



CSA 585i – Special Topics in Catholic School Administration

Fall Semester 2022

Course Outline

Class Start Date & End Date

September 7, 2022 – December 12, 2022

Class Meeting Time, Location, and Room

Online

Instructor Name: Dr. Troy Davies, B.A., B.Ed., M.Ed., Ph.D.
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Course Description

A study of special topics in Catholic school administration, such as secularity, constitutionally protected Catholic education, the vocation of the teacher, threats to Catholic education, gender related issues, fundamentalism, media, and stewardship of creation.

Course Objectives

The administration of Catholic schools is a ministry of service to both the Church and civil society. The gift of skillful Christocentric leadership enables schools to be efficacious instruments in their pedagogical pursuits with students. To that end, this course will engage with the following objectives:

- a) **Theological Instruction** - The program shall offer students instruction in the major areas of Catholic theology.
- b) **Religious Education Instruction** - The program shall offer instruction in the discipline of Religious education.

- c) **Cultural Context** - The program shall foster a capacity to discern and engage the cultural context as it impacts Catholic education.
- d) **Personal and Spiritual Formation** - The course will enable personal and spiritual growth in the vocation of a Catholic educational leader.
- e) **Integrating Theory and Praxis** - The course will reveal and demonstrate junctures and possibilities for synthesizing theory and praxis within the professional domain of Catholic school administration.

Course Assignments and Evaluation

- **Reflection Papers (60%)** - Compose an insightful response to the prompts assigned to each of the identified topics taken up in class. Each of the six reflection papers should be between 2 to 3 pages in length and each is worth 10% of the overall grade.
- **Book Review (20%)** – Produce a critical analysis of the book assigned on the topic of vocation. The review should be between 6 to 8 pages in length.
- **Online Forum (15%)** – Meaningfully participate in, and contribute to, the online forum by initiating ideas and responding to classmates’ thoughts.
- **Check-in (5%)** – Provide a 1-page summary of a virtual conversation had with assigned classmates that lists key insights and questions related to the content of the first four topics of the course.

Textbooks

Miller, J. (2005). *The Holy See's teaching on catholic schools*. Manchester, NH: Sophia Institute Press.

Mulligan, J. (2006). *Catholic education: Ensuring a future* (2nd ed.). Toronto: Novalis.

Palmer, P. (2000). *Let your life speak: Listening for the voice of vocation*. San Francisco: Jossey-Bass.

Recommended Reading

Portions of material, as assigned, taken from the following sources:

Bibby, R. & Reid, A. (2016). *Canada's catholics: Vitality and hope in a new era*. Toronto: Novalis.

Council of Catholic School Superintendents of Alberta - CCSSA (2016). *Marks of an excellent catholic leader*. Retrieved from: <https://www.ccssa.ca/public/download/documents/47426>

Davies, T. (2013). *Catholic high school principals situated in Alberta micro-markets*. (Unpublished doctoral thesis). University of Alberta, Edmonton.

Dolan, T. & Allen, J. (2011). *A people of hope: The challenges facing the catholic church and the faith that can save it*. New York: Image Books.

Doyle, J. (2017). *Tools & fuels: How catholic teachers can become saints, beat burnout and save the world*. Tuggeranong, Australia: Choicez Media.

Feehan, K. (2015). *The guarantee of catholic education: The doctrines of hollow rights and permeation*. Retrieved from: https://www.acsta.ab.ca/images/pdfs/legally_speaking/fall_2015_-_the_guarantee_of_catholic_education_kevin_feehan.pdf

Flynn, J. (2003). *Catholic schools across Canada: Into the new millennium*. Toronto: Canadian Catholic School Trustees' Association.

Garrido, A. (2013). *Redeeming administration: 12 spiritual habits for catholic leaders*. Notre Dame, IN: Ave Maria Press.

Magnuson, R. (1991). Denominationalism and non-denominationalism: The different traditions of Canadian and American education. *McGill Journal of Education*, 26(2), 165-174.

Massa, M. (2003). *Anti-catholicism in America: The last acceptable prejudice*. New York: Crossroad Publishing.

McDonald, M. (2012). Fishing on the other side of the boat: Enrollment management and marketing strategies. In P. Robey (Ed.), *A practitioner's guide to catholic school leadership* (pp. 41 – 51). Arlington, VA: National Catholic Education Association.

Paszek, T. (n.d.). *History of denominational rights in Canada*. Unpublished manuscript. Edmonton.

Rolheiser, R. (2006). *Secularity and the gospel: Becoming missionaries to our children*. New York: Crossroad Publishing.

Rymarz, R. (2013). Permeation of catholic identity: Some challenges for Canadian catholic schools. *Journal of Religious Education*, 61(1), 15-22.

Course Requirements

There are seven separate topics explored in this course. Each topic will be investigated over a two-week period and have various readings and videos that accompany it. Completion of all readings and viewing of all videos is an expectation. Written assignments should be submitted in accordance with the style and format outlined in this syllabus. Evaluation will consist of completing a reflection paper for six of the topics and a book review for the remaining topic, namely the topic on vocation. In addition, students will be expected to participate in an online discussion forum that is active throughout the course. The discussion forum will require one substantive post and one response to a classmate for each new topic within each two-week period.

Late Submission Policy

Written assignments that are submitted late will forfeit 25% for each day late unless there are extenuating circumstances discussed with, and agreed to by, the instructor before the due date. No written assignments will be accepted beyond three days late. Not completing the bi-weekly online forum posting requirements by the due dates will result in forfeiting the pro-rated amount of the 15% assigned to this portion of the overall grade. No opportunities will be provided to make up for these misses. All assignments are due no later than 11:59 p.m. of the specified due date.

Course Schedule

Dates	Topic	Readings/Videos	Assignment & Due Dates
Sept. 7 – Sept. 20	#1: Secularization	Bibby, pp. 38 – 53 Rolheiser, pp. 59 – 87 <i>Video</i> : Barron – The future of catholic schools (31:42)	1 st Post due: Sept 14 2 nd Post due: Sept 19 Paper due: Sept 20
Sept. 21 – Oct. 4	#2: Anti-Catholicism	Dolan & Allen, pp. 31 – 49 Massa, pp. 40 – 50 Mulligan, pp. 108 – 132 <i>Video</i> : Barron – Bishop Barron on the last acceptable prejudice (11:52)	1 st Post due: Sept 28 2 nd Post due: Oct 3 Paper due: Oct 4
Oct. 5 – Oct. 18	#4: Denominational Rights	Feehan, pp. 1 – 3 Flynn, pp. 7 – 12 Magnuson, pp. 164 – 174 Paszek, pp. 1 – 5 <i>Video</i> : CBC News – Why Alberta funds catholic schools (2:32)	1 st Post due: Oct 12 2 nd Post due: Oct 17 Paper due: Oct 18
Oct. 19 – Nov. 1	#3: Marketization	Davies, pp. 16 – 58 & 146 – 184 McDonald, pp. 41 – 51	1 st Post due: Oct 26

		<i>Video</i> : QUT – Marketization of education (26:34)	2 nd Post due: Oct 31 Paper due: Nov 1
Nov. 2 – Nov. 11	Check-in	N/A	Summary due: Nov. 12
Nov. 7 – Nov. 11	Reading Week	Read Ahead	N/A
Nov. 2 – Nov. 15	#5: Vocation	Doyle, pp. 65 – 79 Palmer, pp. 1 – 109 <i>Video</i> : Schmitz – For those without a clear vocation (10:23)	1 st Post due: Nov 9 2 nd Post due: Nov 14 Book Review due: Nov 15
Nov. 16 – Nov. 29	#6: Leadership	CCSSA, pp. 1 – 7 Garrido, pp. 1 – 12 Mulligan, pp. 183 – 257 <i>Video</i> : Lencioni – Tuesday keynote (15:30)	1 st Post due: Nov 23 2 nd Post due: Nov 28 Paper due: Nov 29
Nov. 30 – Dec. 12	#7: Evangelization	Davies, pp. 113 – 145 Miller, pp. 1 - 79 Rymarz, pp. 15 – 22 <i>Video</i> : Barron – Evangelizing is priority one: Bishop Barron speaks to catholic educators (43:57)	1 st Post due: Dec 7 2 nd Post due: Dec 11 Paper due: Dec 12

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		
Grade Meaning	Grade	Grade Point
Excellent	A+	4.0
	A	4.0
	A-	3.7
Good	B+	3.3
	B	3.0
	B-	2.7

Graduate Studies		
Grade Meaning	Grade	Grade Point
Excellent	A+	4.0
	A	4.0
	A-	3.7
Good	B+	3.3
	B	3.0
	B-	2.7

Adequate	C+	2.3
	C	2.0
	C-	1.7
Marginal	D+	1.3
	D	1.0
Fail	F	0.0

Adequate	C+	2.3
	C	2.0
	C-	1.7
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:

2. Kate Turabian, "A Manual for Writers of Term Papers, Theses, and Dissertations" (Chicago: University of Chicago Press).
3. Joseph Gibaldi & William Ahters, eds., "MLA Handbook for Writers of Research Papers" (New York: Modern Language Association of America).
4. 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.

**APA is the style manual to be used for this course.*

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 the Dean of Students, Lorraine Spenrath at 780-392-2450; email lorraine.spenrath@newman.edu