

# Higher Diploma in Pastoral Liturgy

## PROGRAMME SPECIFICATION

Course record information	
Name and level of final award	Higher Diploma in Pastoral Liturgy Level 8
Name and level of intermediate awards	None
Awarding body/institution	St Patrick's Pontifical University (SPPU)
Teaching Institution	SPPU
Status of awarding body/institution	Recognised Body
Location of delivery	SPPU Campus
Language of delivery and assessment	English
Mode, length of study and normal starting month	Full Time (One Year) Start date: September
Professional statutory or regulatory body	
Date of course validation	May 2022
Revalidation	May 2027
Date of programme specification approval	TBC
Valid for cohorts	From 2022
Programme Coordinator	Fr. Neil Xavier O'Donoghue, Ph.D.
SPPU course code	
NARIC code	
QQI code	



This programme in Pastoral Liturgy is designed to be a pathway to further academic studies or practice of Ministry. It is suited for someone with sufficient experience in the pastoral field but who does not have a previous degree in theology or liturgy. Such a candidate may desire to develop their conceptual, theoretical, and practical skills, and to receive a qualification in pastoral liturgy.

The programme is also designed for students or graduates of primary degrees in theology who intend to engage in further studies (e.g. Masters in Theology) but need a preparatory Higher Diploma to have the right methodological and pastoral qualification to engage in research in pastoral liturgy at a post graduate level. The programme is to begin in September 2022 with the registration and recruitment of new students concluded during the academic year 2021 in line with the normal college admissions guidelines and dates.

### Admissions requirements

Entry requirements for the Higher Diploma in Pastoral Liturgy have been set in order to select potential students who have the proven academic ability to undertake a Level 8 Higher Diploma course.

The admissions policy aims to attract and recruit motivated applicants across the full range of possible access routes. Students may have a background in any academic discipline. The overriding principle upon which admission decisions are based is that applicants should be likely to benefit from and succeed on the course.

### Minimum entry requirements for the course

#### Formal Education

- A primary degree or its equivalent is required for the Higher Diploma. Consideration will be given to all applications. Applicants with experience in ministry at the parish or diocesan level will be given particular consideration. For those without a primary degree it is usually recommended to complete the Diploma Programme;
- University issued or certified copies of official transcripts of results for qualifications must be included with the application. These copies are kept by the University. Copies can be certified/stamped by the relevant institution or by a member of an *Gárda Síochána*, as a true copy of the original: Members of the police, a medical doctor, a member of the clergy, a Lawyer/Solicitor, a School principal/vice principal. Just as long as they're not related to the applicant;
- all credentials in languages other than Irish or English must be accompanied by certified Irish or English translations;
- Application forms should be completed on the PAC system: <https://v2.pac.ie/institute/20>;
- Applicants whose first language is not English will be required to satisfy the English language requirements. See here for more information: <https://maynoothcollege.ie/english-language-requirements>;
- Students must provide a digital passport style photograph that will be used in the College's computer system to identify the student to lecturers and other students;
- As this course is delivered in a hybrid manner with much of the content being given on-line, students are required to have basic academic computer skills and have access to a computer and the internet.



## Work/Professional Experience

This is not a work based course.

## Interview

No Interviews are conducted for entry to this programme.

**Note: even if an applicant meets our minimum admission requirements, the University cannot guarantee a place on the course.**

## Recognition of Prior Learning

Applicants with prior certificated or experiential learning at the same level of the qualification for which they wish to apply are advised to contact the admissions team.

## Orientation Programme

Students start the course by attending an intensive Orientation Programme to include all activities aimed at introducing them to the University and its communities as well as to the course of study. The purpose of the Orientation Programme is to foster an environment within which they are able to access resources, academic support and also help to overcome any difficulties they may encounter during the course. It is also critical to develop a sense of community and belonging to the academic groups and networks of which students are now a member. Consequently, the induction to the Higher Diploma in Pastoral Liturgy programme is a process, not an event.

In undertaking this Orientation Programme, students will:

- Become familiar with key aspects of the course, including its structure and assessment;
- Be shown how to access Moodle, an essential facility for the studies, where the programme and subject information will be available;
- Meet the staff on the course and be introduced to the academic mentor;
- Receive orientation on the learning resource centre, student affairs support and administrative processes;
- Be introduced to the regulations relating to the course, for example mitigating circumstances in the event of unfortunate and unexpected occurrences, academic regulations and related issues.

## Aims of the course

This course will help to respond to the urgent needs of pastoral mission and liturgical formation for people in Ireland and abroad, especially in Catholic parishes throughout the country. It will be a programme for those who wish to develop their pastoral Liturgy knowledge and skills for ministry. While the focus is on Irish parish ministry, it is also applicable to Catholic parishes throughout the world and it could also be of interest to those who minister in other liturgical churches.



Liturgy comes from the Greek word *leitourgia*, meaning “the work of the people,” and it is quite literally the work of many people, those at the altar and those in the assembly, that make the Catholic rites of worship such rich reflections of the Church as community. Shaping those rites, so that they accurately and authentically reflect the local and global church, falls on the shoulders of professional liturgists and pastoral ministers, both lay and ordained.

The Pastoral Liturgy programme is designed to give students broad yet in-depth exposure to the theology and praxis of Catholic liturgy and sacramentality, including, but not limited to, ritual theory, scripture, music and art, history, liturgical practice, and ecclesiology. Those who successfully complete this program will be able to better serve their own faith community as effective liturgical and pastoral leaders.

It is expected that learning will happen through course work, participation in seminars, human development, exploration of the student’s own personal faith journey, and traditional classroom based education. Students form an ability to integrate their learning from academic study and experiences accompanying people in different pastoral situations, in diverse settings, including schools and parish).

The study of the fundamental pedagogical concepts and theories will be enhanced by the practical approach so that students are able to immediately put their learning outcomes into practice.

It will nourish participants’ engagement in learning whilst promoting learner autonomy and life-long learning. As such the programme will:

- AIM 1: Familiarize themselves with church teachings and its consequences for a Christian way of living and the liturgical celebration of their faith;
- AIM 2: Understand the contributions of theologians to the field of pastoral liturgy;
- AIM 3: will be able to situate the official ecclesial instructions and the pastoral experience of the rites developed in/for their own cultural context;
- AIM 4: Develop a scholarly and critical approach to understand the relationship between liturgy and the church’s pastoral activity;
- AIM 5: Will be able to consider the rites of Christian Initiation, the Eucharist, Marriage, Liturgy of the Hours, Christian Funerals, and other liturgical rites.

## What students will be expected to achieve

### Learning Outcomes

Learning outcomes are statements on what successful students have achieved as the result of learning. These threshold statements of achievement are linked to the knowledge, understanding and skills that a student will have gained on successfully completing a course. On completion of the course the successful student will be able to:

### Knowledge and understanding (KU), Cognitive Skills (CS), Personal and Ministry skills (PM) and Key



## Transferrable Skills (KTS)

### Knowledge and Understanding

1. Identify and apply basic methods in liturgical studies and Pastoral theology;
2. Identify and describe pastoral liturgy in the context of church life and ministry in particular liturgical ministry through the life cycle;
3. Articulate and apply a praxis-theory-praxis methodology for pastoral and liturgical ministry;
4. Interpret liturgy as an embodied, ecclesial event;
5. Articulate fundamental theological dimensions and ritual patterns of major Roman Catholic liturgical rites;

### Cognitive Skills

1. Demonstrate an understanding of the pastoral dimensions of liturgical ministry in pastoral rites;
2. Reflect critically on particular demands of liturgical ministry in a variety of contexts.
3. Analyse and apply critically methods for interpreting and communicating the liturgical text in a variety of settings;
4. Discuss and reflectively apply key dimensions of liturgical celebration;
5. Engage collaborative and pastoral principles for the preparation and evaluation of liturgical celebrations within particular cultural contexts.

### Personal and Ministry skills

1. Develop skills of independent study and self-reflective learning;
2. Begin to develop skills of critical thinking and self-critical analysis;
3. Reflect upon the practice of self-care and develop a plan for self-development

### Key Transferable Skills

1. Exercise personal responsibility in developing a pattern of independent learning;
2. Develop relationships that foster teamwork and mutual partnerships;
3. Understand the process of analysis and critical thinking;
4. Utilise library and online theological learning resources to gather secondary source material;
5. Communicate with nuanced arguments that engage with issues of academic debate;
6. Identify and reflect critically on areas of personal interest for independent research;
7. Reflect critically on teamwork and mutual partnerships;
8. Engage in analysis and critical thinking and self-critical reflection;
9. Become an increasingly self-reflective learner;
10. Apply learning in the context of ministry practice;
11. Develop a true *ars celebrandi* (art of celebrating) to foster active participation in the liturgy in multiple real-world contexts.



## How students will learn

SPPU is proud to have the largest faculty of Catholic theology in Great Britain and Ireland. The HDip is taught in conjunction with the National Centre for Liturgy (NCL). Since 1974 the NCL has been providing a service to the Church in Ireland, including giving a one-year course in liturgy for almost 50 years. Among the aspects of the Church's liturgical life that will be covered in this programme are:

- A fostering of an active participation in the liturgy which "is the primary and indispensable source from which the faithful are to derive the true Christian spirit." (*Sacrosanctum Concilium* 14);
- A general introduction to the Church's liturgy with an introductory course in liturgical vocabulary;
- Reflection on Sacred Scripture and the Bible which reaches its apex in its proclamation in the liturgical assembly where the Word is heard and the listener is empowered to live what they have heard.;
- The Seven Sacraments of the Church are covered, along with best practice for fostering their fruitful celebration;
- Liturgical music including its history and contemporary expression. The tradition of Sacred Music is particularly strong in the Maynooth College experience;
- Liturgical times and seasons and their celebration in a meaningful and intelligent way that meets the pastoral needs of today's Church;
- An introduction to the Church's official liturgy as found in the official liturgical books and the different roles in the liturgical assembly;
- An introduction to technology and practical issues in parish ministry in the third millennium, including the use of technology in the celebration, the streaming of liturgies and the integration of liturgy with parish and diocesan websites.

## Learning and teaching

The learning and teaching process builds on participants' current practice that will be discussed and reflected upon to maximise personal development and to share learning across diverse domains. The course draws extensively on models of critical reflection as a means of interrogating and theorising practice. This may take the form of learning through inquiry into individual practice, research, reflection, collaborative learning, and the modelling of the student experience as a vehicle for reflection. There will be opportunities for peer- and tutor- observations. Blended learning tasks will be employed to provide participants and to diversify learning experiences. Teaching on the course will be in the form of mentoring, coaching and facilitation through reflective practice and placements with structured independent learning.

The learning is seen as partnership between the student, their peers and a teaching team. It is a mix of timetabled activities and student's own personal study. 'Scheduled Contact/Activity Time' (i.e. 'Contact Hours') involves interaction with, or supervision from, teaching and associated staff and the activities they set up for students to help shape and guide students' studies. This is where students may be introduced to new ideas and knowledge; shown practical skills to practice independently; offered guidance on project work; or given personalised feedback. It may be face-to-face or mediated through other channels such as the Intranet.



The course places a strong emphasis on participative learning. At a personal level, the course addresses the integration of academic and practice-based learning, with a focus on growth in self-understanding as well as personal, relational, and spiritual development.

Students are expected to be available on every Wednesday evening during both semesters from 6.30 p.m. – 9.30 p.m. On Wednesday evenings content will be delivered “live” on an on-line teaching platform. Students can participate from wherever is convenient to them so long as it has a stable internet connection.

Another 3 hours of self-directed learning will be provided for each week when classes are in session, that can be done whenever in the week it suits the students. Please note that students will be expected to devote additional time to study and working on assignments every week.

Finally, there are 6 weekend residentials (Friday/Saturday), three each semester. This is when the face to face classes will take place and when students have a chance to meet their lecturers and each other. Additionally, it is a good time to take advantage of the many resources that the historic campus offers (and the amenities of Ireland’s only university town). Students are not obliged to stay on campus but as part of the programme you can avail of the very competitive discounted room rates provided by the Conference and Accommodations’ Office.

The following is the weekend timetable:

#### Friday

Arrival/check in: 5:30-6 pm;  
Vespers: 6 pm (optional);  
coffee break 6:30-6:55 pm;  
class: 7-9 pm;

#### Saturday

Mass (optional): 8:15 am;  
class: 9-11 am;  
class: 11 am -1 pm;  
lunch: 1-2 pm;  
class or library time: 2-3 pm;  
class 3-5 pm (Students are free to leave at 5 pm).

Alongside the scheduled studies, ‘independent’ study is very important. This is the time that students learn without direct supervision from, or contact with, a member of staff and this makes up a large part of the studies. It is likely to include background reading, preparation for lectures or tutorials, follow-up work, wider practice, the completion of assignments, revision and so on. Some independent study may be structured for students as a key part of the learning, but it also is an additional study to undertake to further improve learning. To summarise, very broadly study activity will break down into:



- Scheduled contact/activity time (lectures, seminars, tutorials, supervisions and other- directed activities);
- Structured independent study, such as preparing for scheduled learning activity;
- Case studies that are frequently used to provide context for, and to demonstrate the application of theory;
- Placement/practical classes;
- Group/team work as a Class Preparation Assignment;
- Other methods may involve student presentations or student-led seminars, and a form of “clinic” where students can raise any problems related to the module.

Teaching methods include: group sessions, lectures, presentations, and interactive seminars.

### **Taught Modules:**

These are either semester-long or year-long modules, taught by qualified lecturers and members of the Faculty of Theology of St Patrick’s Pontifical University. There are twelve weeks of classes in each Semester. On these weeks, online classes are normally on Wednesday evenings.

Students are also expected to be available for the six weekend residential programmes of study.

Full attendance and willing participation in study, reflection, and discussion is expected to satisfactorily complete the taught aspect of the programmes. If students are unable to achieve full attendance for any reason, they are required to inform the Programme Director and St Patrick’s Pontifical University Office. Absences for medical reasons will be noted on the record when a medical certificate has been provided to the Pontifical University Office.

### **Independent study**

Independent study is a key learning skill for academic study and for future employability. As part of the course students will be expected to work independently. This may take various forms, examples of which include group collaborative tasks, research, reading, revision, assessment preparation, projects that feed into presentation, debates and practical work. Students will be encouraged, guided and supported towards developing skills as an independent critically aware learner. Students should expect each module to have both specified contact hours and independent learning. The hours may differ significantly depending on the specific subject matter and the approach to teaching and learning.

### **How students will be assessed**

Assessments make take a variety of formats that include practice-based practical tasks, written coursework, e-assessments and reflective tasks aimed at enhancing competence and confidence. There will be rich feedback provided in all modules. Strong emphasis on authentic and complex assessment tasks is made. The tasks will develop participants’ abilities to evaluate their own progress and direct their own learning.



As student learning develops, it is important to stop every now and then, reflect on how much students have learned in order to know where they are and how much more they still need to cover. In the course, assessment and feedback are the key elements in evaluating learning.

There are two types of assessment, namely formative assessment and summative assessment; each has a different function, but both contribute to and help evaluate learning. Formative assessment is assessment that lets students see where they are in their learning and what they have learned so far; summative assessment is assessment that evaluates how much they have learned in a way that contributes to the overall mark.

The types of assessment students will be asked to undertake will involve a wide variety of assessment tasks. The assessment tasks will depend on the subject that is being assessed and it will be closely connected to the teaching methodology and the associated learning outcomes. In most cases assessments are designed to not only assess learning but also to help develop, enhance, and improve further lifelong learning and transferable skills, helping with career development and employment opportunities.

At the start of each semester a Module Leader will provide students with an assessment strategy description. The assessment of a module normally consists of a number of components, each of which must be completed to a satisfactory standard. The assessment strategy will describe each component in the following way:

- Brief description of the component;
- Date set i.e., the date when the Module Leader will provide a detailed description of the task so that students can start it;
- Deadline: date by which students must submit the work (or the date and time when students must attend an exam or test);
- Weighting; the value of the component as a percentage of the overall module mark;
- Feedback: the method by which the lecturer will provide feedback on performance (other than the mark);
- Results date by which the marks for this component will be published.

The schedule will also tell:

- How the work should be presented;
- The rules for reassessment and deferral;
- Rules concerning late submission of coursework;
- How to contact the Module Leader.

The Programme Director will be responsible for making sure that assessment schedules have been produced for each module. The lecturers will work together to make sure that assessment deadlines are spread across



the semester so that students do not find themselves working on too many different assessments at any one time.

The assessment schedule states a date by which each component must be set. On or before this date the Module Leader should provide a detailed description of the component. The component description will add to the information provided in the assessment schedule:

- A list of the learning outcomes assessed by the component;
- A more detailed description of what students will need to do and what they will need to submit in order to succeed;
- The assessment criteria that will determine the mark.

The assessment criteria for each in-course assessment will relate to the specific module learning outcomes and will be provided with the assessment when handed out to help to determine what is required and to know which specific learning objectives of the module are being assessed.

### **Employment and further study opportunities**

SPPU is committed to developing employable graduates by ensuring that the Higher Diploma in Pastoral Liturgy creates graduates who are:

- Critical and creative thinkers: introductory modules prepare students for a deeper level of analysis which is reinforced and assessed during subsequent levels of study;
- Literate and effective communicators: this is stimulated by group assignments, oral presentations and written course work tasks that students are to undertake throughout their studies;
- Global in outlook and engaged in communities: during their studies the students will learn to appreciate diversity and build awareness of different cultures in a global context;
- Social, ethically and environmentally aware: students will develop social, ethical, and environmental responsibility skills;
- Successful speakers: the students will be able to deliver and communicate in an effective manner and to participate in prayer leadership at a local level.

The University is committed to developing employable graduates by ensuring that:

- Career development skills are embedded in all courses;
- Opportunities for pastoral work, placements and work-related learning activities are widely available to students;
- Staff continue to widen and strengthen the University's links with employers in all sectors, involving them in curriculum design and encouraging their participation in all aspects of the University's career education and guidance provision;
- Staff are provided with up-to-date data on labour market trends and employers' requirements which will inform the service delivered to students.



Graduates can pursue further research exploiting doctoral study either at Masters or Ph.D. level at other higher education institutions.

### Course structure

This section shows the modules available as part of the Higher Diploma in Pastoral Liturgy and its credit value. Students study 60 credits over one year (2 semesters). The course is offered as both an online and weekend programme.

The course structure is validated by St Patrick's Pontifical University every 5 years, but it can change by adapting to feedback from a variety of sources.

**Core modules** that must be taken and passed by all students on the course, irrespective of their pathway

I BELIEVE  
IN GOD THE  
FATHER ALMIGHTY  
CREATOR OF  
HEAVEN AND  
EARTH I BELIEVE  
IN JESUS CHRIST  
HIS ONLY SON  
OUR LORD WHO  
WAS CONCEIVED BY THE POWER OF THE HOLY SPIRIT  
AND BORN OF THE VIRGIN MARY HE SUFFERED UNDER  
PONTIUS PILATE WAS CRUCIFIED DIED AND WAS BURIED  
HE DESCENDED INTO HELL ON THE THIRD DAY HE ROSE AGAIN  
HE ASCENDED INTO HEAVEN AND IS SEATED AT THE RIGHT  
HAND OF THE FATHER HE WILL COME AGAIN TO JUDGE THE  
LIVING AND THE DEAD  
I BELIEVE IN  
THE HOLY SPIRIT  
THE HOLY CATHOLIC  
CHURCH THE  
COMMUNION OF  
SAINTS THE  
FORGIVENESS  
OF SINS THE  
RESURRECTION  
OF THE BODY  
AND THE LIFE  
EVERLASTING  
AMEN



<b>Higher Diploma in Pastoral Liturgy</b>				
Module Code	Module title	Status	ECTS	Semester /Year Long
LI393	Christian Initiation I: Order of the Christian Initiation of Adults	Core	5	S1
LI398	Liturgical Vocabulary: an Introduction to Liturgy	Core	5	YL
LI392	The Church's Year: Time, Seasons and Feasts	Core	5	S1
LI395	Scripture and Liturgy – Ministers, Proclamation, Books	Core	5	S1
LI	Music in Catholic Liturgy	Core	5	S1
LI	Scripture Heard and Proclaimed	Core	5	S2
LI391	Leading God's People in Public Prayer	Core	5	S2
LI394	Christian Initiation II: The Eucharist – Celebration and Theology	Core	5	S2
ST 403	The Church and its Sacraments	Core	5	S1
LI397	Liturgical Questions – New Directions: Leadership and Implementation	Core	5	S2
LI	Technology & Catholic Liturgy	Core	5	S2
LI	Liturgical Journal Critique	Core	5	YL
<b>Award: Higher Diploma in Pastoral Liturgy.</b>				

### Academic regulations

The current Handbook of Academic Regulations is available within the Kalendarium on the SPPU Website.  
<https://maynoothcollege.ie/current-students/kalendarium>



## How students will be supported in their studies?

### Course Management

The course is delivered in partnership between National Liturgy Centre and St Patricks Pontifical University on the SPPU Campus and validated by St Patrick's Pontifical University.

**The Programme Director** is the main academic member of staff responsible to ensure the students experience as a student is of the highest standard. The Programme Director:

- Is responsible for the overall student experience and academic management of the course;
- Works with the course team of module leaders, academic administrators and support services to enhance the learning experience of the students and to ensure the academic coherence and quality of the course;
- Listens to student feedback on their experience and are responsible to ensure that this feedback is heard and action taken;
- is responsible for providing support for such services as recommendation letters, and related student information.

**Module Leaders** are responsible for the delivery, assessment and smooth running of the module, the coordination of the module team and the day-to-day administration of the module; they also

- Where applicable liaise with other lecturers on the module and integrate the contributions from colleagues;
- Monitor students' progress on the module and liaise with the Programme Director as appropriate;
- Ensure that the assessment of the module is at the right standard and that the marking is done to the required standards as audited by St Patrick's Pontifical University;
- Improve overall quality of the module by ensuring that feedback from students and stakeholders is considered;
- Accountable for the overall standards of the module as determined and assessed by St Patrick's Pontifical University.

### Faculty Office

For day to day administrative matters the Faculty Office is able to provide information and assistance. Students may have to have certain forms signed and the Office will help process these forms.

### Academic Support

All students attend the induction programme at the beginning of their studies. This will introduce them to the staff responsible for the course, the campus on which students will be studying, the Learning Resources, and the Academic Regulations and the Student Support Services.



### **Learning Support & Student Mentor**

All students enrolled have support of the academic mentor who provides advice and guidance on academic related matters. Students may have regular scheduled meetings with the mentor who will discuss performance and learning, any issues that students are concerned about and if appropriate, how or who can help students deal with the issues. The Mentor may also monitor attendance and will discuss as appropriate any issues with attendance. As a full time student they are expected to attend all scheduled sessions.

Support services are available which helps students in developing the skills required for higher education as well as ongoing support in the enhancement of Academic English, quantitative and research competency and skills. As well as online resources on the Intranet, students have the opportunity to attend workshops and one-to-one appointments with learning support services.

### **Learning Resources and IT services**

Learning Resources provides a range of Learning support services that includes a collection of resources related to the subjects taught. Students can search the printed library collection online. Printed resources are annually reviewed, with the special emphasis on new modules introduced and newest editions published. The electronic resources include subscribed and Open Access databases, e- books and e- journals and also accessed through the Intranet/University Library page and Digital Library, which is updated monthly.

In order to facilitate independent learning, the library conducts training sessions on academic searches, effective usage of databases, and reference management tools either in the form of one on one consultancy, and group embedded sessions upon request.

The learning environment is diverse and meets the requirements of different types of learning styles. There is hi-speed WiFi across the campus so that students can use personal computers, ipads, etc., desktop computers, which are available in a range of locations, as well as photocopying and printing services, whiteboards, LCD information boards, OHP and 4K screen for conducting presentations.

### **Student Support Services and the PU Office**

The PU Office and administrative support services responds to daily student queries on various issues, including staff office locations, office hours etc. The administrative offices are the sole location where students can collect various documentation and paperwork, such as the academic status verification letters requested from the University. The issuance of ID card replacement for current students continuing studies is also organised through the PU office.

### **Career Centre**

The University Careers Centre offers students and graduates support in the form of career guidance, mentoring, internship and employment opportunities. These are regularly notified through the Career Services social media channels, website, Intranet page and student e-mails. Students are encouraged to



register with the careers development service which enables career advisers to notify them of relevant opportunities when they arise.

### **Housing and Residential Services**

The University offers provides accommodation for those staying on campus for the weekend classes at a subsidised rate.

The Campus also offers sports facilities and coaching services, health services, counselling and disability support, as well as specialist advice for international students.

The Universities very active Students' Union also organise a range of events and activities to engage students socially, assist their personal development and growth and support them during their time at the University.

### **How we ensure the quality of our courses and continuous improvement**

The course is approved by a St Patrick's Pontifical University Validation Panel every 5 years. The first validation approval was in 2022. The validation process is part of the St Patrick's Pontifical University Quality Assurance process and includes a panel of academic peers from St Patrick's Pontifical University, Academic(s) from other universities and representatives from industry. This helps to ensure the comparability of the course to those offered in other universities and the relevance to employers.

The course is also monitored each year by the St Patrick's Pontifical University to ensure it is running effectively and that issues which might affect the student experience have been appropriately addressed. Staff will consider evidence about the course, including the evidence of student surveys, student progression and achievement and reports from external examiners, in order to evaluate the effectiveness of the course. There is also an annual University wide Student Feedback survey.

Academic Support address issues with the course and ensure that the course is being managed and that student feedback is considered.

There is also a team of external examiners from independent universities that are appointed by St Patrick's Pontifical University to ensure the academic standards of all assessments are at the correct level. They do not assess individual students but monitor assessments, marking and feedback to ensure that the standards are the same as that expected at the course level.

### **How we act on student feedback**

Student feedback is important to the University and student views are taken seriously. Student feedback is gathered in a variety of ways:

- Through student engagement activities at Course/Module level, students have the opportunity to express their views on how their course is run. Student representatives are elected to expressly represent the views of their peers. The University and the Students' Union work together to provide a full induction to the role of the student representatives.



- Academic Committee meetings enable wider discussions across the University. Student representatives are also represented in University committees.
- A Module Evaluation questionnaire helps inform the module leader on the effectiveness of the module and highlight areas that could be enhanced.



Ardagh Chalice in the National Museum of Ireland used under a [creative commons](#) license.



## HDip Timetable 2022-2023<sup>1</sup>

**Please note that there may be some minor changes to this timetable, particularly in the second semester and the timetable may change on an annual basis**

### Semester 1: 30 credits

LI398 Liturgical Vocabulary: an Introduction to Liturgy, 5 credits.
LI393 Christian Initiation I: Order of the Christian Initiation of Adults, 5 credits.
LI 392 The Church's Year: Time, Seasons and Feasts, 5 credits.
LI395 Scripture and Liturgy – Ministers, Proclamation, Books, 5 credits.
LI??? Music in Catholic Liturgy, 5 credits.
ST 403 The Church and its Sacraments

#### 23/24 September Residential One (First Divinity classroom, Loftus Hall)

Friday: 7-8 pm: Orientation; 8-9 pm Moodle introduction 1<sup>st</sup> hour.

Saturday: 9-10 am: Moodle 2<sup>nd</sup> hour; 10-11 am: Liturgical Vocabulary; 11 am-1 pm: Christian Initiation I; 3-5 pm: The Church's Year.

#### Wednesday classes (matched hour for hour with self-directed learning sessions)

Christian Initiation I: 28 Sep; 5 Oct; 12 Oct; 19 Oct; 26 Oct (2 hrs).

The Church's Year: 28 Sep; 5 Oct; 12 Oct; 19 Oct (2 hrs); 26 Oct.

Liturgical Vocabulary: 28 Sep; 5 Oct; 12 Oct.

#### 14/15 October Residential Two (First Divinity classroom, Loftus Hall)

Friday: 7-9 pm: Christian Initiation I.

Saturday: 9-10 am: Liturgical Vocabulary; 10-11 am: Liturgical Journal; 11 am-1 pm: Scripture and Liturgy; 2-4 pm: The Church and its Sacraments; (Exceptionally) 4-6 pm: Music in Catholic Liturgy.

31 October – 4 November: Study Week

#### Wednesday classes (matched hour for hour with self-directed learning sessions)

Music in Catholic Liturgy: 9 Nov; 16 Nov; 23 Nov; 30 Nov; 7 Dec; 14 Dec.

Scripture and Liturgy: 9 Nov; 16 Nov; 23 Nov; 30 Nov; 7 Dec; 14 Dec.

The Church and its Sacraments: 9 Nov; 16 Nov; 23 Nov; 30 Nov; 7 Dec; 14 Dec.

<sup>1</sup> N.B. for every Wednesday hour the lecturer will assign one hour of self-directed learning, that the students will complete that week (this means the students will have 3 hours of specific tasks in the self-directed learning every week).



### 2/3 December Residential Three (First Divinity classroom, Loftus Hall)

Friday: 7-9 pm: The Church's Year.

Saturday: 9-11: Music in Catholic Liturgy; 11 am-1 pm: Scripture and Liturgy; 3-5 pm The Church and its Sacraments.

### Semester 2: 30 credits<sup>2</sup>

LI391 Leading God's People in Public Prayer, 5 credits.
LI394 Christian Initiation II: The Eucharist – Celebration and Theology, 5 credits.
LI??? Scripture Heard and Proclaimed, 5 credits.
LI397 Liturgical Questions – New Directions: Leadership and Implementation, 5 credits.
LI??? Technology & Catholic Liturgy, 5 credits.
LI??? Journal & Portfolio: Liturgical Critique, 5 credits.

### 27/28 January Residential Four (First Divinity classroom, Loftus Hall)

Friday: 7-9 pm Technology & Catholic Liturgy.

Saturday: 9-10 am: The Eucharist; 10-11 am: Scripture Heard and Proclaimed; 11 am-1 pm: Liturgical Questions; 2-4 pm: Leading God's People.

#### Wednesday classes (matched hour for hour with self-directed learning sessions)

Technology & Catholic Liturgy: 1 Feb; 8 Feb; 22 Feb; 8 March; 22 March; 5 April.

The Eucharist: 1 Feb; 15 Feb; 22 Feb; 8 March; 29 March; 5 April.

Scripture Heard and Proclaimed: 1 Feb; 15 Feb; 1 March; 8 March; 29 March; 19 April.

Liturgical Questions: 8 Feb; 15 Feb; 1 March; 22 March; 29 March; 19 April.

Leading God's People: 8 Feb; 22 Feb; 1 March; 22 March; 5 April; 19 April.

13-17 March: Study Week

### 24/25 March Residential Five (First Divinity classroom, Friday, Dunboyne Hall Saturday)

Friday: 7-9 pm Technology & Catholic Liturgy.

Saturday: 9-11 am: The Eucharist; 11 am-1 pm: Scripture Heard and Proclaimed; 2-4 pm: Leading God's People.

10-14 April: Easter Vacation

<sup>2</sup> At the end of the first semester, students must participate in a mid-programme review process, which comprises a short, individual consultation between the student and the Programme Director. The process will entail a review of the student's participation in the programme and his/her ability to satisfactorily complete the award. It is an opportunity for students to identify and address challenges they are facing and receive guidance accordingly.



### 28/29 April Residential Six (First Divinity classroom, Loftus Hall)

Friday: 7-9 pm: Journal & Portfolio.

Saturday: 9-11 am: Liturgical Vocabulary; 11 am-1 pm: Journal & Portfolio; 2-4 pm: Liturgical Questions.

### Wednesday classes (matched hour for hour with self-directed learning sessions)

Liturgical Vocabulary: 26 April (2 hrs); 3 May (2 hrs).

Journal & Portfolio: 26 April; 3 May.



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# Module Descriptors

The module proforma provides detailed information on the core and option modules linked to this course. Students can find all the course module information at the end of this document.

Full module title: <b>Liturgical Vocabulary: an Introduction to Liturgy</b>		
Module code: LI398	Credit level: 8	Length: Year Long
Credit value: 5	ECTS value: 5	
Centre or Faculty: Faculty of Theology		
Module Leader(s): Fr. Neil Xavier O'Donoghue, Ph.D.		
Extension: 3909	Email: neilxavier.odonoghue@spcm.ie	
Host course and Programme Director: Fr. Neil Xavier O'Donoghue, Ph.D.		
Status: Core		
Pre-requisites: none	Co-requisites: none	
Study abroad: no		
Special features: no		
Access restrictions: no		
<p><b>Summary of module content</b></p> <p>This module will lead participants to an understanding of liturgy as a primary act of the believing community. It will introduce students to key terms and concepts of Christian liturgy. Additionally, it will explore theological and human dimensions of liturgy, as well as encompassing liturgical history and ecumenism.</p>		

## Learning outcomes

By the end of the module, students will have:

1. The ability to reflect critically on the religious practice as expressed in religious ritual;
2. The ability to provide a detailed description of the nature and development of Christian worship;
3. The ability to explain some of the methods used by liturgists in studying the celebration of the Christian mystery;
4. The ability to be able to critically engage with liturgical documents especially the liturgical books;
5. The ability to understand the nature and need for liturgical reforms;



6. The ability to have a familiarity of Magisterial Documents on the liturgy and, in particular, *Sacrosanctum Concilium* The Constitution on the Liturgy of the Second Vatican Council;
7. An understanding of key terms and concepts of pastoral liturgy.

### Course outcomes the module contributes to:

#### Knowledge and Understanding

- KU1 Identify and apply basic methods in biblical studies and pastoral theology in particular as they apply to the study of pastoral liturgy;
- KU2 Identify and describe pastoral care in the context of church life and ministry in particular liturgical ministry through the life cycle;
- KU3 Articulate and apply a praxis-theory-praxis methodology for pastoral and liturgical ministry;
- KU4 Interpret liturgy as an embodied, ecclesial event;
- KU5 Articulate fundamental theological dimensions and ritual patterns of major Roman Catholic liturgical rites;

#### Cognitive Skills

- CS1 Demonstrate an understanding of the pastoral dimensions of liturgical ministry in pastoral rites Reflect critically on particular demands of liturgical ministry in a variety of contexts.
- CS2 Analyse and apply critically methods for interpreting and communicating ritual and liturgical texts in a variety of settings
- CS3 Discuss and reflectively apply key dimensions of liturgical celebration;
- CS4 Engage collaborative and pastoral principles for the preparation and evaluation of liturgical celebrations within particular cultural contexts.

#### Personal and Ministry skills

- PM1 Develop skills of independent study and self-reflective learning
- PM2 Begin to develop skills of critical thinking and self-critical analysis
- PM3 Reflect upon the practice of self-care and develop a plan for self-development

#### Key Transferable Skills

- KTS1 Exercise personal responsibility in developing a pattern of independent learning
- KTS2 Develop relationships that foster teamwork and mutual partnerships
- KTS3 Understand the process of analysis and critical thinking
- KTS4 Utilise library and online theological learning resources to gather secondary source material.
- KTS5 Communicate with nuanced arguments that engage with issues of academic debate
- KTS6 Identify and reflect critically on areas of personal interest for independent research
- KTS7 Reflect critically on teamwork and mutual partnerships
- KTS8 Engage in analysis and critical thinking and self-critical reflection
- KTS9 Become an increasingly self-reflective learner;
- KTS10 Apply learning in the context of ministry practice.
- KTS11 Develop a true *ars celebrandi* (art of celebrating) to foster active participation in the liturgy in multiple real-world contexts

### Indicative syllabus content

Introduction to Liturgical Theology; Embodied, Spatial Worship; Posture; Gesture; Movement; Ritual Patterns; Enacted Rites; Evolution and Development: Oral Improvisation to Written Texts; The Modern Liturgical Movement; Pentecost: The Mystical Body of Christ; Anamnesis and Epiclesis; Liturgy and Private Devotion; Hospitality and the Liturgy; The Protestant Reformations and Worship; Eastern Experience of Liturgy; An Introduction to the Sources for the Study of Liturgy.

### Teaching and learning methods



The module is delivered through a variety of participants-focused tasks including a combination of lectures, smaller interactive sessions and some intensive workshops employing a range of methods suited to the different learning objectives. Lectures will only provide an outline of the topics. Students are expected to participate fully in all sessions and supplement their learning with additional reading in the main textbooks and additional resources on the virtual learning environment (Moodle).

Activity type	Category	Student learning and teaching hours
Lectures (Online)	Scheduled	6
Lectures (Weekend in person)	Scheduled	4
Asynchronous	Flexi	6
Total Scheduled		16
Independent study	Independent	84
Total student learning and teaching hours		100

#### Assessment rationale

This module supports students' in the development of their skills in the area of Liturgical Vocabulary (an Introduction to Liturgy) and where the emphasis is on the development of focused pieces of work, which is highly subject-specific. Therefore, assessments are focused on student's ability to develop an academic paper and it is important to make sure that students:

- Can demonstrate a critical evaluation as well as an ability to adapt the taught aspects of the module through an assignment
- Able to integrate the relevant concepts, models and constructs covered in the module to the subject under study in a way that is both practical and analytical.
- Present findings in a systematic and coherent way, in the form of a written assignment.

#### Assessment criteria

- deep understanding, evaluation and justification of a range of approaches to liturgy and contemporary issues;
- sound reference to relevant literature.

#### Assessment methods and weightings

Assessment name	Weighting %	Assessment type (e.g. essay, presentation, open exam or closed exam)
Final Examination	90%	Take Home Examination
Continuous Assessment	10%	Attendance at and participation in classes



## Sources

- Paul Bradshaw, ed., *The New Westminster Dictionary of Liturgy and Worship* (Louisville, KY: Westminster John Knox Press, 2003).
- Anscar J. Chupungco, *Handbook for Liturgical Studies* 4. Vol. Collegeville, MN: Liturgical Press, 1999-2000. Volume I: *Introduction to the Liturgy* (1997); Volume II: *Fundamental Liturgy* (1998); Volume III: *The Eucharist* (1999); Volume IV: *Sacraments and Sacramentals* (2000)
- Juliette Day, *Reading the Liturgy: An exploration of texts in Christian Worship* (London: T&T Clark, 2014).
- Peter J. Elliott, *Liturgical Question Box: Answers to Common Questions About the Liturgy* (San Francisco, CA: Ignatius Press, 2002).
- Rita Ferrone, *Liturgy: Sacrosanctum Concilium* (Mahwah, NJ: Paulist Press, 2007).
- Peter E. Fink, ed., *The New Dictionary of Sacramental Worship* (Collegeville, MN: Liturgical Press, 2000).
- Benjamin Gordon-Taylor and Juliette Day, editors. *The Study of Liturgy and Worship*. London: SPCK, 2013.
- Kevin Irwin. *The Sacraments: Historical Foundations and Liturgical Theology*. Mahwah, NJ: Paulist Press, 2016.
- Maxwell E. Johnson. *Sacraments and Worship: The Sources of Christian Theology*. Louisville, KY: Westminster John Knox Press, 2012.
- Jovian P. Lang, *Dictionary of the Liturgy* (New York: Catholic Book, 1989).
- Aimé Georges Martimort, *The Church at Prayer: An Introduction to the Liturgy*, trans. Matthew J. O'Connell, 4 vol. Collegeville, MN: Liturgical Press, 1988. Volume I: *Introduction to the Liturgy*; Volume II: *The Eucharist*; Volume III: *The Sacraments* and Volume IV: *The Liturgy and Time*.
- Nathan Mitchell, *Meeting Mystery* (Maryknoll, NY: Orbis Books, 2006).
- Kenan Osborne, *Sacramental Theology: Fifty Years After Vatican II*. Hobe Sound, FL: Lectio, 2014.
- Gail Ramshaw, *Christian Worship: 100,000 Sundays of Symbols and Rituals* (Minneapolis, MN: Fortress Press, 2009).
- Alexander Schmemmann, *For the Life of the World: Sacraments and Orthodoxy*. New Edition Crestwood, NY: St. Vladimir's Seminary Press, 2018.

*For a general introduction to the field of academic liturgy also see the following multi-volume resources:*

- Anscar J. Chupungco, *Handbook for Liturgical Studies* 4. Vol. (Collegeville, MN: Liturgical Press, 1999-2000)
- Volume I: *Introduction to the Liturgy* (1997)
- Volume II: *Fundamental Liturgy* (1998)
- Volume III: *The Eucharist* (1999)
- Volume IV: *Sacraments and Sacramentals* (2000)
- Volume V: *Liturgical Time and Space* (2000)



Aimé Georges Martimort, *The Church at Prayer: An Introduction to the Liturgy*, trans. Matthew J. O'Connell, 4 vol. (Collegeville, MN: Liturgical Press, 1988):

Volume I: *Introduction to the Liturgy*

Volume II: *The Eucharist*

Volume III: *The Sacraments*

Volume IV: *The Liturgy and Time*.

Full module title: <b>The Church's Year: Time, Seasons and Feasts</b>		
Module code: LI392	Credit level: 8	Length: 1 semester
Credit value: 5	ECTS value: 5	
Centre or Faculty: Faculty of Theology		
Module Leader(s):		
Extension:	Email:	
Host course and Programme Director: Fr. Neil Xavier O'Donoghue, Ph.D.		
Status: Core		
Pre-requisites: none	Co-requisites: none	
Study abroad: no		
Special features: no		
Access restrictions: no		
<b>Summary of module content</b>		
This module is designed to give participants in-depth theological and liturgical understanding of the Church's Year and to facilitate appreciation of the growth in Christian faith that happens in the course of its celebration.		

### Learning outcomes

By the end of the module, students will have:

1. The ability to discuss the theological, historical, spiritual, and pastoral aspects of the Liturgical Year;
2. The ability to distinguish between Feasts and Seasons and to critically review key means of celebrating these in the Church today;
3. The ability to understand the fundamental Christian concept of time as redeemed by the celebration of a weekly Sunday and a yearly Easter;
4. The ability to recognise the diverse options available in the Church's liturgical calendar and to be able



to read the Liturgical Calendar and select the correct prayers from the ritual editions of the various liturgical books;

5. The skills necessary to integrate the various feasts and seasons with the genuine and legitimate needs of the individual worshipping community;
6. The ability to maintain the unity of the liturgical year and to foster active participation of the faithful through the yearly repetition of the rhythm of feasts and seasons.
7. The capacity to integrate the various elements in the Lectionary for Mass, the Roman Missal and the Liturgy of the Hours, along with the other ritual books, so as to aid in the preparation of liturgical celebrations;
8. The competence to identify differences between liturgical observances as expressed in official liturgical sources and those that are present in popular piety and devotion (and the capacity to develop an appreciation and sensitivity towards both).

### Course outcomes the module contributes to:

#### Knowledge and Understanding

KU1 Identify and apply basic methods in biblical studies and pastoral theology in particular as they apply to the study of pastoral liturgy;

KU2 Identify and describe pastoral care in the context of church life and ministry in particular liturgical ministry through the life cycle;

KU3 Articulate and apply a praxis-theory-praxis methodology for pastoral and liturgical ministry;

KU4 Interpret liturgy as an embodied, ecclesial event;

KU5 Articulate fundamental theological dimensions and ritual patterns of major Roman Catholic liturgical rites;

#### Cognitive Skills

CS1 Demonstrate an understanding of the pastoral dimensions of liturgical ministry in pastoral rites Reflect critically on particular demands of liturgical ministry in a variety of contexts.

CS2 Analyse and apply critically methods for interpreting and communicating ritual and liturgical texts in a variety of settings

CS3 Discuss and reflectively apply key dimensions of liturgical celebration;

CS4 Engage collaborative and pastoral principles for the preparation and evaluation of liturgical celebrations within particular cultural contexts.

#### Personal and Ministry skills

PM1 Develop skills of independent study and self-reflective learning

PM2 Begin to develop skills of critical thinking and self-critical analysis

PM3 Reflect upon the practice of self-care and develop a plan for self-development

#### Key Transferable Skills

KTS1 Exercise personal responsibility in developing a pattern of independent learning

KTS2 Develop relationships that foster teamwork and mutual partnerships

KTS3 Understand the process of analysis and critical thinking

KTS4 Utilise library and online theological learning resources to gather secondary source material.

KTS5 Communicate with nuanced arguments that engage with issues of academic debate

KTS6 Identify and reflect critically on areas of personal interest for independent research

KTS7 Reflect critically on teamwork and mutual partnerships

KTS8 Engage in analysis and critical thinking and self-critical reflection

KTS9 Become an increasingly self-reflective learner;

KTS10 Apply learning in the context of ministry practice.



KTS11 Develop a true *ars celebrandi* (art of celebrating) to foster active participation in the liturgy in multiple real-world contexts

### Indicative syllabus content

The Theology of Time; The Church's Year; Solemnities, Feasts and Memorials; The Seasonal Word of the Cosmic Christ: The Lectionary in the Liturgical Year; Dies Domini – Feasting Sundays with Worship and Witness; Advent – The Liturgy and Life of Waiting for Christmas; The Sundays and Weekdays of Ordinary Time; Birth to Baptism – The Nativity of the Lord and his First Manifestations; Preparing Easter – The Works of Lent; The Three Days – The Liturgy of the Passion and Resurrection of the Lord; The Great Sunday - Fifty Days in Joy and Exultation.

### Teaching and learning methods

The module is delivered through a variety of participants-focused tasks including a combination of lectures, smaller interactive sessions and some intensive workshops employing a range of methods suited to the different learning objectives. Lectures will only provide an outline of the topics. Students are expected to participate fully in all sessions and supplement their learning with additional reading in the main textbooks and additional resources on the virtual learning environment (Moodle).

Activity type	Category	Student learning and teaching hours
Lectures (Online)	Scheduled	6
Lectures (Weekend in person)	Scheduled	4
Asynchronous	Flexi	6
Total Scheduled		16
Independent study	Independent	84
Total student learning and teaching hours		100

### Assessment rationale

This module supports students' in the development of their skills in the area of The Church's Year: Time, Seasons and Feasts and where the emphasis is on the development of focused pieces of work, which is highly subject-specific. Therefore, assessments are focused on student's ability to develop an academic paper and it is important to make sure that students:

- Can demonstrate a critical evaluation as well as an ability to adapt the taught aspects of the module through an assignment;
- Able to integrate the relevant concepts, models and constructs covered in the module to the subject under study in a way that is both practical and analytical;
- Present findings in a systematic and coherent way, in the form of a written assignment.



### Assessment criteria

- deep understanding, evaluation and justification of a range of approaches to The Church's Year: Time, Seasons and Feasts;
- sound reference to relevant literature.

### Assessment methods and weightings

Assessment name	Weighting %	Assessment type (e.g. essay, presentation, open exam or closed exam)
Assignment	90%	3,000 word Essay
Continuous Assessment	10%	Attendance at and participation in classes

### Sources

Matias Auge, "The Liturgical Year in the First Four Centuries," in Ansgar J. Chupungco, ed., *The Pontifical Liturgical Institute, Handbook for Liturgical Studies, Vol V, Liturgical Time and Space* (Collegeville, MN: The Liturgical Press, 2000), 135-156.

Matias Auge, "The Liturgical Year in the Roman Rite," in Chupungco, ed., *Liturgical Time and Space*, 177-210.

Peter Brown, *The Cult of the Saints: Its Rise and Function in Latin Christianity* (Chicago, IL: The University of Chicago Press, 1981), 1-49.

Annibale Bugnini, *The Reform of the Liturgy 1948 – 1975*. Translated by Matthew J. O'Connell (Collegeville, MN: The Liturgical Press, 1990).

Ignazio M Calabuig, "The Liturgical Cult of Mary in East and West," in Chupungco, ed., *Liturgical Time and Space*, 219-298.

Raniero Cantalamessa, *Easter in the Early Church: An Anthology of Jewish and Early Christian Texts* (Collegeville, MN: Liturgical Press, 1993).

*General Instruction of the Liturgy of the Hours. Liturgy Documentary Series 5* (Washington D.C.: USCCB Publishing, Revised Edition, 2002).

Lanfranc Holford-Strevens, *The History of Time: A Very Short Introduction* (Oxford: OUP, 2005).

Abraham Joshua Heschel, *The Sabbath: Its Meaning for Modern Man* (New York: Farrar, Straus & Giroux, 1975)

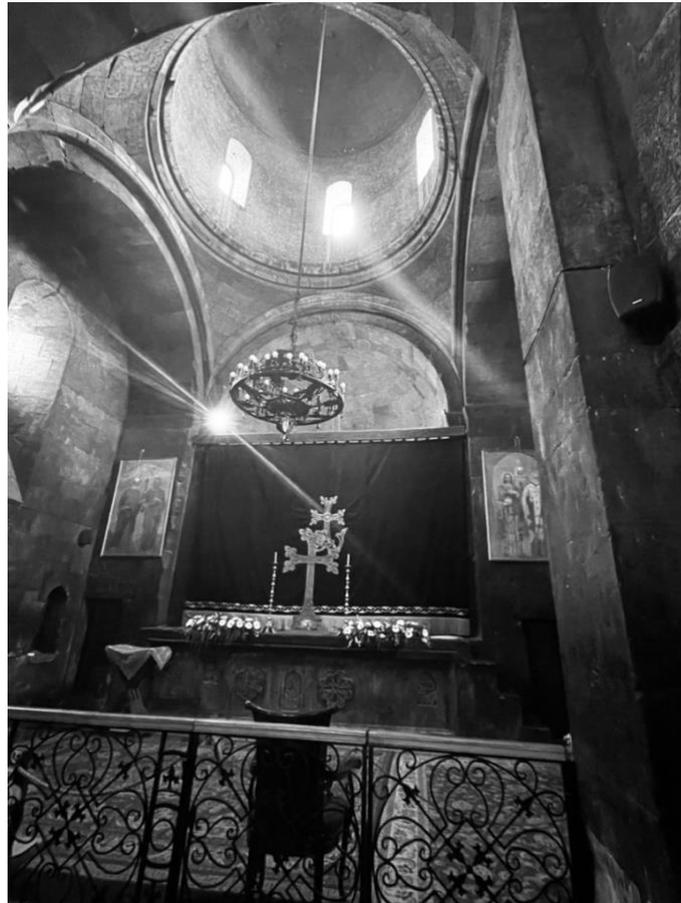
Pope John Paul II, *Apostolic Letter Dies Domini: On Keeping the Lord's Day Holy* (Boston, MA: St. Paul's, 1998).

Ruben M. Leikam, "The Liturgy of the Hours in the First Four Centuries," in Chupungco, ed., *Liturgical Time and Space*, 3-28.

Reuben M Leikam, The Liturgy of the Hours in the Roman Rite in Chupungco, ed., *Liturgical Time and Space*, 39-88.



- Neil Xavier O'Donoghue, "Do Not Be Afraid to Give Your Time to Christ" in Jeremy Corley, Neil Xavier O'Donoghue and Salvador Ryan, eds., *Maynooth College Reflects on COVID-19: New Realities in Uncertain Times* (Dublin: Messenger Publications, 2021), pp. 144-154.
- Josef Pieper, *In Tune With The World: A Theory of Festivity* (South Bend, IN: St. Augustine's Press, 1999).
- Willy Rordorf, *Sunday: The History of the Day of Rest and Worship in the Earliest Centuries of the Christian Church*, trans. by A.A.K. Graham (London: S.P.C.K., 1968).
- Phillippe Rouillard, "The Cult of the Saints in East and West," in Chupungco, ed., *Liturgical Time and Space*, 299-317.
- Robert Taft, *The Liturgy of the Hours in East and West: The Origins of the Divine Office and its Meaning for Today*. 2nd ed. (Collegeville, MN: The Liturgical Press, 1993).
- Robert F. Taft, "The Theology of the Liturgy of the Hours," in Chupungco, ed., *Liturgical Time and Space*, 119-133.
- Tertullian *On Prayer* in Alistair Stewart-Sykes, ed. and trans., *Tertullian, Cyprian and Origen: On The Lord's Prayer*, Popular Patristics Series (Crestwood, NY: SVS Press, 2004), 41-66.
- Hans Urs von Balthasar, *A Theology of History* (New York: Sheed & Ward, 1963, reprint San Francisco: Ignatius Press, 1994).



Full module title: <b>Christian Initiation I: Order of Christian Initiation of Adults</b>		
Module code: TBC	Credit level: 8	Length: 1 semester
Credit value: 5	ECTS value: 5	
Centre or Faculty: Faculty of Theology		
Module Leader(s):		
Extension:	Email:	
Host course and Programme Director: Fr. Neil Xavier O'Donoghue, Ph.D.		
Status: Core		
Pre-requisites: none	Co-requisites: none	
Study abroad: no		
Special features: no		
Access restrictions: no		
<b>Summary of module content</b>		
<p>This module is designed to introduce participants to “how Christians are made”. Through a mixture of input, practical opportunities and reflection, participants will grow in confidence in their knowledge and practice of Christian Initiation and reflect on their own experience and how their pastoral contexts may expand their ministry in this vital aspect of the life of the Church.</p>		

### Learning outcomes

By the end of the module, students will have:

1. The ability to discuss liturgical and practice of the Order of Christian Initiation of Adults (OCIA) in its theological, historical spiritual and pastoral dimensions;
2. The ability to critically review opinions and writings of a liturgical-pastoral nature relating to OCIA;
3. The ability to recognise diverse theological understandings of sacrament throughout the centuries (especially as these relate to Christian Initiation and Eucharist); and how these are articulated in the reformed rites of Vatican Two;
4. The capacity to demonstrate a familiarity with ecumenical questions as they relate to worship practices;
5. The skills necessary to integrate theological, liturgical, and pastoral dimensions in the preparation of the celebration of the various parts of Christian Initiation according to the official Orders;
6. The ability to outline the principal factors that influence the role of the OCIA in the churches (e.g., use of scripture, ecclesiology; ministry; ritual performance; spirituality, etc.);



7. The capacity to demonstrate basic skills that facilitate continued or future ministry at with regard to liturgical ministry relating to OCIA at parish and at community levels;
8. The capacity to discuss the various options available in OCIA and their appropriateness in pastoral contexts;
9. The capacity to offer a critique of pastoral practice as it relates to OCIA based on liturgical and theological principles;
10. The competence to prepare worship in its context (pastoral and potentials) appropriately balancing the various ritual elements of liturgy (music, text, scripture, art, space, movement, and ministry);
11. The ability to identify learning needs in oneself and other ministers, and the capacity know how to resource these needs.

### Course outcomes the module contributes to:

#### Knowledge and Understanding

- KU1 Identify and apply basic methods in biblical studies and pastoral theology in particular as they apply to the study of pastoral liturgy;
- KU2 Identify and describe pastoral care in the context of church life and ministry in particular liturgical ministry through the life cycle;
- KU3 Articulate and apply a praxis-theory-praxis methodology for pastoral and liturgical ministry;
- KU4 Interpret liturgy as an embodied, ecclesial event;
- KU5 Articulate fundamental theological dimensions and ritual patterns of major Roman Catholic liturgical rites;

#### Cognitive Skills

- CS1 Demonstrate an understanding of the pastoral dimensions of liturgical ministry in pastoral rites Reflect critically on particular demands of liturgical ministry in a variety of contexts.
- CS2 Analyse and apply critically methods for interpreting and communicating ritual and liturgical texts in a variety of settings
- CS3 Discuss and reflectively apply key dimensions of liturgical celebration;
- CS4 Engage collaborative and pastoral principles for the preparation and evaluation of liturgical celebrations within particular cultural contexts.

#### Personal and Ministry skills

- PM1 Develop skills of independent study and self-reflective learning
- PM2 Begin to develop skills of critical thinking and self-critical analysis
- PM3 Reflect upon the practice of self-care and develop a plan for self-development

#### Key Transferable Skills

- KTS1 Exercise personal responsibility in developing a pattern of independent learning
- KTS2 Develop relationships that foster teamwork and mutual partnerships
- KTS3 Understand the process of analysis and critical thinking
- KTS4 Utilise library and online theological learning resources to gather secondary source material.
- KTS5 Communicate with nuanced arguments that engage with issues of academic debate
- KTS6 Identify and reflect critically on areas of personal interest for independent research
- KTS7 Reflect critically on teamwork and mutual partnerships
- KTS8 Engage in analysis and critical thinking and self-critical reflection
- KTS9 Become an increasingly self-reflective learner;
- KTS10 Apply learning in the context of ministry practice.
- KTS11 Develop a true *ars celebrandi* (art of celebrating) to foster active participation in the liturgy in multiple real-world contexts

### Indicative syllabus content



The Order of Christian Initiation of Adults [OCIA] Today; Overview of the Evolution and Theology of Christian Initiation; the Nature of Baptismal and Lectionary Based Catechesis; Accompaniment of Catechumens in the Parish; Ministries relating to OCIA; The Rite of Election and the Purifications of Lent; Word, Water, Oil, Food, Mystagogy; Children of Catechetical Age; The Order of Baptism of Children (younger than 'catechetical age') and the Order for their Confirmation; The Rite of Reception into the Full Communion of the Catholic Church. (Eucharist in itself and as a Sacrament of Initiation will be treated in Christian Initiation II.)

### Teaching and learning methods

The module is delivered through a variety of participants-focused tasks including a combination of lectures, smaller interactive sessions and some intensive workshops employing a range of methods suited to the different learning objectives. Lectures will only provide an outline of the topics. Students are expected to participate fully in all sessions and supplement their learning with additional reading in the main textbooks and additional resources on the virtual learning environment (Moodle).

Activity type	Category	Student learning and teaching hours
Lectures (Online)	Scheduled	6
Lectures (Weekend in person)	Scheduled	4
Asynchronous	Flexi	6
Total Scheduled		16
Independent study	Independent	84
Total student learning and teaching hours		100

### Assessment rationale

This module supports students' in the development of their skills in the area of Christian Initiation and where the emphasis is on the development of focused pieces of work, which is highly subject-specific. Therefore, assessments are focused on student's ability to develop an academic paper and it is important to make sure that students:

- Can demonstrate a critical evaluation as well as an ability to adapt the taught aspects of the module;
- Able to integrate the relevant concepts, models and constructs covered in the module to the subject under study in a way that is both practical and analytical;
- Present findings in a systematic and coherent way, in the form of a final take-home exam;
- As part of the module the student is encouraged attend the Rite of Election, or The Easter Vigil during which the Baptism of Adults is celebrated, or a Celebration of Infant Baptism.

### Assessment criteria



- deep understanding, evaluation and justification of a range of approaches to liturgy and contemporary issues;
- sound reference to relevant literature.

### Assessment methods and weightings

Assessment name	Weighting %	Assessment type (e.g. essay, presentation, open exam or closed exam)
Final Examination	90%	Take Home Examination
Continuous Assessment	10%	Attendance at and participation in classes

### Sources

- Introduction, Christian Initiation* (prefaces the RCIA, but is applicable to all sacraments of Initiation), 1972  
Austin, Gerard, *The Rite of Confirmation: Anointing with the Spirit* (New York: Pueblo Publishing Company, 1985).
- Chupungco, Anscar J., ed., *Handbook for Liturgical Studies, Vol. II: Fundamental Liturgy; Vol IV: Sacraments and Sacramentals* (Collegeville, MN: Liturgical Press, 1998, 2000).
- Ferguson, Everett, *Baptism in the Early Church: History, Theology, and Liturgy in the First Five Centuries* (Grand Rapids, MI: Eerdmans, 2009).
- Fleming, Austin, with Victoria M. Tufano, *Preparing for Liturgy: A Theology and Spirituality* (Chicago, IL: LTP, 1997).
- Johnson, Maxwell E., *The Rites of Christian Initiation: Their Evolution and Interpretation*, rev. ed. (Collegeville, MN: Liturgical Press, 2007).
- Kasper, Walter, ed., *Harvesting the Fruits: Basic Aspects of Christian Faith in Ecumenical Dialogue* (London: Continuum, 2009).
- Kavanagh, Aidan. *The Shape of Baptism: The Rite of Christian Initiation* (New York: Pueblo Publishing Company, 1978).
- Kavanagh, Julie, and Maeve Mahon, *A Welcome for your Child: A Guide to Baptism for Parents* (Dublin: Veritas, 2008).
- Mahon, Maeve, *You Shall Be My Witnesses – Coordinator's Book* (Dublin: Veritas, 2016).
- McGrail, Peter, *First Communion: Ritual, Church and Popular Religious Identity* (London: Ashgate, 2007).
- Osborne, Kenan B, *The Christian Sacraments of Initiation* (Mahwah, NJ: Paulist Press, 1987).
- Spinks, Bryan D., *Early and Medieval Rituals and Theologies of Baptism: From the New Testament to the Council of Trent* (Aldershot: Ashgate, 2006).
- Schmemmann, Alexander, *Of Water and the Spirit: A Liturgical Study of Baptism* (Crestwood, NY: SVS Press, 1997).
- Stuhlman, Byron, *The Initiatory Process in the Byzantine Tradition* (Piscataway, NJ: Gorgias Press, 2009).
- Turner, Paul, *The Hallelujah Highway: A History of the Catechumenate* (Chicago, IL: Liturgy Training Publications, 2000).



- \_\_\_\_\_, *Confirmation: The Baby in Solomon's Court* (Chicago, IL: Liturgy Training Publications, 2006).
- \_\_\_\_\_, *When Other Christians become Catholic* (Collegeville, MN: Liturgical Press, 2007).
- Walsh, Liam, *Sacraments of Initiation: A Theology of Life, Word, and Rite*. 2<sup>nd</sup> Ed. Hildebrand Books (Chicago, IL: LTP, 2011).
- Wagner, Nick, *The Way of Faith A Field Guide for the RCIA Process* (New London, CT: Twenty Third Publications, 2008).
- Whitaker, E.C., *Documents of the Baptismal Liturgy*. Revised and Expanded Edition by Maxwell Johnson, A Pueblo Book (Collegeville, MN: Liturgical Press, 2003).
- Witczak, Michael G., *Lex Orandi: The Sacrament of Baptism* (Collegeville, MN: Liturgical Press, 2011).
- Wood, Susan K., *One Baptism: Ecumenical Dimensions of the Doctrine of Baptism* (Collegeville, MN: Liturgical Press, 2009).

Full module title: <b>Scripture and Liturgy – Ministers, Proclamation, Books</b>		
Module code: LI395	Credit level: 8	Length: 1 semester
Credit value: 5	ECTS value: 5	
Centre or Faculty: Faculty of Theology		
Module Leader(s):		
Extension:	Email:	
Host course and Programme Director: Fr. Neil Xavier O'Donoghue, Ph.D.		
Status: Core		
Pre-requisites: none	Co-requisites: none	
Study abroad: no		
Special features: no		
Access restrictions: no		
<p><b>Summary of module content</b></p> <p>Participants are introduced to how liturgy interprets the scriptural text, as well as the theological intention of the Lectionary. It will open up the riches of the Liturgy of the Hours, understood as the daily participation of the Church in the paschal mystery of Christ. This module will school students in the arts of liturgical proclamation and equip them in the discipline of being spiritually prepared to proclaim the Word of God.</p>		



## Learning outcomes

By the end of the module, students will have:

1. The ability to discuss liturgy and scripture in its theological, historical spiritual and pastoral dimensions;
2. The ability to critically review opinions and writings of a scriptural and liturgical nature relating to the Church;
3. Ability to focus on the structure, content, purpose and use of the Lectionary;
4. Understand the Liturgy of the Hours, liturgical seasons and the collaboration of lay people in the sacred ministry;
5. Develop capacity to demonstrate a familiarity with ecumenical questions as they relate to worship practices;
6. The skills necessary to integrate theological, liturgical, and pastoral dimensions in the preparation of the celebration of the various parts of Christian Initiation according to the official Orders.

## Course outcomes the module contributes to:

### Knowledge and Understanding

- KU1 Identify and apply basic methods in biblical studies and pastoral theology in particular as they apply to the study of pastoral liturgy;
- KU2 Identify and describe pastoral care in the context of church life and ministry in particular liturgical ministry through the life cycle;
- KU3 Articulate and apply a praxis-theory-praxis methodology for pastoral and liturgical ministry;
- KU4 Interpret liturgy as an embodied, ecclesial event;
- KU5 Articulate fundamental theological dimensions and ritual patterns of major Roman Catholic liturgical rites;

### Cognitive Skills

- CS1 Demonstrate an understanding of the pastoral dimensions of liturgical ministry in pastoral rites Reflect critically on particular demands of liturgical ministry in a variety of contexts.
- CS2 Analyse and apply critically methods for interpreting and communicating ritual and liturgical texts in a variety of settings
- CS3 Discuss and reflectively apply key dimensions of liturgical celebration;
- CS4 Engage collaborative and pastoral principles for the preparation and evaluation of liturgical celebrations within particular cultural contexts.

### Personal and Ministry skills

- PM1 Develop skills of independent study and self-reflective learning
- PM2 Begin to develop skills of critical thinking and self-critical analysis
- PM3 Reflect upon the practice of self-care and develop a plan for self-development

### Key Transferable Skills

- KTS1 Exercise personal responsibility in developing a pattern of independent learning
- KTS2 Develop relationships that foster teamwork and mutual partnerships
- KTS3 Understand the process of analysis and critical thinking
- KTS4 Utilise library and online theological learning resources to gather secondary source material.
- KTS5 Communicate with nuanced arguments that engage with issues of academic debate
- KTS6 Identify and reflect critically on areas of personal interest for independent research
- KTS7 Reflect critically on teamwork and mutual partnerships
- KTS8 Engage in analysis and critical thinking and self-critical reflection
- KTS9 Become an increasingly self-reflective learner;
- KTS10 Apply learning in the context of ministry practice.



KTS11 Develop a true *ars celebrandi* (art of celebrating) to foster active participation in the liturgy in multiple real-world contexts

### Indicative syllabus content

Sacred Scripture, Library of God's; Proclaiming the Word – The Reader's Work in Instrumental Communication; Proclaiming the Word – The Reader's Work in Instrumental Communication; Sacred Scripture: General Introduction to the Lectionary, 1981; Sacred Scripture: General Instruction of the Liturgy of the Hours, 1971; The Psalms of the Liturgy of the Word and of the Hours; Proclaiming the Word – Our Priestly Intercession; Hearing the Word – The Work of Lectio Divina; Proclaiming the Word – Praxis; Hearing the Word – The Work of Lectio Divina.

### Teaching and learning methods

The module is delivered through a variety of participants-focused tasks including a combination of lectures, smaller interactive sessions and some intensive workshops employing a range of methods suited to the different learning objectives. Lectures will only provide an outline of the topics. Students are expected to participate fully in all sessions and supplement their learning with additional reading in the main textbooks and additional resources on the virtual learning environment (Moodle).

Activity type	Category	Student learning and teaching hours
Lectures (Online)	Scheduled	6
Lectures (Weekend in person)	Scheduled	4
Asynchronous		10
Total Scheduled		16
Independent study	Independent	84
Total student learning and teaching hours		100

### Assessment rationale

This module supports students' in the development of their skills in the area of Scripture and Liturgy and where the emphasis is on the development of focused pieces of work, which is highly subject-specific. Therefore, assessments are focused on student's ability to develop an academic paper and it is important to make sure that students:

- Can demonstrate a critical evaluation as well as an ability to adapt the taught aspects of the module through an assignment;
- Able to integrate the relevant concepts, models and constructs covered in the module to the subject under study in a way that is both practical and analytical;
- Present findings in a systematic and coherent way, in the form of a written assignment.



### Assessment criteria

- deep understanding, evaluation and justification of a range of approaches to Scripture and Liturgy in the Church;
- sound reference to relevant literature.

### Assessment methods and weightings

Assessment name	Weighting %	Assessment type (e.g. essay, presentation, open exam or closed exam)
Assignment 1	90%	3,000 word Essay
Continuous Assessment	10%	Attendance at and participation in classes

### Sources

Dean P. Bechard and Joseph A. Fitzmyer, eds., *The Scripture Documents: An Anthology of Official Catholic Teachings* (Collegeville, MN: Liturgical Press, 2002).

Regina Boisclair, *The Word of the Lord at Mass: Understanding the Lectionary* (Chicago, IL: LTP, 2015).

Vivian Boland and Thomas McCarthy, eds., *The Word is Flesh and Blood: The Eucharist and Sacred Scripture* (Dublin: Columba, 2012).

Normands Bonneau, *The Sunday Lectionary: Ritual Word, Paschal Shape* (Collegeville, MN: Liturgical Press, 1998).

Brown, Raymond E., *Christ in the Gospels of the Liturgical Year*. Edited by Ronald D. Witherup (Collegeville, MN: Liturgical Press, 2008).

Martin Connell, *Hear the Word of the Lord: The Lectionary in Catholic Ritual* (Chicago, IL: LTP, 2015).

*General Instruction of the Liturgy of the Hours*. Liturgy Documentary Series 5 (Washington D.C.: USCCB Publishing, Revised Edition, 2002).

Paul Janowiak, *The Holy Preaching: The Sacramentality of the Word in the Liturgical Assembly*. A Pueblo Book (Collegeville, MN: Liturgical Press, 2000).

Gordon W. Lathrop, *The Four Gospels on Sunday: The New Testament and the Reform of Christian Worship* (Minneapolis, MN: Fortress, 2012).

David Lysik, ed., *The Bible Documents: A Parish Resource* (Chicago, IL: LTP, 2001).

David N. Power, *The Word of the Lord Liturgy's Use of Scripture* (Maryknoll, NY: Orbis, 2001).

Robert Taft, *The Liturgy of the Hours in East and West: The Origins of the Divine Office and its Meaning for Today*. 2nd ed. (Collegeville, MN: The Liturgical Press, 1993).

Fritz West, *Scripture and Memory: The Ecumenical Hermeneutic of the Three-Year Lectionaries*. A Pueblo Book (Collegeville, MN: Liturgical Press, 2000)



Full module title: <b>Music in Catholic Liturgy</b>		
Module code: TBC	Credit level: 8	Length: 1 semester
Credit value: 5	ECTS value: 5	
Centre or Faculty: Faculty of Theology		
Module Leader(s): Peter O’Kane		
Extension:	Email: <a href="mailto:Peter.OKane@spcm.ie">Peter.OKane@spcm.ie</a>	
Host course and Programme Director: Fr. Neil Xavier O’Donoghue, Ph.D.		
Status: Core		
Pre-requisites: none	Co-requisites: none	
Study abroad: no		
Special features: no		
Access restrictions: no		
<b>Summary of module content</b>		
Participants are introduced to an overview of the scriptural and doctrinal sources regarding Music in Catholic Liturgy. It will help them to be cognisant of contemporary Church teaching in this area. So that they can become attuned to the function of liturgical music and its connection with liturgical celebrations.		

### Learning outcomes

By the end of the module, students will have:

1. Present a critical account of the theological significance of music as an integral part of the liturgical celebration;
2. Outline the Church’s official teaching on music in the liturgy;
3. Trace the major developments in Catholic sacred music through various historical epochs ;
4. Work collaboratively to utilise musical, liturgical, theological and pastoral judgments in the selection of appropriate music for worship;
5. Distinguish various different types of ritual music and where to use them appropriately within the liturgy.

### Course outcomes the module contributes to:

#### Knowledge and Understanding



- KU1 Identify and apply basic methods in biblical studies and pastoral theology in particular as they apply to the study of pastoral liturgy;
- KU2 Identify and describe pastoral care in the context of church life and ministry in particular liturgical ministry through the life cycle;
- KU3 Articulate and apply a praxis-theory-praxis methodology for pastoral and liturgical ministry;
- KU4 Interpret liturgy as an embodied, ecclesial event;
- KU5 Articulate fundamental theological dimensions and ritual patterns of major Roman Catholic liturgical rites;

#### **Cognitive Skills**

- CS1 Demonstrate an understanding of the pastoral dimensions of liturgical ministry in pastoral rites Reflect critically on particular demands of liturgical ministry in a variety of contexts.
- CS2 Analyse and apply critically methods for interpreting and communicating ritual and liturgical texts in a variety of settings
- CS3 Discuss and reflectively apply key dimensions of liturgical celebration;
- CS4 Engage collaborative and pastoral principles for the preparation and evaluation of liturgical celebrations within particular cultural contexts.

#### **Personal and Ministry skills**

- PM1 Develop skills of independent study and self-reflective learning
- PM2 Begin to develop skills of critical thinking and self-critical analysis
- PM3 Reflect upon the practice of self-care and develop a plan for self-development

#### **Key Transferable Skills**

- KTS1 Exercise personal responsibility in developing a pattern of independent learning
- KTS2 Develop relationships that foster teamwork and mutual partnerships
- KTS3 Understand the process of analysis and critical thinking
- KTS4 Utilise library and online theological learning resources to gather secondary source material.
- KTS5 Communicate with nuanced arguments that engage with issues of academic debate
- KTS6 Identify and reflect critically on areas of personal interest for independent research
- KTS7 Reflect critically on teamwork and mutual partnerships
- KTS8 Engage in analysis and critical thinking and self-critical reflection
- KTS9 Become an increasingly self-reflective learner;
- KTS10 Apply learning in the context of ministry practice.
- KTS11 Develop a true *ars celebrandi* (art of celebrating) to foster active participation in the liturgy in multiple real-world contexts

### **Indicative syllabus content**

Fundamental Principles; Music and the Word; Gregorian Chant and the heritage of Western Christian liturgical music; The directives of Vatican II and post-conciliar documents; The musical roles of priest, congregation, choir, cantor and instrumentalist; Liturgical music and culture; current issues in liturgical musicology; Singing the Orders of Initiation; Music in the Liturgical Year Marriage and Funerals during the Liturgical Year; Copyright and Liturgical Music; The Broadcasting of Liturgy and Liturgical Music.

### **Teaching and learning methods**

The module is delivered through a variety of participants-focused tasks including a combination of lectures, smaller interactive sessions and some intensive workshops employing a range of methods suited to the different learning objectives. Lectures will only provide an outline of the topics. Students are expected to participate fully in all sessions and supplement their learning with additional reading in the main textbooks and additional resources on the virtual learning environment (Moodle).



Activity type	Category	Student learning and teaching hours
Lectures (Online)	Scheduled	6
Lectures (Weekend in person)	Scheduled	4
Asynchronous	Flexi	6
Total Scheduled		16
Independent study	Independent	84
Total student learning and teaching hours		100

### Assessment rationale

This module supports students' in the development of their skills in the area of Liturgical Music and where the emphasis is on the development of focused pieces of work, which is highly subject-specific. Therefore, assessments are focused on student's ability to develop an academic paper and it is important to make sure that students:

- Can demonstrate a critical evaluation as well as an ability to adapt the taught aspects of the module;
- Able to integrate the relevant concepts, models and constructs covered in the module to the subject under study in a way that is both practical and analytical;
- Present findings in a systematic and coherent way, in the form of a take home exam.

### Assessment criteria

- deep understanding, evaluation and justification of a range of approaches to Music in the Catholic Liturgy and contemporary issues;
- sound reference to relevant literature.

### Assessment methods and weightings

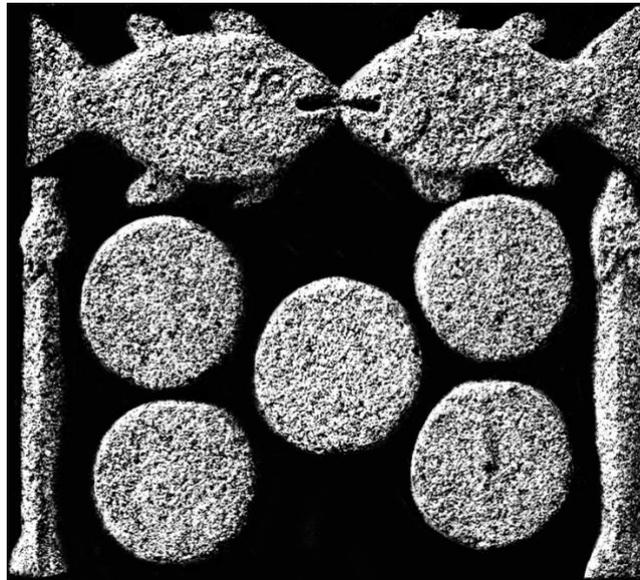
Assessment name	Weighting %	Assessment type (e.g. essay, presentation, open exam or closed exam)
Final Examination	90%	Take Home Examination
Continuous Assessment	10%	Attendance at and participation in classes

### Sources

Day, Thomas, *Why Catholics Can't Sing: The Culture of Catholicism and the Triumph of Bad Taste*. 2<sup>nd</sup> Ed. (New York: Crossroad, 2013).



- Foley, Edward, *Foundations of Christian Music: the Music of Pre-Constantinian Christianity*. Grove Liturgical Studies Vols. 22–3 (Bramcote, Nottingham: Grove, 1992).
- Funk, Virgil C. *Sung Liturgy: Toward 2000 A.D.* Washington, DC: Pastoral Press, 1991.
- Gelineau, Joseph. *Voices and Instruments in Christian Worship; Principles, Laws, Applications*. Collegeville, MN: Liturgical Press, 1964.
- Gill, Gerard Denis. *Music in Catholic Liturgy: A Pastoral and Theological Companion to Sing to the Lord*. Hillenbrand Books. Chicago, IL: Liturgy Training Publications, 2009.
- Joncas, Jan Michael. *From Sacred Song to Ritual Music: Twentieth-Century Understandings of Roman Catholic Worship Music*. Collegeville, MN: Liturgical Press, 1997
- Leaver, Robin A., Joyce Ann Zimmerman, editors. *Liturgy and Music: Lifetime Learning*. Collegeville, MN: Liturgical Press, 1998.
- National Centre for Liturgy, *Singing the Mystery of Faith: A Guide to Liturgical Music*. Dublin: Veritas, 2015.
- Quasten, Johannes, *Music and Worship in Pagan and Christian Antiquity*. NPM Studies in Church Music and Liturgy. Translated by Boniface Ramsey (Washington, DC: National Association of Pastoral Musicians, 1983).
- Ruff, Anthony. *Sacred Music and Liturgical Reform: Treasures and Transformations*. Hillenbrand Books. Chicago, IL: Liturgy Training Publications, 2007.
- Schaefer, Edward. *Catholic Music Through the Ages: Balancing the Needs of a Worshiping Community*. Hillenbrand Books. Chicago, IL: Liturgy Training Publications, 2008.



Full module title: <b>Word and Lection: Scripture Heard and Proclaimed</b>		
Module code: TBC	Credit level: 8	Length: 1 semester
Credit value: 5	ECTS value: 5	
Centre or Faculty: Faculty of Theology		
Module Leader(s):		
Extension:	Email:	
Host course and Programme Director: Fr. Neil Xavier O'Donoghue, Ph.D.		
Status: Core		
Pre-requisites: none	Co-requisites: none	
Study abroad: no		
Special features: no		
Access restrictions: no		
<p><b>Summary of module content</b></p> <p>This module explores the diverse roles that the biblical canon performs as sacred scripture across a number of Christian traditions in personal, communal and liturgical contexts; and the underlying theological and anthropological commitments. Particular attention is paid to lectio divina and to the dynamics of transformative engagement with biblical texts</p>		

### Learning outcomes

By the end of the module, students will have:

1. The ability to discuss various theological understandings of Scripture that support transformative reading strategies;
2. The ability to reflect theologically on their experience of the various elements of lectio divina and share that with others;
3. The ability to understand the underlying principles which inform the use of scripture in different ecclesiological traditions;
4. The skills necessary to proclaim the Word of God in the liturgical assembly;
5. The ability to lead a basic liturgical celebration of the Word of God;
6. The capacity to reflect on the various contexts in which the Word of God is proclaimed or sung in Christian liturgy, so as to aid in the preparation of liturgical celebrations;
7. The competence to foster self-reflection on the relevance of the Word of God today.



## Course outcomes the module contributes to:

### Knowledge and Understanding

KU1 Identify and apply basic methods in biblical studies and pastoral theology in particular as they apply to the study of pastoral liturgy;

KU2 Identify and describe pastoral care in the context of church life and ministry in particular liturgical ministry through the life cycle;

KU3 Articulate and apply a praxis-theory-praxis methodology for pastoral and liturgical ministry;

KU4 Interpret liturgy as an embodied, ecclesial event;

KU5 Articulate fundamental theological dimensions and ritual patterns of major Roman Catholic liturgical rites;

### Cognitive Skills

CS1 Demonstrate an understanding of the pastoral dimensions of liturgical ministry in pastoral rites Reflect critically on particular demands of liturgical ministry in a variety of contexts.

CS2 Analyse and apply critically methods for interpreting and communicating ritual and liturgical texts in a variety of settings

CS3 Discuss and reflectively apply key dimensions of liturgical celebration;

CS4 Engage collaborative and pastoral principles for the preparation and evaluation of liturgical celebrations within particular cultural contexts.

### Personal and Ministry skills

PM1 Develop skills of independent study and self-reflective learning

PM2 Begin to develop skills of critical thinking and self-critical analysis

PM3 Reflect upon the practice of self-care and develop a plan for self-development

### Key Transferable Skills

KTS1 Exercise personal responsibility in developing a pattern of independent learning

KTS2 Develop relationships that foster teamwork and mutual partnerships

KTS3 Understand the process of analysis and critical thinking

KTS4 Utilise library and online theological learning resources to gather secondary source material.

KTS5 Communicate with nuanced arguments that engage with issues of academic debate

KTS6 Identify and reflect critically on areas of personal interest for independent research

KTS7 Reflect critically on teamwork and mutual partnerships

KTS8 Engage in analysis and critical thinking and self-critical reflection

KTS9 Become an increasingly self-reflective learner;

KTS10 Apply learning in the context of ministry practice.

KTS11 Develop a true *ars celebrandi* (art of celebrating) to foster active participation in the liturgy in multiple real-world contexts

## Indicative syllabus content

1. The biblical canon as the Church's sacred text: canon and canonicity; scripture and tradition; the reciprocal relationship between Scripture and community;
2. The Lectionary: different lectionaries; structure; relationship between Word and lection in Catholic and Protestant traditions;
3. The Lectionary and the Liturgical Year;
4. Liturgy of the Word: dialogic structure; its place in the celebration of the paschal mystery;
5. Lectio divina: tradition, theory and practice;
6. The role of faith in biblical interpretation: the role of the reader; Scripture as sacrament;
7. The interpretation of the bible in the life of the Church: actualisation and inculturation;
8. The mechanics of reading for transformation.



### Teaching and learning methods

The module is delivered through a variety of participants-focused tasks including a combination of lectures, smaller interactive sessions and some intensive workshops employing a range of methods suited to the different learning objectives. Lectures will only provide an outline of the topics. Students are expected to participate fully in all sessions and supplement their learning with additional reading in the main textbooks and additional resources on the virtual learning environment (Moodle).

Activity type	Category	Student learning and teaching hours
Lectures (Online)	Scheduled	6
Lectures (Weekend in person)	Scheduled	4
Asynchronous	Flexi	6
Total Scheduled		16
Independent study	Independent	84
Total student learning and teaching hours		100

### Assessment rationale

This module supports students' in the development of their skills in the area of Word and lection and where the emphasis is on the development of focused pieces of work, which is highly subject-specific. Therefore, assessments are focused on student's ability to develop an academic paper and it is important to make sure that students:

- Can demonstrate a critical evaluation as well as an ability to adapt the taught aspects of the module through an assignment;
- Able to integrate the relevant concepts, models and constructs covered in the module to the subject under study in a way that is both practical and analytical;
- Present findings in a systematic and coherent way, in the form of a written assignment.

### Assessment criteria

- deep understanding, evaluation and justification of a range of approaches to Word and lection;
- sound reference to relevant literature.



## Assessment methods and weightings

Assessment name	Weighting %	Assessment type (e.g. essay, presentation, open exam or closed exam)
Assignment 1	90%	3,000 word Essay
Continuous Assessment	10%	Attendance at and participation in classes

## Sources

Enzo Bianchi, *Lectio Divina*. London: SPCK, 2015.

Normand Bonneau, *Preparing the Table of the Word*. Collegeville MN: Liturgical Press, 1997.

Normand Bonneau, *The Sunday Lectionary: Ritual Word, Paschal Shape*. Collegeville MN: Liturgical Press, 1998.

Schuyler Brown, *Text and Psyche*. New York: Continuum, 1998.

Walter Brueggemann, *Texts that Linger, Words that Explode: Listening to Prophetic Voices*, ed. Patrick D Miller. Minneapolis MN: Fortress Press, 2000.

John P. Burgess, "Scripture as Sacramental Word. Rediscovering Scripture's Compelling Power," *Interpretation: A Journal of Bible and Theology* 52/4 (1998): 380-391.

Michael Casey OCSO. *Sacred Reading: The Ancient Art of Lectio Divina*. Ligouri, MS: Triumph Books, 1996.

Michel De Verteuil. *Lectio Divina with the Sunday Gospels: Year of Luke -Year C*. Dublin: The Columba Press, 2004.

Kenneth Hagen, editor. *The Bible in the Churches: How Various Christians Interpret the Scriptures*. Third Edition. Milwaukee: Marquette University Press, 1998.

Willie James Jennings. "Zurara's Tears," *The Christian Imagination: Theology and the Origins of Race*. London: Yale University Press, 2010, 15-64.

Gordon Lathrop. "Sources: the Four Gospels and Liturgical Reform," *Studia Liturgica* 44 (2014):1-12.

Gordon Lathrop. *The Four Gospels on Sunday. The New Testament and the Reform of Christian Worship*. Minneapolis: Fortress Press. 2012.

Mariano Magrassi OSB. *Praying the Bible: An Introduction to Lectio Divina*. Collegeville: Liturgical Press, 1998.

Carlo Maria Martini. "The School of the Word," *Worship* 61/3 (May 1987): 194-198.

----- . "Lectio Divina and Pastoral Life." Pages 103-110 in Salvatore Panimolle, editor. *Like the Deer that Yearns*. Slough: St Paul's. 1990.

Sandra M. Schneiders, *The Revelatory Text. Interpreting the New Testament as Sacred Scripture*. Second Edition. Collegeville: Liturgical Press, 1999.

Raymond James Studzinski, "Bible Reading Revisited: The Librarian's Guide to Lectio Divina and Formative Styles of Reading," *Theological Librarianship* 7/1 (2014). DOI: <https://doi.org/10.31046/tl.v7i1.327>



- . *Reading to Live: The Evolving Practice of Lectio Divina*. Cistercian Studies 231; Collegeville: Liturgical Press, 2009.
- Fritz West, *Scripture and Memory: The Ecumenical Hermeneutic of the Three-Year Lectionaries*. Collegeville MN: Liturgical Press, 1997.
- Gerald O. West. *The Academy of the Poor. Towards a Dialogical Reading of the Bible*. Sheffield: Sheffield Academic Press, 1999.
- Walter Wink, *The Bible in Human Transformation: Toward a New Paradigm in Biblical Studies* (Philadelphia: Fortress Press, 1973).
- General Introduction to the Lectionary for Mass* 2nd ed (1981)

Full module title: <b>Leading God's People in Public Prayer</b>		
Module code: LI391	Credit level: 8	Length: 1 semester
Credit value: 5	ECTS value: 5	
Centre or Faculty: Faculty of Theology		
Module Leader(s):		
Extension:	Email:	
Host course and Programme Director: Fr. Neil Xavier O'Donoghue, Ph.D.		
Status: Core		
Pre-requisites: none	Co-requisites: none	
Study abroad: no		
Special features: no		
Access restrictions: no		
<b>Summary of module content</b>		
This module is designed to introduce participants to weekday gatherings for public prayer in the absence of the celebration of the Eucharist. Through a mixture of input, practical opportunities and reflection, participants will grow in confidence in this role and how it might be introduced in a parish setting.		

### Learning outcomes

By the end of the module, students will have:

1. Be able to reflect upon different types of ministry and understand the particular ministries to which they are called;



2. Demonstrate the capacity for effective collaborative leadership and an ability to work in teams in a range of settings
3. Become aware of and exposed to a variety of ministry settings;
4. Show a secure grasp of communication skills, in theory and in practice, in the contexts of worship and prayer;
5. Demonstrate an awareness of the church's role and opportunities in public life, and in collaborative and well-informed working with ecumenical partners, other faith communities and secular agencies;
6. Demonstrate an understanding of the theory and practice of mission and prayer, changing expressions of church life, and their relation to the local context.

### Course outcomes the module contributes to:

#### Knowledge and Understanding

- KU1 Identify and apply basic methods in biblical studies and pastoral theology in particular as they apply to the study of pastoral liturgy;
- KU2 Identify and describe pastoral care in the context of church life and ministry in particular liturgical ministry through the life cycle;
- KU3 Articulate and apply a praxis-theory-praxis methodology for pastoral and liturgical ministry;
- KU4 Interpret liturgy as an embodied, ecclesial event;
- KU5 Articulate fundamental theological dimensions and ritual patterns of major Roman Catholic liturgical rites;

#### Cognitive Skills

- CS1 Demonstrate an understanding of the pastoral dimensions of liturgical ministry in pastoral rites Reflect critically on particular demands of liturgical ministry in a variety of contexts.
- CS2 Analyse and apply critically methods for interpreting and communicating ritual and liturgical texts in a variety of settings
- CS3 Discuss and reflectively apply key dimensions of liturgical celebration;
- CS4 Engage collaborative and pastoral principles for the preparation and evaluation of liturgical celebrations within particular cultural contexts.

#### Personal and Ministry skills

- PM1 Develop skills of independent study and self-reflective learning
- PM2 Begin to develop skills of critical thinking and self-critical analysis
- PM3 Reflect upon the practice of self-care and develop a plan for self-development

#### Key Transferable Skills

- KTS1 Exercise personal responsibility in developing a pattern of independent learning
- KTS2 Develop relationships that foster teamwork and mutual partnerships
- KTS3 Understand the process of analysis and critical thinking
- KTS4 Utilise library and online theological learning resources to gather secondary source material.
- KTS5 Communicate with nuanced arguments that engage with issues of academic debate
- KTS6 Identify and reflect critically on areas of personal interest for independent research
- KTS7 Reflect critically on teamwork and mutual partnerships
- KTS8 Engage in analysis and critical thinking and self-critical reflection
- KTS9 Become an increasingly self-reflective learner;
- KTS10 Apply learning in the context of ministry practice.
- KTS11 Develop a true *ars celebrandi* (art of celebrating) to foster active participation in the liturgy in multiple real-world contexts

### Indicative syllabus content



Prayer in the Absence of an Ordained Priest: Need, Options, Task; Forms of Public Prayer and Possibilities; The Psalms and the Daily Prayer of the Church; The Role of the Prayer Leader; Preparing Morning Prayer; Praying Morning Prayer – Experience and Evaluation; Preparing a Celebration of the Word; Praying a Celebration of the Word – Experience and Evaluation; The Order of Christian Funerals in the Absence of an Ordained Priest; Leading a Funeral Rite – Experience and Evaluation; Lay Leaders of Public Prayer – Exploring Other Rites and Reasons; The Church's Times and Seasons – Their Shape and Flow; Lay Leaders of Public Prayer in the Church in Ireland.

### Teaching and learning methods

The module is delivered through a variety of participants-focused tasks including a combination of lectures, smaller interactive sessions and some intensive workshops employing a range of methods suited to the different learning objectives. Lectures will only provide an outline of the topics. Students are expected to participate fully in all sessions and supplement their learning with additional reading in the main textbooks and additional resources on the virtual learning environment (Moodle).

Activity type	Category	Student learning and teaching hours
Lectures (Online)	Scheduled	6
Lectures (Weekend in person)	Scheduled	4
Asynchronous		6
Total Scheduled		16
Independent study	Independent	84
Total student learning and teaching hours		100

### Assessment rationale

This module supports students' in the development of their skills in the area of leading God's people in prayer and where the emphasis is on the development of focused pieces of work and reflective piece, which is highly subject-specific. Therefore, assessments are focused on student's ability to develop an academic paper and it is important to make sure that students:

- Can demonstrate a critical evaluation as well as an ability to adapt the taught aspects of the module through an assignment
- Able to integrate the relevant concepts, models and constructs covered in the module to the subject under study in a way that is both practical and analytical.
- Present findings in a systematic and coherent way, in the form of a final take home exam.

### Assessment criteria



- deep understanding, evaluation and justification of a range of approaches to leading God's people in prayer and contemporary issues;
- sound reference to relevant literature.

### Assessment methods and weightings

Assessment name	Weighting %	Assessment type (e.g. essay, presentation, open exam or closed exam)
Final Exam	90%	Take Home Exam
Continuous Assessment	10%	Attendance at and participation in classes

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Full module title: <b>Christian Initiation II: The Eucharist – Celebration and Theology</b>		
Module code: LI394	Credit level: 8	Length: 1 semester
Credit value: 5	ECTS value: 5	
Centre or Faculty: Faculty of Theology		
Module Leader(s):		
Extension:	Email:	
Host course and Programme Director: Fr. Neil Xavier O'Donoghue, Ph.D.		
Status: Core		



Pre-requisites: none	Co-requisites: none
Study abroad: no	
Special features: no	
Access restrictions: no	
<p><b>Summary of module content</b></p> <p>This module is designed to introduce participants to the origins, development, and theology of the Eucharist, and in particular, the Eucharist as the goal and high point of the Sacraments of Christian Initiation. Through a mixture of input, practical opportunities and reflection, participants will grow in confidence in their knowledge and understanding of the Eucharist and its celebration.</p>	

### Learning outcomes

By the end of the module, students will have:

1. The ability to discuss liturgical and sacramental practice in its theological, historical spiritual and pastoral dimensions;
2. The ability to critically review opinions and writings of a liturgical-pastoral nature relating to the Eucharist;
3. The ability to recognise diverse theological understandings of sacrament throughout the centuries (especially as these relate to Christian Initiation and Eucharist); and how these are articulated in the reformed rites of Vatican Two;
4. The capacity to demonstrate a familiarity with ecumenical questions as they relate to worship practices.
5. The skills necessary to integrate theological, liturgical, and pastoral dimensions in the preparation of a Eucharistic celebration;
6. The ability to outline the principal factors that influence the role of worship in the churches (e.g., use of scripture, ecclesiology; ministry; ritual performance; spirituality, etc.);
7. The capacity to demonstrate critically basic skills that facilitate continued or future ministry at parish and community levels;
8. The capacity to discuss the various options available in The Roman Missal, the General Instruction on the Roman Missal, and their appropriateness in pastoral contexts.
9. The ability to understand the various types of liturgical source material, and to interpret these intelligently;
10. The capacity to offer a critique of pastoral practice as it relates to Eucharist based on liturgical and theological principles;
11. The competence to prepare the celebration of OCIA and the Eucharist in its context (pastoral and potentials) appropriately balancing the various ritual elements of liturgy (music, text, scripture, art, space, movement and ministry);



12. The ability to identify learning needs in oneself and other ministers, and the capacity know how to resource these needs.

### Course outcomes the module contributes to:

#### Knowledge and Understanding

- KU1 Identify and apply basic methods in biblical studies and pastoral theology in particular as they apply to the study of pastoral liturgy;
- KU2 Identify and describe pastoral care in the context of church life and ministry in particular liturgical ministry through the life cycle;
- KU3 Articulate and apply a praxis-theory-praxis methodology for pastoral and liturgical ministry;
- KU4 Interpret liturgy as an embodied, ecclesial event;
- KU5 Articulate fundamental theological dimensions and ritual patterns of major Roman Catholic liturgical rites;

#### Cognitive Skills

- CS1 Demonstrate an understanding of the pastoral dimensions of liturgical ministry in pastoral rites Reflect critically on particular demands of liturgical ministry in a variety of contexts.
- CS2 Analyse and apply critically methods for interpreting and communicating ritual and liturgical texts in a variety of settings
- CS3 Discuss and reflectively apply key dimensions of liturgical celebration;
- CS4 Engage collaborative and pastoral principles for the preparation and evaluation of liturgical celebrations within particular cultural contexts.

#### Personal and Ministry skills

- PM1 Develop skills of independent study and self-reflective learning
- PM2 Begin to develop skills of critical thinking and self-critical analysis
- PM3 Reflect upon the practice of self-care and develop a plan for self-development

#### Key Transferable Skills

- KTS1 Exercise personal responsibility in developing a pattern of independent learning
- KTS2 Develop relationships that foster teamwork and mutual partnerships
- KTS3 Understand the process of analysis and critical thinking
- KTS4 Utilise library and online theological learning resources to gather secondary source material.
- KTS5 Communicate with nuanced arguments that engage with issues of academic debate
- KTS6 Identify and reflect critically on areas of personal interest for independent research
- KTS7 Reflect critically on teamwork and mutual partnerships
- KTS8 Engage in analysis and critical thinking and self-critical reflection
- KTS9 Become an increasingly self-reflective learner;
- KTS10 Apply learning in the context of ministry practice.
- KTS11 Develop a true *ars celebrandi* (art of celebrating) to foster active participation in the liturgy in multiple real-world contexts

### Indicative syllabus content

The meals of Jesus and the Last Supper as the origin of the Eucharist; The shape and Development of the Eucharist; Table of Word and Table of Eucharist; the Eucharistic Prayers of The Roman Missal currently in use; Liturgical Families and Eucharist; The separation of the Eucharistic celebrations from the Sacraments of Christian Initiation; the Eucharist and the Reformation; From Trent to the Modern Liturgical Movement; Eucharist as a Celebration of the Sacrament of the Sacrifice of Christ; The Roman Missal and The Lectionary; a Eucharistic theology grounded in the liturgical celebration of this mystery (by means of a nuanced reading of *Lex Orandi-Lex Credendi*); Eucharist as the apex of Christian Initiation; Directory for Masses with Children; First Eucharist of Children; the triad: Sunday, Assembly, Eucharist.



## Teaching and learning methods

The module is delivered through a variety of participants-focused tasks including a combination of lectures, smaller interactive sessions and some intensive workshops employing a range of methods suited to the different learning objectives. Lectures will only provide an outline of the topics. Students are expected to participate fully in all sessions and supplement their learning with additional reading in the main textbooks and additional resources on the virtual learning environment (Moodle).

Activity type	Category	Student learning and teaching hours
Lectures (Online)	Scheduled	6
Lectures (Weekend in person)	Scheduled	4
Asynchronous		6
Total Scheduled		16
Independent study	Independent	84
Total student learning and teaching hours		100

## Assessment rationale

This module supports students' in the development of their skills in the area of celebration of the Eucharist in the parish and where the emphasis is on the development of focused report, which is highly subject-specific. Therefore, assessments are focused on student's ability to develop an academic paper and it is important to make sure that students:

- Organise a visit, prepare for and conduct an interview with a committed pastor on issues regarding the celebration of the Liturgy in the contemporary parish. The entire Report and Essay (3,000 words) ought to offer a theological and pastoral commentary on this visit. (100%)

## Assessment criteria

- deep understanding, evaluation and justification of a range of approaches to the celebration of the Liturgy in the contemporary parish.
- sound reference to relevant literature

## Assessment methods and weightings

Assessment name	Weighting %	Assessment type (e.g. essay, presentation, open exam or closed exam)
Assignment 1	90%	3,000 word Essay



Continuous Assessment	10%	Attendance at and participation in classes
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## Sources

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National Centre for Liturgy, *Celebrating the Mystery of Faith: A Guide to the Mass* (Dublin: Irish Liturgical Publications, 2005; rev. ed., Veritas, 2011).

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Full module title: <b>The Church and its Sacraments</b>		
Module code: ST403	Credit level: 8	Length: 1 semester
Credit value: 5	ECTS value: 5	
Centre or Faculty: Faculty of Theology		
Module Leader(s): Rev. Dr. <a href="#">Tom Surlis</a>		
Extension:	Email:	
Host course and Programme Director: Fr. Neil Xavier O'Donoghue, Ph.D.		
Status: Core		
Pre-requisites: none	Co-requisites: none	
Study abroad: no		
Special features: no		
Access restrictions: no		
<p><b>Summary of module content</b></p> <p>Taking the official ritual books as a starting point and set on foundations of sacramental theology, this module sets out to offer participants an overview of Christian Marriage; penitential conversion; the pastoral-liturgical care of the Sick and Dying, and of those parts of the Order of Funerals that are not covered in other modules. It also aims to introduce students to a contemporary Catholic understanding of Sacramental Theology.</p>		

### Learning outcomes

By the end of the module, students will:

1. Understand the mysterious nature, and our always developing understanding of the Church.
2. Recognise the relationship of the Church with the Kingdom of God.
3. Appreciate the Church as the universal sacrament.
4. Know the key principles of Catholic sacramental theology.



5. Recognise the importance of faith in a fruitful celebration of the sacraments
6. Identify the issues relating to a more effective celebration of the sacraments in the context of the contemporary mission of the Church in Ireland.

### Course outcomes the module contributes to:

#### Knowledge and Understanding

- KU1 Identify and apply basic methods in biblical studies and pastoral theology in particular as they apply to the study of pastoral liturgy;
- KU2 Identify and describe pastoral care in the context of church life and ministry in particular liturgical ministry through the life cycle;
- KU3 Articulate and apply a praxis-theory-praxis methodology for pastoral and liturgical ministry;
- KU4 Interpret liturgy as an embodied, ecclesial event;
- KU5 Articulate fundamental theological dimensions and ritual patterns of major Roman Catholic liturgical rites;

#### Cognitive Skills

- CS1 Demonstrate an understanding of the pastoral dimensions of liturgical ministry in pastoral rites Reflect critically on particular demands of liturgical ministry in a variety of contexts.
- CS2 Analyse and apply critically methods for interpreting and communicating ritual and liturgical texts in a variety of settings
- CS3 Discuss and reflectively apply key dimensions of liturgical celebration;
- CS4 Engage collaborative and pastoral principles for the preparation and evaluation of liturgical celebrations within particular cultural contexts.

#### Personal and Ministry skills

- PM1 Develop skills of independent study and self-reflective learning
- PM2 Begin to develop skills of critical thinking and self-critical analysis
- PM3 Reflect upon the practice of self-care and develop a plan for self-development

#### Key Transferable Skills

- KTS1 Exercise personal responsibility in developing a pattern of independent learning
- KTS2 Develop relationships that foster teamwork and mutual partnerships
- KTS3 Understand the process of analysis and critical thinking
- KTS4 Utilise library and online theological learning resources to gather secondary source material.
- KTS5 Communicate with nuanced arguments that engage with issues of academic debate
- KTS6 Identify and reflect critically on areas of personal interest for independent research
- KTS7 Reflect critically on teamwork and mutual partnerships
- KTS8 Engage in analysis and critical thinking and self-critical reflection
- KTS9 Become an increasingly self-reflective learner;
- KTS10 Apply learning in the context of ministry practice.
- KTS11 Develop a true *ars celebrandi* (art of celebrating) to foster active participation in the liturgy in multiple real-world contexts

### Indicative syllabus content

The Origin of the Church; Church and its relationship to the Kingdom; Models of Church; Magisterium, leadership and roles in the Church; A developing ecclesiology; The principles of Catholic sacramental theology; Rite and ritual: a secular-belief/sociological assessment of the sacraments; Contemporary Issues facing the sacraments today.

### Teaching and learning methods

The module is delivered through a variety of participants-focused tasks including a combination of lectures, smaller interactive sessions and some intensive workshops employing a range of methods suited to the



different learning objectives. Lectures will only provide an outline of the topics. Students are expected to participate fully in all sessions and supplement their learning with additional reading in the main textbooks and additional resources on the virtual learning environment (Moodle).

Activity type	Category	Student learning and teaching hours
Lectures (Online)	Scheduled	6
Lectures (Weekend in person)	Scheduled	4
Asynchronous		6
Total Scheduled		16
Independent study	Independent	84
Total student learning and teaching hours		100

### Assessment rationale

This module supports students' in the development of their skills in the area of Sacraments and Sacramentality and where the emphasis is on the development of focused pieces of work, which is highly subject-specific. Therefore, assessments are focused on student's ability to develop an academic paper and it is important to make sure that students:

- Can demonstrate a critical evaluation as well as an ability to adapt the taught aspects of the module;
- Able to integrate the relevant concepts, models and constructs covered in the module to the subject under study in a way that is both practical and analytical.
- Present findings in a systematic and coherent way, in the form of a take home exam.

### Assessment criteria

- Deep understanding, evaluation and justification of a range of approaches to Sacraments and Sacramentality and contemporary issues;
- Sound reference to relevant literature.

### Assessment methods and weightings

Assessment name	Weighting %	Assessment type (e.g. essay, presentation, open exam or closed exam)
Final Examination	90%	Take Home Examination



Continuous Assessment	10%	Attendance at and participation in classes
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## Sources

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- Donald Wuerl, *The Sacraments – A Continuing Encounter with Christ*. Huntington, IN: Our Sunday Visitor, 2010.



Full module title: <b>Liturgical Questions – New Directions: Leadership and Implementation</b>		
Module code: LI397	Credit level: 8	Length: 1 semester
Credit value: 5	ECTS value: 5	
Centre or Faculty: Faculty of Theology		
Module Leader(s):		
Extension:	Email:	
Host course and Programme Director: Fr. Neil Xavier O'Donoghue, Ph.D.		
Status: Core		
Pre-requisites: none	Co-requisites: none	
Study abroad: no		
Special features: no		
Access restrictions: no		
<b>Summary of module content</b>		
This module looks to equip students to give and advocate for leadership in the liturgy according to the fullest expanse of established norms of the Church and according to the needs of evangelisation and remembering in their parish communities.		

### Learning outcomes

By the end of the module, students will:

1. Be able to critically evaluate the interrelationship between theology, context and liturgical practice;
2. Demonstrate a critical appreciation of the implications of the ritual nature of worship;
3. be able to integrate the celebration of liturgy with leadership in the areas of pastoral practice and social justice;
4. Be proficient in the development and application of tools for the evaluation of ethical worship; and
5. Be able to critically reflect upon the student's own practice of creating and leading worship within the current context;
6. Describe and analyse in detail key theological and biblical principles underpinning leadership and collaboration in the context of the church's ministry and mission;
7. Compare and contrast influential ideas about leadership and management and evaluate them and the questions to which they give rise from a theological perspective in the context of Christian discipleship, ministry and mission;
8. Reflect critically and theologically on their own experience of group and team membership and



leadership identifying strengths, weaknesses and areas for development.

### Course outcomes the module contributes to:

#### Knowledge and Understanding

- KU1 Identify and apply basic methods in biblical studies and pastoral theology in particular as they apply to the study of pastoral liturgy;
- KU2 Identify and describe pastoral care in the context of church life and ministry in particular liturgical ministry through the life cycle;
- KU3 Articulate and apply a praxis-theory-praxis methodology for pastoral and liturgical ministry;
- KU4 Interpret liturgy as an embodied, ecclesial event;
- KU5 Articulate fundamental theological dimensions and ritual patterns of major Roman Catholic liturgical rites;

#### Cognitive Skills

- CS1 Demonstrate an understanding of the pastoral dimensions of liturgical ministry in pastoral rites Reflect critically on particular demands of liturgical ministry in a variety of contexts.
- CS2 Analyse and apply critically methods for interpreting and communicating ritual and liturgical texts in a variety of settings
- CS3 Discuss and reflectively apply key dimensions of liturgical celebration;
- CS4 Engage collaborative and pastoral principles for the preparation and evaluation of liturgical celebrations within particular cultural contexts.

#### Personal and Ministry skills

- PM1 Develop skills of independent study and self-reflective learning
- PM2 Begin to develop skills of critical thinking and self-critical analysis
- PM3 Reflect upon the practice of self-care and develop a plan for self-development

#### Key Transferable Skills

- KTS1 Exercise personal responsibility in developing a pattern of independent learning
- KTS2 Develop relationships that foster teamwork and mutual partnerships
- KTS3 Understand the process of analysis and critical thinking
- KTS4 Utilise library and online theological learning resources to gather secondary source material.
- KTS5 Communicate with nuanced arguments that engage with issues of academic debate
- KTS6 Identify and reflect critically on areas of personal interest for independent research
- KTS7 Reflect critically on teamwork and mutual partnerships
- KTS8 Engage in analysis and critical thinking and self-critical reflection
- KTS9 Become an increasingly self-reflective learner;
- KTS10 Apply learning in the context of ministry practice.
- KTS11 Develop a true *ars celebrandi* (art of celebrating) to foster active participation in the liturgy in multiple real-world contexts

### Indicative syllabus content

The Communion Rite in the General Instruction of the Roman Missal and the Roman Missal 2011; Ordinary and Extraordinary Ministers of Holy Communion at Work; Holy Communion from the Chalice; Coeliac Condition; Making the Most of Our Place of Public Worship; The Book of Blessings – as Preparation of the Faithful for the Principal Effect of the Sacraments; Human Situations in Need of Ritualization; Preliminary Worship – Reawakening Faith; Liturgy after the Liturgy: The Life of Justice and Preaching; Liturgical Inculturation; Theology of Instituted Ministries (Lector, Acolyte and Catechist).



### Teaching and learning methods

The module is delivered through a variety of participants-focused tasks including a combination of lectures, smaller interactive sessions and some intensive workshops employing a range of methods suited to the different learning objectives. Lectures will only provide an outline of the topics. Students are expected to participate fully in all sessions and supplement their learning with additional reading in the main textbooks and additional resources on the virtual learning environment (Moodle).

Activity type	Category	Student learning and teaching hours
Lectures (Online)	Scheduled	6
Lectures (Weekend in person)	Scheduled	4
Asynchronous	Flexi	6
Total Scheduled		16
Independent study	Independent	84
Total student learning and teaching hours		100

### Assessment rationale

This module supports students' in the development of their skills in the area of liturgical questions and where the emphasis is on the development of focused pieces of work, which is highly subject-specific. Therefore, assessments are focused on student's ability to develop an academic paper and it is important to make sure that students:

- Can demonstrate a critical evaluation as well as an ability to adapt the taught aspects of the module through an assignment;
- Able to integrate the relevant concepts, models and constructs covered in the module to the subject under study in a way that is both practical and analytical;
- Present findings in a systematic and coherent way, in the form of a written assignment.

### Assessment criteria

- deep understanding, evaluation and justification of a range of approaches to liturgical questions and contemporary issues;
- sound reference to relevant literature.



### Assessment methods and weightings

Assessment name	Weighting %	Assessment type (e.g. essay, presentation, open exam or closed exam)
Assignment 1	90%	3,000 word Essay
Continuous Assessment	10%	Attendance at and participation in classes

### Sources

Congregation for Divine Worship, *Directory for Masses with Children* (1971).

Peter J. Elliott, *Ceremonies of the Liturgical Year: According to the Modern Roman Rite* (San Francisco, CA: Ignatius Press, 2002).

\_\_\_\_\_, *Ceremonies of the Modern Roman Rite: The Eucharist and the Liturgy of the Hours*, 2<sup>nd</sup> Edition (San Francisco, CA: Ignatius Press, 2005).

\_\_\_\_\_, *Ceremonies Explained for Servers: A Manual for Altar Servers, Acolytes, Sacristans, and Masters of Ceremonies* (San Francisco, CA: Ignatius Press, 2019).

Karie Ferrell, Corinna Laughlin, Paul Turner and Thomas P. Welch, *Guide for Ushers, Greeters, and Ministers of Hospitality*. 2<sup>nd</sup> Edition (Chicago, IL: LTP, 2021).

Pat Fosarelli, Donna Eschenauer and Paul Turner, *How to Lead Children's Liturgy of the Word* (Chicago, IL: LTP, 2017).

Marilyn Kofler and Kevin E. O'Connor, *Handbook for Ministers of Care*. 3<sup>rd</sup> Edition (Chicago, IL: LTP, 2022).

Corinna Laughlin, Michael R. Prendergast, Joanne Sanders and Paul Turner, *Guide for Liturgy Committees*. 2<sup>nd</sup> Edition (Chicago, IL: LTP, 2021).

Corinna Laughlin and Paul Turner, *Guide for Sacristans*. 3<sup>rd</sup> Edition (Chicago, IL: LTP, 2021).

Corinna Laughlin, Kenneth A. Riley, Paul Turner, *Guide for Extraordinary Ministers of Holy Communion*. 3<sup>rd</sup> Edition (Chicago, IL: LTP, 2021).

Timothy P. O'Malley, *Liturgy and the New Evangelization: Practicing the Art of Self-Giving Love* (Collegeville, MN: Liturgical Press, 2014).

G. Thomas Ryan with revisions by Corinna Laughlin, *The Sacristy Manual*, 2<sup>nd</sup> Edition (Chicago, IL: LTP, 2021).

Joyce Ann Zimmerman, *Living a Liturgical Spirituality: Journeying Daily with Christ* (Chicago, IL: LTP, 2022).



Full module title: <b>Liturgy and Technology</b>		
Module code: LIXX	Credit level: 8	Length: 1 semester
Credit value: 5	ECTS value: 5	
Centre or Faculty: Faculty of Theology		
Module Leader(s):		
Extension:	Email:	
Host course and Programme Director: Fr. Neil Xavier O'Donoghue, Ph.D.		
Status: Core		
Pre-requisites: none	Co-requisites: none	
Study abroad: no		
Special features: no		
Access restrictions: no		
<b>Summary of module content</b>		
This module seeks to help students appreciate liturgy in the New Media Environment and to familiarize them with best practices in the area of technology.		

### Learning outcomes

By the end of the module, students will have:

1. Demonstrate an understanding of the types and uses of computer equipment and software for church management purposes;
2. Know and make application of digital/electronic software in a variety of ministry practice settings;
3. Develop an understanding of how digital technology, through the function of such interfaces as the world-wide web, social communication, and other emerging technology, enhances the ministry of the local church or Christian-based organization;
4. Employ relevant music, media, and administrative technologies for use in worship ministry.
5. Design a healthy worship ministry administration to facilitate the operations and service planning of a worship department;
6. Appreciate liturgy in the New Media Environment;
7. Integrate best practices in the area of technology.
8. Have completed a basic introduction to Computer Mediated Communication (CMC) - explaining the differences between 'broadcasting' and 'narrowcasting' and how social media impacts our general and personal communications.



## Course outcomes the module contributes to:

### Knowledge and Understanding

- KU1 Identify and apply basic methods in biblical studies and pastoral theology in particular as they apply to the study of pastoral liturgy;
- KU2 Identify and describe pastoral care in the context of church life and ministry in particular liturgical ministry through the life cycle;
- KU3 Articulate and apply a praxis-theory-praxis methodology for pastoral and liturgical ministry;
- KU4 Interpret liturgy as an embodied, ecclesial event;
- KU5 Articulate fundamental theological dimensions and ritual patterns of major Roman Catholic liturgical rites;

### Cognitive Skills

- CS1 Demonstrate an understanding of the pastoral dimensions of liturgical ministry in pastoral rites Reflect critically on particular demands of liturgical ministry in a variety of contexts.
- CS2 Analyse and apply critically methods for interpreting and communicating ritual and liturgical texts in a variety of settings
- CS3 Discuss and reflectively apply key dimensions of liturgical celebration;
- CS4 Engage collaborative and pastoral principles for the preparation and evaluation of liturgical celebrations within particular cultural contexts.

### Personal and Ministry skills

- PM1 Develop skills of independent study and self-reflective learning
- PM2 Begin to develop skills of critical thinking and self-critical analysis
- PM3 Reflect upon the practice of self-care and develop a plan for self-development

### Key Transferable Skills

- KTS1 Exercise personal responsibility in developing a pattern of independent learning
- KTS2 Develop relationships that foster teamwork and mutual partnerships
- KTS3 Understand the process of analysis and critical thinking
- KTS4 Utilise library and online theological learning resources to gather secondary source material.
- KTS5 Communicate with nuanced arguments that engage with issues of academic debate
- KTS6 Identify and reflect critically on areas of personal interest for independent research
- KTS7 Reflect critically on teamwork and mutual partnerships
- KTS8 Engage in analysis and critical thinking and self-critical reflection
- KTS9 Become an increasingly self-reflective learner;
- KTS10 Apply learning in the context of ministry practice.
- KTS11 Develop a true *ars celebrandi* (art of celebrating) to foster active participation in the liturgy in multiple real-world contexts

## Indicative syllabus content

Parish and Diocesan Websites and Catholic Liturgy; The New Media Environment; Webpage Technologies; The use of Microphones and Audio Equipment in Church settings; Issues in Broadcasting Liturgy

## Teaching and learning methods

The module is delivered through a variety of participants-focused tasks including a combination of lectures, smaller interactive sessions and some intensive workshops employing a range of methods suited to the different learning objectives. Lectures will only provide an outline of the topics. Students are expected to participate fully in all sessions and supplement their learning with additional reading in the main textbooks and additional resources on the virtual learning environment (Moodle).



Activity type	Category	Student learning and teaching hours
Lectures (Online)	Scheduled	6
Lectures (Weekend in person)	Scheduled	4
Asynchronous		6
Total Scheduled		16
Independent study	Independent	84
Total student learning and teaching hours		100

### Assessment rationale

This module supports students' in the development of their skills in the area of liturgy and technology and where the emphasis is on the development of focused pieces of work, which is highly subject-specific. Therefore, assessments are focused on student's ability to develop an academic paper and it is important to make sure that students:

- Can demonstrate a critical evaluation as well as an ability to adapt the taught aspects of the module through an assignment
- Able to integrate the relevant concepts, models and constructs covered in the module to the subject under study in a way that is both practical and analytical.
- Present findings in a systematic and coherent way, in the form of a written assignment.

### Assessment criteria

- deep understanding, evaluation and justification of a range of approaches to liturgy and technology and contemporary issues.
- sound reference to relevant literature

### Assessment methods and weightings

Assessment name	Weighting %	Assessment type (e.g. essay, presentation, open exam or closed exam)
Final Examination	90%	Take Home Examination
Continuous Assessment	10%	Attendance at and participation in classes

### Sources

Robert N. Bellah, et al., *Habits of the Heart, Individualism and Commitment in American Life* (New York: Harper and Row, 1986).



- Teresa Berger, ed., *Liturgy in Migration: From the Upper Room to Cyberspace* (Collegeville, MN: The Liturgical Press, 2012).
- Teresa Berger, *@ Worship: Liturgical Practices in Digital Worlds*. Liturgy, Worship and Society Series (London: Routledge, 2017).
- Richard A. Burrige, *Holy Communion in Contagious Times: Celebrating the Eucharist in the Everyday and Online Worlds* (Eugene, OR: Cascade Books, 2022).
- Matthew B. Crawford, *The World Beyond Your Head: On Becoming an Individual in an Age of Distraction* (New York, NY: Faber, Straus and Giroux, 2015).
- Shane Crombie, "Preaching in the Pandemic," *Pastoral Review* (January/February/March 2022)
- Shane Crombie, "The Communion of The Saints and The Virtual Space: The Impact of The Pandemic on Ecclesial Communion in The Catholic Church," forthcoming.
- Tim Hutchings, *Creating Church Online: Ritual, Community and New Media*. Routledge Research in Religion, Media and Culture (London: Routledge, 2017).
- Jean-Claude Larchet, *The New Media Epidemic: The Undermining of Society, Family, And Our Own Soul* (Jordanville, NY: Holy Trinity Publications, 2019).
- Parish, Helen. 2020. "The Absence of Presence and the Presence of Absence: Social Distancing, Sacraments, and the Virtual Religious Community during the COVID-19 Pandemic." *Religions* 11 (6): 276, 7. doi:10.3390/rel11060276.
- Dennis C. Smolarski, *Eucharist and American Culture: Liturgy, Unity, and Individualism* (Mahwah, NJ, Paulist Press, 2010).
- Sherry Turkle, *Alone Together: Why we Expect More from Technology and Less from Each Other* (New York, NY: Basic Books, 2011).
- Josiah Way, *Producing Worship: A Theology of Church Technical Arts* (Lake Forrest, CA: self-published, 2018).

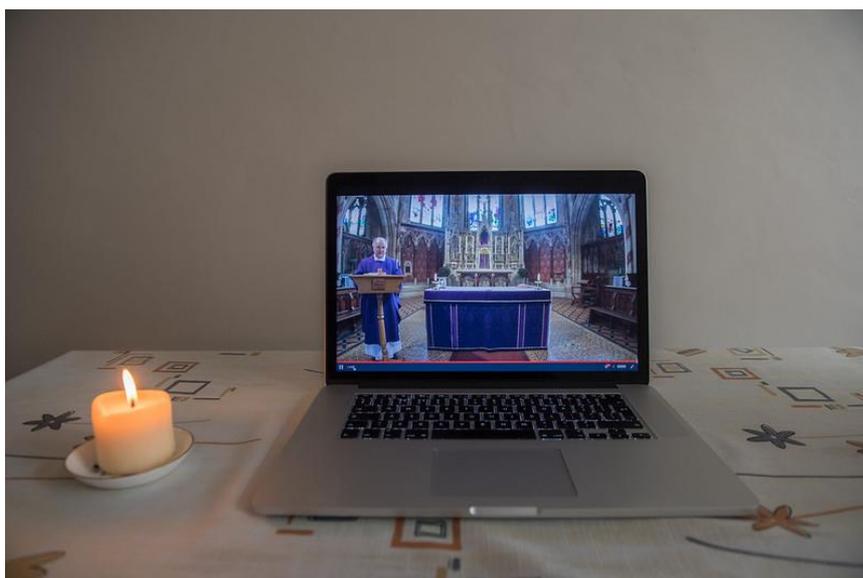


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Full module title: <b>Liturgical Journal</b>		
Module code: LIXXX	Credit level: 8	Length: 2 semesters
Credit value: 5	ECTS value: 5	
Centre or Faculty: Faculty of Theology		
Module Leader(s):		
Extension:	Email:	
Host course and Programme Director: Fr. Neil Xavier O'Donoghue, Ph.D.		
Status: Core		
Pre-requisites: none	Co-requisites: none	
Study abroad: no		
Special features: no		
Access restrictions: no		
Summary of module content: Students will keep a journal during the course of the year reflecting on various elements that will improve their <i>ars celebrandi</i> and appreciation of different elements of the liturgical celebration.		

### Learning outcomes

By the end of the module, students will:

1. Have developed a capacity for self-reflection in ministerial contexts;
2. Reflected on different liturgical situations;
3. Learned through the art of journaling;
4. Be able to discern how to improve the experience of the worshipping assembly;
5. Have learned how to appreciate diverse viewpoints in the appropriation of the liturgical celebration;
6. Have a greater appreciation for other liturgical Rites;
7. Have a greater appreciation for how culture affects liturgy.

### Course outcomes the module contributes to:

#### Knowledge and Understanding

KU1 Identify and apply basic methods in biblical studies and pastoral theology in particular as they apply to the study of pastoral liturgy;

KU2 Identify and describe pastoral care in the context of church life and ministry in particular liturgical ministry through the life cycle;

KU3 Articulate and apply a praxis-theory-praxis methodology for pastoral and liturgical ministry;



KU4 Interpret liturgy as an embodied, ecclesial event;

KU5 Articulate fundamental theological dimensions and ritual patterns of major Roman Catholic liturgical rites;

#### **Cognitive Skills**

CS1 Demonstrate an understanding of the pastoral dimensions of liturgical ministry in pastoral rites Reflect critically on particular demands of liturgical ministry in a variety of contexts.

CS2 Analyse and apply critically methods for interpreting and communicating ritual and liturgical texts in a variety of settings

CS3 Discuss and reflectively apply key dimensions of liturgical celebration;

CS4 Engage collaborative and pastoral principles for the preparation and evaluation of liturgical celebrations within particular cultural contexts.

#### **Personal and Ministry skills**

PM1 Develop skills of independent study and self-reflective learning

PM2 Begin to develop skills of critical thinking and self-critical analysis

PM3 Reflect upon the practice of self-care and develop a plan for self-development

#### **Key Transferable Skills**

KTS1 Exercise personal responsibility in developing a pattern of independent learning

KTS2 Develop relationships that foster teamwork and mutual partnerships

KTS3 Understand the process of analysis and critical thinking

KTS4 Utilise library and online theological learning resources to gather secondary source material.

KTS5 Communicate with nuanced arguments that engage with issues of academic debate

KTS6 Identify and reflect critically on areas of personal interest for independent research

KTS7 Reflect critically on teamwork and mutual partnerships

KTS8 Engage in analysis and critical thinking and self-critical reflection

KTS9 Become an increasingly self-reflective learner;

KTS10 Apply learning in the context of ministry practice.

KTS11 Develop a true *ars celebrandi* (art of celebrating) to foster active participation in the liturgy in multiple real-world contexts

### **Indicative syllabus content**

Students are expected to keep a journal. There will be at least 4 mini-projects in this journal:

An account and reflection on a visit to a liturgy of a denomination or liturgical that is different to the student's own church community. Preference ought to be given to Orthodox, Eastern Orthodox and Eastern Catholic liturgies:

1. An account and a reflection on the student's participation at a significant liturgy in their own tradition (e.g. Easter Vigil, O.C.I.A. rite, Baptism of a child, Ordination, etc.);
2. A reflection paper on a movie with special relevance to the celebration of the liturgy and the *ars celebrandi*. A list of movies will be provided and students are free to suggest other movies for approval to the module leader;
3. A reflection paper on the most significant learnings that the student has made during the programme as a whole (i.e. on the content of one or more other modules).

The classes sessions assigned to this module will enable the module leader to explain the different elements of the liturgical journal and allow the students to learn from each others reflections.

### **Teaching and learning methods**



The module is delivered through a variety of participants-focused tasks including a combination of lectures, smaller interactive sessions and some intensive workshops employing a range of methods suited to the different learning objectives. Lectures will only provide an outline of the topics. Students are expected to participate fully in all sessions and supplement their learning with additional reading in the main textbooks and additional resources on the virtual learning environment (Moodle).

Activity type	Category	Student learning and teaching hours
Lectures (Online)	Scheduled	6
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Asynchronous	Flexi	6
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Total student learning and teaching hours		100

### Assessment rationale

This module supports students' in the development of their skills in the area of liturgical questions and where the emphasis is on the development of focused pieces of work, which is highly subject-specific. Therefore, assessments are focused on student's ability to develop an academic paper and it is important to make sure that students:

- Can demonstrate a critical evaluation as well as an ability to adapt the taught aspects of the module through an assignment
- Able to integrate the relevant concepts, models and constructs covered in the module to the subject under study in a way that is both practical and analytical.
- Present findings in a systematic and coherent way, in the form of a written assignment.
- 

### Assessment criteria

- deep understanding, evaluation and justification of a range of approaches to liturgical questions and contemporary issues.
- sound reference to relevant literature

### Assessment methods and weightings

Assessment name	Weighting %	Assessment type (e.g. essay, presentation, open exam or closed exam)
Liturgical Journal	100%	Liturgical Journal of at least 3,000 words and four entries

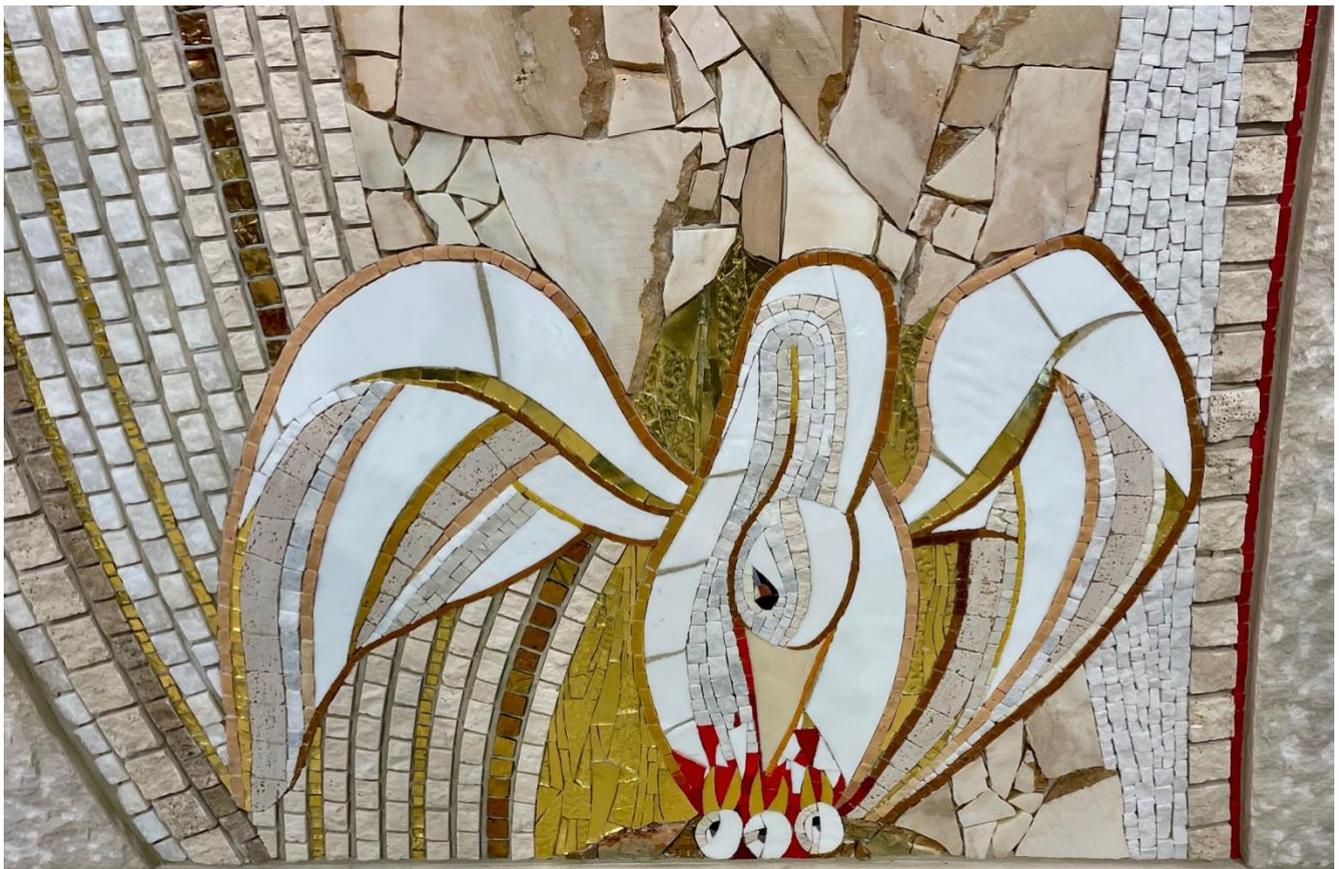


## Sources

Eric Maisel and Lynda Monk, eds., *Journaling Techniques for Growing, Healing, and Creativity* (Berkeley, CA: Conari Press, 2022).

Stuart M. Matlins and Arthur J. Magida, eds., *How to Be A Perfect Stranger: The Essential Religious Etiquette Handbook*. 6<sup>th</sup> Ed. (SkyLight Paths, Woodstock, VT 2015).

Richard Walsh and Jeffrey L. Staley, eds., *Jesus, the Gospels, and Cinematic Imagination: Introducing Jesus Movies, Christ Films, and the Messiah in Motion* (London: T&T Clark, 2021).



## Appendix

### HDip Timetable 2022-2023 (Complete)

**Please note that there may be some minor changes to this timetable, particularly in the second semester**

**Semester 1 (Fall Semester 2022): 30 credits**

LI???	Liturgical Vocabulary: an Introduction to Liturgy, 5 credits.
LI393	Christian Initiation I: Order of the Christian Initiation of Adults, 5 credits.
LI 392	The Church's Year: Time, Seasons and Feasts, 5 credits.
LI395	Scripture and Liturgy – Ministers, Proclamation, Books, 5 credits.
LI???	Music in Catholic Liturgy, 5 credits.
ST 403	The Church and its Sacraments, 5 credits

**N.B. for every Wednesday hour the lecturer will assign one hour of self-directed learning, that the students will complete that week (in addition to the hours devoted to individual study, the students will have 3 hours of specific tasks in the self-directed learning every week).**

### 23/24 September Residential One (First Divinity classroom, Loftus Hall)

Friday

7-8 pm: Orientation.

8-9 pm Moodle introduction 1<sup>st</sup> hour.

Saturday

class: 9-10 am: Moodle 2<sup>nd</sup> hour.

class: 10-11 am: Liturgical Vocabulary.

class: 11 am-1 pm: Christian Initiation I.

class 3-5 pm: The Church's Year.

Wednesday, 28 September

6:30-7:30 pm: Christian Initiation I, Class 1.

7:30-8:30 pm: The Church's Year, Class 1.

8:30-9:30 pm: Liturgical Vocabulary, Class 1.

Wednesday, 5 October

6:30-7:30 pm: Christian Initiation I, Class 2.

7:30-8:30 pm: The Church's Year, Class 2.

8:30-9:30 pm: Liturgical Vocabulary, Class 2.

Wednesday, 12 October

6:30-7:30 pm: Christian Initiation I, Class 3.

7:30-8:30 pm: The Church's Year, Class 3.



8:30-9:30 pm: Liturgical Vocabulary, Class 3.

**14/15 October Residential Two (First Divinity classroom, Loftus Hall)**

Friday

7-9 pm: Christian Initiation I.

Saturday

class: 9-10 am: Liturgical Vocabulary.

class: 10-11 am: Liturgical Journal.

class: 11 am-1 pm: Scripture and Liturgy.

class 2-4 pm: The Church and its Sacraments.

(Exceptionally) 4-6pm: Music in Catholic Liturgy.

Wednesday, 19 October

6:30-7:30 pm: Christian Initiation I, Class 4.

7:30-8:30 pm: The Church's Year, Class 4.

8:30-9:30 pm: The Church's Year, Class 5.

Wednesday, 26 October

6:30-7:30 pm: Christian Initiation I, Class 5.

7:30-8:30 pm: Christian Initiation I, Class 6.

8:30-9:30 pm: The Church's Year, Class 6.

[Wednesday, 2 November Study Week – No Class]

Wednesday, 9 November

6:30-7:30 pm: Music in Catholic Liturgy, Class 1.

7:30-8:30 pm: Scripture and Liturgy, Class 1.

8:30-9:30 pm: The Church and its Sacraments, Class 1.

Wednesday, 16 November

6:30-7:30 pm: Music in Catholic Liturgy, Class 2.

7:30-8:30 pm: Scripture and Liturgy, Class 2.

8:30-9:30 pm: The Church and its Sacraments, Class 2.

Wednesday, 23 November

6:30-7:30 pm: Music in Catholic Liturgy, Class 3.

7:30-8:30 pm: Scripture and Liturgy, Class 3.

8:30-9:30 pm: The Church and its Sacraments, Class 3.

Wednesday, 30 November

6:30-7:30 pm: Music in Catholic Liturgy, Class 4.

7:30-8:30 pm: Scripture and Liturgy, Class 4.



8:30-9:30 pm: The Church and its Sacraments, Class 4.

### **2/3 December Residential Three (First Divinity classroom, Loftus Hall)**

Friday

7-9 pm: The Church's Year.

Saturday

class: 9-11 am: Music in Catholic Liturgy.

class: 11 am-1 pm: Scripture and Liturgy.

class 3-5 pm: The Church and its Sacraments.

Wednesday, 7 December

6:30-7:30 pm: Music in Catholic Liturgy, Class 5.

7:30-8:30 pm: Scripture and Liturgy, Class 5.

8:30-9:30 pm: The Church and its Sacraments, Class 5.

Wednesday, 14 December

6:30-7:30 pm: Music in Catholic Liturgy, Class 6.

7:30-8:30 pm: Scripture and Liturgy, Class 6.

8:30-9:30 pm: The Church and its Sacraments, Class 6.

*The modules that are to be assessed by exam will have the exams during the general College exam period of 10-21 January 2022. These exams will be given as take-home exams with 48 hours to complete them. The exams will not overlap.*

*At the end of the first semester, students must participate in a mid-programme review process, which comprises a short, individual consultation between the student and the Programme Director. The process will entail a review of the student's participation in the programme and his/her ability to satisfactorily complete the award. It is an opportunity for students to identify and address challenges they are facing and receive guidance accordingly.*



## Semester 2 (Spring Semester 2022): 30 credits

LI391 Leading God's People in Public Prayer, 5 credits.
LI394 Christian Initiation II: The Eucharist – Celebration and Theology, 5 credits.
LI??? Scripture Heard and Proclaimed, 5 credits.
LI397 Liturgical Questions – New Directions: Leadership and Implementation, 5 credits.
LI??? Technology & Catholic Liturgy, 5 credits.
LI??? Liturgical Journal, 5 credits.

### 27/28 January Residential Four (First Divinity classroom, Loftus Hall)

Friday

7-9 pm Technology & Catholic Liturgy.

Saturday

class: 9-10 am: The Eucharist.

class: 10-11 am: Scripture Heard and Proclaimed.

class: 11 am-1 pm: Liturgical Questions.

class: 2-4 pm: Leading God's People.

Wednesday, 1 February

6:30-7:30 pm: Technology & Catholic Liturgy, Class 1.

7:30-8:30 pm: The Eucharist, Class 1.

8:30-9:30 pm: Scripture Heard and Proclaimed, Class 1.

Wednesday, 8 February

6:30-7:30 pm: Liturgical Questions, Class 2.

7:30-8:30 pm: Leading God's People, Class 1.

8:30-9:30 pm: Technology & Catholic Liturgy, Class 2.

Wednesday, 15 February

6:30-7:30 pm: The Eucharist, Class 2.

7:30-8:30 pm: Scripture Heard and Proclaimed, Class 2.

8:30-9:30 pm: Liturgical Questions, Class 2.

Wednesday, 22 February

6:30-7:30 pm: Leading God's People, Class 2.

7:30-8:30 pm: Technology & Catholic Liturgy, Class 3.

8:30-9:30 pm: The Eucharist, Class 3.

Wednesday, 1 March

6:30-7:30 pm: Scripture Heard and Proclaimed, Class 3.

7:30-8:30 pm: Liturgical Questions, Class 3.

8:30-9:30 pm: Understanding Jesus Christ Today, Class 3.



Wednesday, 8 March

- 6:30-7:30 pm: Technology & Catholic Liturgy, Class 4.
- 7:30-8:30 pm: The Eucharist, Class 4.
- 8:30-9:30 pm: Scripture Heard and Proclaimed, Class 4.

[Wednesday, 15 March Study Week – No Class]

Wednesday, 22 March

- 6:30-7:30 pm: Liturgical Questions, Class 4.
- 7:30-8:30 pm: Leading God's People, Class 4.
- 8:30-9:30 pm: Technology & Catholic Liturgy, Class 5.

**24/25 March Residential Five (First Divinity classroom, Loftus Hall)**

Friday:

- 7-9 pm Technology & Catholic Liturgy.

Saturday

- class: 9-11 am: The Eucharist.
- class: 11 am-1 pm: Scripture Heard and Proclaimed.
- class 2-4 pm: Leading God's People.

Wednesday, 29 March

- 6:30-7:30 pm: The Eucharist, Class 5.
- 7:30-8:30 pm: Scripture Heard and Proclaimed, Class 5.
- 8:30-9:30 pm: Liturgical Questions, Class 5.

Wednesday, 5 April

- 6:30-7:30 pm: Leading God's People, Class 5.
- 7:30-8:30 pm: Technology & Catholic Liturgy, Class 6.
- 8:30-9:30 pm: The Eucharist, Class 6.

[Wednesday, 12 April Easter Holidays – No Class]

Wednesday, 19 April

- 6:30-7:30 pm: Scripture Heard and Proclaimed, Class 6.
- 7:30-8:30 pm: Liturgical Questions, Class 6.
- 8:30-9:30 pm: Leading God's People, Class 6.

Wednesday, 26 April

- 6:30-7:30 pm: Liturgical Vocabulary, Class 4.
- 7:30-8:30 pm: Liturgical Vocabulary, Class 5.



8:30-9:30 pm: Liturgical Journal, Tutorial 1.

### **29/30 April Residential Six (First Divinity classroom, Loftus Hall)**

Friday

7-9 pm: Liturgical Journal.

Saturday

class: 9-11 am: Liturgical Vocabulary.

class: 11 am-1 pm: Liturgical Journal.

class: 2-4 pm: Liturgical Questions.

Wednesday, 3 May

6:30-7:30 pm: Liturgical Vocabulary, Class 6.

7:30-8:30 pm: Liturgical Vocabulary, Class 7.

8:30-9:30 pm: Liturgical Journal, Tutorial 2.

