



CSA 571i Foundations of Catholic School Administration

Fall 2022

Course Outline

Class Start Date & End Date

September 7 - December 19, 2022

Class Meeting Time, Location, and Room

Online

Instructors Name: Charles Weckend
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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

MRE Program Students

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

1. Theological Instruction

Participants develop a vision of Catholic school administration from Scripture and Tradition.

2. Religious Education Instruction

Participants examine the 5 purposes of Catechesis and the place of religious education in schools.

3. Cultural Context

Participants consider Catholic school culture within the broader Canadian cultural context.

4. Personal Spiritual Formation

Participants practice the gift of discernment in a systematic way.

5. Integrating Theory and Praxis

Readings and discussion integrate theory and praxis.

Course Assignments and Evaluation

The course components address four interwoven Catholic leadership qualities: (1) a sense of personal and school mission; (2) discernment of God’s call for oneself and one’s school; (3) a vision of Catholic education; (4) an ability to plan a school’s Catholic culture.

Readings and Responses: This course component explores the theology of Catholic education and school administration. Participants will respond to questions about each lesson’s reading in about 200 words (to be deposited in the drop box). The total value is 33.4% or 2.8% per response. You will be graded on quality of analysis, synthesis, reading references and concision.

Discernment Project: The goal is to develop decision making skills through systematically practicing the gift of discernment by using exercises each week. The project focus can be focused around a personal decision (guided by the 11 chapters of Liebert’s *Way of Discernment*) or a decision about school life (guided by Liebert’s *Soul of Discernment*.) Participants will send a brief report on each week’s exercises to the instructor by email. The total value is 33.3% or 2.6% per lesson. You will be graded on quality of insight into the rationale and practice of Liebert’s exercises, and concision.

Discussion Postings: The goal of this component is a weekly sharing of experience and insight. Participants will write 150 words in response to reading related questions

posted on the group discussion page. They will also respond briefly (a couple sentences) to the posting of two other participants. Total value is 33.3% or 2.8% per discussion. You will be graded on quality of conceptual insight, active listening and concision.

Textbooks and Readings

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

“Educating Today and Tomorrow, An Enduring Passion.”

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

Liebert, Elizabeth. *The Soul of Discernment, A Spiritual Practice for Communities and Institutions*. Louisville: Westminster, John Knox Press, 2015

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

McCormack, P. “Formation Education for Parent, Teacher, and Child,”

<http://www.parentteachersupport.org/characterdevelopment.html>

Senior, Donald. *The Gift of Administration*. Collegeville: Liturgical Press, 2015

Recommended Reading

Directory for Catechesis, Pontifical Council for the Promotion of the New Evangelization, Washington: USCCB, 2020.

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

Hoven, Matt; Carney, J.J.; Engel, Max T. *On the Eighth Day, A Catholic Theology of Sport*. Eugene, Oregon: Cascade Books, 2022

“Lay Catholics in Schools.”

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

“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

Course Requirements

Lesson assignments are due in the drop box by midnight (MDT) on Mondays; discussion postings are due by midnight (MDT) on Wednesdays; brief discernment reports can be submitted at any time prior to midnight on Sundays MDT.

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 Schedule

See the course webpage for each lesson’s assignments and discussion questions and each week’s discernment exercises.

Lesson 1 (Sept. 7) Catholic Leaders Are Guided by Discernment

The outcome is an initial understanding of discernment and the “awareness exam”. The resources are *Gaudete et Exultate* (# 166-175) and either *The Way of Discernment*, Introduction or *The Soul of Discernment*, chapter 1.

Lesson 2 (Sept. 12) Charisms and the Charism of Administration

The outcome is an understanding of charism and the charism of administration. The resources are Cook, ch. 2 and Senior, Introduction and chapter 6. Continue discernment exercises with either *The Way...ch. 2* or *The Soul...ch. 2*.

Lesson 3 (Sept. 19) The Centrality of Mission

The outcome is initial concepts of a theology of personal mission. Read Senior, pp. 45-52 and *Evangelii Gaudium*, #1-15; 111-121. Continue discernment exercises with either *The Way...ch. 3* or *The Soul... (“Selecting the Structure” exercise in ch. 3) and begin ch. 4*.

Lesson 4 (Sept. 26) Writing a Personal Mission Statement.

The outcome is a tentative personal mission statement. The resource is the instructor’s mission statement guide. Continue discernment exercises with either *The Way... ch. 4* or or *The Soul...ch. 4*.

Lesson 5 (Oct. 3) The Spirit in the Institution

The outcome is the theological concepts of institution, system and culture. The resources are Senior, ch. 1, *The Soul*, ch. 3 and Cook, pp. 1-2. Continue discernment exercises with either *The Way... ch. 5* or or *The Soul...ch. 5*.

Lesson 6 (Oct. 10) Leading the School as an Institution

The outcome is central theological concepts of institutional school leadership. Read Senior, ch.2 and ch. 6. Continue discernment exercises with either *The Way... ch. 6* or or *The Soul...ch. 5*.

Lesson 7 (Oct. 17) Mission and Planning

The outcome is theological concepts on guiding a school according to its mission. Read Senior, ch. 3 and 5. Continue discernment exercises with either *The Way... ch. 7* or or *The Soul...ch. 6*.

Lesson 8 (Oct. 24) Building the School Community

The outcome is theological concepts of school community and building it. Read Senior, ch. 4 and “Educating Today and Tomorrow”, II and III (first 10 paragraphs). Continue discernment exercises with *The Way...* ch. 8 or *The Soul...*ch. 6.

Lesson 9 (Oct. 31) Aligning Charism and Symbolic Life and Formation

The outcomes are theological concepts of a school’s symbolic life manifested in sports as an example, and faith formation of staff. Resources are Cook ch. 2, 4 and the Dr. Hoven video. Continue discernment exercises with *The Way...* ch. 9 or *The Soul...*ch. 7.

Lesson 10 (Nov. 14) Aligning Charism and Normative Culture

The outcome is a theology of discipline. The resources are Cook, ch. 3 and Dr. Pat McCormack’s website. Continue discernment exercises with *The Way...* ch 10 or *The Soul...*ch. 7.

Lesson 11 (Nov. 21) Building Collaboration with the Parish

The outcome is a theology of the relationship between the school and the parish. Resources are the instructor’s article on parish and school and a brief conversation with the local parish pastor. Continue discernment exercises with *The Way...* ch 11 or or *The Soul...*ch. 8.

Lesson 12 (Nov. 28) The Administrator as a Steward of Catechesis

The outcome is an understanding of the five tasks of catechesis in the school context. Resources are #79-89 of the Directory for Catechesis (2020) found on the lesson web page, and the front matter of the Pearson or High School religion programs.

Lesson 13 (Dec. 5) A School of Reconciliation

The outcome is a theology of reconciliation applicable to school life and indigenous social justice. Resources are the articles on reconciliation posted on the lesson web page.

General Academic Information

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 Academic Calendar in the Academic Misconduct Policy.

Academic Grievances

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

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			Graduate Studies		
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	Fail	D+	1.3
	D	1.0		D	1.0
				F	0.0

Fail	F	0.0
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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 Academic Calendar 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:

A student with special needs that could affect their performance in class should contact their professor during the first week of the term so that appropriate arrangements can be made. They should also register with Student Services by contacting Lorraine Spenrath at 780-392-2450; email lorraine.spenrath@newman.edu

Bibliography (May be distributed in class.)

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, Merylann 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