

Course CSA 573i Theory and Praxis in Catholic School Administration

Winter 2019

Course Outline

Class Start Date & End Date

January 3rd - April 12th, 2019

Class Meeting Time, Location, and Room

Online

Instructors Name: Charles Weckend
Office: N/A
Office Hours: by appointment arranged by email or telephone
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Course Description

An exploration of current models of educational leadership and the practical implications for Catholic school administrators and leaders. The course will include the Catholic administrator as change agent, developing a school culture, and improving the Catholic identity of the school.

Course Objectives

The course carries out the program goals of the Master of Religious Education.

1. Theological Instruction

Prospective leaders develop a vision to guide schools in becoming the Body of Christ in the world.

2. Religious Education Instruction

Teachers and administrators develop an effective pedagogy and framework for religious instruction and catechesis.

3. Cultural Context

Consideration of cultural context discerns the guiding direction of God's Spirit for a school community in today's society

4. **Personal Spiritual Formation**

Through prayer and reflection educators integrate theology and praxis.

5. **Integrating Theory and Praxis**

Practicum opportunities develop a reflective practitioner.

Course Assignments and Evaluation

- A. **On-line discussion:** Assigned reading is a major component of the course. Learners participate in online discussions twice weekly. They report and critically comment on readings. They also promote reflection by responding to each other's postings. A new reflection question will be posted for every session. Marks are assigned for both the initial post and response to peers. Postings are a concise 300 words.
- B. **Practicum Project:** This is an exercise in theologically informed leadership. It is guided by chapters 5 and 6 of *Architects of Catholic Culture*, and chapters 2 and 5 of *Charism and Culture*. Review, assess, and respond to an aspect of your school's life of prayer and Catholic symbolism. Inform your response action with a theological and pastoral rationale. Do a follow-up assessment of results and learnings. Document all the above in a succinct report of 2000 words by March 31, 2019.
- C. **Final Written Exam:** A "take-home" exam based on the books by R. Rymarz, R. Topping, J. Mallon, and the Vatican's "The Religious Dimension of a Catholic School." Due April 12, 2019.

Evaluation:

- A. On-line discussion: 40%
- B. Practicum Project: 35%
- C. Final Written Exam: 25%

Textbooks

Cook, Timothy *Architects of Catholic Culture*. Washington: NCEA, 2009

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

Mallon, James. *Divine Renovation*. Novalis 2014.

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

Rymarz, Richard. *Creating an Authentic Catholic School* (Toronto: Novalis 2016.

Topping, Ryan N. S. *The Case for Catholic Education*. Angelico Press, 2015

The Religious Dimension of Education in a Catholic School:

http://www.vatican.va/roman_curia/congregations/ccatheduc/documents/rc_con_ccatheduc_doc_19880407_catholic-school_en.html

Educating Today and Tomorrow: A Renewing Passion:

http://www.vatican.va/roman_curia/congregations/ccatheduc/documents/rc_con_ccatheduc_doc_20140407_educare-oggi-e-domani_en.html

Recommended Reading

Groome, Thomas. *Education For Life: A Spiritual Vision for Every Teacher and Parent*. Allan, TX: Thomas More Press, 1998.

The Catholic School

http://www.vatican.va/roman_curia/congregations/ccatheduc/documents/rc_con_ccatheduc_doc_19770319_catholic-school_en.html

The Religious Dimension of Education in a Catholic School

http://www.vatican.va/roman_curia/congregations/ccatheduc/documents/rc_con_ccatheduc_doc_19880407_catholic-school_en.html

Lay Catholics in Schools

http://www.vatican.va/roman_curia/congregations/ccatheduc/documents/rc_con_ccatheduc_doc_19821015_lay-catholics_en.html

Course Requirements

There will be eleven weekly postings on Wednesdays beginning January 9 and concluding on April 10. The written report of the practicum must be completed by Friday April 12, 2019. The vision of education paper is due on April 12, 2019.

Course Schedule

Module One: *The Catholic Educational Leader as Vision Keeper* January 3-10

Readings:

- Cook *Architects* Ch. 1-4;
- Cook *Charism* Ch. 1-2.
- Robey Ch. 3

Module Two: *The Church as Vision Keeper* January 10-17

Readings:

- Mallon Ch. 1-4
- [The Religious Dimension of Education in a Catholic School](#)

Module Three: *Creating an Authentic Catholic School* January 17-23

Readings:

- Rymarz Ch. 1

Module Four: *Architects of Culture* Jan. 23-30

Readings:

- Cook *Architects* Ch.5-10;
- Cook *Charism* Ch. 3-6
- Robey Ch. 6

Module Five: *Creating an Authentic Catholic School* Jan. 30-Feb. 6

Readings:

- Rymarz Ch. 2 &3

Module Six: *The Church as Architect of Educational Culture* Feb. 6-13

Readings:

- Mallon Ch. 5
- Educating Today and Tomorrow: A Renewing Passion:

Module Seven: *Creating an Authentic Catholic School* Feb. 13-Feb. 27

Readings:

- Rymarz Ch. 5 & 6

Module Eight: *The Catholic Educational Leader as Agent of Change* Feb. 27- March 6

Readings:

- Robey Ch. 2 & 9

Module Nine: *The Catholic Educational Leader as Keeper of Tradition* March 6-13

Readings:

- Topping, Ryan N. S. *The Case for Catholic Education.*

Module Ten: *Creating an Authentic Catholic School* March 13-20

Readings:

- Rymarz Ch. 6&7

Module Eleven: *The Catholic Educational Leader as Servant.* March 20-March 27

Readings:

- Robey Ch. 7
- Mallon Ch. 7 & 8

Module Twelve: *Creating an Authentic Catholic School* March 27-April 3

Readings:

- Rymarz Ch. 8

Project Report due March 31
Final Exam due April 12

General Academic Information

Late Submission Policy.

Submission of the major assignments 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

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

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.
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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 Ahters, 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

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

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

The Catholic School on The Threshold of the Third Millennium:

http://www.vatican.va/roman_curia/congregations/ccatheduc/documents/rc_con_ccatheduc_doc_27041998_school2000_en.html

Edmonton Catholic Schools. Permeation. Edmonton: ECS, 2003

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

Groome Thomas. What it Means to be Catholic. Allen: Thomas More, 2003

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

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

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

McAtee, Christopher. *Living Our Faith Today.* Arlington VA: NCEA, 2011

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

Catholic Education: Ensuring a Future. Toronto: Novalis, 2005

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

Zimrak, John ed. Disorientation: How to Go To College Without Losing Your Mind. West Chester: Ascension Press, 2010