A graduate seminar on the special role of Catholic school teachers and leaders in the spiritual development and total formation of the person through an exploration of Church teachings on education, rooted in the Sacred Scriptures and Tradition of the Church. In particular, the course provides a comprehensive overview of papal and ecclesial documents from the early 20th century to Pope Francis. The course seeks to instill an appreciation of the rich tradition and theology of Catholic education while at the same time challenging students to investigate related contemporary issues in light of the understanding and teachings of the Church on education. 

Of special note: Students should note three particular features about this course:

1) This course will be delivered mainly through a traditional in-class format. However, there will be at least one online assignment and discussion. Specifically, students will be expected to “attend” one online class which will count for Tuesday, April 17. The assignment will entail completion of and posting of a written synthesis paper assignment, posted on BB, no later than midnight on Friday, April 13. All students are then expected to read each other synthesis papers and post critical questions no later than Sunday, April 15. Each student must answer to at least three of these questions no later than 9:30pm on Tuesday, April 17. Responses must be at least 1-2 paragraphs with references included.

2) This is a reading-intensive and time-intensive course. Students should be prepared to dedicate significant time in preparing for class. Required readings will be assigned and are available on Blackboard (under Course Information). Students should be prepared to read an average of 100-125 pages per class day. Quizzes should be expected.

3) Students will deliver an oral presentation on their research/project papers on
the last two days of class, Tuesday, April 24 and Tuesday, May 1. These are regular class days. In addition, the written research paper counts as the final exam and is due no later than midnight on Tuesday, May 8.

B. TEXTBOOK (optional)


Please note: This textbook is now out of print, so locating it may be difficult. However, all assigned readings are from papal documents and are available online. Students should refer to the course schedule below for the list of readings and daily assignments. Again, most readings are available on BB (Course Information).

Other Required Readings:


C. COURSE OBJECTIVES

1. To provide Catholic teachers with a realistic, critical and faith-based understanding of the goals of Catholic education, strengths and weaknesses of the present educational situation and to provide a basis for evaluating the effectiveness of available methods;

2. To nurture in Catholic educators an awareness of their vocation, the personal and professional attainments it requires of them, and provide opportunity for reflection on how they might best prepare themselves for this calling.

D. FORMAT

This course will be delivered mainly through a traditional in-class format. However, there will be at least one online assignment and discussion.

In-Class time will be divided most days into three parts. The first part will consist of a student presentations and discussion of assigned readings from the texts. Quizzes may be given during this time. The second part will consist of lecture and discussion of factors in the culture that influence Catholic education and the resources provided to exploit opportunities and overcome obstacles. The third part will consist of discussion of students' research/projects at different stages.
Assignments will be finalized by the second day in class. The student presenters are responsible for emailing the presentation to the instructor ahead of class time for posting onto BB, and are responsible for facilitating all discussion and questions related to their assigned chapter.

**Online Class time** will consist of a written assignment (a Synthesis Paper) and online discussion that are posted on the BB Discussion Board. The Synthesis Paper assignments is expected to be completed no later than 9:30 PM on Tuesday, April 17. The Research paper assignment which counts as your final exam is due by midnight on May 8.

**a) Synthesis Paper Assignments/Discussions** will also be divided into three parts.  
**The first part** will consist of the development and writing of a synthesis paper (3-4 pages) over the readings of the course and/or responses. Students will log on to Blackboard and navigate to the Discussion Board where they will follow instructions and post their synthesis paper by midnight no later than Friday, April 13.

**The second part** will require each student to read their classmates synthesis papers and to post at least three (3) substantive questions (not comments) by no later than midnight on Sunday, April 15.

**The third part** will consist of an online discussion. Students (authors) will respond to at least three questions (10 lines minimum). Secondary questions or comments and responses may also be posted and are encouraged. This is also a good time for clarifications or commentaries. These online discussions will be moderated by the instructor. Responses must be completed no later than Tuesday, April 17, 9:30pm.

Students are expected to respond with well-researched and documented responses to the synthesis paper/discussion questions. Make sure and answer at least three questions. Please include a list of sources used.

Failure to complete online assignments on time will be considered as non-attendance and will negatively impact course grade. Each student will be evaluated based on the quality, length, timeliness, and use of proper citations and/or references.

**b) Research Paper Assignments** will consist of the project research topic and bibliography (due on Tue, February 16) and a research paper outline (due on Tue, March 20). These assignments are to be turned in as hard copies at the beginning of class.
BLACKBOARD SOFTWARE USE

Student internet access is essential since this is a blended course (in-class and online class delivery). Course announcements, documents, assignments, and email communications will be delivered online via Blackboard. In addition, university emails, including emergency notifications, can be directed to your personal email account through Webmail, options, settings, and message forwarding. Each online educational experience will be designed to take approximately three to four hours to complete.
E. COURSE SCHEDULE / ASSIGNMENTS

All readings can be found in the Anthology textbook (L. Franchi), or they can be found online. Additional required readings will be available on Blackboard.

### WEEK 1

<table>
<thead>
<tr>
<th>Date</th>
<th>Module</th>
<th>Topic / Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan 23</td>
<td>1</td>
<td>Overview of the course; Introduction of central themes; In-Class and Online assignments</td>
</tr>
<tr>
<td>Jan 30</td>
<td>2, 3</td>
<td>(1905) Pius X. Acerbo Nimis (On Teaching Christian Doctrine); (1929) Pius XI. Divini Illius Magistri (On Christian Education)</td>
</tr>
<tr>
<td>Feb 13</td>
<td>5</td>
<td>(1965) Paul VI. Gravissimum Educationis (Declaration on Christian Education), and Canon Law, canons relevant to education.</td>
</tr>
<tr>
<td>Feb 20</td>
<td>7, 8</td>
<td>(1975) Paul VI. Evangelii Nuntiandi (On Evangelization in the Modern World); See “Course Information” in BlackBoard. Bibliography (for Research Paper) is due today, at the beginning of class. Please do not email this assignment.</td>
</tr>
<tr>
<td>Feb 27</td>
<td>9, 10</td>
<td>(1979) John Paul II. Catechesi Tradendae (On Catechesis in our Time); (1982) Congregation for Catholic Education. Lay Catholics in Schools—Witnesses to Faith</td>
</tr>
<tr>
<td>March 20</td>
<td>12</td>
<td>(1990) John Paul II. Ex Corde Ecclesiae (Out of the heart of the Church); See “Course Information” in BlackBoard. Outline (of Research Paper) is due today at the beginning of class. Please do not email this assignment.</td>
</tr>
</tbody>
</table>


April 10 16  (2005) Benedict XVI. “How beautiful are the footsteps”. Address of His Holiness to Catholic Educators, Apostolic Journey to US and visit to the UN.


April 17 18  Synthesis online assignment (No Class)

April 24 19  Student Presentations of Research/Final Papers.  (IN CLASS)

May 1 20  Student Presentations of Research/Final Papers.  (Last Day; IN CLASS)

Tue, May 8  FINAL EXAM— Research Paper due by email no later than 12 midnight.

**F. COURSE REQUIREMENTS**

The following assignments are required to have been accepted as master’s level work in order to receive at least a *B* in this course. The professor expects that all assignments are submitted when required by the syllabus unless otherwise renegotiated in writing with the instructor.

A fundamental value in this course is that students want to learn for learning’s sake and for professional development and that students pursue education for its own sake, not for grades, prestige, or any other external motive.
Attendance, Readings, and Engagement

Students are expected to be present for and participate in all class discussions. All readings are expected to have been completed at the time class begins. Students are expected to be engaged in the class and group conversation. Assignments and the final paper are designed in such a way that students will be able to achieve master’s level work only when they have completed all reading assignments on time and have engaged successfully in advanced-level research, presentations, and discussions.

Absence

Absences are regulated very tightly. Absence, which means that students are not physically present in class or online, can result in withdrawal of the student from this course by the professor.

Specifically, one absence from class (for whatever reason, excused and unexcused) is reasonably acceptable. All students are responsible for completion of all class work and assignments as scheduled. After a second absence, the professor and student may have a conference to discuss the future of the student’s enrollment in this class. This conference is not a guarantee of staying in the class; however, a student’s final grade will automatically drop one letter grade after the first absence. Again, the student is expected to keep abreast of the readings and all assignments for this class. After three absences, the student will be administratively withdrawn from the class. If the time has passed when an administrative withdrawal can take place, the grade for the class will be a failure unless the student with three absences has self-withdrawn from the class.

Tardies

Promptness, which means that a student entered the classroom before the professor begins the class, is expected of students in a master’s program. The professor may take any action considered appropriate when a student is tardy more than twice. After the second tardy, the student will lose 5 points from their final grade for each tardy. A student more than ten minutes late to class, as recorded by the professor, will be considered late.

Note: If students are going to be absent or tardy, students should e-mail the professor as soon as students know it will be necessary to be absent or late. This is a courtesy, but an email does not exempt students from the policies described above.
Assignments

All assignments will be written in APA style, using Word, double spaced, Times New Roman, and 12-point. Students will submit hard copies of written assignments on the day they are due according to the schedule unless otherwise instructed. See Course Schedule.

For students who are presenting in class, PowerPoints are due no later than 12 noon prior to the start of class. Student PowerPoints should be clearly identified (Session # and student name) and emailed to the professor for posting under Course Documents. Students should distribute handouts of their PP presentations to their classmates. (See rubrics.)

G. WRITTEN ASSIGNMENT – FINAL PAPER

Students will submit a paper, 10 to 12 pages in length. The paper will describe research or a contemporary issue, or a project that students might conceivably use in their work in religious instruction or other involvement in the religious dimension of education. For example, possible topics might include:

- A program for educating teaching staff about religious education
- A program of religious instruction for a grade eleven class
- A program for creating a Catholic culture within a school
- A program of cooperation of teachers and parents in a course on sex education (or social justice, or teaching responsibility to eighth graders, etc.)
- A program for parish/school/parent cooperation on drug use (or general delinquency, or building neighborhood pride, etc.)
- Program for improving arch/diocesan wide student enrollment, reduction of operational costs, reduction of tuition, and increased funding sources
- Any other program that you think could help in religious instruction of the functioning of the school as a religious institution.

Requirements of the paper:

- 10-12 pages in length, not including title page and reference page
- Typed, double spaced – No typos; 1” margins.
- The paper must be written in APA style, including correct page, paragraph, and line formatting.
• Do not use the first person point of view in the research paper; permitted for the oral presentation.
• At least 8 references, including at a minimum 2 books, 3 journals (peer-reviewed) and internet resources.
• Direct citations should be used sparingly, but can be very useful. Must be properly cited (APA) and included in the Bibliography.
• The Final Paper counts as your final exam. All students are expected to attend BOTH of the last two class sessions, scheduled for April 24 and May 1. The finished paper may not be turned in prior to May 4, but no later than midnight on Tuesday, May 8 (as your Final Exam).

Your paper must show, explicitly, how your program implements important themes/ideas in Catholic education as discussed in this class.

Your paper should make clear: (i) who are the people to whom the program is directed; (ii) what are the goals of the program; (iii) what suppositions you are making about the mentality of the people to whom the program is directed, their attitudes, needs, level of education in the subject, interests, etc.; (iv) the resources you will call upon to produce the program; (v) the learning modes you propose to use; (vi) examples of the exercises/lessons that you will use; (vii) motivation you will depend on to get cooperation of participants; (viii) a general outline of what you will teach, if that is not already clear in your explanation of the previous elements.

During the first few weeks of the course we will spend the last part of each session discussing how you are gradually coming to conceptualize your paper. Mid-way through the semester we will spend a somewhat longer time at the end of each session discussing your progress, difficulties, and discoveries in working on the assignment. During the final weeks of the course we will spend considerable time at the end of each session reviewing, and critiquing what you have accomplished thus far in completing your paper.

If the discussion in class is not sufficient to get you over difficulties, feel free to discuss your paper with the instructor. On the other hand, if you are experiencing a difficulty, it might well be experienced by others, so there may be something to be gained by bringing it up in class.

If you have in the past had marks deducted from your papers because of language difficulties you might make use of help available to student writers in Crooker Hall through the Tutoring (and Writing) Center.

Besides the usual requirements, grammar, spelling, clarity of expression, etc., you should note that your instructor has a special love for logical ordering of the material. I like to be able to see why each idea is discussed at a particular place in the paper, how the student has been able, by sticking strictly to a logical order, to avoid needless repetition.

Please do not procrastinate. This is a firm deadline because grades must be turned in on a short turn-around.
H. GRADE DISTRIBUTION

1. Participation in class discussion, informed by readings, and quizzes — 25% of final grade
2. Online Synthesis Paper and Discussion — 10% of final grade
3. Research Paper Assignments — 10% of final grade
4. In-Class Presentation (based on assigned reading) — 15% of final grade
5. In-Class Presentation of Final Paper — 15%
6. Final Exam - Research Paper — 25% of final grade

<table>
<thead>
<tr>
<th>Alpha</th>
<th>Lowest</th>
<th>Highest</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>95</td>
<td>100</td>
<td>6</td>
</tr>
<tr>
<td>A-</td>
<td>90</td>
<td>94</td>
<td>5</td>
</tr>
<tr>
<td>B+</td>
<td>86</td>
<td>89</td>
<td>4</td>
</tr>
<tr>
<td>B</td>
<td>83</td>
<td>85</td>
<td>3</td>
</tr>
<tr>
<td>B-</td>
<td>80</td>
<td>82</td>
<td>3</td>
</tr>
<tr>
<td>C+</td>
<td>76</td>
<td>79</td>
<td>4</td>
</tr>
<tr>
<td>C</td>
<td>73</td>
<td>75</td>
<td>3</td>
</tr>
<tr>
<td>C-</td>
<td>70</td>
<td>72</td>
<td>3</td>
</tr>
<tr>
<td>D</td>
<td>65</td>
<td>69</td>
<td>5</td>
</tr>
<tr>
<td>D-</td>
<td>60</td>
<td>64</td>
<td>5</td>
</tr>
<tr>
<td>F</td>
<td>0</td>
<td>59</td>
<td>59</td>
</tr>
</tbody>
</table>

Grading and Point Equivalents

A     =  4.0  Unusual and superior achievement
A-   =  3.7
B+   =  3.3
B    =  3.0  Satisfactory achievement
B-   =  2.7
C+   =  2.3  Below standard
C    =  2.0
C-   =  1.7
D+   =  1.3  Unsatisfactory
D    =  1.0
F    =  0.0  Failure

Master's Level Work is substantively and qualitatively more complex than Bachelors Level Work. It is never “from a book,” for example, demonstrative of having memorized lists or thoughts unchanged from a book. It shows depth, integration, and creativity. Depth requires showing understanding of complexity, comfort with ambiguity, or understanding uncertainty. Master’s Level Work integrates the domain of the course with students’ lived experiences both personal and professional. Creativity is demonstrated when students enhance scenarios or call up lived experiences related to the issues under consideration. Master’s Level Work demonstrates the ability to look within oneself, for example, reflecting...
on one’s own culture and how it influences one or engaging in meta-cognition regarding the history of oppression, privilege, racism, sexism, etc.

Incompletes are given only at the discretion of the professor for reasons that are serious. Only hospitalization or other equally serious life experiences can postpone a final examination and grade.

I. PEDAGOGY

EDUC 6303 Church Teachings on Education uses a Freirian model as its pedagogy. Consequently, the professor believes that students and professor have equal responsibility for the success of this course. Our roles are different; our responsibilities are equally significant. In addition, the professor believes that life experiences brought to the table in conversation are essential contributions to the development of the knowledge, abilities, and skills needed to succeed in this course. The role of the professor is to come to class prepared and to facilitate conversation, pace the class, and keep the conversation on topic. The role of students is to come to the table having completed and pondered the readings in order that they can have a scholarly conversation with their classmates and professor and can integrate the readings with their professional lives and lived experiences.

J. LANGUAGE DIVERSITY

The University of Saint Thomas values the speaking of more than one language. The Masters programs at the University of Saint Thomas are especially sensitive to issues of language diversity, both on behalf of students for whom English is not their first language and in preparation to work with students for whom English is not their first language. The Tutoring Center is always available to assist students who might need help with written English. In addition, it is recommended that students who are bilingual or multilingual bring these gifts to the table in their journey through this course and Master’s program.

K. PROFESSIONAL STANDARDS OF BEHAVIOR

For retention in EDUC 6303 Church Teachings on Education and the School of Education and Human Services at the University of Saint Thomas “candidates must continue to demonstrate academic qualities, personal and social qualities, and physical and mental health indicators of fitness for the profession” (University of Saint Thomas School of Education Catalog 2006-2008, p. 4)

This class functions on the honor system. Students are expected at all times to meet the requirements of the honor system. The professor has the discretion to fail students who violate the honor system, or who have given the professor reasonable suspicion of having done so.
**Integrity** is the most important quality for success in this class and in the School of Education at the University of Saint Thomas. Integrity requires students to be authentic and honest in all academic, professional, and affective work. Integrity implies that students become familiar with and practice at all times the Codes of Ethics of their professions.

Professionals perform their service in an environment of trust. They have the potential to do great good and great harm. Integrity is absolutely essential for the adequate performance of their profession. Consequently, the professor has the discretion to fail in this course or dismiss from this course students who violate their integrity. Dismissal is not limited to academic dishonesty and plagiarism.

**Plagiarism** is taking credit for any thought, idea, or work that does not come from the student. Plagiarism is a serious offense that will cause a student to fail the course and can lead to steps of dismissal from this class or UST. When writing any paper, reference information, websites, books, etc. If a student paraphrases, then the reference must be given. If a student quotes, quotation marks plus reference and page number(s) must be given. There must be a one-to-one correspondence between what is cited in the body of the text and what is placed on the reference page. It is very tempting to copy and paste works from the internet, borrow the work of friends, rephrase another paper that students have written in the past, or change a few phrases here and there. Students must cite themselves if they copy from another paper that they have written. Plagiarism is a violation of integrity.

Plagiarism is taking credit for any thought, idea, or written or spoken work that does not come from the student writing the paper or presenting the oral assignment. Plagiarism is a serious offense that will result in students' failing the course or being dismissed from the School of Education at the discretion of the professor.

There must be a one-to-one correspondence between what is cited in the body of the text and what is placed in the references. It is very tempting to copy and paste works from the internet, borrow the work of friends, rephrase another paper that students have written in the past, or change a few phrases here and there. Students are required to meet the standards explained in the APA Manual regarding avoiding plagiarism.

Copying a paragraph or more and changing words here and there is also plagiarism. Paraphrasing a paragraph or more is also plagiarism. Paraphrasing an idea with proper citing is not plagiarism. To avoid plagiarism close all sources while writing. Master’s Level Work requires integration of information. Drawing from one source, then another source, etc. is not Master’s Level Work.

Plagiarism is a serious violation of integrity. It is not tolerated in the School of Education and Human Services. Students who engage in plagiarism have demonstrated that they do not have the moral standards necessary to be trusted. Students who engage in plagiarism will be dismissed from the School of Education and Human Services.
**L. AMERICANS WITH DISABILITIES ACT**

In accordance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, the professor will make all possible and reasonable adjustments in policies, practices, services, and facilities to ensure equal and optimal educational programs and activities. Whenever a special accommodation is necessary in order to ensure access to full participation by students with disabilities, the student must inform the professor of any disability or needed accommodations.

The University Office for ADA Compliance may ask to seek proof of disability and specify accommodations as requested by students. Students contact the professor immediately if they have needs. All information is confidential. Students can see the professor before or after class or request another time to discuss any matters. Any student with documented special needs requiring academic adjustments or accommodations for enhancing potential for success in this course is requested to speak to me during the first two weeks of class. In addition, students with special needs will contact the Office of Counseling Services for Students with Special Needs by calling 713-525-3162 or 6953. The accommodations will become official when the professor received word in writing from the officer in charge of ADA compliance.