



**Religious Studies 4408Y
Catholic Education in Practice
Fall/ Winter 2025-2026**

Instructor: B. Babington
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Course Information

Calendar Description:

An investigation, through volunteer service and seminar discussions, of various philosophies of education with particular reference to those employed in Catholic secondary schools. Intended primarily for students enrolled in the Honours Specialization or Major modules in Catholic Studies for Teachers.

Prerequisite(s): [Religious Studies 2208U](#), [Religious Studies 3308U](#), and good standing in an Honours Specialization or Major module in Catholic Studies for Teachers or permission of the department.

Extra Information: Twelve 3-hour seminars, and 75 hours of volunteer service in a Catholic High School over two terms.

Course Weight: 0.50

Breadth: Category B

Subject Code: RELSTUD

Notice: Unless you have either the requisites for this course (fulfilment of pre-requisites, no anti-requisite conflicts), or special permission from your Dean to enrol in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.



**King's University College
Catholic Studies for Teachers**

CATHOLIC EDUCATION IN PRACTICE: SERVICE LEARNING

**COURSE OUTLINE 4408Y
2025 - 2026**

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Religious Studies 4408Y: Catholic Education in Practice

The intent of this course is to offer materials and experiences through which a strong foundation for a career in teaching can be developed.

By the end of this course, through readings, dialogue, observation, volunteer service learning, seminars, case studies and reflection, students will:

- build and enhance their knowledge and understanding regarding the philosophical, historical, legal and social context of schooling and education;
- Explore the history, philosophy, politics, challenges and future of Catholic education in Ontario;
- Build on their understanding of the multi-faceted nature of modern classroom teaching;
- Build on their understanding of who they are as a potential future Catholic teacher.

Intended primarily for students enrolled in the Honors Specialization or Major modules in Catholic Studies for Teachers.

Prerequisite(s): [Religious Studies 2208U](#), [Religious Studies 3308U](#), and good standing in an Honors Specialization or Major module in Catholic Studies for Teachers or permission of the department.

Each week of the academic calendar, students in this course are either attending a two hour seminar or, one of ten Service Learning placement days. The schedule for these is below.

Seminar Dates (during the week of...)

September 8, 15, 22, 29

October 6

November 17

December 8

January 5, 26

February 9

March 2, 16, 30

April 6

Service Learning Placement Dates*

October 20, 27
November 10, 24
January 12, 19
February 2, 23
March 9, 23

***Service Learning Dates**

NOTE THESE DATES ARE MONDAYS - if your placement is on another day, it is during this week and has been confirmed with the instructor. You will be assigned to an elementary or secondary school prior to the end of September.

Course Readings/Materials

All readings/materials related to the seminars and Service Learning placements will be provided to the students by the instructor and posted on OWL.

Class Participation & Attendance

This course is scheduled for on-campus, in-person instruction, in line with public health measures and university protocols. Class attendance and participation are requirements for this course. Only emergencies such as illness will excuse one from seminars or the Service Learning assignment. Please send the instructor an email if you are unable to attend the seminar or attend your Service Learning placement day. You must make contact with your placement teacher if you are not going to be able to make a placement day assignment.

Should there be a need to move the class online, instructions will be posted on OWL. In this case, synchronous seminars will take place on Zoom. If necessary, attendance and participation in Service Learning placements will also be arranged to take place virtually.

Office Hours

Meetings, when requested, can be arranged to take place either virtually or face to face on campus.

Course Evaluation 4408Y

This is a half course and students will receive numeric marks.

There are five key components to student evaluation:

1. Participation in the seminars - discussions based on Service Learning experience, posted readings, website analysis, case studies and guided questions-participation will be judged on the basis of attendance, seminar leadership, oral presentation and the observed level of analytical and communicative skill during discussions.
2. Service Learning Placement Reflections submitted to the instructor after each classroom visit. The Service Learning component will be reviewed and discussed in the seminars.
3. Verbal feedback based on the student expectations listed in the Service Learning manual by the Service Learning Teacher Volunteer and Service Learning Coordinator at the culmination of the placement.

4. Reflective Writing Assignment – you will submit a 1000-word reflective writing piece. **Due April 6, 2026.**

Reflective Writing Is:

- your response to experiences, opinions, events or new information such as your course readings, seminars and service learning observations;
- your response to your developing thoughts and feelings about Catholic Education;
- a way of thinking to explain your new learning;
- an opportunity to gain self knowledge about the teaching profession;
- a way to achieve clarity and a better understanding of what you are learning about schooling;
- a way of making meaning out of what you have learned.

5. Organizing and leading a presentation for the class on an Inquiry Topic. An approved list of topics will be provided.

Reflection Paper: 35% Due April 6, 2026

Inquiry Presentation: 35% - you will conduct a 45-minute presentation for your peers - topics to be discussed/confirmed early in the fall and scheduled during seminars between January and April, 2026.

Service Learning Reflections - submitted following each placement day: 20%

Seminar Participation: 10%

King's University College
General Course Policies
2025-2026

1. Academic Accommodations, Consideration for Absences

Academic Accommodation (Accessibility)

Accessibility Services works to ensure that academic programs are accessible to all students, and supports students who may have a condition related to, but not limited to, vision, hearing, mobility, different ways of learning, mental health, chronic illnesses, chronic pain, autism spectrum disorder, ADD/ADHD, and temporary conditions (beyond short-term academic consideration). Accessibility Services provides recommendations for accommodation based on medical documentation or psychological and cognitive assessment. The accommodation policy can be found here [Academic Accommodation for Students with Disabilities](#). Information on Accessibility Services at King's can be found [here](#).

Academic Considerations for Absence/Missed Assessments

If a student is unable to meet a course requirement due to substantial but temporary extenuating circumstances (medical or compassionate), they should follow the procedures below.

Requests for academic consideration should be directed to the Academic Advising Office of your faculty/college of registration using the extranet portal (www.extranet.uwo.ca). Requests must be made as soon as possible and no later than 48 hours after the missed assessment.

As a rule, documentation is required for academic consideration. For academic consideration requests on medical grounds, the Student Medical Certificate is available at https://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf.

Students are permitted one academic consideration request without supporting documentation per term per course.

Instructors may designate one assessment per half-course weight as requiring formal supporting documentation. Please refer to the course outline for each course.

In some cases, where instructors have built flexibility into their assessments, this flexibility will already address consideration needs and further consideration may be denied. Please refer to the course outline for each course.

Academic consideration for examinations scheduled by the Office of the Registrar always requires documentation.

The policy on academic consideration is found here:

https://uwo.ca/univsec/pdf/academic_policies/appeals/academic_consideration_Sep24.pdf

Absences from Final Examinations

If you miss the final examination, contact the Academic Advising Office of your faculty/college of registration as soon as you are able to do so. They will assess your eligibility to write the Special Examination (the name given by the University to a makeup final examination).

You may also be eligible to write the Special Exam if you are in a “Multiple Exam Situation” (e.g., more than 2 exams in 23-hour period, or more than 3 exams in a 47-hour period).

If a student fails to write a scheduled Special Examination, the date of the next Special Examination (if granted) normally will be the scheduled date for the final exam the next time this course is offered. The maximum course load for that term will be reduced by the credit of the course(s) for which the final examination has been deferred. See the Academic Calendar for details (under [Special Examinations](#)).

Religious Accommodation

Students should consult the University's list of recognized religious holidays, and should give notice in writing to the instructor and Academic Advising Office if a course requirement will be affected by a religious holiday/observance. Notice must be given as early as possible, and no later than two weeks prior to an examination, and one week prior to a midterm test date. It is the responsibility of such students to inform themselves concerning the work done in classes from which they are absent and to take appropriate action.

For policy on accommodation for religious holidays, see:

https://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_religious.pdf

2. Support Services

Accessibility, Counselling and Student Development at King's University College:

<https://www.kings.uwo.ca/current-students/student-services/>

Students experiencing emotional or mental health distress can access services at King's University College: <http://www.kings.uwo.ca/current-students/campus-services/student-support-services/personal-counselling/>

Good2talk is a good online and phone 24/7 resource for students and is available in English, Mandarin, and French: <https://good2talk.ca>, 1-866-925-5454

MentalHealth@Western provides a complete list of options about how to obtain help:

https://www.uwo.ca/health/mental_wellbeing/

Academic Support Services at King's University College:

<https://www.kings.uwo.ca/current-students/academic-resources/>

King's is committed to reducing incidents of gender-based and sexual violence and providing compassionate support to anyone who has gone through these traumatic events. If you have experienced sexual or gender-based violence (either recently or in the past), you will find information about support services for survivors, including emergency contacts at:

<https://www.kings.uwo.ca/about-kings/safe-campus/gender-and-sexual-violence/>

See also https://www.uwo.ca/health/student_support/survivor_support/get-help.html

University Students' Council offers many valuable support services for students, including the health insurance plan: <http://westernusc.ca/services/>

3. Statement on Use of Electronic Devices

Use of Electronic Devices: Unless explicitly stated otherwise, you are not allowed to have a cell phone, or any other electronic device, with you during tests or examinations. Unauthorized possession of such a device during a test or examination constitutes an academic offence.

Use of Laptops, Tablets, and Smartphones in the Classroom: King's University College at Western University acknowledges the integration of new technologies and learning methods into the curriculum. The use of electronic devices such as laptop computers, tablets, or smartphones can contribute to student engagement and effective learning. At the same time, King's recognizes that instructors and students share jointly the responsibility to establish and maintain a respectful classroom environment conducive to learning.

The use of electronic devices by students during lectures, seminars, labs, etc., shall be for matters related to the course at hand only. Students found to be using electronic devices for purposes not directly related to the class may be subject to sanctions under the Student Code of Conduct; see <https://www.kings.uwo.ca/current-students/student-affairs/code-of-student-conduct1/>

Inappropriate use of electronics (e.g., laptops, tablets, smartphones) during lectures, seminars, labs, etc., creates a significant disruption. As a consequence, instructors may choose to limit the use of electronic devices in these settings. In addition, in order to provide a safe classroom environment, students attending in-person class sessions are strongly advised to operate laptops with batteries rather than power cords.

4. Statement on Academic Offences

King's is committed to academic integrity. Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, is posted at

http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf

It is expected that students will submit work that is truly their own, completed without external assistance (human or artificial) except as explicitly permitted by the course instructor. Check with your instructor on what tools are permitted in the course, including generative AI (e.g. ChatGPT, translation tools, grammar-checking tools). Because a tool is permitted in one course, that does not mean it is permitted in other courses.

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system; see <https://elearningtoolkit.uwo.ca/tools/TurnItIn.html>

Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating.

5. Copyright of Course Material

Lectures and course materials, including PowerPoint presentations, tests, outlines, and similar materials are protected by copyright. Faculty members are the exclusive owner of copyright in those materials they create. Students may take notes and make copies for their own use. Students may not allow others to reproduce or distribute lecture notes and course materials publicly (whether or not a fee is charged) without the express written consent of a faculty member. Unauthorized sharing of class content is subject to academic discipline.

Similarly, students own copyright of their own original papers and exam essays. If a faculty member wishes to post a student's answers or papers on the course website, they should ask for the student's written permission.

6. Use of Recordings

Participants in this course are not permitted to record the sessions, except where recording is an approved accommodation and/or the participant has the prior written permission of the instructor. Unauthorized recording and/or sharing of class content is subject to academic discipline.

7. Policy on Attendance

Any student who, in the opinion of the instructor, is absent too frequently from class or laboratory periods in any course, will be reported to the Dean of the Faculty offering the course, after due warning has been given. On the recommendation of the department concerned, and with the permission of the Dean of that Faculty, the student will be debarred from taking the regular examination in the course.