



**Course Code:** EDPA 591

**Course Title:** Philosophy of Catholic Education

**Semester:** Fall 2021

**Course Dates:** September 20, 2021 – December 6, 2021 (Final papers due December 13, 2021)

**Credits:** 3

**Class Location:** Online

**Class Time:** Asynchronous

Except First Meeting Online in Bongo (D2L) - Monday, Sept. 20<sup>th</sup> 7:00 – 8:00 p.m.

**Pre-Requisites:** None

Note: Restricted to students enrolled in one of the Religious Educator Programs for Catholic Teachers and Administrators.

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**Instructor:** Elisabeth MacDonald

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Instructor available through email and online through the course D2L messaging system.

#### **Course Description:**

A study of some major educational and theological topics and their implications for a philosophy of Catholic schools, and the articulation of what a Catholic school should be in a pluralistic society. Emphasis will be on how to integrate a Catholic vision into all aspects of school life.

This is an online course using the St. Mary's University D2L platform. Access to D2L courses can be found at <https://learn.stmu.ca/d2l/home>

#### **Course Objectives:**

- Demonstrate an understanding of core Catholic convictions as they relate to a philosophy of Catholic education
- Reflect on and apply key Church documents related to Catholic education
- Critically analyze current issues and challenges to Catholic education
- Develop and articulate an integrated personal philosophy of Catholic education

#### **Texts:**

All required readings will be provided online within the D2L platform and through links to Vatican documents and other resources. *No additional textbook required.*

#### **Recommended Additional Readings:**

*The following are recommended as they provide supportive background reading for topics covered in this course. They are entirely optional, however, as the provided weekly readings will be sufficient for meeting the course objectives.*

- Canadian Catholic School Trustees' Association. *Build Bethlehem Everywhere: A Statement on Catholic Education*. 2002.
- Donovan, Daniel. *Distinctively Catholic: An Exploration of Catholic Identity*. Paulist Press, 1997.
- D'Souza, Mario O. *A Catholic Philosophy of Education – The Church and Two Philosophers*. McGill-Queen's University Press, 2016.
- Dunlap, Judith. *When You Teach in a Catholic School*. St. Anthony Messenger Press, 2004.
- Franchi, Leonardo and Stephen McKinney. *A Companion to Catholic Education*. Gracewing, 2011.
- Groome, Thomas. *Educating for Life: A Spiritual Vision for Every Teacher and Parent*. Crossroad Publishing, 2001.
- Groome, Thomas H. *What Makes Us Catholic: Eight Gifts for Life*. HarperCollins, 2002.
- Knox, Ian. *Theology for Teachers*. Rev. Ed. Novalis, 2005.
- Leonard, Richard. *What Does It All Mean?* Paulist Press, 2017.
- Miller, J. Michael. *The Holy See's Teaching on Catholic Schools*. Sophia Institute Press, 2006.
- Mulligan, James T. *Catholic Education: Ensuring a Future*. Novalis, 2006.
- Palmer, Parker. *The Courage to Teach*. 1998. Jossey-Bass, 2017.

### Schedule of Topics and Readings

Note: Schedule is tentative and may be changed at the Instructor's discretion.

Week #	Dates	Topic
1	Sept. 20 - 27	Catholic Education – Historical & Current Realities
2	Sept. 27 – Oct. 4	The Catholic School
3	Oct. 4 - 11	The Catholic School Teacher
4	Oct. 11 - 18	Faith & Reason
5	Oct. 18 - 25	Educating to Intercultural Dialogue
6	Oct. 25 – Nov. 1	Essay Work – no postings
7	Nov. 1 - 8	Scripture
8	Nov. 8 - 15	Liturgy & The Sacraments
9	Nov. 15 - 22	Religious Education & Permeation
10	Nov. 22 - 29	Catholic Social Teaching
11	Nov. 29 – Dec. 6	Current Challenges
12	Dec. 13	Final Papers Due

### Evaluation:

There are 3 major components of learning in this course:

- a) **\*50%: Online discussion** based on responses to instructor and student postings. Each week you will be asked to participate in the online discussions. The discussions are critical in an online course because they are the place where you interact with other students and the instructor around specific questions and issues raised in our reading and course assignments and particularly about links that you see between our readings and your own personal and teaching contexts. (50%: 10 weeks @ 5%/week. See NOTE below.)

- b) **25%: Essay** 5 – 6 pages in length (due Monday, November 1<sup>st</sup>)  
This will be a critical analysis of a current topic, issue or concern in Catholic education. Students can choose their own topic to explore and should reference at least three sources (including course resources) in discussion of their position. Excellent essays will demonstrate critical thinking with appropriate sources referenced.
- c) **25%: Final paper** – Personal Philosophy of Catholic Education: 5 - 6 pages in length (due Monday, December 13<sup>th</sup>)  
This is a personal articulation of one's philosophy of Catholic Education. It should contain some integration of significant learnings in this course. It is highly recommended that students keep a journal throughout this course to draw upon for this final paper.

**\*NOTE: If there is insufficient student enrollment for reasonable discussions, component a) above will be revised to 9 weekly one-page written responses to readings and one additional requirement for peer essay feedback @ 5% per week for a total of 50% of the final grade.**

#### Grade Determination:

Grade	Grade Point	Description	Percentage
A+	4.0	Excellent	97+
A	4.0		93-96
A-	3.7		90-92
B+	3.3	Good	87-89
B	3.0		83-86
B-	2.7		80-82
C+	2.3	Satisfactory	77-79
C	2.0		73-76
C-	1.7		70-72
D+	1.3	Minimal Pass	67-69
D	1.0		60-66
F	0	Fail	<60

Note: a C- grade is the minimum grade required for a course to qualify as a prerequisite.

#### Late assignments and postings:

Please make every effort to submit assignments on time. If there are special circumstances (illness, family emergency) that require special consideration, please email the instructor as soon as you can to request a reasonable extension of the deadline. Note that the final paper due date needs to be adhered to as marks will be due.

#### Intellectual Honesty:

Academic honesty is the cornerstone of the development and acquisition of knowledge and St. Mary's University insists on academic honesty in scholarship. Knowledge is cumulative, growing on the basis of previous knowledge, so we are all beholden to others for their contributions. In the course of scholarship, these contributions are reflected upon, critically analyzed and used as the foundation for

further knowledge. Scholarship and academic honesty demand that these contributions be acknowledged and not passed off as products of one's own thought. Two major categories of academic misconduct are plagiarism and cheating.

### Plagiarism

Plagiarism is a very serious academic offence that involves presenting work in a course as if it were the result of one's own study and investigation when, in fact, it is the work of someone else. Plagiarism takes place when:

- an essay or other work is copied from another source and submitted as one's own
- parts of a work, including words, ideas, images or data, are taken from a source without acknowledgement of the originator
- work presented for one course is also submitted for another course without prior agreement of the instructors involved
- another person prepares the work that is submitted as one's own
- substantial editorial or compositional assistance from another person is received on work that is submitted as one's own

### Cheating

Cheating is also a very serious academic offence. Cheating on examinations, assignments and/or labs may take a number of forms, including:

- tampering or attempting to tamper with examination scripts, class work, grades or class records
- obtaining unauthorized assistance from anyone during the course of an examination
- impersonating another student during examinations
- falsifying or fabricating lab reports
- communicating with other students during an examination
- bringing unauthorized written material or electronic devices to an examination
- possessing, distributing, or attempting to possess or distribute unauthorized material in respect to examinations
- attempting to read the examination papers of other students
- deliberately exposing one's own examination papers to another student

### Penalties for Academic Misconduct

Penalties for a first occurrence of academic misconduct may include a failing grade on the examination, assignment and/or lab and/or a failing grade in the course as determined by the course instructor. The instructor will immediately send a letter stating the particulars of the offence to the Registrar and a notation will be placed in the student's permanent file. In the event of a subsequent occurrence of academic misconduct, in any course during the student's academic tenure at St. Mary's, the Vice-President Academic & Dean will decide on appropriate disciplinary action, which may include possible expulsion from St. Mary's University. If a student is expelled, the reason for expulsion will be stated on the student's permanent academic record. All correspondence regarding acts of academic misconduct by a student will be copied to the student.

**Academic Accommodations:**

St. Mary's University is committed to support all students in developing their academic potential. Some students face challenges that require strategies to ensure they have equal opportunities to succeed. Academic accommodations are educational practices, systems and supports designed to help students with disabilities. A disability is a functional limitation, caused by a physical or mental impairment, that restricts the ability of a person to perform the daily activities necessary to fully participate in studies at StMU. If you have received academic accommodations in the past or would like more information, please contact Academic Accommodation Services: [Joan.McNeil@stmu.ca](mailto:Joan.McNeil@stmu.ca) 403-254-3704.