's evaluation.

- a) **Intellectual Formation:** participants develop clear and deep concepts of Catholic approaches to education and administration.
- b) **Cultural Context:** participants can identify and analyze cultural forces affecting their educational ministry.
- c) **Personal and Spiritual Formation:** participants find and develop points of intersection between their educational theology and their praxis.
- d) **Capacity for Ministerial Leadership:** participants can apply their theological learning to their educational contexts.

Course Assignments and Evaluation

- A. **Four Lesson Assignments** Participants complete four lesson assignments to be deposited in the course drop box. Each assignment is based on the readings and work done for each of the four meetings and described in the “Assignment” section of session. Their purpose is to consolidate the learning from each session.
- B. **Six On-line Postings** Participants contribute to six on-line postings in the discussion forum. These are to enrich the learning interaction among participants.
- C. **Session Participation** Value is assigned to the quality of one’s session participation based on preparatory reading and actual contribution to the session.

Course Reading

Cook, Timothy Charism and Culture Cultivating Catholic Identity in Catholic Schools. NCEA 2015

Declaration on Christian Education (*Gravissimum Educationis*)

http://www.vatican.va/archive/hist_councils/ii_vatican_council/documents/vat-ii_decl_19651028_gravissimum-educationis_en.html

Evangelii Gaudium Apostolic Exhortation On the Proclamation of the Gospel In Today’s World,
http://w2.vatican.va/content/francesco/en/apost_exhortations/documents/papa-francesco_esortazione-ap_20131124_evangelii-gaudium.html

Garrido, Ann M. Redeeming Administration: 12 Spiritual Habits for Catholic Leaders. Notre Dame: Ave Maria Press, 2013

Liebert, Elizabeth The Way of Discernment, Spiritual Practices For Decision Making. Louisville: Westminster, John Knox Press, 2008

McCormack, P. (<http://www.parentteachersupport.org/documents/Article-HelpingParents.pdf>)

McCormack, P. (<http://www.parentteachersupport.org/characterdevelopment.html>)

Nouwen, H. The Living Reminder Service and Prayer In Memory of Jesus Christ.

Senior, Donald. The Gift of Administration. Collegeville: Liturgical Press, 2016

Weckend, C. "A River Runs Through It: Six Reasons Why Christian Education Is A Mystery"
(<http://jesusandbenedict.com/index.php/2019/07/11/a-river-runs-through-it-6-reasons-why-catholic-education-is-a-mystery1/>)

Recommended Reading

A. Core Documents-Second Vatican Council

- a. Dogmatic Constitution on the Church (*Lumen Gentium*)
http://www.vatican.va/archive/hist_councils/ii_vatican_council/documents/vat-ii_const_19641121_lumen-gentium_en.html

B. Documents from the Congregation For Catholic Education

The Catholic School

http://www.vatican.va/roman_curia/congregations/ccatheduc/documents/rc_con_catheduc_doc_19770319_catholic-school_en.html

C. Websites

a. Australia: National Catholic Education Commission

<https://www.ncec.catholic.edu.au>

b. Canada

- i. Alberta Catholic School Trustees Association

<http://www.acsta.ab.ca>

- ii. Canadian Catholic School Trustees Association

<http://www.ccsta.ca/en/>

- iii. Catholic Curriculum Corporation

<http://catholiccurriculumcorp.org>

- iv. Institute For Catholic Education

<http://iceont.ca>

- v. Ontario Institute For Studies In Education

<https://www.oise.utoronto.ca/oise/Home/index.html>

- vi. Saskatchewan Catholic School Boards Association

<https://www.scsba.ca>

c. Great Britain

- i. Catholic Education Service

<http://www.catholiceducation.org.uk>

d. United States

National Catholic Education Association

<https://www.ncea.org>

Course Requirements

Four Session Assignments: 76% (19 % each)

Six On-line Postings: 12 %

Session Participation: 12 %

Assessment frameworks are found online in the introduction to the course.

Course Schedule

Sat. Sept. 21 Leadership As Call and Gift

Scripture sees leadership, in general, and administration, in particular, as charisms accompanying a mission among God's people. This gift and call are rooted, according to Pope Francis, in sharing the "joy of the Gospel." Living out one's leadership mission, again according to Pope Francis, requires the gift and discipline of discernment.

Readings: Senior pages xv-52; Pope Francis' exhortation, "The Joy of the Gospel (the whole document);" Liebert, Introduction to page 37

Wed. Oct 9 Discerning and Serving the Charism and Mission of Our School

Ultimately, Christ is the source and goal of Catholic education. This is its mystery and mission. Concretely, our leadership consists of serving the mission and charism of our school. Fidelity to these is a work of constant discernment.

Readings: *Gravissimum Educationis* (the whole document); Weckend "6 Reasons Why . . .;" Cook, pages 1-42; Senior, pages 58-66; Liebert, pages 41 to 78.

Sat. Nov. 2, Faith Leadership Among Colleagues

Catholic educational leadership helps form a community of faith among colleagues. The requisite interpersonal skills and virtues have fortunately been modeled for us by saintly persons. We can each contribute to faith formation and a Catholic educational community. Perhaps our deepest contributions in our ministry as educators occur in our attitude to life. It can make us "living reminders" whose simple presence enables others to connect their story to the Christ story in healing and growth. To live our mission this way is a constant exercise in discernment.

Readings: Senior, pages 67-102, 133-157; Garrido, pages xi-106; Cook, pages 44-56, 73-93; Nouwen, *The Living Reminder* (the whole book); Liebert, pages 79-107

Sat. Nov. 23, Faith Leadership With Parents and Students

Our leadership serves the educational journey of parents and children. This requires an explicit attitude and practice of partnership with parents, especially in the integral formation of their children. This leadership finds very concrete forms in the ways we lead children into discipline and discipleship. It may challenge our inherited ways of exercising power and authority. Saintly models of the required virtues are there for us as is the gift of discernment.

Readings: McCormack <http://www.parentteachersupport.org/characterdevelopment.html> (Read "Weavers of Character;" "Whole Person Development;" "Developing Moral Maturity"); <http://www.parentteachersupport.org/characterdevelopment.html> (Read "Guide To Foster Self-Discipline;" Guide For Difficult Behaviours); Garrido, pages 107-204; Liebert, pages 109-158

General Academic Information

Late Submission Policy.

NTC Online learners are expected to be diligent in maintaining their pace throughout the course, particularly in responding to the reflection questions and peer responses on a weekly basis. They

are asked to contact the instructor if there is an excusable absence. Continual negligence in weekly participation will be referred to the Academic Dean.

Submission of the major assignment and the final exam must be on the date assigned, unless otherwise approved by the instructor. Failure to submit on time without previous approval will result in a reduction in the grade, or referral to the Academic Dean.

Course Attendance

No credit will be given for a course if the student has been absent, for any reason whatever, from one-third or more of the lectures and/or seminars scheduled for the term. Likewise, no credit will be given if term assignments or other assignments are or remain incomplete.

Leave of Absence and Policy for Incompletes

Extensions to an incomplete grade may be granted in extenuating circumstances, but may not exceed 16 weeks following the end of the course. Students who fail to complete course work by the agreed deadline will have a grade assigned which is based on work completed.

Academic Integrity

Acts of academic dishonesty (plagiarism, cheating, etc.) are subject to an appropriate penalty. The grade "F" may be assigned to a student guilty of such acts by the professor of the course in which the infraction occurred. A second offense against academic integrity renders the student liable to automatic dismissal from NTC. Further details are available in the Student Handbook in the Academic Misconduct Policy.

Academic Grievances

Students may appeal grades received; the procedure is outlined in the Student Handbook in the Grade Appeal Policy. For other grievances, students will refer to the Student Grievances Policy also outlined in the Student Handbook.

NOTE: The GPA is computed on the basis of cumulative grade point (letter) values, not percentage values. All courses are included in this calculation except those exceeding degree requirements and/or received as transfer credits from other recognized institutions.

Grading System

Undergraduate Studies C.Th., Dip.Th., B.Th.			Graduate Studies M.T.S., M.Div., M.Th., G.C.C.S.A., M.R.E.		
Grade Meaning	Grade	Grade Point	Grade Meaning	Grade	Grade Point

Excellent	A+	4.0	Excellent	A+	4.0
	A	4.0		A	4.0
	A-	3.7		A-	3.7
Good	B+	3.3	Good	B+	3.3
	B	3.0		B	3.0
	B-	2.7		B-	2.7
Adequate	C+	2.3	Adequate	C+	2.3
	C	2.0		C	2.0
	C-	1.7		C-	1.7
Marginal	D+	1.3			
	D	1.0			
Fail	F	0.0	Fail	D+	1.3
				D	1.0
				F	0.0

Written Assignments - Style and Format

Newman Theological College requires that all written work be submitted in acceptable academic format and style. Please note the following regulations:

Regulations

Research papers, book reports, article summaries, reflection papers, and essays should be double-spaced, printed on one side only, and submitted on white, 8.5" x 11" paper.

A standard type style, such as Times New Roman, with a 12-point font size, must be used. The instructor will specify the most recent edition of the style manual to be used:

1. Kate Turabian, "A Manual for Writers of Term Papers, Theses, and Dissertations" (Chicago: University of Chicago Press).
2. Joseph Gibaldi & William Aichters, eds., "MLA Handbook for Writers of Research Papers" (New York: Modern Language Association of America).
3. American Psychological Association "Publication Manual of the American Psychological Association" (Washington: APA Publications).

Copies of these standard references may be purchased in the NTC bookstore.

Ignorance of standard form is not considered an acceptable excuse for deviation from required standards of format and style.

Academic Regulations

The following Academic Regulations are located in the Academic Calendar for your reference:

- Changes in Registration: Add/Drop/Withdraw Notice
- Course Work

- Final Examination Schedule
- Incomplete Grade Policy
- Inclusive Language

Related Academic Matters

The following Related Academic Matters are located in the Academic Calendar for your reference:

- Grade Reports & Posting
- Glossary of Academic Terms

Other Related Policies

The following policies are located in the Student Handbook for your reference:

- Academic Misconduct Policy
- Grade Appeal Policy

Recording of Lectures

Audio or video recording of lectures, seminars or any other teaching environment by students is allowed only with the prior consent of the instructor. Recorded material is to be used solely for personal study, and is not to be used or distributed for any other purpose without prior written consent from the content author(s).

Student Accessibility Services:

If you have special needs that could affect your performance in this class, please let me know during the first week of the term so that appropriate arrangements can be made. If you are not already registered with Student Services, contact Doreen Bloos at 780-392-2450 ext. 2212; Email doreen.bloos@newman.edu .

Bibliography

Culver, Mary K. Applying Servant Leadership in Today's Schools. Larchmont NY: Eye On Education, 2009

Hargreaves, Andy and Fink, Dean. Sustainable Leadership. San Francisco: Jossey-Bass, 2006

Jacobs, Richard M. Authority and Decision Making in Catholic Schools. Washington: National Catholic Education Association, 2002

Jacobs, Richard M. Building Spiritual Leadership In Catholic Schools. Washington: National Catholic Educational Association, 2005

Kafele, Baruti K. The Principal 50:Critical Leadership Questions for Schoolwide Excellence. Alexandria VA: Association for Supervision and Curricular Development

King, James, ed. Priestly Leadership in Catholic Schools. Washington: National Catholic Educational Association, 2015

McCormack, P. M. (2003). Student Self-Discipline in the Classroom and Beyond. Washington: National Catholic Education Association.

Mulligan, James T. Catholic Education: Ensuring a Future. Toronto: Novalis, 2005

Mulligan, James T. A Pastor's Journal: Catholic Parishes and Schools Working Together. Toronto: Novalis, 2015

Robey, Phillip V. A Practitioner's Guide to Catholic School Leadership. NCEA School Leadership Series Vol 1, Arlington VA: NCEA, 2012

Shimabukuro, Gini and Fox, Marcey. Building a Spiritual Community Among Educators. Arlington VA: NCEA, 2010

Schuttloffel, Merylan J. The Contemplative Principal. National Catholic Educational Association, 1999.

Schuttloffel, Merylan J. Contemplative Leadership That Creates a Culture of Continuous Improvement, National Catholic Educational Association, 2008

Topping, Ryan. Renewing the Mind A Reader In The Philosophy of Catholic Education. Washington, Catholic University of America, 2015

Watzke, John L. Beyond Alternative Teacher Education: Integrating Teaching, Community, Spirituality, and Leadership. Notre Dame IN: Alliance for Catholic Education Press, 2007.

Zimrak, John ed. Disorientation: The 13 "isms" That Will Send You to Intellectual "La-la-land." West Chester, Pennsylvania: Ascension Press, 2010.