KALENDARIUM

Collegii Sti Patricii

APUD MAYNOOTH

IN EXEUNTEM ANNUM MMXVII
ET PROXIMUM MMXVIII

KALENDARIUM

Saint Patrick's College

MAYNOOTH

FOR THE YEAR
2017 - 2018

Saint Patrick's College
Maynooth
County Kildare
IRELAND

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While every care has been taken in compiling this publication, Saint Patrick's College, Maynooth is not bound by any error or omission from the Kalendarium.

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College of Saint Patrick, Maynooth

Established 5 June 1795
(35 Geo III, cap 21)

Chapter I

Information and Personnel
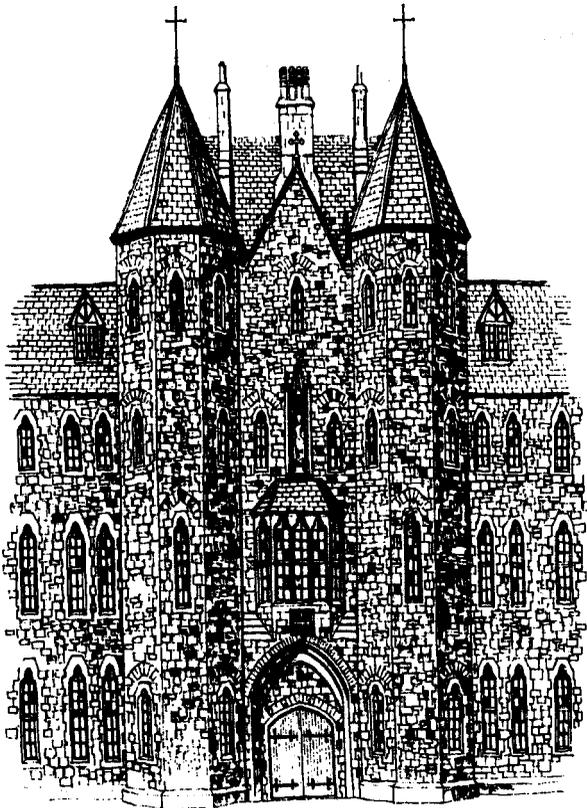
**The *President's Arch* in *Saint Patrick's House*
Designed by A W Pugin**

Saint Patrick's College, Maynooth

I extend a very warm Céad Míle Fáilte to you as we begin a new academic year at Saint Patrick's College, Maynooth. If you are embarking upon your first year with us, you are especially welcome.

On our beautiful campus, we are fortunate to have three different institutions of learning, each of which contributes to a very vibrant, dynamic and enriching place of higher learning, formation and research. Pontifical University staff and students share the campus with their colleagues in the National Seminary and National University of Ireland, Maynooth [*Maynooth University*].

The college is justly proud of its long-standing tradition of commitment to high quality education and student services, provided by a responsive faculty, staff, and administration. Many of our alumni and current students cite close interaction with faculty members as hallmarks of their educational experience at Maynooth.

One of the hallmarks of St Patrick's College is our commitment to each student, to deliver a high quality third and fourth level educational experience, one that is at once academically challenging and personally supportive. St Patrick's College will continue to provide students with a solid academic foundation, a strong spiritual base and a value-added research and recreational environment, capable of generating graduates who are equipped with the requisite knowledge and leadership skills to excel in their career fields or vocational callings. Your years at Maynooth are truly a time of rich opportunity for intellectual, personal, spiritual and human development.

As we embark on a new academic year together, faculty, staff and student body alike, are on a journey of faith, discovery, leadership and community. Our common goal is the education and formation of leaders: for the church, our country, our communities, the professions and a myriad of different walks of life. Let us make the most of this piece of the road that we will share together!

I am looking forward to serving you, and would like to thank you again for making Saint Patrick's College, Maynooth your university.

Reverend Professor Michael Mullaney
President

Coláiste Phádraig, Má Nuad

Fáiltím romhat agus tú ag cur tús le bliain acadúil nua ag Coláiste Phádraig, Má Nuad. Tá fáilte romhat go háirithe más í seo an chéad bhliain agat linn.

Tá an t-ádh orainn go bhfuil trí institiúid éagsúla foghlama ar an gcampas den scoth atá againn, agus cuidíonn gach aon cheann acu chun áit bhríomhar, dinimiciúil agus saibhrithe a chruthú don ardfhoghlaim, don mhúnlú agus don taighde. Roinneann foireann agus mic léinn na hOllscoile Pontaifiúil an campas lenár gcomhghleacaithe sa Chliarscoil Náisiúnta agus in Ollscoil na hÉireann, Má Nuad [*Ollscoil Má Nuad]*.

Tá an coláiste fíor-bhródúil as an traidisiún fada tiomantais a sholáthraíonn na dámha, an fhoireann agus an lucht riaracháin ó thaobh cúrsaí oideachais agus seirbhísí do mhic léinn ar ardchaighdeán. Deir go leor dár n-alumni agus na mic léinn atá againn faoi láthair go mbíonn an idirghníomhú dlúth a bhíonn acu le comhaltaí dáimhe mar shaintréith dá dtaithí oideachais ag Má Nuad.

Ar cheann de na sainmharcanna de Choláiste Naomh Pádraig is é sin ár dtiomantas go bhfaighidh gach mac léinn, taithí oideachais ar an tríú nó ar an ceathrú leibhéal a bheidh ar ardchaighdeán, taithí a mbeidh dúshlán acadúil ann dóibh agus a thabharfaidh tacaíocht phearsanta don duine. Leanfaidh Coláiste Phádraig ag tabhairt bunchloch acadúil dlúth agus bunús spioradálta láidir i dtimpeallacht ardluach taighde agus áineasa do mhic léinn agus cruthófar céimithe a mbeidh an t-eolas riachtanach agus na scileanna ceannaireachta acu a bheidh uathu chun déanamh chomh maith agus is féidir leo ina ngairmeacha beatha nó ina nglaoch gairme. Is tréimhse ina mbeidh deiseanna iontacha ann duit na blianta ag Má Nuad ó thaobh forbairt intleachtúil, phearsanta, spioradálta agus forbartha daonna.

Agus sinn ag tabhairt faoi bhliain acadúil nua le chéile, beidh an dámh, an fhoireann agus na mic léinn araon ag tabhairt faoi thuras creidimh, fionnachtana, ceannaireachta agus pobail. Is é an sprioc atá againn go léir oideachas agus foirmliú ceannairí: don eaglais, dár dtír, dár bpobail, do na gairmithe agus d'iliomad roghanna eile sa saol. Tá súil agam go mbainfimid an méid tairbhe agus is féidir as an bpíosa bóthair seo a mbeimid i dteannta a chéile!

Táimid ag súil go mór freastal ort agus gabhaimid buíochas leat arís as Coláiste Phádraig, Má Nuad a roghnú.

An tAthair Ollamh Mícheal O'Maolanaigh
Uachtarán

The Governing Body

Officials of Saint Patrick's College

President
Reverend Professor Michael Mullaney, BA, BD, DCL

Vice-President
Vacant

Registrar
Reverend Michael Shortall, MA (UCD), STD (Greg)

Directors of Formation
Reverend Michael Collins BA, STL, HDip
Reverend Tomás Surlis, DD

Bursar
Fidelma Madden, FCA, AITI

Honorary Treasurer
Mr William Glynn KSG, FIB

Honorary Vice Treasurer
Mr Gus Mulligan B.Comm, FCCA, AIMCI

Spiritual Directors
Reverend Seán Farrell CM
Reverend William Reynolds SJ

Supervisor of Examinations
Reverend Michael Shortall, MA (UCD), STD (Greg)

Academic Personnel

Faculty of Theology

DEAN
Reverend Declan Marmion SM, MTh, STD, HDE, Dip Pastoral Theology

SECRETARY
Reverend Jeremy Corley MA, PhD

PROFESSORS

Canon Law:	Reverend Michael Mullaney, BA, BD, DCL
Ecclesiastical History:	Salvador Ryan, BA, BD, PhD
Faith & Culture:	Reverend Michael Conway, MSc, STL, DTheol (Freiburg im Br)
Homiletics:	Vacant
Liturgy:	Reverend Liam Tracey OSM, STB, SLD, Dip Mar, Dip Pastoral Theology
Moral Theology:	Vacant
Sacred Scripture:	Reverend Séamus O'Connell, BSc, LSS, DTh
Systematic Theology:	Reverend Declan Marmion SM, MTh, STD, HDE, Dip Pastoral Theology

DIRECTORS OF PROGRAMMES

Pastoral Theology:	Reverend Pádraig Corkery, BSc, STD (CUA)(Acting)
Post-Graduate Studies:	Reverend Séamus O'Connell, BSc, LSS, DTh
Sacred Music:	John O'Keeffe, PhD, HDE, LTCL
Education Programmes:	Reverend John Paul Sheridan, BA, STL, MEd, PhD

LECTURERS

Moral Theology:	Reverend Pádraig Corkery, BSc, STD (CUA)
	Reverend Kevin O'Gorman SMA, Dip Canon Law, MA (NUI), STD
	Suzanne Mulligan, STL, PhD
	Reverend Michael Shortall, MA (UCD), STD (Greg)
Sacred Music:	John O'Keeffe, PhD, HDE, LTCL
Sacred Scripture:	Reverend Jeremy Corley MA, PhD
	Jessie Rogers, PhD
Systematic Theology:	Reverend Noel O'Sullivan, DD
	Andrew Meszaros, PhD
Pastoral Training:	Giovanna Feeley, MTh (Assistant Director)

INVITED AND OCCASIONAL LECTURERS

Catechetics:	Kathleen Fitzpatrick BA, Hdip in Ed., MA, PhD
Ecclesiastical History:	Miriam Moffitt PhD
	Rev Jim Doyle
Pastoral Training:	Ms Jane Ferguson
	Mr Liam Lally
	Anne Codd, PhD
	Donna Linton, Mth
	Aoife McGrath, PhD
Sacred Scripture:	Francis Cousins BA, STL
	Anne Lanigan, Mth
	Rev Luke Macnamara, LSS, OSB
	Jane Mellet MTh
	Dr Carmen Yebra Rovira
Systematic Theology:	Reverend Dermot Ryan
	Gesa Thiessen MPhil (Ecum),PhD
	Reverend Patrick Claffey
	Rev Dr Tomás Surlis, DD
	Rev. Dr. Patrick Manning
Moral Theology:	Dr Lorna Gold
	Dr Denis Robinson
Homiletics & Public Speaking:	Katherine Smyth
	Reverend Joseph Mullan, PP
	Ms Eileen Goode
Philosophy:	Dr Robert Egan
	Dr J. Haydn Gurmin
Liturgy:	Thomas R Whelan CSSp, BMus, SLD
	Moira Bergin, RSM, MTh
	Rev. Danny Murphy MTh

Faculty of Canon Law

PROFESSOR
Reverend Michael Mullaney, BA, BD, DCL

Faculty of Philosophy

Dean of the Faculty

Reverend Thomas Casey SJ, BA, BD LPh, STL, D.E.A (Paris), DPh (UCD)

Lecturers

Reverend Thomas Casey SJ, BA, BD LPh, STL, D.E.A (Paris), DPh (UCD)
Reverend Dr Patrick Moroney, SVD, BD, LPh, DPh (Leuven)
Reverend Dr Patrick Gorevan, DPh (UCD)
Dr John Haydn Gurmin BA, MA, LPh, DPh (Maynooth University)
Dr Denise Ryan BA, MA, DPh (Maynooth University)

Supervisory Board of Seminarist Studies

Reverend Michael Mullaney, BA, BD, DCL – President
Reverend Dr Tomás Surlis, DD
Reverend Thomas Casey SJ, BA, BD LPh, STL (Weston, MA), D.E.A (Paris),
PhD (UCD)

Additional Personnel

Office of the President: Cora Hennelly, Caroline Tennyson
Accounts Office: Fidelma Madden, FCA, AITI *(Bursar)*,
     Elaine Cahill, Carol Vaudrion, Catherine Chandler, Tracey Flinter,
     Catherine Loane.
Admissions Office: Barbara Mahon
Archivist: Vacant
Auditor: Baker Tilly Mooney Moore, Belfast
Catering Department:
     Catering Manager: Dearbhaile McAuley
Domestic Supervisor: Maura O'Reilly
Health & Safety Office: Brendan Ashe, DipSHWW
Library: The Library facilities are shared by *Saint Patrick's College* and
     the *National University of Ireland, Maynooth*
     Librarian: Cathal McCauley, BA, MLIS, Dip FM
Maynooth Campus Conference & Accommodation:
     Manager: Bill Tinley, PhD
     Sales & Marketing: Katja Nolan
     Reservations: Niamh O'Neill
     Events: Fiona Smith, BA
     Acting Accommodation Manager: Andrea Faulkner
     Accounts: Bríd Keenan
Maynooth University Bookshop: Proprietor: John Byrne
National Science Museum: Honorary Curator: Niall E McKeith, PhD
Pontifical University Office: Sheila Browne, Sharon Walsh
Security Office: John Hayes
Solicitor: Mason Hayes Curran Solicitors, Dublin
Spiritual Director: Sr Margaret McDermott
Vocational Growth Counsellor: Sr. Cait O'Dwyer

Useful Contacts for Students

Calls originating outside the republic of Ireland should prefix the following numbers with +353-1.

Calls originating in Ireland outside the 01 area should prefix the following numbers with 01.

Calls originating on College or University phones should dial the last four digits only.

Faculty and Staff:

Browne, Ms Sheila	Pontifical Uni Office	708-3600
Collins, Rev Michael	Saint Patrick's House	708-3615
Casey SJ, Rev.Dr Thomas – Dean of Faculty of Philosophy	14 Dunboyne	708-3753
Conway, Rev Professor Michael	9 Dunboyne	708-6293
Corkery, Rev Dr Pádraig	5 Dunboyne	708-3506
Corley, Rev Jeremy	2 Dunboyne	708-3371
Drury, Rev Professor Ronan	A1 Long Corridor	708-3635
Feeley, Giovanna	19 Dunboyne	708-6229
Mahon, Barbara – Admissions Officer	Pontifical University Office	708-4772
Marmion, Rev Professor Declan – Dean, Faculty of Theology	7 Dunboyne	708-3503 708-3600
McDermott, Sr Margaret	Long Corridor	708-3560
Mullaney, Rev Prof Michael	President's Office	708-3958
Mulligan, Dr. Suzanne	3 Dunboyne	474-7665
O'Connell, Rev Professor Séamus – Director of Post-Graduate Studies	11 Dunboyne	708-3505 708-3600
O'Gorman SMA, Rev Kevin	12 Dunboyne	708-3625
O'Keeffe, Dr John	37 Logic House	708-3732
O'Sullivan, Rev Noel	15 Dunboyne	708-3507
Rogers, Dr Jessie	4 Dunboyne	708-3471
Ryan, Professor Salvador	1 Dunboyne	708-3972
Sheridan, Rev John Paul	18 Dunboyne	474-7452
Shortall, Rev Michael	6 Dunboyne	708-6165
Surlis, Rev Thomas	Mid Saint Mary's	708 6192
Tracey OSM, Rev Professor Liam	16 Dunboyne	708-3442

Offices:

Opening hours at the Pontifical University Office at Saint Patrick's College Maynooth are as follows:

> 9.30 a.m. to 1.00 p.m.
> 2.00 p.m. to 5.00 p.m.

If you should have difficulty contacting one of the specific offices below, you may contact the Pontifical University Office at 708-3600 for assistance.

Academic Advisory Office *	59 Arts Building	708-3368
Access Office *	Humanity House	708-4519
Admissions Office	Pontifical University Office	708-4772
Alumni Office *	Humanity House	708-6492
Careers & Appointments Office *	Arts Building	708-3592
Chaplaincy *	Student Services Centre	708-3320
Counselling *	Riverstown House	708-3554
Dean of Theology	7 Dunboyne	708-3503
Examinations Office	Pontifical University Office	708-3600
Fees & Accounts Office	Stoyte House	708-4751
International Office *	Humanity House	708-3417
National Centre for Liturgy	Long Corridor	708-3478
Pontifical University Office	Pontifical University Office	708-3600
Postgraduate Studies Office	16 Dunboyne	708-3442
President's Office	Stoyte House	708-3958
Registrar's Office	Pontifical University Office	708-3600
Secretarial Office	Pontifical University Office	708-3892
Sports Office *	Sports Complex	708-3824
Student Services *	Sports Complex	708-3825
Students' Union *	Sports Complex	708-3669
Theology Office	Pontifical University Office	708-3600

* This office is a joint service between *Saint Patrick's College, Maynooth* (SPCM) and the *National University of Ireland, Maynooth*.

Seminary Council

Reverend Michael Mullaney – Vice President
Reverend Michael Collins – Director of Formation
Reverend Thomas Surlis- Director of Formation

Finance Council

Reverend Michael Mullaney – President
Reverend Michael Collins- Director of Formation
Ms Fidelma Madden, Bursar
Reverend Padraig Corkery
Mr William Glynn
Mr Gus Mulligan

Priests in Residence

Collins, Reverend Michael
Conway, Reverend Michael
Corkery, Reverend Pádraig
Corley, Reverend Jeremy
Drury, Reverend Ronan
Dullea, Reverend Gearóid
Hannon, Reverend Patrick
McDonagh, Reverend Enda
Mullaney, Reverend Michael

O'Connell, Reverend Séamus
Ó Doibhlin, Rt Rev Msgr Brendán
O'Gorman SMA, Reverend Kevin
O'Sullivan, Reverend Noel
Shortall, Reverend Michael
Surlis, Reverend Tomás Surlis
Kavanagh, Reverend Brian
Deenihan, Reverend Thomas
Sheridan, John Paul

Important Dates 2017 - 2018

First Semester:

2017

Sunday 27 August .... First & Second Year seminarians arrive

Monday 04 September .... Diploma in Pastoral Theology
commences

Monday 03- Friday 08 .... First Divinity Human Formation
In- Service at St. Luke's

Friday 08 September............................... Conclusion of Seminary Introduction
Programmes

Tuesday 12 September .... All other seminarians return

Thursday 14 September .... Presidents meeting with seminarians
Opening of Year Retreat commences

Sunday 17 September .... Retreat concludes

Monday 18 September .... Lectures commence

Tuesday 10 October .... Opening of the Academic Year Mass

Sunday 21 October................................ Day of Recollection (Quiet Day)

Friday 27 October .... Reading week commences on conclusion
of lectures

Wednesday 01 November .... Seminarians return PM

Thursday 02 November.......................... Presidents meeting with seminarians

Friday 03 – Sunday 05 .... November Retreat commences

Monday 06 November .... Lectures Resume

Saturday 11 November .... Pontifical University Conferring

Sunday 12 November............................. Mass for Deceased Benefactors of
College

Sunday 26 November............................. Feast of Christ the King

Sunday 03 December .... First Sunday of Advent

Thursday 07 December........................... Admission to Candidacy

Friday 08 December............................... Feast of the Immaculate Conception

Saturday 09 Sunday 10 December........... Day of Recollection for Admission to
Candidacy (Quiet day)

Friday 15 December............................... Christmas vacation commences on
conclusion of lectures

*****

2018

Sunday 07 January…………………… Seminarians Return. PM Seminary Schedule Resumes/Examinations begin 08-14; 15-20

Monday 22 -Thur 25 January.................... Seminarians Return in the evening after Inter Semester break. Formation Workshop commences.

Friday 26 January...................................... Retreat commences in the evening for Ministries of Reader & Acolyte

Second Semester:

Monday 29 January .... Lectures begin

Monday 12 February.................................. President's Meeting with the Seminarians
Wednesday 14 February............................. Ash Wednesday
Thursday 15 February .... Ministry of Reader
Thursday 22 February .... Ministry of Acolyte
Saturday 24/ Sunday 25 February .... Day of Recollection

Thursday 15 March .... St Patrick's Patrons Day
Friday 16 March.. Reading week commences on conclusion of Lectures
Sunday 25 March .... Seminarians Return PM
Monday 26 March...................................... President Meeting with Seminarians
Wednesday 28 March................................. Easter Retreat commences for seminarians
Thursday 29 March .... Holy Thursday
Friday 30 March.. Good Friday
Saturday 31 March .... Holy Saturday: retreat concludes after Easter Vigil

Sunday 01April... Easter Sunday (Following Morning Mass Seminarians may be away from the college until Monday Evening 02 April)

Tuesday 03 April....................................... Lectures resume

Sunday 22 April.. Good Shepherd/Vocations Sunday (Following Class Seminarians may be away from the College to help in vocation promotion in their Dioceses from Friday the 21st returning on the evening of Sunday 22nd).

Sunday 06 May... Seminary Pilgrimage to Knock
Monday 07 May .... Study week commences
Monday 14 May.. SPCM /Maynooth University examinations begin
Sunday 27 May... Diaconate Sunday: Most Holy Trinity

Tuesday 12 June....................................... Maynooth Union Day

Academic Schedule 2017 - 2018

First Semester:

4 September……………………………… Lectures begin for Pastoral Theology and Froebel students

11 September .... Lectures begin for H.Dip in Theological Studies Students

11- 15 September .... Post graduate Induction Week and first year Under graduate orientation and registration

18 September...Academic year begins/ Lectures commence

6 October...Change of Module Deadline for all UG continuing Students

10 October .... Opening of the Academic Year Mass

13 October... Change of Arts subject deadline for BATh Year 1 Students

27 October... Study week commences on conclusion of lectures

31 October... Deadline to withdraw from studies without losing "Free Fee Status"

6 November.. Resumption of lectures

10 November…………………………Prizes and Scholarships Awards Ceremony

11 November.. Pontifical University Conferring

15 December .... Christmas vacation commences on conclusion of lectures

3 – 21 January .... Examinations commence

22 – 26 January .... Inter-Semester break

Second Semester:

29 January... Resumption of Lectures, 2nd Semester

31 January...Deadline for withdrawing from studies and retain 50% "Free Fee Status"

9 February….. Deadline for change of 2nd Semester Modules for all UG students

13 February .... Consultation Day for January
                                                       Examinations (TBC)
27 February...Post Graduate Open Evening

16 March .... Study week commences on conclusion of
                                                       lectures
26 March – 2 April ....Easter Vacation

3 April... Resumption of lectures
4 May... Conclusion of lectures
9 May .... Summer Semester Examinations
                                                       commence
28 May – 1 June.................................... Summer Elective TBC

31 May .... Conclusion of Summer Exams

22 June .... Deadline for 2018/2019 Scholarship
                                                       Applications (1st Round)

August ……………………………… Repeat Exams (Dates TBC)

07 September …………………………..Deadline for 2018/2019 Scholarship
                                                       Applications (2nd Round)

Fees and Accounts

The Accounts Office at Saint Patrick's College deals with all matters relating to course fees and grants.
It is located on the lower ground floor of Stoyte House and is open as follows:

Monday to Thursday	9.30am-1pm and 2pm-5pm
Friday	9.30am-1pm (Closed Friday afternoon)

Pontifical University Course Fees 2017/2018	**Total Due**
Divinity (B.D. or Diploma) - Years 1, 2 & 3	**8,140**
Licentiate in Divinity (S.T.L.) Years 1 and 2	**8,140**
Doctorate in Divinity (D.D.) Year 1	**8,140**
Doctorate in Divinity (D.D.) Years 2, 3 & Recurring	**4,300**
Baccalaureate in Theology (B.Th.) Years 1, 2 & 3	**5,767**
Baccalaureate in Theology (B.Th.) Years 1, 2 & 3 (Overseas)	**11,638**
Baccalaureate in Theology & Arts (B.A.Th.) Years 1, 2 & 3	**5,767**
Baccalaureate in Theology Arts (B.A.Th.) Years 1, 2 & 3 (Overseas)	**11,638**
Master's Degree in Theology (M.Th.) Year 1 *	**5,350**
Master's Degree in Theology (M.Th.) Year 2	**4,050**
(Includes specialisations in Ecclesiastical History and Pastoral Liturgy)	
***(Includes One-Year specialisations)**	
Master's Degree in Theology (M.Th.) (Pastoral Theology) Year 1	**5,350**
Master's Degree in Theology (M.Th.) (Pastoral Theology) Year 2	**5,350**
Master's Degree in Liturgical Music (M.L.M.) Year 1	**5,350**
Master's Degree in Liturgical Music (M.L.M.) Year 2	**5,350**
Doctorate in Theology (Ph.D.) Years 1 to 4	**5,700**
Doctorate in Theology (Ph.D.) Extension Year 5	**4,050**
Masters Qualifier	**3,450**
Add On Baccalaureate in Theology	**2,800**
Higher Diploma in Pastoral Theology	**8,140**
Diploma in Pastoral Theology	**8,140**
Diploma in Pastoral Liturgy	**4,580**
Higher Diploma in Pastoral Liturgy	**4,580**
Certificate in Theology	**2,525**

Diploma in Catholic Education	**1,150**
Higher Diploma in Theological Studies	**3,450**
Licentiate in Canon Law (L.C.L.) Year 1	**8,140**
Licentiate in Canon Law (L.C.L.) Years 2, 3 & Recurring	**4,300**
Doctorate in Canon Law (D.C.L.) Year 1	**8,140**
Doctorate in Canon Law (D.C.L.) Years 2, 3 & Recurring	**4,300**
Baccalaureate in Philosophy (B.Ph.) Years 1, 2 & 3	**5,767**
Baccalaureate in Philosophy (B.Ph.) Years 1, 2 & 3 (Overseas)	**11,638**
Licentiate in Philosophy (L.Ph.) Year 1	**8,140**
Licentiate in Philosophy (L.Ph.) Years 2,3 & Recurring	**4,300**
Doctorate in Philosophy (D.Ph.) Year 1	**8,140**
Doctorate in Philosophy (D.Ph.) Years 2,3 & Recurring	**4,300**
Diploma in Philosophy & Arts, Years 1 & 2	**6,910**
Higher Diploma in Philosophy, Years 1 & 2	**5,700**
Occasional Theology (Full Time - 60 credits)	**5,767**

Undergraduate (BATh and BTh) Repeat Fees - €108 per credit module + €138 Student Levy

Undergraduate (BATh and BTh) Module Deficit Fees - €58 per credit module

International Post Graduate and other course fees not listed above are available upon request

All fees are available on: http://maynoothcollege.ie/pontifical-university/accounts-fees/

Undergraduate - Free Fees Initiative and Grants

The BTh and the BATh Degree courses qualify for the Government's 'Free Fees' Scheme and for Higher Education Grants (SUSI). The total fee of €5,767 above is inclusive of €3,000 Student Contribution and €138 Student Levy. Non Grant Holders, who are entitled to free fees, must pay the student contribution of €3,000 plus the student levy of €138. Eligible grant holders, who must apply to Student Universal Support Ireland (SUSI) for approval, may have part or all of the student contribution paid by SUSI. All students are liable for the student levy.

New & Existing Undergraduate Students:

The Course Fee includes tuition and examination fees, but does not include repeat examination fees, late payment fees or late registration fees.

Tuition fees may be paid by the Exchequer in respect of EU nationals who have been ordinarily resident in an EU/EEA/Swiss State for at least three of the five years preceding their entry to their third-level course and who meet the criteria of

the scheme. Eligibility under the scheme is determined at date of entry to the course.

The scheme is subject to the the following conditions:

1. Tuition fees will be paid in respect only of students attending full-time undergraduate courses.

2. The courses must, other than exceptionally, be of a minimum of two years duration.

3. Tuition fees will not be paid in respect of:

    o students pursuing a second undergraduate course.
    o students who already hold a postgraduate qualification

    Notwithstanding this condition and subject to compliance with the other conditions of the Free Fees initiative, students who already hold a Level 6 qualification (Higher Certificate or National Certificate) or a Level 7 qualification (Ordinary Bachelor Degree or National Diploma) and are progressing to a Level 8 (Honours Bachelor Degree) course without necessarily having received an exemption from the normal duration of the course may be deemed eligible for free fees.

4. Tuition fees will also not be paid in respect of students undertaking a repeat year of study at the same year level. In this regard, this condition may be waived where evidence of exceptional circumstances, such as cases of certified serious illness, is provided.

5. Subject to compliance with the other conditions of the Free Fees initiative, students who have previously pursued but have not completed a course of third level study and subsequently resume third level studies:

    a) may be deemed eligible for free fees where the third level course concerned did not attract any exchequer funding (e.g. fees, maintenance, tax relief, subsidy towards course cost)

    b) are not eligible for free fees for the equivalent period of time spent on the first course of study where the third level course concerned did attract exchequer funding (as above). Part-time and evening students are included in this category.

6. Tuition fees will be paid in respect of eligible students who, having attended but not completed approved courses, are returning following a break of at least five years in order to pursue approved courses at the same level in the 2016/2017 academic year.

7. The tuition fees payable do not include the payment to be made by students towards the cost of registration, examination and student services.

Further details of the scheme including nationality criteria to be applied are available at http://www.studentfinance.ie/mp9377/course-fees/index.html

Retiring from a 'Free Fees' Undergraduate Course:

In September, the College is obliged to confirm to the Department of Education and Skills the names of all students who register. This process is repeated in February for those still registered. Students retiring from University must notify the Theology Office, and return their student ID card without delay. They must complete an official College withdrawal form in the Theology Office to confirm that they are de-registered. Students who fail to complete the official withdrawal form may have free fees claimed on their behalf and be liable for full fees if attending another course subsequently.

Fee Implications for:

- **Students retiring before 31st October**
  Students who register but withdraw before October 31st are charged a €138 administration fee to be held from any monies already paid. Students who have not paid any amount will need to pay €138 in order to de-register.

- **Students retiring in order to pursue a different course**
  If a student accepts a place and then retires after October 31st and prior to 31st January, the student will subsequently become liable for fees for a half year if attending the same level of a third level course within the next five years.

- **Students retiring after 31st January**
  Full fees will be claimed from the Department of Education and Skills for students in attendance at the beginning of the second term. Any student retiring after 31st January will become liable for full fees if attending the same year level of a third level course within the next five years.

- **Students retiring on medical or other grounds**
  Students retiring in exceptional circumstances such as certified illness may apply to the Acting Registrar (Rev. Michael Shortall) for permission to re-attend as 'Free Fee' Students.

Undergraduate Students:

Continuing students and first time applicants, having accepted a place via the CAO for the Academic year, should pay their fees online at https://pay.maynoothcollege.ie/. Information on how to do so will be sent to students in August 2017.

- Non grant-holders entitled to free fees, are required to pay €3,138, which includes Student Contribution of €3,000 and the Student Levy of €138. Payment can be made as follows:

    - In Full i.e. €3,138 : to be paid by 8th September 2017
    - Or by instalment -
        - First instalment €1,638: to be paid by 8th September 2017 (Levy + half contribution)
        - Second instalment €1,500: to be paid by 31st January 2018

- Confirmed Grant-holders are required to pay the Student Levy of €138 by 8th September 2017 **and** to produce their letter of confirmation from SUSI that they are in receipt of a grant when they register at University.
- Students who have applied for a SUSI Grant but who have not yet received a letter confirming award **may** be required to pay €1,638 until their grant position is clarified. Proof that they have made an application is necessary and must be presented at registration.
- Students who are not entitled to free fees (eg. those with previous third level participation, repeats) must pay half the course fee of €2842.50 plus the student levy €138, totalling €2980.50 by 8th September 2017 and the balance of €2842.50 by 31st January 2018.

Overseas & Occasional Students:

All Overseas and Occasional fees must be paid in full prior to registration.

The Overseas Fee Surcharge is not payable in the following cases:
- Where a student holds a Birth Certificate from a country within the European Union.
- Where a student's permanent home residence is within the European Union

and

- Where a student has completed three years full-time second level education within the European Union or has three years work experience within the European Union immediately prior to University entry.

Notes:
- Evidence of EU citizenship alone is not sufficient for exemption from the overseas surcharge.

- A student deemed liable for the overseas surcharge at time of registration cannot subsequently have his/her status altered while attending the University.

Should you require clarification of any of the above please contact our International Office:
Telephone: 01 7083417, or from overseas, +353 1 7083417.

Postgraduate, Repeat & Other Course Students:

Postgraduate (EU) students who are not in receipt of a Higher Education Grant, repeat students and all other students, should have half of the required fee plus the student levy paid prior to registration and the balance before the 31st January 2018. Late payment fees of €50 will apply.

Overseas and non European Union students must pay fees **in full** prior to registration. If in receipt of sponsorship from an outside agency, details of same must be conveyed to the Fees and Grants Office not later than August 31st, 2017 so that payment of fees can be secured by the University.

Payment Information:

Fee payments can be made online at maynoothcollege.ie.
Alternatively, details of the Pontifical University's bank account, into which fee payments can be made, are as follows:

Address: Allied Irish Bank PLC
                  Main Street
                  Maynooth
                  Co. Kildare
BIC: AIBKIE2D
IBAN: IE37 AIBK 9332 0100 1548 63
It is vital that you quote your student number and the name under which you are registered at the University on all bank transactions.

Higher Education Grants:

All students in receipt of Higher Education Grants are required to pay the Student Levy of €138, which is not covered by the Grant Scheme. This sum together with a matching amount from the Pontifical University will be used for the development of student sports, social and recreational facilities.

Applications for grants must be made to SUSI. Before registration can be completed written confirmation of your award must be produced. In some cases this evidence will be available in time for registration, but in other cases not. If the latter is the case students may be required to pay €1,638 until their grant is confirmed. Any such payment will be refunded in full (less €138 student levy) if a grant is subsequently awarded and the College have received notification from SUSI. Should no award be forthcoming any outstanding balance must be settled before 31st January, 2018.

Maintenance Awards:

Maintenance grants awarded by SUSI are paid directly into students bank accounts. All queries should be directed to SUSI.

Funding - Student Assistance Fund

The Student Assistance Fund (SAF) is co-funded by the Irish Government and European Union under the European Social Fund Human Capital Investment Programme 2014-2020. It provides financial support to students who are in financial difficulty and whose participation at university would be at risk without support. The Fund is best described as a contributory payment which helps students meet some of the **extra** costs associated with being at university. Registered students do not necessarily need to be grant holders to apply for funding.

Applications are **means tested** and funding is **targeted** at those students who are in most financial need.

Funding is available to **all full-time registered students** of the Pontifical University attending an approved course. Full details of the Fund are available at https://www.maynoothuniversity.ie/access-office/student-assistance-fund. Details of approved courses are available at

https://susi.ie/wp-content/uploads/2015/04/Pontifical-University-CAO-list-2017.pdf
https://susi.ie/wp-content/uploads/2016/04/Pontifical-University-of-Maynooth-PG.pdf

Should you require any further information please do not hesitate to contact the Accounts Office.

The Accounts Office
Saint Patrick's College
Maynooth
County Kildare
IRELAND
E-mail: accounts@spcm.ie
Web Page: www.maynoothcollege.ie

Telephone:
Ireland: 01 7084751
International: +353 1 7084751

General Rules of the College

1. Student Identity Cards, issued to each student at Registration, shall be carefully retained and produced on demand to any College official or member of the academic staff or properly authorised College employee.   If a student fails or refuses to produce his / her Student Identity Card on such demand, he or she may be denied access to any or all College premises and facilities. If the Student's Identity Card is lost he / she should immediately inform the Pontifical University Office. A replacement may be issued on payment of a fee.

2. A student entered for a course or courses is expected to attend all lectures, tutorials and classes etc given in each course for which he / she is registered.

3. If a student changes his / her address, he / she must notify the Pontifical University Office as soon as possible.

4. A student who wishes to withdraw from College should:
- Notify the Pontifical University Office
- Notify the Library
- Return Student Identity Card to the Pontifical University Office. Failure to do so could affect later claims regarding fee remission or social welfare entitlements.

5. The *Public Health (Tobacco) Acts 2002 & 2004* prohibit smoking in all enclosed areas. The legislation applies to all College buildings, including offices, lecture halls, class halls, restaurants and the Students' Union Bar. Smoking will not be permitted in student accommodation with the exception of designated smoking apartments. A fine of up to €3,000 may be imposed on any person found in breach of the provisions of the legislation.

6. The consumption of alcohol on the campus or College grounds is prohibited without the expressed permission of the College authorities.

7. Vehicles on Campus
- Motorists and cyclists must exercise due care and adhere to the speed limit of 25 Km per hour that applies throughout campus.
- Motor cycles are not permitted on the South Campus and must be parked in the vicinity of the bicycle racks at the Main Gate.
- Bicycles must be left in bicycle racks which are provided in key locations around the campus.
- Cycling is prohibited in Saint Joseph's Square, in the vicinity of the John Paul II library and in such areas as are indicated in signposts.

8. Parking:
- On 1st September 2011 permit parking was enforced on the College Campus.
- A pay and display car park is available for visitors.
- Vehicles must be parked in the car parks or designated parking areas.
- Parking in Saint Joseph's Square is reserved for resident staff of Saint Patrick's College.
- Parking to the front of Stoyte House and Long Corridor is restricted to designated staff of Saint Patrick's College.

9. Saint Joseph's Square is a formal garden. Picnics, sunbathing and sitting on the grass are not allowed within the Square.

10. By way of Medical and Counseling support, the College authorities may require a student, during his / her period of study at the College, to attend a nominated medical practitioner or counselor. The authorities would require such attendance only where they consider it to be necessary to the well being of the student concerned and / or the well being of another member / members of the College community or otherwise. The College authorities would be responsible for the cost of the initial attendance but not in respect of any further attendance for treatment indicated.

11. A student may be denied access to any or all College premises or facilities without notice, and for such period of time as the College authorities see fit, in the event that the College authorities deem such exclusion to be necessary in the interests of the safety and well being of that student and / or any other member / members of the College.

12. Any accident that occurs on Campus must be reported to a security officer, without undue delay.

13. All property found on campus is to be handed in to Security. Property not claimed after a period of three months by the true owner becomes the property of the College or the National University of Ireland, Maynooth.

14. Failure to comply with these rules may result in the imposition of disciplinary sanctions (including expulsion, fines, campus service and, in the case of the rule in relation to vehicles, the placing of adhesive stickers on vehicles and vehicle clamping, requiring a release fee of at least €80).

Disciplinary Code for Students

Introduction

The purpose of a code of discipline within Saint Patrick's College is to ensure that the pursuit of the objectives of the College shall not be disrupted. These are primarily the advancement, promotion, gathering and dissemination of knowledge and understanding through research, teaching, learning and rational discussion. To enable these aims to be fulfilled in a satisfactory manner it is necessary that a suitable academic environment be maintained. A code of discipline is a positive thing, which promotes concern and respect for people's rights and property. This helps to enhance the quality of life for all members of the College community - staff and students. A student who registers for any course in the College shall be expected to accept these objectives and to observe the rules and regulations of the College.

A Committee of Discipline exists to help maintain good discipline within the College and its general environs.

The Code of discipline and its implementation are subject to the present Statutes of the College and to amendment by the College authorities. The Code of Discipline is subject to review at such intervals and in such manner as the College authorities consider appropriate.

Rules and Breaches

The two basic rules of the Code of Discipline are:

1. Every student is expected and required to respect the rights of fellow students and the authority of the College academic and other staff in the performance of their duties. At all times every student is expected to observe the rules and regulations of the College and conduct themselves in a manner conducive to the academic environment of the College and the promotion of its objectives.

2. Every student is expected and required to respect the rights of fellow students in the enjoyment of the facilities of the College, including its clubs and societies, and all privileges in relation to those facilities, and to observe applicable rules or regulations and at all times to respect the property of the College or of other students, members of the College staff or other persons working in or visiting the College.

In interpreting the two basic rules the Committee of Discipline would normally regard as serious offences against the code such examples as:

- Plagiarism, cheating or the use of unauthorised material during an examination or other breaches of examination Regulations. Breaches of

the Examination Regulations shall be dealt with directly by Officers of the College. (See section on Plagiarism following).

- Disruption of teaching, study, research or administration of the College.
- Obstruction of members of the College administrative staff, academic staff, officers, students or servants of the College in the performance of their duties.
- Furnishing false information to the College with intent to deceive or in circumstances calculated to deceive.
- Forging, alteration, or misuse of College documents, records or identity cards.
- Intimidation or harassment of any kind, physical abuse or verbal abuse of a defamatory character of another person.
- Malicious or reckless damage or theft of College property or any other property on the College grounds. Misuse of College property including library materials or private property on the campus.
- Forcible occupation of College buildings or grounds.
- Unwarranted interference with the College's safety equipment, fire fighting equipment, security systems and alarm systems.
- On or off-campus conduct likely to bring the College into disrepute.
- Engaging in activities that contravene the laws of the State, and infringe either of the College's two basic rules of discipline.
- Refusal to produce a Student Identity Card when requested to do so by a College Staff member who shall identity himself / herself.
- Failure to pay a fine or comply with a disciplinary sanction imposed for a breach of discipline (subject to any right of appeal applicable).
- A serious failure to comply with the regulations governing the use of College Computer services (Code of Conduct for users of Computing Facilities listed below) and Library services which, in the case of a breach of Library Regulations, has not been dealt with by the librarian in accordance with the terms of those regulations.

Membership of the Committee of Discipline
The Committee of Discipline shall comprise:
- Dean of the Faculty of Theology or his delegate
- Two members of the Faculty elected by the Council of the Faculty
- One of the two student representatives on the Council of the Faculty of Theology.

Academic members are elected for a period of three years, student representatives for a period of one year.

The Dean or his delegate shall be the Chairman of the Committee and one member of the Faculty shall be the Secretary. Three members, one at least of whom must be a student representative, shall constitute a quorum. Should a

meeting duly called fail to have a quorum because no student representative is in attendance, then the proposed meeting may proceed within a reasonable time, provided that three committee members are in attendance. An agenda will be circulated in advance of Committee meetings and its deliberations will be kept in confidence. In the event of a tie, the Chairman shall have a casting vote.

Procedure
It is open to any staff or student member of the College community to report in writing any alleged breach of discipline to the Chairman of the Committee of Discipline. If an allegation of a serious breach of the Code has been made against a student, the President of the College or his nominee shall have the power to exclude that student from College premises, if he deems fit, while the alleged breach of discipline is being investigated.

The Chairman of the Committee of Discipline is empowered to handle summarily what he regards as minor breaches of the Code of Discipline. In cases where he adjudges the alleged breach to be of a serious character he shall refer the issue in writing to the Committee of Discipline at the earliest convenient opportunity.

An appeal from a decision by the Chairman of the committee of Discipline shall be to the Committee of Discipline (excluding the Chairman). The appeal procedure shall apply to such an appeal only to the extent relevant. A reasonable effort must be made to inform the student in writing of the alleged breach:

- Detailing the nature of the allegation, and any grounds on which it has been made
- Informing the student of his / her rights and
- Inviting him / her to attend a meeting of the Committee of Discipline convened to deal with the allegation, and to make such representations in relation to the allegation as he or she sees fit.

The student is entitled to have present to assist him / her at the meeting a representative who is a registered student or a member of the academic or administrative staff of the College.

The College or the student in question may have a legal adviser present at the meeting, subject to prior notice having been given to the student or the Committee as the case may be. If a student fails to respond to such an invitation, and / or to present himself or herself at the meeting, the matter may be dealt with in his / her absence.

If a member of the Committee of Discipline is a complainant or is otherwise involved in the alleged breach of conduct, he / she shall be replaced at the meeting by a nominee of the President of the College. The Committee, having considered

the allegation, the evidence received in relation to it, and any representations made by or on behalf of the student, and made such enquiries as it sees fit, shall deliberate in private and shall notify the student of the outcome within three days, where practicable. The Committee shall forward a written report of its handling of any serious breach of conduct to the President and, in the event of an appeal, following the expiry of that appeal, to the Dean of the appropriate Faculty.

Where a Head of Department or the Head of Security (hereinafter referred to as "the Relevant Head") becomes aware of a breach of the Code of Discipline of the type described below, he or she may elect not to refer the breach to the Committee of Discipline where: in his / her opinion,

- the breach is such that it could appropriately be dealt with by the Relevant Head
- the student has admitted the breach of the Code, and confirmed in writing that he or she wishes to have the matter dealt with by the Relevant Head.

The Relevant Head shall promptly inform the Chairman of the committee of Discipline that he or she is dealing with such a breach. The disciplinary sanctions which may be imposed by a relevant head are confined to a fine not exceeding €64, campus service up to 5 hours, a reprimand, warning or advice, and repay compensation for loss or damage caused.

In deciding what disciplinary sanction will apply, the Relevant Head will ensure that the student is informed of the full case against him / her, and offer the student an opportunity to explain any mitigating circumstances to the Relevant Head. A written summary of the facts of, and the decision taken, in any such case will be supplied to the Chairman of the Committee of Discipline. An appeal from a decision by the Relevant head shall be to the Chairman of the Committee of Discipline, and the appeal procedures shall apply to such an appeal only to the extent relevant.

Disciplinary Sanctions
The Committee of Discipline may recommend to the President that the following sanctions be imposed upon a student who has been found in breach of discipline.

- *Expulsion* - that the student ceases to be a member of the College and that he / she be barred from any property occupied by the College. This penalty shall appear on the student's record permanently.
- *Withdrawal* - that the student be requested to withdraw from the College permanently or for a stated period, or until he / she has complied with the requirements laid down by the Committee.
- *Suspension* - that the student be suspended from the College, or be barred from certain activities for a stated period, or until he / she has

complied with the requirements laid down by the Committee, or the Relevant Head.

- *Fine* - that the student be fined a sum determined by the Committee or the Relevant Head.
- *Campus Service* - that the student be required to carry out a period of service on the College Campus of a nature and on such terms as are determined by the Committee or the Relevant Head
- *Reprimand* - that the student be reprimanded and warned that if further breaches of discipline occur in future his / her present breach would be taken into consideration by the Committee or the Relevant Head in making a decision.
- *Conditional Discharge* - that no further action be taken against the student, provided he / she fulfils the conditions laid down by the Committee. The Committee reserves the right to impose conditions involving compensation in the case of damage to property or persons. The Committee may also give an absolute discharge. Save as provided above, any sanction imposed shall appear on the student's record for such period of time as the Committee may decide.

Appeal Procedure

A student who is aggrieved by a decision of the Committee of Discipline shall have the right of appeal to the President of the College. The President may, at his discretion, nominate an Appeal Committee of three people to conduct an inquiry into the appeal. An Appeal Committee shall consist of two nominees of the President, one of whom must be a member of the academic staff. A third member shall be a student, nominated by the President of the Student's Union. The appointment of an appeal Committee shall be notified to the student in question. No member of the Committee of Discipline which made the appealed decision shall be a member of an Appeal Committee.

Appeals must be brought within twenty eight days of the date of service of the original decision. References below to the appellate authority are to the President, or where he decides that an appeal will be dealt with by an Appeal Committee, the Appeal Committee. Appeals will not normally involve a rehearing of the evidence but arrangements must be made for written submissions, appearing in person and / or producing fresh evidence.

The student shall convey in writing to the appellate authority the grounds of the appeal and any relevant evidence supportive of the case for appeal. The aggrieved student may also represent his / her case in person to the appellate authority, and may be accompanied by a registered student or by a member of the academic or administrative staff of the College. The College or student may

have a legal adviser present subject to prior notice having been given to the student or the appellate authority.

The appellate authority may affirm, reverse or vary any decision of the Committee of Discipline, or remit the case to the Committee of Discipline for reconsideration. The decision arrived at through the appeals procedure shall be final.

Plagiarism

It is recognized that nearly all assignments and essays draw on the work of others: published research and critical commentary, lecturers' notes and handouts, etc. The effective use and evaluation of existing material are among the skills that students are expected to develop.

Material is cited in order to contribute to a larger line of argument, or to be subjected to scrutiny, or to be combined with other material in order to arrive at new perspectives; value should be added by some original thinking in the way in which it is used. In all cases, the source of the material (an idea or opinion, a quote, data, etc) must be acknowledged in a standard form of referencing.

Plagiarism is the passing off of another person's work as your own. It includes copying without acknowledgement from a published source (print or electronic), or from unpublished sources (eg another student's essay or notes). Plagiarism occurs when material is copied word for word, but not only in that circumstance. Plagiarism also occurs when the substance or argument of a text is copied even with some verbal alterations, such as in paraphrase or translation, without acknowledgement.

Plagiarism includes using material from books or periodicals, from the internet, from grind tutors, or from other students, without full acknowledgement of the sources. Copying and collusion are related to plagiarism. Copying occurs when a student copies work from a peer, with or without the consent of the original author. Collusion is when students collaborate to present work as if it were individual and original. Both copying and collusion are forms of plagiarism.

In instances where two or more purportedly original assignments show clearly derivative similarities that are unacknowledged, they shall both or all be treated as plagiarism unless the contrary can be demonstrated.

Plagiarism in any form of assignment contributing to marks or a grade for a course is a serious offence. It is a form of cheating on several counts: the perpetrator is attempting to obtain credit for work not done, and is also attempting to benefit

from work done by somebody else. Plagiarism undercuts the whole thrust of scholarly enquiry that is the essence of education.

Plagiarism will be severely penalised wherever it is detected. Students submitting assignments, essays, dissertations or any form of work for assessment may be required to sign a declaration that the material in question is wholly their own work except where indicated by referencing or acknowledgement.

Students should provide adequate and accurate referencing for their assignments. Gordon Harvey, *Writing with Sources: A Guide for Students,* (Hackett Publishing Company, 1998) is one of a number of booklets outlining good practice in reference and citation.

Disciplinary Consequences
Plagiarism is a form of academic dishonesty and will be treated with the utmost seriousness wherever discovered. Examiners, tutors and markers are required to report instances of suspected plagiarism to the relevant Head of Department concerned.

Any student submitting written work for continuous assessment can be asked by the marker or the department to take a further test. This may take the form of an oral examination on the assignment in question and related issues, or the writing of a test paper in controlled conditions. Requiring a student to take such a test does not necessarily imply that plagiarism is suspected.

In instances where an element forming part of an assignment (from a phrase or sentence up to a paragraph or two) is found to be plagiarised, marks will be deducted for that assignment, there will be no possibility of submitting a "makeup" assignment, and previous and subsequent work submitted in connection with the course may be subject to particular scrutiny. While the amount of marks deducted will be proportionate to the extent of the plagiarised material, the deduction may be severe.

In instances where a significant part or all of an assignment is found to be plagiarised, zero marks may be awarded for that assignment, there may be no possibility of submitting a "makeup" assignment, and previous and subsequent work submitted in connection with the course may be subject to particular scrutiny. In serious cases the plagiarism will be reported to the Supervisor of Examinations and the Committee of Discipline.

Plagiarism in postgraduate or research material is a particularly serious offence. Penalties imposed may involve suspension or expulsion from the course and from the University, in addition to deduction of marks. Early offenders may be required to attend educative classes.

Policy for Responsible Computing

In support of its mission of teaching, research and public service, Saint Patrick's College provides access to computing and information resources for students and staff, within institutional priorities and financial capabilities.

Preamble

The Policy for Responsible Computing at the College contains the governing philosophy for regulating staff and student use of the College's computing resources. It spells out the general principles regarding appropriate use of equipment, software and networks. By adopting this policy, the Academic Council recognises that all members of the College are also bound by local, national and international laws relating to copyrights, security and other statutes regarding electronic media. The policy also recognises the responsibility of academic staff and system administrators to take a leadership role in implementing the policy and assuring that the College community honours the policy.

Policy

All Members of the College community who use the College's computing and information resources must act responsibly.

All users and system administrators must guard against abuses that disrupt or threaten the viability of systems, including those at the College and those on networks to which the College's systems are connected.

Every user is responsible for the integrity of these resources. All users of College-owned or College-leased computing systems must respect the rights of other computing users, respect the integrity of the physical facilities and controls and respect all pertinent license and contractual agreements. It is the policy of Saint Patrick's College that all members of its community act in accordance with these responsibilities, relevant laws and contractual obligations and the highest standard of ethics.

Access to the College's computing facilities is a privilege granted to College staff and students. The College reserves the right to limit, restrict or extend computing privileges and access to its information resources.

Data owners - whether academic departments, administrative departments or students - may allow individuals other than College staff and students access to information for which they are responsible, so long as such access does not violate any license or contractual agreement, College policy, or any national or

international law. The data owner must also take account of the need to know on the part of the applicant for access, the sensitivity of the information and the risk of damage to, or loss by the College, should the information be misused. College computing facilities and accounts are to be used for the College-related activities for which they are assigned. This policy applies equally to all College-owned or College-leased computers.

Data Protection Declaration:
Saint Patrick's College processes your personal information (including the e-mail address assigned to you by the College) within the College only for administrative purposes, both prior to and on your admission, at registration, for examinations and on your graduation. Save in cases where the College is by law required or permitted to disclose your details to others, third party disclosure only takes place to:
- Funding Bodies and agencies that support and sponsor your education
- Professional, Educational or similar institutions that you have approached
- Third party service providers
- Organise Conferring Ceremonies where your graduate status or other award is publicly acknowledged
- The Maynooth Alumni Association and Development Office to facilitate future contact between you, the College and fellow alumni.

Access to information resources without proper authorisation from the data owner, unauthorised use of College computing facilities and intentional corruption or misuse of information resources are direct violations of the College's Code of Conduct for Users of Computing Facilities as outlined in the *Kalendarium* of Saint Patrick's College, Maynooth. Such instances may also be considered civil or criminal offences.

Implementation
Appropriate College administrators should adopt guidelines for the implementation of this policy within each department and regularly revise these guidelines as circumstances warrant. The Computer Centre shall, from time to time, issue recommended guidelines to assist departments and units with this effort.

Enforcement
Alleged violations of this policy may be dealt with by the College in accordance with such disciplinary codes and/or procedures as are in place, from time to time, in respect of students and / or staff of the College.

Code of Conduct for Users of Computing Facilities

This code of conduct supports the College Policy for Responsible Computing. It should be read in conjunction with the Notes on the Code of Conduct which are attached.

Staff, registered students and registered visitors are authorised to use certain computing and networking facilities provided by Saint Patrick's College, Maynooth in support of its mission of teaching, research and public service.

Usernames and passwords are required to gain access to specific services. Students are assigned Usernames and Passwords and e-mail addresses at registration which allow them access to a range of facilities. Staff are allocated e-mail accounts on request.

All users must comply with the code of conduct for users of computer facilities at Saint Patrick's College, Maynooth that is outlined below.

Under the Code of Conduct you are not permitted to:
- engage in activities which waste resources (people, networks, computers)
- engage in activities which are likely to cause a serious disruption or denial of service to other users
- use computer or network resources to access, distribute or publish material that is obscene, libelous, threatening or defamatory or in violation of any right of any third party
- use computer or network resources for any activities which contravene the laws of the state, or the destination country in the case of data being transmitted abroad
- use computer or network resources for commercial activities which are not part of your work in Saint Patrick's College, Maynooth
- infringe copyright or the proprietary rights of software
- share usernames or e-mail addresses, transfer them to other users, or divulge your passwords to other users. Assigned group Usernames and accounts are to be used only for the College-related activities for which they are assigned
- access or interfere with data, displays or storage media belonging to another user, except with their permission
- undertake any actions that are likely to bring Saint Patrick's College, Maynooth into disrepute

Notes on the Code of Conduct

1. While network traffic or information stored on College equipment is not normally monitored, it may be necessary to monitor if there is reason to suspect that this Code of Conduct is being breached, or for purposes of backup or problem-solving. You must therefore be aware that such monitoring may occur.

2. Software and / or information provided by Saint Patrick's College may only be used as part of user's duties as a member of staff of Saint Patrick's College or for educational purposes.

3. The user is responsible and accountable for all activities carried out under their username.

4. Passwords used must adhere to accepted good password practice.

5. Attempts to access or use any user name which is not authorised to the user may be in breach of the *Criminal Damages Act (1991).*

6. Existing norms of behaviour apply to computer based information technology just as they apply to more traditional media. The ability to undertake a particular action does not imply that it is acceptable.

7. If you store personal data about others on a computer, you must comply with the provisions of the *Data Protection Act, 1988 to 2003* and the *Freedom of Information Act (1997)* and any applicable legislation from time to time.

8. The user may use approved College links to other computing facilities which they are authorised to use. When using external facilities the user must also abide by their rules or code of conduct, insofar as such rules or codes of conduct are not incompatible with the College Codes of Conduct.

9. All Computer usage is subject to compliance with the *Child Trafficking and Pornography Act 1998.* Users are hereby informed that Section 5 of the Act makes it an offence to knowingly produce, distribute, print or publish any child pornography. The term "distribution" in relation to child pornography is defined in the Act as including "parting with possession of it to, or exposing or offering it for acquisition by another person". Persons guilty of producing, distributing, printing or publishing any child pornography are liable:

- on summary conviction, to a fine not exceeding €1,905 or to imprisonment for a term not exceeding 12 months, or both or;
- on conviction on indictment, to a fine or to imprisonment not exceeding 14 years or both.

The Gárda Síochána have powers of entry, search and seizure where they believe that an offence has been or is being committed under the Act. A person who obstructs a Gárda is guilty of an offence, and may be tried summarily and if convicted, be subject to a fine of not more than €1,905 or imprisonment for not longer than 12 months.

10. The attention of all network users is drawn to the fact that attempts at 'hacking' across networks may result in criminal prosecution in the State or elsewhere.

11. This code of Conduct is reviewed from time to time and any new regulations must be observed by all users.

12. Alleged violations of this code of conduct may result in the service being withdrawn and may be dealt with by the College in accordance with such disciplinary codes and / or procedures as are in place, from time to time, in respect of students and / or staff of the College.

Policy on Dignity at Work / Studies

Policy

Saint Patrick's College Maynooth, including the National Seminary and the Pontifical University (hereafter "the College") recognises the entitlement of all the members of the College community to work and study in an environment free from inappropriate behaviour. Any member of the College community is prohibited from behaving in a manner which is inappropriate to any other member of the College community.

Scope

The Policy extends to the entire staff, students, visitors, contractors, sub-contractors and others associated with the College (referred to in this Policy as "members of the College community").

Nothing herein shall constitute as "inappropriate behaviour" the legitimate exercise of responsibility by the President and / or the Seminary Council and / or the Trustees of the College in the upholding of the Seminary Rule, this Policy and adherence to the College Statutes.

Additional Requirements of the National Seminary

All members of the community must comply with those requirements set out in the Policy. The conduct and behaviour required of seminarians in addition to this Policy is set out in the Seminary Rule.

Principles

The objectives of this Policy are to:
1. Define "inappropriate behaviour";
2. Promote awareness of the issue amongst members of the College community;
3. Provide an effective procedure for dealing with allegations of inappropriate behaviour;
4. Explain the possible outcomes if inappropriate behaviour is established.

Definitions

"Inappropriate behaviour" may be intentional or unintentional. However, it must be noted that where an allegation of inappropriate behaviour is made, the intention of the alleged bullying or harassment is irrelevant. It is the effect of the behaviour upon the individual which is important. "Inappropriate behaviour" includes but is not limited to, Sexual Harassment, Harassment and Bullying which are defined as follows:-

A. Sexual Harassment

The definition of sexual harassment includes any:-

> a. act of physical intimacy;
> b. request for sexual favours;
> c. other act or conduct including spoken words, gestures, or the production, display or circulation of written words, pictures or other material that is unwelcome and could reasonably be regarded as sexually offensive, humiliating or intimidating.

B. Harassment

The definition of harassment is similar to that of sexual harassment but without the sexual element.

> Harassment is any act or conduct (including spoken words, gestures, or the production, display or circulation of written words, pictures or other material), if the action or conduct is unwelcome to the recipient and could reasonably be regarded, in relation to the "relevant characteristic" of the recipient, as offensive, humiliating, or intimidating.

"Relevant characteristics" (as defined by the Employment Equality Acts, 1998 and 2004 and the Equal Status Acts 2000 and 2004) are:

> gender; marital status; family status; sexual orientation; religious belief (or none); age; disability; race, colour, nationality or ethnic or national origin; or membership of the Traveller community.

C. Bullying

Repeated inappropriate behaviour, direct and indirect, whether verbal, physical or otherwise, conducted by one or more persons against another or others which could reasonably be regarded as undermining the individual's right to dignity in their place of work or study.

An isolated incident of the behaviour described in this definition may be an affront to dignity in their place of work or study, of itself is grounds for disciplinary action but, as a once off incident, it is not considered to be bullying.

Effects of Harassment / Bullying

Harassment and bullying have serious ramifications for both the victim and the College. They can seriously affect the health and well-being of the individual. They can undermine the self-confidence of students or staff by communicated to them that they are not taken seriously or accorded the personal respect to which they are entitled. They also impact on the broader College community and may have serious negative implications.

Protection against victimisation

Where in good faith a member of the College Community reports an incident of alleged inappropriate behaviour or assists in any way in an investigation into same, the College will provide such member with all reasonable protection against victimisation.

Any member of the College community, who victimises another member who has reported an incident of alleged inappropriate behaviour or assisted in any way in an investigation into same, may be subject to disciplinary action by the College.

Malicious complaints

Any member of the College community, who maliciously makes a false complaint of inappropriate behaviour, may be subject to disciplinary action by the College.

Complaints Procedure

1. Persons who make complaints regarding inappropriate behaviour are encouraged to raise their concerns at the earliest opportunity.

2. A Designated Person is to be appointed by the Trustees to hear concerns of students in relation to the inappropriate behaviour of any member of the College community towards another member of the College Community. This person has the assistance of two further persons with appropriate training and competence and together they are referred to as "the Panel". The name, address and telephone number of the Designated Person shall be given to all students who are to be informed of the role of this person.

3. Where there is a complaint the Designated Person and another member of the Panel shall meet the complainant and listen to their complaint. The Designated Person will where possible avail of the services of the full Panel to evaluate the concerns.

4. Where the conduct complained of is violent or criminal in nature, the Gardai should be contacted without delay by the designated person. The complainant should be encouraged and supported to make a complaint to the Gardai.

5. Where the conduct complained of so warrants, the Panel may recommend that the Designated Person deal with it in an informal manner.

6. If the Panel is of the opinion that a prima facie case of inappropriate behaviour has been established and that it is not suitable for informal resolution, the Designated Person will refer the matter to the President for further action. The President shall communicate the concern to the member of the College community involved. The President will advise the Chairman of the Trustees of the concern and together they will judge how best to proceed.

7. Where the complaint is in relation to the President or a personal guest of the President, the Designated Person shall communicate the result of their inquiries to the Chairman of the Trustees. The Chairman shall tell the President of the complaint and inform him of the procedures which it is envisaged will be followed in its regard.

8. Confidentiality will be maintained throughout any investigation to the extent that it is consistent with the requirements of a fair investigation. All individuals involved in the procedure referred to are expected to maintain the utmost confidentiality on the subject. However, appropriate persons will be obliged to disclose the details of any complaint to such persons and to such extent as is necessary to investigate the complaint.

9. Care shall be taken at all times to follow fair procedures and not to impugn unjustly the good name of any person.

Outcome

1. Any member of the College community who is found to have engaged in inappropriate behaviour may be subject to disciplinary action and / or other sanctions, which in the case of employees may include dismissal for serious offences. Penalties and procedures are in accordance with the normal disciplinary procedure and / or employee's contract of employment and / or the students' Code of Discipline.

2. Persons found to have engaged in inappropriate behaviour who are neither staff nor students of the College may be excluded from the campus.

*Designated Person: …………………………….. Telephone……………

* Current Designated Person's name and telephone number is available from the Pontifical University Office: 01-708-3600.

The Library

Librarian: Cathal McCauley, BA, MLIS, Dip FM

The *John Paul II Library* was opened in 1984 and is the main College and University Library, named after the Pope who blessed the foundation stone during his visit to the College on 1ˢᵗ October 1979. A major €20 million extension was completed in 2013.

The Russell Library is a research Library containing the early printed books, manuscripts and archives, and a collection of about two-thousand bibles in over six-hundred languages.

The *John Paul II Library* contains approximately 1,500 reader places and more than 200 PCs available in the Library. Print book stock current numbers in excess of 420,000 volumes, the library provides access to over 300,000 electronic books and over 40,000 journals primarily in electronic format. The Library is a beneficiary of the statutory deposit provisions of the Copyright and Related Rights Act, 2000.

Books are arranged according to the Dewey Decimal Classification and most are available for borrowing. The reference books for each subject area are shelved at the beginning of the sequence. Books in heavy demand for undergraduate courses are clearly identified and have a restricted loan period so they will be available for the use of as many readers as possible.

The Library provides a wide range of services to the staff and students of the College. Detailed information leaflets are available from library staff. To follow the latest news about the Library log onto our website at https://www.maynoothuniversity.ie/library, follow us on Twitter or 'like' our Facebook page. Statistical information is available in the Librarian's Annual Reports. These and other publications are available from the Library website.

Guided tours are provided during the first weeks of the academic year, and cover general library use and location of material. The Library provides a range of training throughout the academic year including Library Information Skills Tutorials (LIST) and subject-specific sessions. Online versions of these tutorials are available from the Library website. Members of Library staff are available to help with general enquiries at the desks in the foyer. There is a team of subject librarians to help with detailed subject queries and to provide training in using the library resources.

Library Search, available from the Library homepage, provides access to a range of print electronic resources held in the Library. Details of how to access this information off-campus is provided on the web-site. Access to other academic

libraries can be arranged and inter Library lending facilities are available for material not held in the Library.

Library Rules and Regulations

1. **Library Admission**
   1.1. All registered Maynooth University (MU) and St. Patrick's College Maynooth (SPCM) staff and students are entitled to access Maynooth University Library. Other categories of membership are available and may incur a fee
   1.2. All users must have a current approved access card to gain entry and exit to the Library
   1.3. The Library foyer is open to all members of the public including children. However, children are not allowed past the Library turnstiles and must be supervised at all times
   1.4. With the exception of Guide Dogs, animals are not permitted in any part of the Library
   1.5. Maynooth University Library reserves the right to refuse admission
   Further information can be found at https://www.maynoothuniversity.ie/library/using-library/information-visitors

2. **Borrowing and Consultation of Library Information Resources**
   As a user of Maynooth University Library you are expected to:
   2.1. Use our digital and electronic resources such as, but not limited to, online databases, e-journals and e-books within their specified terms of use
   2.2. Be responsible for the material that you borrow and ensure it is returned correctly by the due date and time. Fines will apply for late, unreturned or damaged material
   2.3. Only remove items from the Library that have been borrowed correctly
   2.4. Return all items correctly
   2.5. Return items that are recalled within the time requested on the recall notice
   2.6. Handle all rare and sensitive material according to the specified guidelines and as directed by Library staff
   2.7. If you have a fine of more than €5 on your account, you will be unable to borrow
   Further information can be found at: https://www.maynoothuniversity.ie/library/using-library/borrowing

3. **Conduct in the Library**
   As a user of Maynooth University Library you are expected to:
   3.1. Respect your fellow users and Library staff at all times
   3.2. Treat all Library materials and the Library building with respect

3.3. Ensure you have your MyCard or approved access card with you at all times and produce it if requested by a member of Library or Security staff

3.4. Refrain from reserving study spaces in the Library

3.5. Use PCs in the Library according the Public Access Computer Rooms (PACRs) Acceptable Use Policy and Code of Conduct https://www.maynoothuniversity.ie/it-services/public-access-computer-rooms-pacr

3.6. Take responsibility for all of your personal belongings, particularly electronic items, and not leave them unattended at any time as MU Library cannot be held responsible for their loss or damage

3.7. Only consume food or drink on the Ground Floor of the Library. With the exception of bottled drinks, food and drink is not allowed in the Library past the turnstiles. Liquids are not permitted in the Russell Library or the Special Collections Reading Room

3.8. Keep noise to a minimum so as not to disturb other users

3.9. Keep your phone/mobile device on silent. Phone calls can be made and received outside the turnstiles on the Ground Floor and in designated phone zones only

3.10. Produce Library material in your possession to a member of Library staff if the book alarm sounds

3.11. Co-operate with Library and Security staff if the fire alarm sounds and vacate the premises as requested

3.12. Smoking and the use of e-cigarettes is prohibited in the Library Building and in the no-smoking zone outside the Library in the vicinity of the revolving door

4. **Study Room Regulations**

Group Study Rooms, the Postgraduate Reading Room, Training Rooms and the Silent Study Room are for the use of Registered MU and SPCM students and staff only, as outlined below:

Group Study Rooms:

4.1 Group Study Rooms are for group work purposes only and should not be used for teaching

4.2 Users must book Group Study Rooms via the Library website using their MU email address http://nuim.libcal.com/booking/MU_GroupStudyRooms

4.3 Group Study Rooms should be used by groups (maximum of 8, minimum of 3) only

4.4 Group Study Rooms cannot be reserved for individual use

4.5 Each Group Study Room reservation is for a maximum of two hours per day

4.6 All personal belongings should be removed and the room should be left tidy. Material should not be attached to the walls or windows

4.7 Any user in a Group Study Room without a reservation must leave if requested by a group who has a reservation

Postgraduate Study Room:

4.8 The Postgraduate Study Room is for the use of registered MU and SPCM postgraduate students (taught Masters level and above) and staff only

4.9 Access is granted at the Admission Desk on Ground Floor of the Library

4.10   The door to the Postgraduate Study Room should be kept shut at all times

Training Rooms:

4.11   Training rooms must be vacated when a training session is scheduled

4.12   Users are expected to check availability on the booking notice outside each door before entering.

5. **Russell Library & Special Collections Reading Room**

5.1.   Users of the Russell Library and the Special Collections Reading Room must adhere to their specific terms of use
https://www.maynoothuniversity.ie/library/collections/russell-library
https://www.maynoothuniversity.ie/library/collections/special-collections-and-archives

Material in the Russell Library and the Special Collections Reading Room…

5.2.   May be viewed during official opening hours and by appointment only

5.3.   Is for reference only and may not be borrowed

5.4.   May not be photocopied. Photographs may be made available at the Librarian's discretion

Chapter II

The Pontifical University
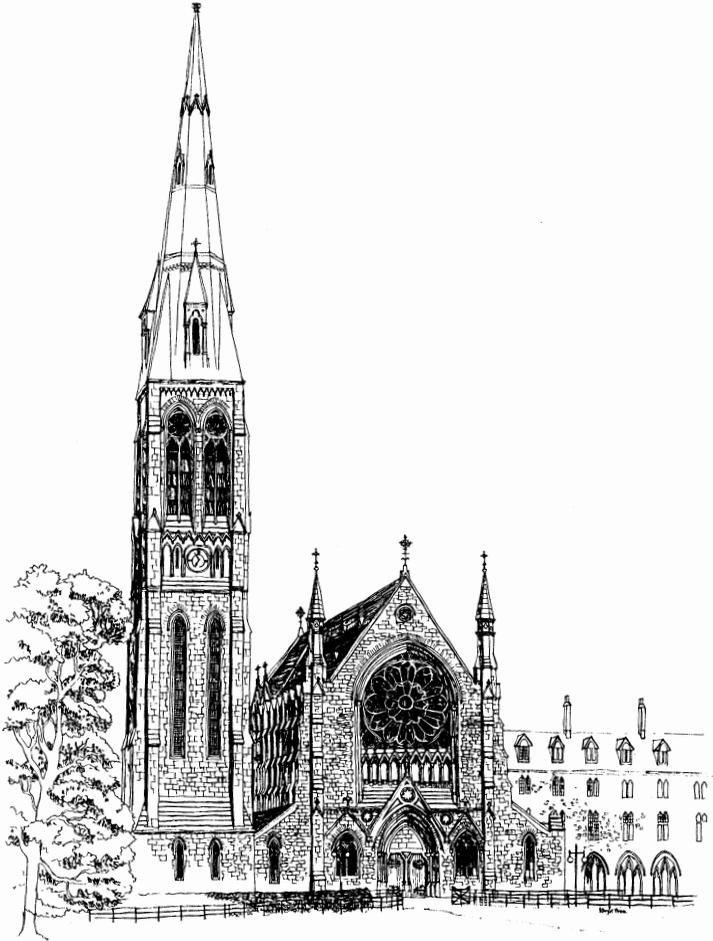
at Maynooth

The College Chapel at Saint Patrick's College, Maynooth

Degree and Diploma Courses in the *Pontifical University* at Maynooth

The *Pontifical University* at *Saint Patrick's College*, Maynooth offers the following Degree and Diploma Courses. These courses are outlined in detail in later chapters.

IN THE FACULTY OF THEOLOGY
Baccalaureate in Divinity (BD)
Licentiate in Divinity (STL)
Doctorate in Divinity (DD)

Baccalaureate in Theology (BTh)
Baccalaureate in Theology and Arts (BATh)
Master's Degree in Theology (specialisation in Christianity, Human Rights and Society) (MTh) One Year
Master's Degree in Theology (specialisation in The Bible as Scripture) (MTh) One Year
Master's Degree in Theology (MTh) Two Years
Master's Degree in Theology (specialisation in Pastoral Theology) (MTh) Two Years Full-Time or Three Years Part-Time
Master's Degree in Liturgical Music (MLM) Two Years
Doctoral Degree in Theology (PhD)

Higher Diploma in Theological Studies
Post-Graduate Certificate in Catholic Religious Education and Theological Studies
Diploma in Catholic Education
Diploma in Theology
Diploma in Mission Studies
Diploma in Religious Studies
Higher Diploma in Pastoral Theology
Diploma in Pastoral Theology
Higher Diploma in Pastoral Liturgy
Diploma in Pastoral Liturgy
Certificate in Catholic Religious Education and Theological Studies
Certificate in Theology

IN THE FACULTY OF CANON LAW
    Licentiate in Canon Law (LCL)
    Doctorate in Canon Law (DCL)

IN THE FACULTY OF PHILOSOPHY
    Baccalaureate in Philosophy (BPh)
    Licentiate in Philosophy (LPh)
    Doctorate in Philosophy (DPh)
    Diploma in Philosophy and Arts
    Higher Diploma in Philosophy

Pontifical University **Mission Statement**

St Patrick's College, Maynooth, has been internationally recognised and respected as a premier Catholic institution of theological, philosophical, humanistic and scientific education since 1795. Since 1896 it has been a University Institution with Pontifical Faculties of Theology, Canon Law and Philosophy.

Today, the *Pontifical University* at *Saint Patrick's College* is committed to:

- Achieving the highest standards at undergraduate and postgraduate levels in Systematic Theology, Moral Theology, Sacred Scripture, Philosophy, Canon Law, Liturgical Studies, Ecclesiastical History & Patrology, Mission Studies and Pastoral Theology;

- Equipping students with the required academic formation for ministry and the civil position or profession that they are likely to follow;

- Promoting excellence and innovation in teaching, research and publication that respond to contemporary developments in ecumenical, inter-religious and cultural dialogues in an increasingly complex and diverse Irish society;

- Broadening access in higher and continuing education through inter-disciplinary and focused programmes that meet contemporary needs;

- Creating a supportive, learning and reflective environment, equipped with the best structures and resources available, to enable the academic, spiritual and human development of the student in an atmosphere which respects diversity and difference.

Pontifical University Scholarships

The Pontifical University at *Saint Patrick's College*, Maynooth awards the following scholarships. Preference is given to applicants who do not hold any other scholarship or educational award. Scholarships are awarded initially for one year, but may be renewed from year to year during the holder's course of studies.Prospective candidates whose application has been submitted and approved but who have not yet been admitted to the Pontifical University may apply for scholarships.

Postgraduate Scholarships:

Scotus Eriugena Research Scholarship leading to PhD in Theology
Two scholarships are offered over a 3 year period for PhD candidates in one of the following areas: Fundamental Theology / Philosophical Theology
Systematic Theology
Moral Theology / Theological Ethics
Biblical Studies / Sacred Scripture
Ecclesiastical History
Faith and Culture
Each scholarship includes tuition fees, accommodation and on-site meal plan.

Maynooth Union Postgraduate Scholarship
The Maynooth Union was founded in June 1895, during the Centenary Celebration of Saint Patrick's College, Maynooth. The object of the Union is to foster a spirit of mutual sympathy between the College and its past students and friends.
The Maynooth Union has funded a Postgraduate Scholarship for a student to study for a Masters or Doctoral Degree in the Pontifical University at Maynooth.
The Scholarship is valued at €3,000.00 per annum.

The Matthew O'Donnell Scholarships:
Two Postgraduate Scholarships, one in Philosophy and one in Theology are available from the *Maynooth Scholastic Trust* in memory of Monsignor Matthew O'Donnell. Scholarships are valued at €2,600.00 in Philosophy and €3,200.00 in Theology per annum.
Monsignor O'Donnell was appointed Professor of Ethics in 1960, later becoming Professor of Philosophy. He served as President from 1994 until his death in 1996.

The Michael Devlin Scholarship:
This scholarship is awarded annually by the *Maynooth Scholastic Trust* to a Maynooth graduate engaged in postgraduate studies at *St Patrick's College*, Maynooth, or abroad. Nominations for this scholarship will be received from the Faculty of Theology, the value of which is €3,300.00.

College Scholarships:
Two College Scholarships are available to lay students taking a Postgraduate Degree in Theology. These scholarships are valued at €2,000.00 per annum.

The Daniel & Mary Mulvihill Scholarship:
This scholarship to the value of €5,000 is available annually for the post-graduate study of Theology at doctoral level. Dr & Mrs Mulvihill have supported Catholic Education in Maynooth for twenty five years.

The Loughlin J Sweeney Scholarship:
This scholarship to the value of €5,000 is available annually for the post-graduate study of Theology at doctoral level. Mr Sweeney was Director of Development in the College from 1981 until 1991, and was involved for twenty five years with the Development Programme.

Government of Ireland Research Scholarships in the Humanities & Social Sciences:
Students in Theology who are pursuing a doctoral or master's degrees by research are eligible to apply for one of these scholarships.

The Thomas Gilmartin Scholarships Master's Degree in Theology (History of Christianity)
The Thomas Gilmartin Scholarship may be applied for by students who choose to pursue the Masters in Theology (History of Christianity) programme. Successful applicants for this scholarship will have their fees for this programme waived in full.

Undergraduate Scholarship:

College Scholarship:
A College Scholarship is available for a lay student taking the Bachelor of Divinity Degree (BD). The Scholarship is valued at €1,400.00.

Application Procedure:
Information on closing dates and application forms for all scholarships are available On-line at www.maynoothcollege.ie/students/scholarships
Completed application forms must be submitted to by email to scholarships@spcm.ie A Postgraduate supervision report should accompany you application

Erasmus+ EU Programme

Co-ordinator: Dr. John-Paul Sheridan
Admissions Officer: Ms. Barbara Mahon

ERASMUS+ is an exchange programme set up by the European Union. *Erasmus* students usually spend one full academic year at a European university as part of their degree programme.

Links between the Pontifical University, St Patrick's College, Maynooth and other universities:
In the *Erasmus* inter-university exchange programme, Saint Patrick's College, Maynooth has inter-institutional agreements with Faculties of Theology in the following countries.

Belgium:	Catholic University of Leuven
Croatia:	University of Split
	University of Zagreb
Czech Republic:	Charles University, Prague
	University of South Bohemia
	University of Palacky, Olomouc
Finland:	University of Helsinki
France:	Institut Catholique de Paris
	Institut Albert le Grand (Ircom)
Germany:	University of Augsburg
	Technische Universität, Dortmund
	Sankt Georgen, Frankfurt am Main
	University of Freiburg im Breisgau 63
	Fulda University
	Catholic University of Applied Sciences, Mainz
	University of Munich
	University of Paderborn
	University of Regensburg
	University of Trier
	University of Tübingen
	University of Wurzburg
Malta:	University of Malta
Netherlands:	Tilburg University, Utrecht
Norway:	MF Norwegian School of Theology, Oslo
Poland:	Pontifical University of John Paul II, Cracow
Portugal:	Universidade Católica Portuguesa
Slovenia:	Catholic University of Ruzomberok
	University of Ljubljana
Spain:	Universidad Pontificia de Salamanca
Sweden:	Newman Institute, Uppsala

OUTGOING ERASMUS STUDENTS

Costs
No fees have to be paid to the host university. Students are entitled to an Erasmus contribution towards the cost of their mobility.

Language Requirements
While abroad, an *Erasmus* student follows courses in the language of the host country, with the exception of University of Leuven (Belgium), University of Malta, University of Ljubljana (Slovenia), University of Palacky (Czech Republic), University of Helsinki (Finland), and Newman Institute, Uppsala (Sweden), all of whom offer an English-language theology programme to foreign students. The University of Tilburg, (Netherlands) and the University of South Bohemia (Czech Republic) both offer some theology lectures in English. Some universities offer free language courses to *Erasmus* students.

Credit for work done while abroad
Students are assessed in their host universities for courses followed and such assessments are recognised by the home university, according to the European Credit Transfer System (ECTS). ECTS was proposed by the European Commission as a way of creating common academic procedures for the different European countries. The aim of the system is to guarantee the recognition of studies carried out abroad. It is a "common academic coinage" for measuring and comparing students' performances and transferring examination results from one institution to another. One year's (or two semesters') work is regarded as being equivalent to 60 credits. The number of credits attaching to any course will reflect the number of hours (in lectures, seminars, tutorials, etc.) demanded by that course. Thus, a course to which 10 credits are attached is assumed to represent one sixth of the student's full year's work-load. It should be noted that ECTS does not refer to the assessment for courses.

BATh *Erasmus* students must take 60 credits in total, at least 30 of which must be in Theology. *Erasmus* students must pass these 60 credits to be eligible for the BATh International award. BATh *Erasmus* students complete four years of study in total.

Who may apply?
Full-time registered students on the BATh programme and postgraduate programmes are eligible to apply.

Application
Students must complete an "Expression of Interest" application form that can be collected from the Pontifical University Office or downloaded from our website: http://maynoothcollege.ie/pontifical-university/erasmus/
Deadline for receipt of completed application forms: 1st March

INCOMING ERASMUS STUDENTS

Incoming Erasmus students must be nominated by their home university to study in the Pontifical University, St Patrick's College, Maynooth. These students must then complete our Erasmus Application form. Available on http://maynoothcollege.ie/pontifical-university/erasmus/

Closing date for receipt of application:
Semester 1: 15th May
Semester 2: 15th December

Modules:
Incoming Erasmus students can choose modules from the following undergraduate programmes: BTh; BATh; BD.   See Kalendarium – Chapter IV. Students may choose some postgraduate modules, subject to availability and/or agreement with relevant lecturer. See Kalendarium – Chapter VI.

Admissions Office
Pontifical University
Saint Patrick's College
Maynooth
County Kildare   E-mail: admissions@spcm.ie
IRELAND   Web: www.maynoothcollege.ie

Telephone: Fax:
Ireland: 01-708-4772 / 708-3600   Ireland: 01-708-3441
International: +353-1-708-4772   International: +353-1-708-3441

Student Representation on the Council of the *Faculty of Theology*

1.   Two students shall be elected each year and shall be invited to attend meetings of the Council of the Faculty of Theology.

2.   One shall be elected from among those taking courses for canonical degrees or related courses (BD, diploma and seminarist courses, diploma in pastoral theology, STL, DD); one shall be elected from among those taking other degrees (BATh, BTh, MTh, PhD).

3.   The Dean shall arrange for an election from each group. Nominations shall be requested and an election shall take place before the first ordinary meeting of the Faculty in October.

4.   The students elected shall act as representatives until the end of the academic year.

5.   Their term shall be for one year and they shall not be available for re-election.

6.   They shall be notified regarding all meetings that they are invited to attend; they shall receive copies of agenda, minutes and relevant documentation; they shall be entitled to propose items for inclusion on the agenda.

7.   When matters under discussion affect the reputation of a student, the Council of the Faculty may decide to discuss them in the absence of the student representatives.

8.   Student representatives shall not be entitled to sit on committees of the Council of the Faculty; they may however be co-opted by the Council of the Faculty.

9.   They shall not be present for discussion of, or to vote on appointments or promotions. They shall not attend examination board meetings or portions of meetings devoted to examinations.

10.   In areas not covered in these norms, the Chairman of the Council of the Faculty shall have full discretion.

Assessments: Grades and Distinctions

Unless otherwise required by assessment types that attain the particular learning outcomes of a module, all examinations, tests and essays are graded according to the following scale.

70%+: Summa cum Laude / First Class Honours / A
Excellent: A comprehensive, highly structured, focused, concise, relevant, creative and effective use of material, demonstrating:
- An extensive and detailed knowledge of the material being assessed;
- An exceptional ability to organise, analyse and present the material;
- Evidence of extensive but relevant reading supported by reference / quotations.
- Demonstrating critical understanding, creativity and insight;
- A fluent, lucid, stimulating and original presentation with minimal spelling or grammatical errors.

60-69%: Magna cum Laude / Second Class Honours, Grade I / B
Very Good: A thorough and well-organised response to a question, demonstrating:
- A broad knowledge and understanding of the material with some original insight;
- A consistent ability to analyse, apply and organise the material to answer the question logically and convincingly;
- Evidence of substantial background reading;
- A clear presentation of contrasting arguments and viewpoints;
- Clear and fluent expression with few presentation errors.

50-59%: Cum Laude / Second Class Honours, Grade II / C
Good: A reasonable, adequate and competent answer to a question, demonstrating:
- An adequate and reasonable familiarity with, if not complete knowledge of, the relevant material;
- Clear presentation of statements, ideas and arguments with omission of some important elements of an answer or the appearance of a number of minor mistakes;
- A coherent presentation of the material with weaknesses in clarity and structure;
- Evidence of some background reading but not well supported by citation or quotation;
- Presentation and expression of sufficient quality to convey meaning with some lack in fluency and presentation errors (spelling and grammar).

45-49%: Third Class Honours / D
Satisfactory: A modest but acceptable response to the question, demonstrating:

- A basic grasp of the material but somewhat lacking in focus and structure;
- Main points covered but poor in detail with several minor errors or isolated but significant mistakes in fact or comprehension;
- Answer displaying only a basic capacity of understanding with limited or basic development of argument and independent thought;
- Little or no evidence of background reading;
- Satisfactory presentation with an acceptable level of presentation errors.

40-44%: Pass / E
Acceptable: A very basic and limited understanding of the material, demonstrating:
- Shows a basic grasp of the subject matter, poorly focused and structured contain irrelevant material;
- Demonstrated a minimum appreciation of the facts and basic concepts presented with some incoherence;
- Containing serious and several substantial errors;
- No evidence of background reading;
- Poor expression with the minimum acceptable standard of spelling and grammatical presentation.

35-39%: Fail / F
Marginal: An answer that does not meet the minimum acceptable standards or requirements of question asked, demonstrating:
- Little understanding even of class material;
- Answer displays major deficiencies in structure, relevance or focus;
- Replete with serious mistakes in fact or theory;
- Incomplete, incoherent and confused answer;
- Serious problems with presentation, spelling and grammar.

30-34%: Fail / G
Unacceptable: Demonstrating:
- Gross errors and major inaccuracies;
- Incomplete;
- Unacceptable standards of presentation, spelling and grammar.
- Copying / Plagiarism.

Below 30%: Fail / No Grade
Unacceptable: Demonstrating:
- Entirely irrelevant material to the question posed;
- No knowledge displayed relevant to the question posed.
- Extensive plagiarism / copying.
- Illogical.
- A few lines.

Pontifical University
Marks and Standards

The benchmark for quality assurance in Europe, *The Standards and Guidelines for Quality Assurance in the European Higher Education Area* (ESG), requires students 'be assessed using published criteria, regulations and procedures which are applied consistently' (Standard 1.3). The following describes the Marks and Standards for programmes of the Pontifical University, St Patrick's College, Maynooth. The Pontifical University uses the European Credit Transfer System (ECTS). These Marks and Standards should be read in conjunction with the Programme Specification, Module Information, other requirements outlined in the Kalendarium / Calendar, and where applicable, the Marks and Standards of Maynooth University.

Definitions

Module
A module is a unit of study. The typical workload required to complete a module is indicated by the credit value of the module. While students may vary in pace of work, the general calculation is that one credit represents 25 hours of student work. A normal academic year of full time study over two semesters is 60 credits. Programmes which involve full time study for the full year (12 months) are normally 90 credits.

Programme
A programme is a course of study leading to an award of the University. The programme description outlined in the Kalendarium / Calendar will include the subjects to be studied in each period of study or year, the modules which comprise the programme and the number of credits required in each subject and period of study.

Subject
A subject is a subset of a programme of study, normally focussed on a specific discipline. Some programmes are single subject programmes. A subject may have defined requirements which must be met in order to progress in that subject, or graduate with an award in that subject.

Period of Study
A programme of study, and a subject, may be divided into periods of study, which are normally academic years. Students are normally required to reach a certain standard in each period of study before progressing to the next.

Terminology

	Possible Outcomes
Module	Passed
	Passed by compensation
	Incomplete / Not passed
Programme	Completed
	Incomplete
Period of Study	Progress
	Passed by compensation
	Passed with deficit
	Not Progress
Subject (in a period of study)	Passed
	Passed by compensation
	Incomplete / Not passed

Registration

Students must register for their overall programme of study or qualification, each subject therein and all modules that they are taking during the year at the registration period at the beginning of each academic year. Restrictions may apply for enrolment in optional/elective modules that have restricted entry.
Where allowed by the programme specification

- first-year undergraduate students of the BATh programme may change subjects and modules up to the end of the fourth week of the first semester.
- other students may change their module choices, where choices are available, in the first three weeks of Semester 1, or the first two weeks of semester 2.

Changes after these dates are only possible with the agreement of the Registrar, the Head of Department, and the relevant Module deliverer.
Full-time undergraduate students must register for 60 credits per year and no more than 35 in any one semester.
Full-time students may withdraw from an Elective Module up to 6 weeks after the start of the first semester, and register for a replacement module in the second semester (with the permission of the Registrar and Head of Department) provided that their credits remain at least 25 and that there are extra appropriate credits available in the second semester. After this date withdrawal is not allowed.
In all cases, students are entered for the examination in the modules for which they are registered. Failure to attend for an examination constitutes an attempt at the examination.

Status of modules within a subject or programme

Compulsory or optional: Within a subject or programme a module may be either compulsory or optional. A compulsory module is one which must be taken by all students taking the subject, because the content of the module is considered essential. A student may not complete the programme of study and receive the award in that subject without passing all the compulsory modules.

Pre-requisite: A module may have defined pre-requisites, that is a module or modules which must have been passed in a previous period of study in order to register for the module.

Co-requisite: A module may have defined co-requisites, which are modules which a student must take, or have taken, in order to register for the module.

Disallowed combination: Where modules have very similar learning outcomes they may be classified as disallowed combinations. In this case a student cannot be awarded credit for more than one module of the disallowed combination.

Discretion of the Board of Examination
The Examination Board of the relevant Faculty has the right to adjust the marks of any student, taking into account the advice of the relevant module deliverer, the advice of the relevant external examiners and the overall performance of the student. This is particularly relevant in borderline cases.
In addition, the Head of Department, in consultation with the external examiner, may authorise adjustments to marks of a student, based on medical or other personal circumstances that in their professional opinion have resulted in the examination marks not being a fair result for the student.

Prizes and Awards
It is not intended that the provision for supplemental examinations should create a pressure to re-sit unnecessarily. Therefore, prizes and awards are typically based on performance excluding results from resits/supplemental examinations.

Passing A Module

Examinations will only be set on courses that have been given in the current or preceding year. Students may be debarred from passing an examination on the grounds of extreme weakness in one or other part of the course.
A module is passed when a mark or grade in the passing range is achieved.
Where a student achieves a result in the compensation range, this may be classified as a pass by compensation if the performance in the other modules taken in the same period of study merits compensation.

Where a required component is not submitted, the module is graded "incomplete". The grade is evaluated on completion within an allocated time, allotted by the Module Deliverer and Registrar.

Where the module is not passed, no credits are earned.

A module outcome is expressed either as a

- As a mark, which is a whole number in the range 0 to 100.
- As a letter grade. Where modules use letter grades, A, B, C, D and E are passing grades, F is a grade which can allow pass by compensation, and E is a non-passing grade. See *Assessments: Grades and Distinctions*
- As a result, indicated as either Passed or Incomplete/Not Passed.

Note: It is the practice of the Pontifical University that because first semester results are provisional, an indicative 'letter' grade shall be given at that point rather than an official 'whole number' result.

Module components: A module may have components which are assessed separately and combined to give the overall module result.

Module conditions: A module may have conditions which prescribe that some components must be passed in order to pass the module. Where a student does not meet these conditions the mark in the module is capped at 35 (where marks are used) or as an E (where grades are used).

Module Assessment: The pass mark in a year of study is 40%. For criteria for compensation, see below.

In order to pass a module, a student must obtain at least 40% in the module, and in addition fulfil all the requirements of the module. These requirements are outlined in the module description in the Kalendarium / Calendar. Such requirements may demand that a student achieve a minimum standard:

- in continuous assessment
- in an oral/practical examination
- in the assigned essays
- in the written examination
- in such conditions that are otherwise appropriate.

Every 5 credit module requires an essay of (1,000 – 1,500 words) or equivalent. The dates for the submission of essays and other written work in each semester will be posted during the first week of each semester.

Late submission of essays:

- No penalties apply if an extension has been granted
- The following penalties apply if an essay extension was not sought or granted or if the extension date was not honoured: up to 1 week late 10% deducted from the mark awarded; up to 2 weeks late 20% deducted from the mark awarded.

- The lecturer responsible for a particular module has, in exceptional circumstances, discretion in applying the penalties outlined above.

Module Attendance: Students are expected to attend all modules satisfactorily. A student, who attendance is unsatisfactory, in the judgement of the relevant Faculty, may be debarred from presenting for the relevant examination.

Supplementary Modules: Students may choose to undertake an additional module from the suite of Elective and Special Modules, above the required credits. In such cases, the lowest mark of an equivalent credit weighted module from within the suite will be discarded from the calculation of the overall mark.

Ungraded modules: Some modules may be included on an ungraded basis. In this case, the student is awarded the credits associated with the module once the module is passed, but no mark or grade is included in the calculation of annual or subject marks. This is typically done for:
1. Work placements and other experiential learning.
2. Modules taken in other institutions where there is not an agreement to accept the marks/grades awarded elsewhere.
3. Modules within a structured PhD/research master's programme.

Possible module outcomes

Passed	Meets the required standard and all module conditions.
Passed by compensation	A result in the compensation range, and performance in other modules in the same sitting justifies compensation, as defined in the compensation regulations. A module passed by compensation is treated as passed for purposes of credit accumulation, and completion of award.
Incomplete / Not Passed	A student is considered not to have successfully completed a module in ANY of the following cases: • The mark is less than the compensation threshold. • The student did not meet the minimum attendance requirement (where there are stated mandatory attendance thresholds). • Do not complete the required elements of assessment

Pass standards

Pass standard	40% or higher	Grades A,B,C, D, E
Compensation range	Marks of at least 35%, but less than 40%	Grade F
Incomplete / Not Passed	Marks below 35 %	Grade G

For further detailed information, see *Assessments: Grades and Distinctions*
A module once passed is normally passed in perpetuity. However, if a module has been passed more than two years previously, a Head of Department may require supplementary work or require the student to take the module again in order to progress.

Completing A Programme

In order to complete a programme and be eligible for the award a student must:
1. Complete and pass modules to the required credit value for the programme, for example 180 credits for three-year full time degrees.
2. Complete and pass the minimum number of credits in each subject taken to degree level.
3. Complete and pass the modules specified in the programme specification, including the prescribed modules in each subject, and all compulsory modules.

Composition of the award mark
The award mark is the annual mark of the final year of study.

Undergraduate Degree Programmes
For the three-year undergraduate degree programmes, the award mark is the annual mark for each year after first year, weighted towards the final year. The normal weighting for undergraduate programmes is that the final year contributes 70% to the final mark, and the other years after first year contribute the other 30%, as shown below. Where students take a period of study abroad, or are on a placement, this is normally assessed on an ungraded basis (unless explicitly stated) and excluded from the calculation of the award mark.

Weighting of the award mark

Three-year degree		Three-year degree with study abroad	
Second year	30%	Second year	30%
Final year	70%	Study Abroad	Excluded
		Final year	70%

Important: *For students completing three-year undergraduate degree programmes in 2019, and registered in 2016, the final award mark is calculated by combining the individual module marks (using passed modules only and taking the latest attempt) obtained in all modules taken after first year. Students registered before 2016 will be operate under the old Marks and Standards, whereby the final award mark will be annual mark of the final year of study only.*

Postgraduate Programmes
In postgraduate taught programmes (except professional/taught doctorates) all modules other than ungraded modules contribute to the calculation of the award. In postgraduate research programmes, students are required to complete a specified number of credits in approved modules, to complete the programme. However, the award of the degree is based on assessment of the research thesis.

Transfer Students and Exemptions
Students transferring from other recognised universities or higher education institutions may receive credit for work done in the other institution, in accordance with the credit value of the work done and its relevance to the programme they wish to pursue at the Pontifical University.
Modules taken in other institutions will normally be treated as ungraded modules, and therefore add to the credits earned by the student but make no contribution to the annual, subject or award mark. Similarly, where students are granted exemptions, this will contribute to the credit value but the marks/grades earned elsewhere will not contribute to the annual, subject or award mark/grade.

Progression within a programme

- A student who passes the modules taken in a period of study is allowed to progress to the next period of study.
- Where a student does not meet this standard, but is sufficiently close to allow compensation or progression with a deficit, may progress in subjects in which the progression standards have been met.
- Where the overall result is not within the compensation/deficit range, a student may not progress to the next period of study, regardless of the performance in individual subjects.
- In an undergraduate programme of more than a year in duration, a student is normally expected to reach a required standard in one period of study before progressing to the next.
- The annual mark is calculated as the credit weighted average of module marks taken in the period of study, excluding modules assessed on an ungraded basis.

The possible outcomes for a period of study are:

Progress	A student who passes all modules in a period of study will be allowed to progress to the next period of study.
Progress by compensation	A student will be allowed to progress if they are within the compensation parameters, namely • One module is in the compensation range above 35% • No module has a mark below 35%; • The overall weighted average mark across all modules is 40% or above.
Progress with a deficit	A student may be allowed to progress on the judgement of the relevant Faculty, where: • The modules with marks below 35% amount to no more than 5 credits; • The weighted average mark in the remaining modules, excluding the deficit modules, is over 40%; • With sufficient reason and permitted by the Examination Board.
Not progress	A student who does not meet any of the above criteria is not allowed to progress.

Progression Carrying a Credit Deficit

Progression carrying a deficit is allowed only where this does not conflict with the subject progression requirements.

Where a student progresses carrying a deficit, the student will need to take additional modules to make up the deficit before becoming eligible for the award. This can be done by taking additional modules allowable in the programme of study or by repeating the incomplete modules (subject to timetable constraints).

A student may normally progress to study abroad or a placement carrying a deficit of up to 10 credits.

A student who reaches the end of the normal duration of the programme with a deficit will not be eligible for the award of the degree, but may re-register for an additional period to make up the deficit.

Subject progression/passing

The subject mark is calculated as the credit weighted average of the most recent marks in the modules taken by the student that constitute the programme of study for that subject in the year in question, excluding ungraded modules.

The possible outcomes for a subject in a period of study are:

Passed	A student who passes all modules in a period of study will be allowed to pass the subject and progress to the next period of study.
Passed by Compensation	A student may pass by compensation in a subject where: - The overall weighted average mark across all modules taken in the subject is 40% or above; - No module has a mark below 35%; - At least half of the credits taken in the subject have marks of 40% or above; - The student has passed all required modules without compensation.
Incomplete / Not passed	A student who does not meet any of the criteria is not allowed to progress in the subject. In exceptional circumstances an Examination's Board may, after a review, recommend allowing a student to progress in the subject with an allowable deficit. The allowable deficit is as defined in the section on progression in the period of study.

In exceptional circumstances a Faculty may approve progression in a subject carrying a deficit of up to 10 credits in that subject. Where this is done, the student must make up the deficit before becoming eligible for the award.

Repetition

Where a student fails a 'period of study,' through failure to complete all requirements of that 'period of study,' these requirements must be subsequently fulfilled before progression can take place. Students who fail to pass a required module must repeat that module (or a suitable approved substitute module) in the subject they have failed.

- A supplemental assessment allows a student to re-sit part or all of the assessment of a module which has not been passed during the same period of study.
- Repeating a module involves re-registering for a module and retaking all of the assessment associated with the module in a subsequent academic year.

Supplemental assessments

Where the assessment of a module includes a university scheduled examination, the University will normally provide an opportunity to re-sit the examination in a supplemental examination within the same period of study.
a) Supplemental examinations are normally provided for undergraduate modules assessed by examination. Results in supplemental examinations are not capped.

Resitting supplemental examinations of the first and second semester shall be held in the Autumn.

b) Where a student resits the examination component of a module, the results from other components are carried forward. Where a student repeats in the Autumn, the continuous assessment component shall be carried forward from the Spring/Summer to the Autumn repeat session.

In some modules, a student is allowed to re-sit other components of assessment of a module, or to submit an alternative assignment in its place. In exceptional cases a Department may allow the result in an examination to be carried forward, while allowing a resit of other components.

In exceptional cases, the Board of Examination may allow

- a student to submit an alternative assignment in place of the re-sit assessment
- a result in an examination to be carried forward, while allowing a resit of other components.

Resitting students will be examined on the content of the module of the current academic year. Under no circumstances will examination papers be prepared based on content more than one year out of date. Relevant Faculties will also endeavour to accommodate 'external repeat' students by provision of alternative questions where the content of the module may have altered significantly. Although there is no continuous assessment for external repeating students, a mandatory essay may be prescribed on agreement between the module deliverer and the head of department.

Repeating a module

A student who does not pass a module may repeat the module or a suitable substitute module in a subsequent academic year. As modules may be changed from time to time, a student may not always be able to repeat exactly the same module in a subsequent year.

Students who fail a module, and subsequently fail the Autumn Supplementary Resit Examination, shall normally be permitted to repeat the module only once internally and / or externally.

Where a student repeats a module, the student must normally register for the full module, and complete all of the assessment components. In exceptional circumstances a Department may allow a student to repeat components of the assessment and carry forward the results from other components.

Repeating for betterment / Repeating in lieu

A student may not normally repeat a module which has been passed. Exceptions to this regulation include:

- Final year students of the three-year undergraduate degree programmes may apply to repeat/resit up to 15 credits of modules which have been

passed in the Autumn examinations or in the subsequent year. The fee for repeating for betterment is the same as the fee fixed for the autumn examinations.

- Repetition of passed modules may be allowed where the University has convincing evidence to   suggest that a student significantly underperformed as a result of extenuating circumstances.

Having passed all modules, final year students of the three-year undergraduate programmes may reject their degree result and elect to repeat their entire degree examination (once only) in a subsequent year. The fee for repeating for betterment in this case is the same as the fee for internal or external repeating.

- Final year Bachelor of Arts and Theology students may retain their result in Theology and repeat for betterment in their Arts subject (once only) in its entirety (subject to the Marks and Standards of Maynooth University) in a subsequent year.

A student who chooses to repeat a passed module (40% or over) or to take a new module in lieu of a passed module in order to try and improve a result must relinquish the mark first obtained and accept either 40% on the original module or the mark obtained at the second sitting. Obtaining a lower result on such a module may result in lower overall grade being awarded in both the subject and / or the overall qualification than originally offered.

The provision for repeating for betterment is a provision for students who due to certified illness or uncertified illness, trauma, stress, bereavement, unique personal circumstances or other factors may have been absent from or underperformed in some components of their examinations. For this reason, repeating for betterment is subject to the approval of the Registrar or his/her deputy.

Time Limit on Repetition
A student may normally repeat a period of study only once. In exceptional circumstances the University may decide to allow additional repetition opportunities.

External Examiners
in the Pontifical University

The Pontifical University has followed the long-standing practise of the Irish Universities in appointing External Examiners in each of the major theological disciplines. The system of extern examining has contributed to maintaining the standard of theological excellence of the College, the standing of its degrees, both nationally and internationally, and their comparability with those offered in similar institutions.

External Examiners are normally appointed for a term of three years. They monitor the maintenance of academic standards within a subject area and ensure equity in the results of examinations.

External Examiners are appointed by the Faculty of Theology on recommendation of the appropriate Department. Persons nominated as External Examiners are normally teaching at university level in the area they are to examine.

Prior to Examinations:
Heads of Department will communicate to the External Examiner full information on the courses to be examined (e.g. module descriptions from the Kalendarium), as well as copies of examination papers from previous years if necessary and a description of the methods of assessment used, including Continuous Assessment.

External Examiners approve the examination papers. Draft papers should be sent in sufficient time to enable them to propose changes and to permit discussion of such proposed changes to take place.

The External Examiner will be informed as early as possible of proposed dates for Examination Board.

Examinations:
All examination scripts, essays and other course work contributing to the final grade should be available to the External Examiner. In practise, a sufficient number of scripts and other written work will be sent to the External Examiners which will permit them to determine that the internal marking has been appropriate and consistent. They should normally see a sample of scripts drawn from the top, middle and bottom of the mark range: they should also be sent scripts of borderline candidates.

Where necessary, External Examiners will participate with Internal Examiners in oral examinations.

Following the Examinations:
External examiners will be invited to attend Departmental meetings to discuss the examination results. They will also be invited to attend the Faculty Examination Board meetings.

External Examiner's Report:
Following the Examination, the External Examiner shall submit a brief report to the Department. Where appropriate, the External Examiner may also submit a report to the President.

The External Examiner and Examination Appeals:
External Examiners may be consulted in relation to matters arising from examination appeals.

Examiners at Postgraduate Level
Examiners at Postgraduate Level are appointed by the Faculty of Theology. Their role corresponds to that of External Examiners at Undergraduate level.

Programme External Examiners will be appointed for Masters Degree in Pastoral Theology, the Higher Diploma in Theological Studies, the MTh (Liturgy) and the MTh (Liturgical Music) programmes.

For the degrees of Licentiate and Master, it is appropriate that an External Examiner be nominated who has expertise in the area of the thesis.

For the Degree of Doctor (DD and PhD), the External Examiner must have specialist knowledge of the area of thesis. Names and professional details of the proposed examiners will be submitted by the director to the Postgraduate Board who will bring same to the Faculty Meeting.

For the Doctorate in Divinity, the External Examiner attends the public defence of the thesis.

For the PhD in Theology, the External Examiner attends the *viva voce* examination, along with the Supervisor of the dissertation, the Internal Reader and the Chair of the *viva* board.

External Examiners will submit a report on the thesis submitted for their attention.

Procedures for the Discussion, Checking and Appeal of Examination Results

The Supervisor of Examinations shall implement the following procedures:

1. Procedures for Discussion of Examination Results:
The Faculty shall arrange a specific date within ten days of notification of examination results, on which students may discuss their theology examination results with the relevant departments of the Faculty. (This arrangement to be in addition to any other arrangement which Departments may make).

2. Procedures for Checking of Examination Results:
(i) Students may formally request the Supervisor of Examinations, Theology Office, in writing, within two weeks from the date of publication of results in College, or, in exceptional circumstances, within such extended period as allowed by the President of the College, to arrange a check of their examination result.
(ii) The Supervisor of Examinations shall communicate with the relevant Head of Department or his / her nominee, who shall arrange to have the results checked as soon as possible. The formal check shall ensure that all parts of the examination (including continuous assessment) have been marked and that no errors occurred in the recording, collating or combining of marks which determined the result.
(iii) The outcome of the checking of examination results shall be communicated in writing by the Head of Department or his / her nominee, to the Supervisor of Examinations who shall, if such an error has occurred, make the necessary arrangements to have the result amended and inform the student concerned without delay.
(iv) The fee for checking an examination result is €25 per subject.

3. Procedures for Appeal of Examination Results:
3.1 Grounds for Appeal
(i) there is evidence of substantive irregularity in the conduct of the examination;
(ii) the student has grounds to indicate that the checking of his / her examination result was not properly carried out;
(iii) there are circumstances which the Examination Board was not aware of when its decision was taken.

- Note: Students who are appealing under ground 3.1(ii) above are obliged to request a recheck through the Theology Office. Any subsequent appeal will be based on the outcome of this initial recheck, and must be lodged within two weeks of the notification of the recheck.
- Note: Students who are appealing under 3.1(iii) must outline the steps taken to notify the department concerned of the circumstances relevant to

their appeal, and the response to any notification. If no steps were taken in this regard, they must explain why this was the case.

3.2 Appeal Procedures

(i) A student who wishes to appeal an examination result must do so in writing, setting out the grounds for the appeal in full, and any supporting evidence, to the Supervisor of Examinations, Theology Office, within three weeks of the issuing of the examination results. There shall be a fee for an examination appeal that will be €60 per subject.

(ii) Upon receipt of a written appeal, the Supervisor of Examinations shall inform the Examinations Appeal Board and the relevant Head(s) of Department(s) that an appeal has been lodged. Where an appeal arises in an Arts Subject the Board of Appeal shall be that of Maynooth University.

(iii) Pending the outcome of an appeal, students should be advised as follows:

- An appeal may not be successful
- Students should avail themselves of any opportunity to re-present for examination, on the understanding that a re-sitting of an examination would not prejudice their appeal in any way
- The conferring of a degree, where relevant, may be deferred, pending the final outcome of the appeal.

3.3 Examinations Appeal Board

(i) The Examination Appeals Board shall consist of four members appointed by the Faculty of Theology. Three of these shall be members of the Faculty and one external member. The Supervisor of Examinations shall not be a member of the Board. The quorum for any meeting of the Board shall be three members. The Faculty shall appoint one of its members Chairperson of the Board.

(ii) The Faculty of Theology shall also appoint three alternate members, who will be called on in the event of the unavoidable absence of a member of the Board or his / her involvement in the appeal under consideration. The alternate members may include extern examiners from subjects other than that involved in the appeal. The President of the College may, on the request of the Chairperson of the Board, appoint additional alternate members provided that such appointments shall lapse unless ratified by the next meeting of the Faculty.

(iii) The Examinations Appeal Board shall consider the appeal and the grounds on which it is based, and may, as appropriate, consult with the internal and external examiner(s). The Board's decision shall be by majority vote, and, in the event of equality of votes, by the casting vote of the chairperson. The chairperson of the Board shall inform the President, the Faculty and the student regarding the outcome of the appeal.

(iv) The Examinations Appeal Board shall complete its business with reasonable expedition, normally within four weeks of the date of the acceptance of the appeal.

(v) The decision of the Examinations Appeal Board shall be final.

Chapter III

Primary Degree Programmes

in the

Faculty of Theology

at the

Pontifical University
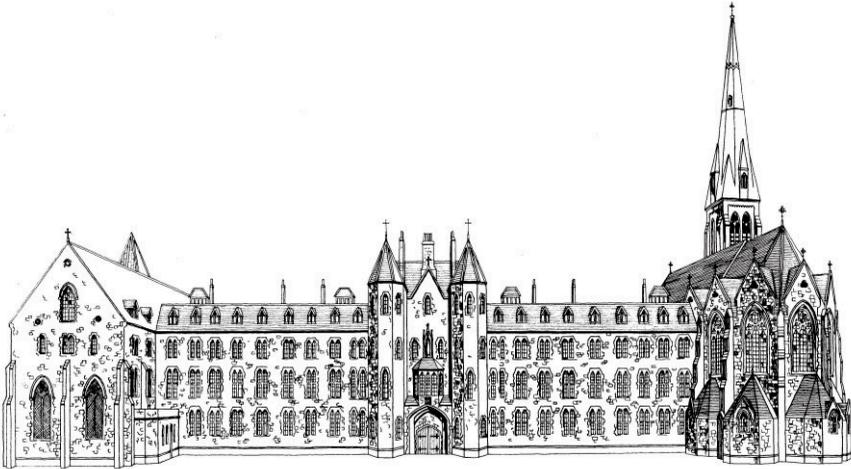
Baccalaureate in Divinity

The Baccalaureate in Divinity (BD) is awarded to students who have successfully completed a three-year full-time programme devoted to the study of Theology.

Admission Requirements

1. In order to register for courses leading to the Degree of Baccalaureate in Divinity (BD), a student:

(a) shall have completed a secondary school course and must meet matriculation requirements (Full details of entry requirements may be found on our website:http://maynoothcollege.ie/pontifical-university/school-leaver/) or what in the judgement of the Faculty is its equivalent;

(b) shall present a transcript that he / she has successfully completed a two-year course in Philosophy.

2. Students who do not qualify under 1 (a) may be considered for admission by the Faculty:

(a) if they are of mature age, i.e. if they have reached the age of 23 on or before 1st January of the year of entry into the First Divinity Class;
   or

(b) if they present a transcript of particular merit from an appropriate institute of Third Level education, containing full details regarding subjects studied, approximate number of lectures, and level of achievement in each subject.

BD Add-On Mode: Students holding a *Diploma in Theology* or equivalent may be admitted to the BD programme in *Add-On* mode. Applicants for the BD *Add-On* mode programme must satisfy the Pontifical University matriculation criteria. Course Content will be based on the syllabus for the BD programme. The specific courses to be undertaken will be decided in advance on an individual basis by the Course Director in consultation with the Dean and the Registrar. The minimum duration of these programmes will be one academic year, and must be full-time. Permission to extend the duration of studies must be sought expressly from the Faculty of Theology. Assessment will be by examination and course work.

Courses for the Baccalaureate in Divinity

First Year Programme

The following list of courses will be offered for the First Year BD Programme in the current year. Courses are described in full in Chapter IV.

Course Code & Title	Lecturer	Semester	Credits
Introduction to Theology			
TH 101 What is Theology?	O'Gorman	1	5
Systematic Theology			
FC 101 Revelation, Faith and Culture	Conway	1	5
ST 114 Ecclesiology	Meszaros	2	5
PA 101 Church and Community in Early Christianity	Doyle	2	5
Moral Theology			
MR 121 Introduction to Moral Theology	Corkery	1	5
MR 127 Conversion, Sin & Virtue	O'Gorman	2	5
Sacred Scripture			
SC 138 Beginnings of God's People	Corley	1	5
SC 135 Risen Lord in a Pagan Empire	Macnamara	2	5
Ecclesiastical History & Patrology			
EH 144 History of the Early Church I	Ryan	1	5
Liturgy			
LI 151 Introduction to Liturgy & Initiation	Tracey	1	5
Mission Studies			
MS 110 Evangelization and Mission Today	O'Sullivan	2	2.5
Pastoral Theology			
PT 103 An Introduction to Pastoral Theology	McGrath	2	2.5
Liturgical Music			
LM 101 Music in Christian Worship	O'Keeffe	2	2.5
Biblical and Theological Languages			
BL 181 Introduction to Biblical Greek	Lanigan	2	2.5
BL 182 Introduction to Ecclesiastical Latin	O'Sullivan	1	2.5
BL 183 Introduction to Biblical Hebrew	Cousins	1	2.5

BD Students are required to choose one Biblical Language in Year 1.

Second Year Programme

The following list of courses will be offered for the Second Year BD Programme in the current year. Courses are described in full in Chapter IV.

Course Code & Title	Lecturer	Semester	Credits
Systematic Theology			
ST 109 Christology and Redemption	O'Sullivan	1	5
ST 206 Theology of Creation and Grace	Ryan	2	5
ST 213 Sacramental Theology: An Introduction	O'Sullivan	2	2.5
Moral Theology			
MR 226 Justice, Human Rights and Catholic Social Doctrine	Mulligan	1	5
MR 227 Ethics of Love and Life	Corkery	2	5
Sacred Scripture			
SC 241 The Eagle's Vision	Macnamara	1	5
SC 242 The Word of the Lord through the Prophets	Corley	2	5
Ecclesiastical History and Patrology			
EH 244 History of the Medieval, Renaissance and Reformation Church	Ryan	1	5
EH 245 History of the Medieval, Renaissance and Reformation Church	Ryan	2	2.5
Canon Law			
CL 261 Canon Law in the Life of the Church	Mullaney	1	2.5
CL 265 Canon Law and the Ecclesiology of Vatican II	Mullaney	2	5
Faith & Culture			
FC 207 Christian Faith and the Dynamics of Culture in a Secular Age	Conway	2	5
Liturgy			
LI 202 Preaching & Presiding I	Tracey	1	2.5
LI 203 The Celebration of the Eucharist	Tracey	2	5
Biblical and Theological Languages			
BD Students are required to choose one Biblical Language in Year 2			
BL 181 Introduction to Biblical Greek	Lanigan	2	2.5
BL 182 Introduction to Ecclesiastical Latin	O'Sullivan	1	2.5
BL 183 Introduction to Biblical Hebrew	Cousins	1	2.5
BL 281 Intermediate Ecclesiastical Latin	O'Sullivan	2	2.5
BL 282 Intermediate Biblical Greek	Macnamara	1	2.5

Third Year Programme

The following list of courses will be offered for the Third Year BD Programme in the current year. Courses are described in full in Chapter IV.

Course Code & Title	Lecturer	Semester	Credits
Systematic Theology			
ST 311 Sacramental Theology: A Study of the Sacraments with particular focus on the Eucharist and the Ordained Priesthood	O'Sullivan	1	5
ST 206 Theology of Creation and Grace	Ryan	2	5
Moral Theology			
MR 343 Contemporary Ethical Issues in a Global Society	Corkery	1	5
MR 344 Ministerial and Professional Ethics	Shortall	2	5
Sacred Scripture			
SC 241 The Eagle's Vision	Macnamara	1	5
SC 242 The Word of the Lord through the Prophets	Corley	2	5
Ecclesiastical History and Patrology			
EH 244 History of the Medieval, Renaissance and Reformation Church	Ryan	1	5
EH 245 History of the Medieval, Renaissance and Reformation Church	Ryan	1	2.5
Canon Law			
CL 261 Canon Law in the Life of the Church	Mullaney	1	2.5
CL 265 Canon Law and the Ecclesiology of Vatican II	Mullaney	2	5
Pastoral Theology			
PT 301 Practicing Theology	Linton	1	2.5
Liturgy			
LI 301 Preaching & Presiding II	Tracey	1	2.5
Ecumenism			
EM 302 Ecumenism and Inter-Religious Dialogue	Meszaros	2	2.5

Elective & Special Courses

Students in Year III of the BD programme are required to do the following special course

EL 254 The Life and Thought of Blessed John Henry Cardinal Newman	Manning	2	2.5

Students in Year III of the BD programme are required to take electives from the following courses in order to attain the required 60 credits for the year:

EL 256 Teaching Religion in a Contemporary Irish School	Sheridan	2	5
EL 269 Music & Theology in Dialogue	Fitzpatrick	1	2.5
EL 276 Major Essay	Faculty		2.5
EL 257 Mission Outreach	Team Taught	*S	2.5
EL 253 Seeing and Believing: the Bible and its Reception in Art	Yebra	*S	2.5
EL 252 Between Compassion and Mercy: God and Neighbour according to the Jesus of Luke	O'Connell	*S	2.5
BL 181 Introduction to Biblical Greek	Lanigan	2	2.5
BL 182 Introduction to Ecclesiastical Latin	O'Sullivan	1	2.5
BL 183 Introduction to Biblical Hebrew	Cousins	1	2.5
BL 281 Intermediate Ecclesiastical Latin	O'Sullivan	2	2.5
BL 282 Intermediate Biblical Greek	Macnamara	1	2.5

S* = Please note these modules will be offered in May/June 2018.

Baccalaureate in Theology

The Baccalaureate in Theology (BTh) is a three-year, level 8, full-time honours degree course aimed at those who wish to broaden and deepen their knowledge of the Christian Faith.

Admission Requirements

Applicants under 23 years of age on 1st of January in the year of proposed entry must meet the matriculation requirements. Full details of entry requirements may be found on our website:http://maynoothcollege.ie/pontifical-university/school-leaver/. A points system will operate when the number of applicants exceeds the places available.

Application Procedure: Application for the BTh is made through the Central Applications Office, CAO course code: MU002. (CAO, Tower House, Eglinton Street, Galway. Tel: (091) 509-800 Fax: (091) 562-344.). Applications may be made on-line: www.cao.ie. Applications should be received by the CAO on or before 1st February. Late applications will be accepted up to and including 1st May on payment of an additional fee to the CAO. This degree qualifies for Higher Education grants and for Fee Remission Programmes.

Under certain circumstances a student may defer entry for one year.

Mature applicants: Applicants 23 years of age or over on 1st January in the year of intended entry who do not fulfil the normal matriculation requirements may apply for matriculation on the basis of mature years. Before 1st February, mature applicants must:
1. Submit their applications to the CAO
2. Late applications will be considered up to the late CAO closing date of 1st May. Please contact the Admissions Office if you wish to either make a late application or if you wish to enter our courses on your CAO application using the Change of Mind Facility.

BTh Add-On Mode: Students holding a *Diploma in Theology* or equivalent may be admitted to the BTh programmes in *Add-On* mode. The specific courses to be undertaken will be decided in advance on an individual basis by the Course Director in consultation with the Dean and the Registrar. The minimum duration of these programmes will be one academic year. Permission to extend the duration of studies must be sought expressly from the Faculty of Theology. Assessment will be by examination and course work.

Saint Patrick's College provides a mentoring service designed as a support for first year students as they make their transition to university life. The mentoring service is coordinated by the Registrar of the Pontifical University.

Students are encouraged to avail themselves of this service, although it is not obligatory. Further information may be obtained from the Theology Office.

Courses for the Baccalaureate in Theology

First Year Programme

The following list of courses will be offered for the First Year of the BTh Programme in the current year. Courses are described in full in Chapter IV.

Course Code & Title	*Lecturer*	*Semester*	*Credits*
Introduction to Theology			
TH 101 What is Theology?	O'Gorman	1	5
Systematic Theology			
FC 101 Revelation, Faith and Culture	Conway	1	5
ST 114 Ecclesiology	Meszaros	2	5
PA 101 Church and Community in Early Christianity	Doyle	2	5
Moral Theology			
MR 129 Introduction to Christian Ethics: Roots, Renewal, and Relevance for Today	Mulligan	1	5
Sacred Scripture			
SC 136 Introduction to the Bible & Its Worlds	Rogers	2	5
Ecclesiastical History & Patrology			
EH 144 History of the Early Church	Ryan	1	5
Liturgy			
LI 151 Introduction to Liturgy & Initiation	Tracey	1	5
Philosophy			
PY 101 Introduction to Philosophy	Casey	1	5
PY 601 Philosophy of Religion and Secular Thought	Gurmin	2	5
From the Philosophy suite of modules	Varoius	1&2	5

Elective and Special Courses

Students in Year I of the BTh programme are required to take electives from the following courses in order to attain the required 60 credits for the year:

Course	Lecturer	Semester	Credits
EL 256 Teaching Religion in a Contemporary Irish School	Sheridan	2	5
EL 269 Music & Theology in Dialogue	Fitzpatrick	1	2.5
EL 276 Major Essay	Faculty		2.5
EL 257 Mission Outreach	Team Taught	*S	2.5
EL 254 The Life and Thought of Blessed John Henry Cardinal Newman	Manning	2	2.5
EL 253 Seeing and Believing: the Bible and its Reception in Art	Yebra	*S	2.5
EL 252 Between Compassion and Mercy: God and Neighbour according to the Jesus of Luke	O'Connell	*S	2.5

S* = Please note these modules will be offered in May/June 2018.

Second Year Programme

The following list of courses will be offered for the Second Year of the BTh Programme in the current year. Courses are described in full in Chapter IV.

Course Code & Title	*Lecturer*	*Semester*	*Credits*
Systematic Theology			
ST 109 Christology and Redemption	O'Sullivan	1	5
ST 206 Theology of Creation and Grace	Ryan	2	5
ST 213 Sacramental Theology: An Introduction	O'Sullivan	2	2.5
Moral Theology			
MR 226 Justice, Human Rights and Catholic Social Doctrine	Mulligan	1	5
MR 227 Ethics of Love and Life	Corkery	2	5
Sacred Scripture			
SC 241 The Eagle's Vision	Macnamara	1	5
SC 337 "Full of Your Creatures": Ecology and the Old Testament	Corley	2	2.5
Students are required to pick one of the following			
EL 252 Between Compassion and Mercy: God and Neighbour according to the Jesus of Luke	O'Connell	*S	2.5
EL 276 Major Essay (Scripture title only)	Corley		2.5

Ecclesiastical History and Patrology

EH 244 History of the Medieval, Renaissance and Reformation Church	Ryan	1	5
EH 245 History of the Medieval, Renaissance and Reformation Church	Ryan	1	2.5

Canon Law

CL 261 Canon Law in the Life of the Church	Mullaney	1	2.5
CL 265 Canon Law and the Ecclesiology of Vatican II	Mullaney	2	5

Ecumenism

EM302 Ecumenism and Inter-Religious Dialogue	Meszaros	2	2.5

Liturgy

LI 203 The Celebration of the Eucharist	Tracey	2	5

Pastoral Theology

PT 103 An Introduction to Pastoral Theology	McGrath	2	2.5

Elective and Special Courses

Students in Year II of the BTh programme are required to take electives from the following courses in order to attain the required 60 credits for the year. A student may also take one of the following *Biblical and Theological Language* courses as an *Elective and Special Course*, with the permission of the Registrar in consultation with the Department of Sacred Scripture.

EL 256 Teaching Religion in a Contemporary Irish School	Sheridan	2	5
EL 264 Philosophy of Religion	Egan	1	2.5
EL 269 Music & Theology in Dialogue	Fitzpatrick	1	2.5
EL 276 Major Essay	Faculty		2.5
EL 257 Mission Outreach	Team Taught	*S	2.5
EL 254 The Life and Thought of Blessed John Henry Cardinal Newman	Manning	2	2.5
EL 253 Seeing and Believing: the Bible and its Reception in Art	Yebra	*S	2.5
EL 252 Between Compassion and Mercy: God and Neighbour according to the Jesus of Luke	O'Connell	*S	2.5

S* = Please note these modules will be offered in May/June 2018.

Biblical and Theological Languages

BL 181 Introduction to Biblical Greek	Lanigan	2	2.5
BL 182 Introduction to Ecclesiastical Latin	O'Sullivan	1	2.5
BL 183 Introduction to Biblical Hebrew	Cousins	1	2.5
BL 281 Intermediate Ecclesiastical Latin	O'Sullivan	2	2.5
BL 282 Intermediate Biblical Greek	Macnamara	1	2.5

Third Year Programme

The following is the list of courses offered for the Third Year of the BTh Programme. Courses are described in full in Chapter IV.

Course Code & Title	Lecturer	Semester	Credits
Systematic Theology			
ST 206 Theology of Creation and Grace	Ryan	2	5
Moral Theology			
MR 343 Contemporary Ethical Issues in a Global Society	Corkey	1	5
MR 344 Ministerial and Professional Ethics	Shortall	2	5
Sacred Scripture			
SC 241 The Eagle's Vision	Macnamara	1	5
SC 337 "Full of Your Creatures": Ecology and the Old Testament	Corley	2	2.5
Students are required to pick one of the following			
EL 252 Between Compassion and Mercy: God and Neighbour according to the Jesus of Luke	O'Connell	*S	2.5
EL 276 Major Essay (Scripture title only)	Corley		2.5
Ecclesiastical History and Patrology			
EH 244 History of the Medieval, Renaissance and Reformation Church	Ryan	1	5
EH 245 History of the Medieval, Renaissance and Reformation Church	Ryan	1	2.5
Canon Law			
CL 261 Canon Law in the Life of the Church	Mullaney	1	2.5
CL 265 Canon Law and the Ecclesiology of Vatican II	Mullaney	2	5
Faith & Culture			
FC 207 Christian Faith and the Dynamics of Culture in a Secular Age	Conway	2	5
Liturgy			
LI 302 Christian Sacraments	Tracey	2	5
Pastoral Theology			
PT 302 Theological Reflection	Linton	1	2.5

Elective and Special Courses

Students in Year III of the BTh programme are required to take electives from the following courses in order to attain the required 60 credits for the year.

A student may also take one of the *Biblical and Theological Language* courses as an *Elective and Special Course*, with the permission of the Registrar in consultation with the Department of Sacred Scripture.

EL 256 Teaching Religion in a Contemporary Irish School	Sheridan	2	5
EL 264 Philosophy of Religion	Egan	1	2.5
EL 269 Music & Theology in Dialogue	Fitzpatrick	1	2.5
EL 276 Major Essay	Faculty		2.5
EL 257 Mission Outreach	Team Taught	*S	2.5
EL 254 The Life and Thought of Blessed John Henry Cardinal Newman	Manning	2	2.5
EL 253 Seeing and Believing: the Bible and its Reception in Art	Yebra	*S	2.5
EL 252 Between Compassion and Mercy: God and Neighbour according to the Jesus of Luke	O'Connell	*S	2.5

S* = Please note these modules will be offered in May/June 2018.

Biblical and Theological Languages

BL 181 Introduction to Biblical Greek	Lanigan	2	2.5
BL 182 Introduction to Ecclesiastical Latin	O'Sullivan	1	2.5
BL 183 Introduction to Biblical Hebrew	Cousins	1	2.5
BL 281 Intermediate Ecclesiastical Latin	O'Sullivan	2	2.5
BL 282 Intermediate Biblical Greek	Macnamara	1	2.5

Baccalaureate in Theology and Arts

The Baccalaureate in Theology and Arts (BATh) is a three-year, level 8, full-time, honours degree course comprising Theology and Arts subjects. The Theology courses are taught in the Faculty of Theology of the *Pontifical University*, while the Arts subjects are taught in the *National University of Ireland, Maynooth.*

Admission Requirements

Applicants under 23 years of age on 1st of January of the year of proposed entry must meet the matriculation requirements. Full details of entry requirements may be found on our website: http://maynoothcollege.ie/pontifical-university/school-leaver/. A points system will operate when the number of applicants exceeds the places available.

Application Procedure: Application for the BATh is made through the Central Applications Office, CAO course code: MU001. (CAO, Tower House, Eglinton Street, Galway. Tel: (091) 509-800 Fax: (091) 562-344.). Applications may be made on-line: www.cao.ie. Applications should be received by the CAO on or before 1st February. Late applications will be accepted up to and including 1st May on payment of an additional fee to the CAO. This degree qualifies for Higher Education grants and for Fee Remission Programmes.

Under certain circumstances a student may defer entry for one year.

Mature applicants: Applicants 23 years of age or over on 1st January of the year of intended entry who do not fulfil the normal matriculation requirements may apply for matriculation on the basis of mature years. Before 1st February, mature applicants must:
1. Submit their applications to the CAO.
2. Late applications will be considered up to the late CAO closing date of 1st May. Please contact the Admissions Office if you wish to either make a late application or if you wish to enter our courses on your CAO application using the Change of Mind facility.

Saint Patrick's College provides a mentoring service designed as a support for first year students as they make their transition to university life. The mentoring service is coordinated by the Registrar of the *Pontifical University.* Students are encouraged to avail themselves of this service, although it is not obligatory. Further information may be obtained from the Theology Office.

Courses for the Baccalaureate in Theology and Arts

First Year Programme

In the first year students are required to take *three* subjects: Theology, which amounts to about half the year's programme, and two Arts subjects. The Arts courses are described in the syllabus of the *National University of Ireland, Maynooth.*

A. Theology Courses:

The following list of courses will be offered for the First Year of the BATh Programme in the current year. Courses are described in full in Chapter IV.

Course Code & Title	*Lecturer*	*Semester*	*Credits*
Systematic Theology			
ST 112 Theology, Revelation and an Introduction to Christianity	Sheridan	1	5
ST 113 Ecclesiology: Our Apostolic Church Today	Ryan	1	5
ST 111 Christianity & World Religions	Claffey	2	5
Moral Theology			
MR 129 Introduction to Christian Ethics: Roots, Renewal, and Relevance for Today	Mulligan	1	5
Sacred Scripture			
SC 136 Introduction to the Bible & Its Worlds	Rogers	2	5
Philosophy			
PY 601 Philosophy of Religion and Secular Thought	Gurmin	2	5

B. Arts Courses:

In First Year, two Arts subjects must be taken from the following, with not more than one subject being taken from the same group:

1. Law*, Philosophy, Geography, German, Mathematics (Pure)
3. Business (Management), Business (Marketing), Business (International), Criminology, Greek, History, Statistics (only in third year)
4. English, International Development, Mathematical Studies (O3/H6 Maths required).
5. Anthropology, Nua-Ghaeilge, (H5 Irish required), Economics, Finance, Latin.
7. Computer Science (O3/H6 Maths required), Music (H5 required), Sociology, Spanish.

*Students taking Law as an Arts subject <u>must</u> achieve a minimum of 40% in the Law examinations in first year to progress into second year.

Since subjects in a given group coincide in the timetable, a student can take at most *one subject* from each group.

Circumstances may demand that a limit be placed on the number of students taking a particular subject. For the courses in these subjects see the Syllabus of the National University of Ireland, Maynooth.

Second Year Programme

In second year, students are required to take the following courses in Theology and *one* of their first year Arts subjects. The BATh is only available at Honours Level.

A. Theology Courses:

The following list of courses will be offered for the Second Year of the BATh Programme in the current year. Courses are described in full in Chapter IV.

Course Code & Title	*Lecturer*	*Semester*	*Credits*
Systematic Theology			
ST 214 Christology	Meszaros	2	5
Moral Theology			
MR 225 Christian Discipleship	O'Gorman	1	5
Sacred Scripture			
SC 231 Prophetic Literature of the Old Testament	Rogers	2	5
Faith and Culture			
FC 207 Christian Faith and the Dynamics of Culture in a Secular Age	Conway	2	5

Students must choose <u>two</u> courses from the following options

<u>*Option A*</u>

Ecumenism			
EM 202 Principles and Practice of Ecumenism	Meszaros	1	5
<u>Or</u>			
Sacred Scripture			
SC 240 To the Ends of the Earth	Rogers	1	5
<u>Or</u>			
Pastoral Theology			
PT 201 Faith & Practice in Everyday living	McGrath	1	5

<u>*Option B*</u>

Ecclesiastical History			
EH 250 History of Early Christianity	Moffitt	1	5
<u>Or</u>			
Liturgy			
LI 204 The Celebrating Church	Tracey	1	5

B. Arts Courses:

Students are required to take *one* of their first year Arts subjects. The BATh is only available at Honours Level.

For details of Arts subjects see the syllabus of the *National University of Ireland, Maynooth*.

Third Year Programme

A. Theology Courses:

The following list of courses will be offered for the Third Year of the BATh Programme in the current year. Courses are described in full in Chapter IV.

Course Code & Title	*Lecturer*	*Semester*	*Credits*
Systematic Theology			
ST 306 Christian Anthropology	Ryan	1	5
Moral Theology			
MR 342 No Escaping Fundamental Questions	Shortall	1	5
MR 340 Contemporary Issues in Bioethics	Corkery	2	2.5
Sacred Scripture			
SC 336 The Human God	O'Connell	1	5
SC 337 "Full of Your Creatures":			
Ecology and the Old Testament	Corley	2	2.5
Liturgy			
LI 302 Christian Sacraments	Tracey	2	5

Elective and Special Courses

Students must choose from the following up to the value of 5 credits in Third BATh:

EL 256 Teaching Religion in a	Sheridan	2	5
Contemporary Irish School			
EL 264 Philosophy of Religion	Egan	1	2.5
EL 269 Music & Theology in Dialogue	Fitzpatrick	1	2.5
EL 276 Major Essay	Faculty		2.5
EL 257 Mission Outreach	Team Taught	*S	2.5
EL 254 The Life and Thought of Blessed	Manning	2	2.5
John Henry Cardinal Newman			
EL 253 Seeing and Believing: the Bible			
and its Reception in Art	Yebra	*S	2.5
EL 252 Between Compassion and Mercy: God			
and Neighbour according to the Jesus of Luke	O'Connell	*S	2.5

S* = Please note these modules will be offered in May/June 2018.

A student may also take one of the following as an *Elective and Special Course*, with the permission of the Registrar in consultation with the Department of Sacred Scripture:

Biblical and Theological Languages

BL 181 Introduction to Biblical Greek	Lanigan	2	2.5
BL 182 Introduction to Ecclesiastical Latin	O'Sullivan	1	2.5
BL 183 Introduction to Biblical Hebrew	Cousins	1	2.5
BL 281 Intermediate Ecclesiastical Latin	O'Sullivan	2	2.5
BL 282 Intermediate Biblical Greek	Macnamara	1	2.5

B. Arts Courses:

The Arts subject will be continued in accordance with your selection in second year. For details of the courses in these subjects see the syllabus of the *National University of Ireland, Maynooth*.

For further details contact:

The Admissions Office
Pontifical University
Saint Patrick's College
Maynooth
County Kildare
IRELAND

E-mail: admissions@spcm.ie
Web Page: www.maynoothcollege.ie

Telephone:	Fax:
Ireland: 01-708-4772 / 708-3600	Ireland: 01-708-3441 / 708-3600
International: +353-1-708-4772	International: +353-1-708-3441

Chapter IV

Course Modules

for the

Primary Degree Programmes

in the

Faculty of Theology

BD
Baccalaureate in Divinity

BTh
Baccalaureate in Theology

BATh
Baccalaureate in Theology and Arts

Understanding Modules and Credits

Modules of courses required for the primary degrees of Baccalaureate in Divinity (BD), Baccalaureate in Theology (BTh) and Baccalaureate in Theology and Arts (BATh) are described in the following pages.

Each course is divided into units known as *modules*. Module-descriptions in this Kalendarium follow the conventions of the Bologna Process, a Europe-wide system of measuring educational attainment in order to permit the recognition of qualifications and facilitate movement of students.

Module Name: Each module has a formal name or description.

Module Code: For administrative purposes, each module has a code made up of letters and numbers. The letters are abbreviations of subject-areas, e.g. ST (Systematic Theology), MR (Moral Theology), SC (Sacred Scripture) etc. The first digit of the three-digit number indicates the year of the programme in which the module is typically offered, e.g. 321 is a Third Year course. As some courses are taught on a cyclical basis, a course with first number 2 may be required in third year and vice-versa. The remaining numbers are for purposes of identification only.

Module Co-ordinator or Lecturer: The person teaching the module. Where there is more than one lecturer, the co-ordinator is responsible for the direction of the course.

Department: The Department of the Faculty responsible for this module.

Module Level: In the Bologna system, student progress is measured on a scale of 1-10, e.g. Honours Leaving Certificate (Level 5), Honours Bachelor's Degree (Level 8), Masters (Level 9), Doctorate (Level 10).

Credit rating: Each module carries a number of CREDITS or ECTS (European Credit Transfer System). Credit rating is calculated by the amount of time devoted to the module. A course of two formal lectures weekly for one semester, with tutorials, assignments and independent study, is rated at 5 ECTS. Shorter courses (e.g. one lecture per week for one semester) are rated at 2.5 ECTS. A year's work at Bachelor's level is the equivalent of about 60 ECTS.

Pre-requisites: Some modules require prior work in a subject. This is expressed as a *pre-requisite*.

Co-requisites: Co-requisites are modules taken simultaneously with a particular module. Co-requisites are rare in Theology, except for some modules in the BD programme.

Aims: Each course is designed to communicate to students a body of knowledge or a set of skills. These are described as the *aims* of the course.

Learning Outcomes: These are the skills and knowledge a student may reasonably expect to acquire by the end of the course.

Indicative Syllabus: The indicative syllabus indicates the basic structure of the Module.

Time Allowance for Constituent Elements: The amount of time a student is expected to devote to a given module. It is measured by lectures, tutorials, research / preparation of written assignment (essay) and private study.

Elements and Forms of Assessment: Each course is assessed for a final grade. For regular 5 ECTS courses, this is by a combination of final examination and ongoing assessment (including essay or project). Shorter modules may be assessed by an essay or project alone.

Courses.. **Page**

Systematic Theology

Christology and Redemption

Module Code: ST 109
Lecturer: Revd Dr Noel O'Sullivan
Department: Systematic Theology
Module Level: 8 (Undergraduate)
Credit Rating: 5 ECTS

Aims:

This course aims to explore the central dimensions in understanding Jesus Christ in the light of his life, death and resurrection as proclaimed in the faith and life of the Church.

Learning Outcomes: At the end of the course, the student will:

- Demonstrate a solid understanding of the identity of Jesus Christ in the light of Scripture and Tradition
- Appreciate the centrality of the Paschal Mystery in Christology
- Understand the meaning of Redemption
- Know the issues in Christology that marked the first millennium of the Church
- Be familiar with Medieval and Reformation Christologies
- Be able to analyse contemporary Christological issues
- Be informed of the significant writings in modern Christology

Indicative Syllabus:

- Introduction to Contemporary developments in Christology
- Scriptural, historical, and anthropological anticipation of the Incarnation
- The Reign of God in Jesus Christ
- The Christological Councils
- The Hellenization of Christianity
- Why did Christ come and why so late?
- Medieval Christology: academic and monastic
- Reformation Christology
- The Search for the Historical Jesus
- The Freedom and Sinlessness of Christ
- Jesus' Knowledge and Self-Consciousness
- Redemption: From Image to Likeness
- Chalcedon: End or Beginning?

Time Allowance for Constituent Elements:

Lectures: 24 hours   Tutorials: 3 hours
Assignment: 15 hours   Private study: 60 hours

Elements and Forms of Assessment:

Continuous Assessment: 40%   End of semester examination: 60%

Christianity and World Religions

Module Code: ST 111
Lecturer: Rev Dr Patrick Claffey
Department: Systematic Theology
Module Level: 8 (Undergraduate)
Credit Rating: 5 ECTS Credits

Aims:
- To offer a general introduction to the main religious traditions of the world
- To look at the place of religion in the world
- To look at avenues for inter-religious dialogue

Learning Outcomes: At the end of the module students will be expected to be able to:
- Recognise features of the universal quest for meaning and how religions provide responses to that quest
- Describe the origin and development of a select number of the World Religions (e.g., Buddhism, Hinduism, Sikhism, Islam)
- Outline the essential characteristics of the beliefs of these religions
- Examine their attraction for the modern world
- Understand the challenges arising for religion in the world most notably fundamentalism
- The universal quest for meaning and the phenomenon of the world religions
- Belief convictions and rituals in the religions if SE Asia(Hinduism; Buddhism; Jainism; Sikhism); and Islam
- Understand fundamentalism across the world religious spectrum
- The relationship between Christianity and the major world religions and issues arising (Nostra Aetate, Dominus Iesus)

Time Allowance for Constituent Elements:
Lectures:	24 hours
Tutorials:	3 hours
Assignment:	15 hours
Private study:	60 hours

Elements and Forms of Assessment:
Continuous Assessment:	40%
Final written exam:	60%

Theology, Revelation and an Introduction to Christianity

Module Code: ST 112
Lecturer: Rev. Dr. John Paul Sheridan
Department: Systematic Theology
Module Level: 8 (Undergraduate)
Credit Rating: 5 ECTS Credits

Aims:

- To introduce students to theology as an academic discipline. The student will engage in a critical reflection on the nature of the theological enterprise.
- To explore Christianity as a cultural, anthropological and religious phenomenon and its progression since the First Century AD.
- To introduce the theological study of the beliefs and practices of the Christian faith, providing students with a general overview of the major themes of Christian theological reflection.
- To begin their study of theology in the areas of Revelation and Faith.
- To be able to integrate this within a broader theological framework, with particular reference to the other theological modules covered in semester one.

Learning Outcomes:

Upon successful completion of this module the student:

- Will understand Christianity as a world religion and its evolvement during the course of history
- Will come to an appreciation of the theological endeavor, traditionally referred to as *faith seeking understanding*.
- Will engage in a sustained critical reflection on the major themes of Christian theology.
- Will comprehend Revelation and the place of Scripture, Tradition and Magisterium in theology and in the life of the Church and will have read key sections of *Dei Verbum*
- Will have explored the nature and content of faith and the diversity of religious expression.
- Will be able to make theological connections with a number of Vatican II documents covered on other first semester modules (*Lumen Gentium* and *Gaudium et Spes*)

Time Allowance for Constituent Elements:

Lectures: 24 hours   Tutorials: 4 hours
Private Study: 24 Hours

Elements and Forms of Assessment:

Continuous Assessment: 40%   End of Semester Examination: 60%

Ecclesiology: Our Apostolic Church Today

Module Code: ST 113
Lecturer: Rev. Dr Dermot Ryan
Department: Systematic Theology
Module Level: 8 (Undergraduate)
Credit Rating: 5 ECTS Credits
Prerequisites: None

Aims:
- To introduce the student to the study of the Church as a discipline within theology
- To trace the theological development of the early Church communities and how it now finds expression in light of the Second Vatican Council.
- To gain an understanding of the mystery and mission of the Church.
- To explore the teaching authority of the Church with respect to faith and morality today
- To be able to integrate this study of the Church within a broader theological framework, with particular reference to the other theological modules covered in semester one.

Learning outcomes:
Upon successful completion of this module the student:
- Will understand the nature of Ecclesiology and its connection to other theological disciplines
- Will be able to distinguish between a) the pre-critical and historical-critical approach to the question of the foundation of the Church by Jesus
- Will know the imperative, and benefit, of maintaining a distinction between the Church and the Kingdom
- Will appreciate the apostolic nature of the Church and its resulting mandate
- Will demonstrate an ability to critically assess the functioning of the Church today with respect to its origins as found in the New Testament Communities
- Will understand the teaching authority of the Church with respect to faith and morality today
- Will show an awareness of the huge significance of *Lumen Gentium* for a renewal in ecclesiology
- Will be able to make theological connections with a number of Vatican II documents covered on other first semester modules (*Dei Verbum* and *Gaudium et Spes*)

Time Allowance for Constituent Elements:
Lectures: 24 hours   Tutorials: 3 hours   Private Study: 24 hours

Elements and Forms of Assessment:
Continuous assessment: 40%   End of Semester Examination: 60%

Christology

Module Code: ST 214
Lecturer: Dr Andrew Meszaros
Department: Systematic Theology
Module Level: 8 (Undergraduate)
Credit rating: 5 ECTS Credits
Pre-requisites: First Year Theology

Aims: To introduce students to a systematic study of the mystery of the
Jesus Christ and his mission by exploring Scriptures, the Church Fathers,
contemporary Christology and Soteriology.

Texts to be read (include, but are not limited to):
> 1) The Gospel of Matthew
> 2) Selections from other Gospels
> 3) Athanasius, *Orations against the Arians*, III.
> 4) Cyril, *Letters to Nestorius*, II.
> 5) Nicene-Constantinopolitan and Chalcedonian Creeds.
> 6) Selections from Anselm, *Cur Deus Homo*

Learning Outcomes: At the end of the module the students will be expected to:
- Articulate various positions regarding the relationship between the "Historical Jesus" and the "Christ of Faith."
- Demonstrate an understanding of the identity of Jesus Christ in the light of Scripture and Tradition.
- Be competent in explaining Jesus' nature and mission in light of his life and ministry, death and Resurrection.
- Demonstrate an understanding of the major developments of Christological and Trinitarian doctrine through the first four Ecumenical Councils.
- Explain what soteriology is, and compare and contrast various atonement theories.
- Discuss some contemporary issues in Christology, including Christ's self-consciousness and the relationship between his human and divine natures.

Time Allowance for Constituent Elements:
> Lectures: 24 hours (Including some seminars in class)
> Seminars: 3 hours
> Private study: 60 hours

Elements and Forms of Assessment:
> Continuous Assessment: 40% (Essay, Tutorials, quizzes)
> End of Semester Examination: 60%

Theology of Creation and Grace

Module Code: ST 206
Lecturer: Rev Dr Dermot Ryan
Department: Systematic Theology
Module Level: 8 (Undergraduate)
Credit rating: 5 ECTS Credit
Pre-requisites: Two semesters of theology; philosophy (for BD)

Aims: Christian understanding of the doctrines of creation and redemption:
- Fundamental meaning, scriptural and patristic foundations
- Development in the course of history
- Interconnection with other aspects of Christian theology
- Interpretation in the light of modern thought

Learning Outcomes: At the end of the course, the student will:
- Be aware of the significance of these doctrines within Christian Theology
- Understand recurrent issues in the interpretation of these doctrines
- Be attuned to specifically modern difficulties in their interpretation

Indicative Syllabus:
Creation:
- The content of the doctrine of creation and grounds for belief
- Creation in the Bible, and the doctrine development in the early church
- Creation and attributes of God, and God's relation to the world
- The interconnection between creation and other aspects of the Christian faith
- How the doctrine of creation differentiates Christianity from other religions

Redemption:
- The nature / grace distinction in Christian tradition
- Emergence of the doctrine of grace and redemption in the Bible
- Development of the doctrine in the early church and Saint Augustine
- Theories of redemption in the patristic and medieval periods
- Reformation controversy on grace and justification
- Challenges to the Christian view of grace and redemption in modern times

Time Allowance for Constituent Elements:

Lectures:	24 hours
Tutorials:	3 hours
Assignment:	12 hours
Private study:	40 hours

Elements and Forms of Assessment:

Continuous Assessment:	40%
End of semester examination:	60%

Ecclesiology

Module Code: ST 114
Lecturer: Dr Andrew Meszaros
Department: Systematic Theology
Module Level: 8 (Undergraduate)
Credit rating: 5 ECTS Credits
Pre-requisites: Philosophy.

Aims: The aim of the module is to introduce students to the mystery and mission of the Church.

Texts to be read (include, but are not limited to):
>   1) *Mystici Corporis*
>   2) *Lumen Gentium*
>   2) Selections from other documents from the Second Vatican Council (e.g., *Ad Gentes*)
>   3) Selections from the Church Fathers and Thomas Aquinas's *Summa Theologiae*

Learning outcomes: At the end of the course, students will be able to:

- Outline the structure and content of *Lumen Gentium*.
- Provide data from Scripture and Tradition from whence the following major ecclesiological themes are developed:
    o Body of Christ
    o Bride of Christ
    o Temple of the Holy Spirit (Holy Spirit as 'soul' of the Church)
    o People of God
- Draw relationships between the major ecclesiological themes above.
- Draw relationships between the mysteries of the Church, the Eucharist, and Mary.
- Discuss the relationship between the Church's visible an invisible dimensions.
- Identify the origin and destiny of the Church.
- Distinguish between the dual aspects of the Church as *means to* and *reality of* salvation.
- Explain in-depth what it means to say that
    o The Church is a sacrament
    o The Church is a communion
    o The Church is missionary by its very nature
- Identify and elaborate on the 'properties' of the Church.
- Identify and elaborate on the *Tria Munera Christi* and give examples of how both hierarchy and lay faithful participate in them.

Time Allowance for Constituent Elements:

Lectures: 24 hours,
Tutorials: 3 hours.
Assignment: 15 hours.
Private study: 60 hours.

Elements and Forms of Assessment:

Continuous assessment: 40%
End of semester examination: 60%

Sacramental Theology: An Introduction

Module Code: ST 213
Lecturer: Revd Dr Noel O'Sullivan
Department: Systematic Theology
Module Level: 8 (Undergraduate)
Credit Rating: 2.5 ECTS

Aims:
This course aims to introduce students to the theological understanding of sacraments. It will situate sacraments in their Christological and Ecclesial contexts and trace their historical development.

Learning Outcomes: At the end of the course, the student will:
- Understand the sacramental nature of the Church and its source in Christ the Sacrament of God
- Appreciate the gradual development of sacraments and, at the same time, realize that the sacraments are rooted in Christ
- Realize the anthropological underpinning of sacraments
- Distinguish between the scholastic terms 'principal' and 'instrumental' causality
- Be aware of the usefulness of the term 'symbol' and, at the same time, be alert to its pitfalls
- Be able to distinguish the theological differences of Baptism and Confirmation based on significant passages in the Acts of the Apostles as well as the writings of the Fathers.
- Appreciate the Ecumenical issues concerning sacraments

Indicative Syllabus:
- Christ as sacrament of God; the Church as sacrament of Christ
- History of the sacraments from Scripture, through the patristic and medieval period, to contemporary issues in sacramentality
- Institution of the sacraments by Christ
- The relationship between nature and grace and its significance for sacramental theology
- The richness of the Scholastic theology of sacraments and the subsequent encrustation of Neo-Scholasticism
- Sacraments of Baptism and Confirmation: theological and pastoral exploration
- Implications for Ecumenism

Time Allowance for Constituent Elements:
Lectures: 12 hours   Private study: 8 hours   Assignment: 10 hours

Elements and Forms of Assessment: Examination or essay

The Christian God

Module Code: ST 305
Lecturer: **Not Offered in Current Academic year**
Department: Systematic Theology
Module Level: 8 (Undergraduate)
Credit Rating: 5 ECTS Credits
Pre-requisites: Four Semesters of Theology

Aims:

- To introduce students to the distinctive Christian understanding of God as Trinity, as revealed in Scripture and Tradition.
- To trace the development of Trinitarian doctrine in the Patristic era.
- To establish an appreciation of the centrality of the Creed as the basic grammar of faith.
- To explore the foundational significance of Trinitarian doctrine for other key areas in Theology.

Learning Outcomes:

By the end of the course students should be able to:

- Marshal the Scriptural evidence in favour of Biblical Monotheism and Trinitarian belief.
- Identify the specific contributions of some key Fathers of the Church to the development of Trinitarian doctrine, while attentive to the main heretical challenges presented to such development.
- Explain the doctrinal background to and the teaching of the Council of Nicaea I and Constantinople I on the divinity of Christ and the Holy Spirit, respectively.
- Illustrate the significance of a Trinitarian vision of God for our understanding of the mystery of the Church, its liturgy and mission in today's world, and for contemporary life in society.
- Comment on the significant contributions of some contemporary theologians (e.g. Rahner, Congar, Zizioulas, Moltmann, von Balthasar, Hunt, La Cugna, Downey) to our understanding of the mystery of the Trinity.

Indicative Syllabus:

- Biblical Monotheism and emerging Trinitarian faith
- Patristic contributions to Trinitarian doctrine
- The background to and teaching of the Councils of Nicaea (325) and Constantinople (381) on Christ and on the Holy Spirit
- The Creed, Baptism and the Trinity
- The Trinity and the Paschal Mystery

- A Trinitarian dimension to ecclesiology
- The Trinitarian dynamic of the Liturgy
- The Eucharist and the Trinity
- The Trinity, Christian Spirituality and Prayer
- The Trinity in the lives of selected Saints
- The ecumenical rediscovery of the Trinity
- Living our Trinitarian faith – the Trinity, human persons and society
- Our Lady and the Trinity

Time Allowance for Constituent Elements:

Lectures	24 hours
Private Study	24 hours
Assignment	12 hours

Elements and Forms of Assessment:

Continuous Assessment/Essay	40%
End of Semester Examination	60%

Indicative Bibliography:
A general bibliography will be supplied during the course and specific reading will be recommended in connection with individual sections of the course.

Christian Anthropology

Module Code:	ST 306
Lecturers:	Rev Dr Dermot Ryan
Department:	Systematic Theology
Module Level:	8 (Undergraduate)
Credit rating:	5 ECTS Credits
Pre-requisites:	Four semesters of theology

Aims:
To introduce students to the Christian understanding of the doctrines of creation, original sin, grace and eschatology by considering their:
- Fundamental meaning
- Scriptural and Patristic foundations
- Development in the course of history
- Interconnection with other aspects of Christian theology
- Interpretation in the light of modern thought

Learning Outcomes:
At the end of the course, the student:
- be aware of the significance of these doctrines within general Christian theology
- will have a basic knowledge of recurrent issues in their interpretation
- will be attuned to specifically modern difficulties in their interpretation

Indicative Syllabus:
Creation:
- The content of the doctrine of creation
- Notion of creation in the Bible, and the development of the doctrine in the early church
- Creation and God's relation to the world; the interconnection between creation and other aspects of the Christian faith
- How the doctrine of creation differentiates Christianity from other religions and world-views

Original Sin:
- The problem of evil
- Original sin or dualism?
- The 'fall' and human history
- History of the doctrine of original sin
- The Enlightenment and original sin
- New ideas on evil in the modern period
- Original sin and evolution
- Original sin and divine justice

Grace:
- The nature/grace distinction in Christian tradition
- Emergence of the doctrine of grace in the Bible
- Development of the doctrine in the early church with special reference to St Augustine
- Reformation controversy on grace and justification
- Challenges to the Christian view of grace in modern times

Eschatology:
- The content of the doctrine of eschatology
- Notion of eschatology in the Bible
- Changing perspectives on eschatology
- Eschatology and creation
- Eschatology and history

Time Allowance for Constituent Elements:

Lectures:	24 hours
Tutorials:	3 hours
Assignment:	12 hours
Private study:	40 hours

Elements and Forms of Assessment:

Continuous assessment:	40%
End of semester examination:	60%

Sacramental Theology: A Study of the Sacraments with particular focus on the Eucharist and the Ordained Priesthood

Module Code: ST 311
Lecturer: Revd Dr Noel O'Sullivan
Department: Systematic Theology
Module Level: 8 (Undergraduate)
Credit Rating: 5 ECTS

Aims: Building on the theology of sacraments acquired in BD II, this course will treat of the seven sacraments from a scriptural, theological, and pastoral perspective

Learning Outcomes: At the end of the course, the student will understand:
- The unity in difference of the sacraments of initiation
- The complementarity of the Eucharist as sacrifice and communion
- The Eucharist as mystery of light and mystery of faith
- The scriptural, patristic and medieval teaching on the Eucharist and the ordained priesthood
- The teaching and perspectives of Vatican II and contemporary theology on Eucharist and priesthood
- The principal texts of Vatican II and the post-conciliar documents on these two sacraments
- The teaching of the Church on women and the priesthood
- The apostolic origins of priestly celibacy
- The role and function of the permanent diaconate in the life of the Church
- The history and theology of the sacrament of reconciliation
- The theology of marriage and how to prepare and celebrate the sacrament with a couple
- The scriptural and theological significance of the sacrament of the sick, with a view to its pastoral celebration

Indicative Syllabus:
- The sacraments of baptism and confirmation, with emphasis on the pneumatalogical difference between them
- The Eucharist as sacrifice and communion, rooted in the paschal mystery
- The Eucharist as mystery of light and mystery of faith, anticipating the heavenly banquet
- Old Testament Roots of Priesthood
- Christ the Priest
- Patristic, Medieval, Reformation and post-Reformation understanding of priesthood
- Vatican II: Conciliar and post-conciliar teaching on priesthood

- Women and the Catholic Priesthood
- The Priest Configured to Christ; Free for the Lord and his People
- History of the permanent diaconate in the Western Church. Pastoral implications of its introduction into the Church in Ireland
- The development of the sacrament of reconciliation which has its provenance in the forgiveness of Christ
- Tracing the origins of marriage as sacrament and seeking ways of presenting the richness of this sacrament in contemporary society
- The healing ministry of Christ as the source of the sacrament of the sick

Time Allowance for Constituent Elements:
Lectures: 24 hours
Tutorials: 3 hours
Assignment: 15 hours
Private study: 60 hours

Elements and Forms of Assessment:
Continuous Assessment: 40%
End of semester examination: 60%

Revelation, Faith and Culture

Module Code: FC 101
Lecturer: Prof. Michael A. Conway
Department: Faith and Culture
Module Level: 8 (Undergraduate)
Credit Rating: 5 ECTS Credits

Aims:
- To introduce students to the dynamics of Revelation and Faith as understood in the Christian theological tradition.
- To appreciate significant contributions made by a number of theologians who would include Augustine, Aquinas, Newman, De Lubac, Congar, Latourelle, and Dulles.
- To underline the significance of key Church Councils in the understanding Revelation and Faith, such as Trent, Vatican I, and, particularly, Vatican II.
- To have a comprehensive understanding of the achievement of *Dei Verbum* and be able to discuss its significance in terms of the place of Faith in contemporary culture.

Learning Outcomes: At the end of the module the student will be able:
- To explain the terms Revelation and Faith and have an appreciation of how our understanding of these has developed over time.
- To articulate a theologically-informed understanding of Revelation and Faith, particularly as presented in *Dei Verbum*.
- To appreciate the complexity of the interaction between Scripture, Tradition, and Magisterium.
- To recognise the continuing relevance of Revelation and Faith in contemporary culture.

Time Allowance for Constituent Elements:
Seminars: 24 hours
Private study: 64 hours

Elements and Forms of Assessment:
Continuous Assessment: 40%
End of Semester Examination: 60%

Church and Community in Early Christianity

Module Code: PA 101
Lecturer: Rev. Jim Doyle
Department: Systematic Theology/Ecclesiastical History
Module Level: 8 (Undergraduate)
Credit Rating: 5 ECTS
Pre-requisites: Early Church History

Aims:
- To introduce students to some of the most important Patristic texts in the early Church.
- To enable students to engage critically with some key Patristic texts, seen in their cultural and historical context.
- To familiarise students with the emergence of Christian theology, with a specific focus on the Church, developing ministerial structures, liturgical life,
  and the Church's social role.

Learning Outcomes:
At the end of the course students should:
- Appreciate the contribution of some major Fathers of the Church to the development of Christian theology and the Church's self-understanding.
- Become familiar with reading and interpreting Patristic texts, attentive to their use of sources and Scripture, and their historical, cultural and theological context.
- Know how to access critical editions of Patristic texts, reputable translations and relevant secondary materials and commentaries.

Indicative Syllabus:
The Development of the Liturgy: Ritual Practices in Early Christianity
- The Didache
- Justin: First Apology
- Tertullian: Apology
- Hippolytus: The Apostolic Tradition
- The Didascalia

The Structure of Early Christianity: the Development of Church Offices
- First Clement
- The Didache
- The Letters of Ignatius to the Ephesians, Magnesians and Smyrneans
- Hippolytus: The Apostolic Tradition

- The Didascalia
- Cyprian: On the Unity of the Catholic Church

The Defence of Christianity: the Early Christian Apologists
- Minucius Felix: Octavius
- Justin: First Apology
- Athenagoras: Plea regarding the Christians

The Proclamation of the Word: Homilies in Early Christianity
- Second Clement
- Origin: Homilies on Genesis

Persecution and Martyrdom in the Early Church
- The Letter of Ignatius to the Romans
- The Martyrdom of Polycarp
- The Letters of the Churches of Vienne and Lyons
- The Martyrdom of Perpetua and Felicitas

Canons and Creeds
- Canons of Elvira
- Creed and Canons of Nicaea
- Creed and Canons of Constantinople

Time Allowance for Constituent Elements:

Lectures	24 hours
Private Study	24 hours
Assignment	12 hours

Elements and Forms of Assessment:

Essay	40%
End of Semester Exam	60%

Key Texts (of primary sources):
Bart D. Ehrman (ed.), *After the New Testament: a Reader in Early Christianity* (Oxford: Oxford University Press, 1999)
Bart D. Ehrman and Andrew S. Jacobs (eds), *Christianity in Late Antiquity, 300-450CE: a Reader* (New York and Oxford: Oxford University Press, 2004)

A more general bibliography will be supplied during the course and specific reading will be recommended in connection with individual sections of the course.

Moral Theology

Introduction to Moral Theology: Fundamental Matters

Module Code: MR 121
Lecturer: Rev. Dr. Pádraig Corkery
Department: Moral Theology
Module Level: 8 (Undergraduate)
Credit Rating: 5 ECTS Credits
Pre-requisites: Philosophy

Aims: The Gospel of Matthew retells an encounter between Jesus and a rich young man (Mt 19: 16-22), in which Jesus is asked, "Teacher, what good deed must I do to have eternal life?" Reflecting on this passage, Pope John Paul wrote: "For the young man, the *question* is not so much about rules to be followed, but *about the full meaning of life*" (*Veritas Splendor*, 7). This course introduces students to foundational frameworks of the dynamics of moral reflection.

Learning Outcomes: On successful completion of the module, students should be able to
- Describe the dynamics of moral reasoning and action
- identify the theological and human sources of moral reflection
- Use primary texts, including sacred scripture and relevant texts from the tradition and the Magisterium.
- Apply the principles and practices of moral theology in particular cases

Indicative Syllabus:
- Christian Anthropology
- The Moral Act and its Evaluation
- Character: Virtues and Vices
- Norms: Natural law and Civil Law
- The Role of Scripture in Christian Moral Reflection
- The nature and role of conscience
- Living Morally in the Christian Community.

Time allowance for constituent elements:
    Lectures: 20 hours
    Tutorials: 7 hours

Elements and Forms of Assessment:
    Continuous assessment/Essay: 40 %
    End of semester examination: 60 %

Conversion, Sin & Virtue

Module Code: MR 127
Lecturer: Rev Dr Kevin O'Gorman SMA
Department: Moral Theology
Module Level: 8 (Undergraduate)
Credit Rating: 5 ECTS Credits
Pre-requisites: MR 121 or similar, with Philosophy for BD students

Aims: To develop in students an understanding
- Of the call to Christian conversion through the church as
- Growth in moral and theological virtues
- In contrast with the nature and reality of sin

Learning Outcomes:
- Have learned the biblical and moral-theological basis of Christian conversion as *sequela* (following) and *imitatio* (imitation) *Christi*
- Have understood the personal development and communal dynamic of virtue(s) in the lives of Christians
- Have studied the Apostolic Exhortation of Pope John Paul II *Reconciliatio et paenitentia*
- Have gained an understanding of the biblical concepts of sin, its historical development and theological treatment

Indicative Syllabus:
- Biblical narratives, moral theological treatment and magisterial teaching of conversion
- Virtues in philophical/theological tradition(s) and their 'recovery' in contemporary moral theology
- Biblical concepts and moral theological models of sin
- The relationship between the 'drive' to goodness and the 'draw' to holiness on the life of the church

Time Allowance for Constituent Elements:
    Lectures: 24 hours
    Seminars: 3 hours
    Private study: **Required Reading;** Hugh Connolly, SIN, (London: Continuum, 2002)

Elements and Forms of Assessment:
Continuous Assessment: 40 %
End of Semester Examination: 60 %

Introduction to Christian Ethics:
Roots, Renewal, and Relevance for Today

Module Code: MR 129
Lecturer: Dr Suzanne Mulligan
Department: Moral Theology
Module Level: 8 (Undergraduate)
Credit Rating: 5 ECTS
Pre-Requisites: None

Aims:
 ➢ To explore some of the factors that shape the current moral landscape.
 ➢ To understand more fully the sources of moral wisdom available within the Christian tradition
 ➢ To critique the ways in which we make moral decisions and consider some of the factors affecting human decision-making
 ➢ To demonstrate the relevance does the Christian moral message have in today's world?
 ➢ To considers the application of the above to specific moral issues such as ecology, climate justice and social justice.

Learning Outcomes:
Upon successful completion of this module the student:

 ➢ Will be familiar with the sources of moral wisdom used within the Catholic tradition
 ➢ Will recognise the major approaches to moral decision making
 ➢ Will display an understanding of the key historical moments in the renewal in Catholic theological ethics
 ➢ Will be able to apply the above to specific issues such as war and climate justice

Indicative Bibliography:
Richard Gula, *Reason Informed by Faith*, (New York: Paulist Press, 1989).
Vincent MacNamara, *The Call to be Human: Making Sense of Morality*, (Dublin: Veritas, 2010).
Patrick Hannon (ed.), *Moral Theology: A Reader*, (Dublin: Veritas, 2006).
Pope Francis, *Laudato Si*, 2015. Available at: www.vatican.va
Donal Dorr, *Option for the Poor and for the Earth: From Leo XIII to Pope Francis*, (New York: Orbis, 2016).

Time Allowance for Constituent Elements:
Lectures: 24 Hours   Tutorials: 3 Tutorials Private Study: 24 Hours

Elements and Forms of Assessment:
Continuous Assessment: 40%   End of Semester Examination: 60%

Christian Discipleship

Module Code: MR 225
Lecturer: Rev Dr Kevin O'Gorman SMA
Department: Moral Theology
Module Level: 8 (Undergraduate)
Credit Rating: 5 ECTS Credits
Pre-requisites: Two semesters of theology

Aims: To investigate the meaning of Christian discipleship as the call to conversion and virtue(s) and the conduct of this life in relation to marital and sexual ethics.

Learning Outcomes: At the end of the course, the student will:
- have learned the biblical and theological basis of Christian conversion
- have understood the place of virtue(s) in the moral life of the Christian
- have deepened their knowledge of the relationship between morality and spirituality
- have studied the biblical concepts, historical developments and theological trajectories (personal and social) of sin(s)
- have an understanding of the biblical and personalist vision of human sexuality in the light of Church teaching

Indicative Syllabus:
- Biblical narratives of conversion and meaning of discipleship in free, faithful and fruitful following of Christ
- Virtues in tradition and contemporary moral theology
- Biblical and moral-theological concepts and models of sin
- The development of sexual and marital ethics from *Arcanum* to *Deus caritas est*

Indicative Bibliography:
Pope John Paul II, Encyclical letter *Veritatis Splendor*, Apostolic Exhortation *Reconciliatio et paenitentia*
Gerald D. Coleman, *Human Sexuality – An all-embracing gift*, New York; alba House, 1992
Hugh Connolly, *Sin*, London: Continuum, 2002
Mark O'Keefe, *Becoming Good, Becoming Holy*, New York: Paulist Press, 1995.

Time Allowance for Constituent Elements:
Lectures:	24 hours
Tutorials:	3 hours

Elements and Forms of Assessment:
Essay/Tutorial/Tweet:	40%
End of semester examination:	60%

Justice, Human Rights, and Catholic Social Doctrine

Module Code: MR 226
Lecturer: Dr Suzanne Mulligan
Department: Moral Theology
Module Level: Level 8 (Undergraduate)
Credit Rating: 5 ECTS Credits

Learning Outcomes: At the end of the module the student will be able to:
- Identify key moments in the development of Catholic Social Doctrine
- Be familiar with the core principles of Catholic Social Doctrine
- Discern the evolution of human rights in the natural law tradition
- Identify leading commentators in the area of human rights and social ethics
- Apply human rights theory and the social doctrine of the Church to specific contemporary ethical challenges

Indicative Syllabus:
- Human Rights documents including *Pacem inTerris*, UNDHR
- The theological foundations of human dignity and human rights
- Rights of migrants and refugees
- Natural law tradition
- Scriptural roots of justice
- Central principles of Catholic Social Teaching
- The development and clarification of Catholic Social Teaching over the past 100 years

Time Allowance for Constituent Elements:
Lectures: 20 hours
Seminar: 4 hours

Elements and Forms of Assessment:
Continuous Assessment: 40%
End of Semester Exam: 60%

Ethics of Love and Life

Module Code: MR 227
Lecturer: Rev Dr Pádraig Corkery
Department: Moral Theology
Module Level: 8 (Undergraduate)
Credit Rating: 5 ECTS Credits

Aims:
This module will introduce students to the approach and content of the Catholic moral tradition in the areas of bioethics and sexual/marital ethics.

Learning Outcomes: At the end of the module the student will
- Have a good knowledge of the central principles of bioethics with an understanding of the approach and conclusions of the Catholic moral tradition in the area of bioethics
- Be aware of the anthropology that informs the approach of the Catholic moral tradition
- Be aware of the international debate on developments in medicine and biotechnologies and contemporary issues in human sexuality
- Be aware of the content and developments in the Church's approach to marriage and marital sexuality

Indicative Syllabus:

- The fundamental philosophical principles of bioethics
- A Christian theological approach to issues in bioethics including reproductive technologies, the use of embryonic stem cells and the care of persons at the end of life
- The nature of marriage and contemporary challenges
- *Gaudium et spes*, *Humanae Vitae*, *Familiaris Consortio*, *Donum Vitae*, *Evangelium Vitae*, *Dignitas Personae, Amoris Laetitia*

Time Allowance for Constituent Elements:
　　　Lectures:　　　24 hours

Elements and Forms of Assessment:
　　Essay:　　　　　　　　　　20%
　　Seminars:　　　　　　　　　20%
　　End of semester examination:　　60%

Contemporary Issues in Bioethics

Module Code   MR 340
Lecturer: Rev Dr Pádraig Corkery
Department: Moral Theology
Module Level: 8 (Undergraduate)
Credit Rating: 2.5 ECTS Credits
Pre-requisites: Fundamental Moral Theology

Aims: To introduce students to the approach and content of the Catholic moral tradition in the area of bioethics.

Learning Outcomes:
At the end of the course, the student will:

- Have a good knowledge of the central principles of bioethics
- Be aware of the international debate on developments in medicine and biotechnologies
- Have a clear understanding of the approach and conclusions of the Catholic moral tradition in the area of bioethics

Indicative Syllabus

- The fundamental principles of bioethics
- A Christian theological approach to issues in bioethics
- Reproductive Technologies, euthanasia, embryonic stem cell research and use
- *Donum Vitae, Evangelium Vitae, Dignitas Personae*

Time allowance for constituent elements:

Lectures	12 hours
Tutorials	2 hours
Assignment	10 hours
Private study time	24 hours

Elements and Forms of Assessment:

Continuous assessment:	20 %
End of semester examination:	80 %

No Escaping Fundamental Questions

Module Code: MR 342
Lecturer: Rev Dr Michael Shortall
Department: Moral Theology
Module Level: 8 (Undergraduate)
Credit Rating: 5 ECTS

Aims*:* "No one can escape from the fundamental questions: What must I do? How do I distinguish good from evil?" *Veritatis Splendor*, 2. Yet by way of these questions, important moral foundations are disclosed. By attending to the process of moral reflection, the aims of this module are as follows: to appreciate the operation of fundamental dynamics of human action and reflection; to recognise the principles moving moral discourse, and to employ a Christian perspective in a deliberation towards action.

Learning Outcomes*:* On successful completion of the module, students should be able to
- Describe the dynamic of moral reasoning and action
- Explain of the theological and human sources of moral reflection
- Relate the principles and practices of moral theology to particular cases
- Identify contemporary debates in method in moral theology

Indicative Syllabus:
- The human desire for happiness and the goal of morality
- A Moral typography
- The identification and scope of moral norms
- The praxis of evil and grace
- Understanding Conscience and its proper role
- Contemporary debates in methodology

Time allowance for constituent elements:
Lectures: 24 hours
Tutorials: 3 hours

Elements and Forms of Assessment:
Exam: 60 %
Continuous assessment: 40 %

Contemporary Ethical Issues in a Global Society

Module Code: MR 343
Lecturer: Rev Dr Pádraig Corkery
Department: Moral Theology
Module Level: Level 8 (Undergraduate)
Credit Rating: 5 ECTS Credits

Learning Outcomes: At the end of the module the student will be able to identify the central ethical concerns raised, in the Catholic moral tradition and other traditions, by a range of contemporary realities including:

- Ecological degradation and its link to lifestyle and humanity's attitude towards 'our common home'.
- The ongoing reality of conflicts across the globe that contribute to a growing humanitarian crisis.
- The continuation of discrimination against women as evident in the labour market, the global reach of pornography and the world of advertising.
- The denial of religious freedom in many parts of the globe.

Indicative Syllabus:

- Ecology as a theological issue.
- The link between environmental ecology, intergenerational justice and human ecology.
- Laudato Si' and other documents of the Catholic theological tradition.
- The 'just war theory' and modern warfare.
- *Jus Post Bellum* and reconciliation.
- The roots of attitudes and actions that diminish and depersonalize women and their dignity.
- *Mulieris Dignitatem* and other documents of the tradition on the dignity of women.
- Religious freedom as a fundamental requirement of human dignity as taught in *Dignitatis Humanae* and elsewhere.
- How to establish the limits to religious freedom in contemporary society.

Time Allowance for Constituent Elements:
> Lectures: 24 hours
> Seminar: 3 hours

Elements and Forms of Assessment:
> Continuous Assessment: 40%
> End of Semester Exam: 60%

Ministerial and Professional Ethics
Church and Conscience – Cases and Codes

Module Code: MR 344
Lecturer: Dr Michael Shortall
Department: Moral
Module Level: 8
Credit Rating: 5 ECTS Credits

Aims: *Gaudium et Spes* (1963) urged: "Let there be no false opposition between professional and social activities on the one part, and religious life on the other." (GS, 43) Contemporary ministry requires ethical and professional standards. The rationale of this module is to provide an opportunity for final year students to become cognisant of the decision-making processes, engage with pressing practical cases, discern appropriate norms and theological narratives, and identify and appropriate best practices. Please note that this module is best suited for those who will undertake ministry.

Learning Outcomes: At the end of the course, the student will:
Knowledge
Breadth   Exhibit knowledge of moral principles of the Catholic Moral tradition, and codes of behaviour
          within the Catholic Church
Kind   Engage in a guided manner with practical issues by way of sustained deliberation on cases and relevant sources of moral knowledge

Know-How and Skill
Range   Develop an awareness of moral decision-making
          Identify, gather and analyse material pertinent to a case study, including relevant codes of behaviour
Selectivity   Inspect and articulate on particular cases, supported by relevant sources

Competence
Role   Critically reflect upon the interaction between the Christian tradition and individual cases
          Develop the ability to discern morally with another
Learning to learn Complete learning tasks purposefully and ethically
          Develop skills of reflective practice
Insight   Integrate personally the theory and practice of casuistry
          Assist and empower others in the moral quest

Indicative Syllabus:
- Making Moral Decisions: On Church, Conscience and Context
- Informing Moral Decisions: Drawing from Theological Sources Well

- Complex Choices: Freedom, Fundamental Option, Principles of Double Effect and Cooperation
- Cases: Casuistry as a method
- Codes: Principled Behaviour
- Issues: Power and the Abuses of Power, Boundaries, Financial Responsibility, Protection of the Vulnerable, Confidentiality and Truth-telling
- Guiding another: Ethics inherent to the Pastoral Encounter

Pedagogy:
This module will be part delivered in seminar format. A case (or number of cases) will be considered each week in light of the input from the previous lecture.

Reading:
A specific reading list of articles/chapters will be provided for each week. Students will be required to link the reading to the case study.

Indicative Bibliography
Australian Catholic Bishops' Conference, *Integrity in Ministry* (2004)
Albert R. Jonsen and Stephen Toulmin. *Abuse of Casuistry: A History of Moral Reasoning*. University of California Press, 1990.
Bretzke, James T. *A Morally Complex World: Engaging Contemporary Moral Theology*. Collegeville, 2004.
Gulla, Richard. *Just Ministry*. New York, Paulist Press, 2013.
Keenan, James, SJ, and Thomas A. Shannon, eds. *The Context of Casuistry*. Washington: Georgetown University Press, 1995.
Grisez, Germain. *The Way of the Lord Jesus*, 3 vols., Chicago: Franciscan Press, 1983.
Lebacqz, K. *Professional Ethics: Power and Paradox*. Nashville: Abingdon Press, 2009.
Willimon, W. *Pastor: The Theology and Practice of Ordained Ministry*. Nashville: Abingdon Press, 2002.

Time allowance for constituent elements:
Lectures:	12 hours
Seminar:	12 hours
Assignment:	25 hours
Private study:	75 hours

Elements and Forms of Assessment:
Essays:	20 %
Continuous assessment:	20 %
End of semester examination:	60 %

What Is Theology?

Module Code: TH 101
Lecturer: Dr Kevin O'Gorman SMA
Department: Moral Theology
Module Level: 8(Undergraduate)
Credit Rating: 5 ECTS Credits
Pre-requisites: Philosophy

Aims: This module explores Saint Anselm's classic definition *fides quaerens intellectum* – faith seeking understanding – in terms of its philosophical undertaking and theological underpinning. The scriptural and liturgical roots of faith and their relation to morality and spirituality will be explored in a systematic way with reference to theological method(s).

Learning Outcomes: At the end of the course the student will have

- A basic understanding of the terminology and tasks, sources and methods of theology as aids to the articulation of faith, both personal and communal
- An awareness of the ecclesial crucible of theology in the context of evangelization
- An ability to relate this module to other fundamental modules in first year theology
- An appreciation of the history of theology together with the plurality of contemporary theological approaches

Time Allowance for Constituent Elements:
Lectures: 24 hours
Seminars: 3 hours
Private study: 2 hours for reading material selected for each of 12 Core Lectures and 2-3 hours for each of 3 Seminars in addition to adequate time for Essay Preparation and Presentation

Elements and Forms of Assessment:
Continuous Assessment: 40%
(20% for Essay: 15% for 1-Page Reflection Paper on **each of three seminars**; 5% for Final Reflection)

End of Semester Examination: 60%
(Readings for Lectures and Seminars will constitute at least **two** of the questions)

Sacred Scripture

The Risen Lord in a Pagan Empire

Module Code: SC 135
Lecturer: Rev Luke Macnamara OSB
Department: Sacred Scripture
Module Level: 8 (Undergraduate)
Credit Rating: 5 ECTS Credits

Aims: To introduce students to the critical study of the Synoptic Gospels so that they can be read as narratives, hope for contemporary communities of faith and as good news in the "courtyard of the Gentiles."

Learning Outcomes: At the end of the course, the student will:
- Understand and be able to use contemporary exegetical concepts and terminology
- Have obtained an overview of the historical dimensions of the text and the associated diachronic methods
- Be familiar with narrative and literary methods of textual interpretation and the associated synchronic methods
- Have gained a familiarity and fluency in the narrative of Mark's Gospel and its interpretation

Indicative Syllabus:
- The New Testament World: geography, peoples, powers and religions
- The History of Second Temple Judaism: groupings and tendencies
- The Gospels: genre, development, character
- The Lectio Continua of the Mark's Gospel
- Ways of reading: different approaches to gospel interpretation
- Parables in contemporary gospel interpretation
- Exegesis of selected Gospel passages
- Major theological concerns of Mark: Christology, discipleship, ecclesiology, theology of God
- Issues in contemporary Gospel scholarship: e.g., the historical Jesus debate, Synoptic Theory

Time Allowance for Constituent Elements:

Lectures:	20 hours
Tutorials:	7 hours

Elements and Forms of Assessment:

Continuous Assessment:	40%
End of semester examination:	60%

Moses, Jesus and their Companions: A Narrative Introduction to the Bible and its Worlds

Module Code: SC 136
Lecturer: Dr Jessie Rogers
Department: Sacred Scripture
Module Level: 8 (Undergraduate)
Credit Rating: 5 ECTS Credits

Aims: To introduce students to the academic study of the Bible, to the critical issues which emerge in the study, interpretation and actualisation of Christian Scriptures.

Learning Outcomes: At the end of the course, the student will:
- Briefly discuss the nature and outline the structure of both Old and New Testaments.
- Describe historical and cultural aspects of the biblical world which impact upon interpretation of texts covered in class.
- Recognise the genre and key literary features of a range of biblical texts.
- Perform simple narrative character analysis.
- Interpret selected key texts theologically and with a view to their significance today

Indicative Syllabus:
- How the Bible came to be: history and significance of the biblical canon
- The texts of the Bible: TaNaK, LXX, the Churches and their Bibles
- The Contexts of the Bible: historical, religious, cultural, liturgical
- Beginning to read the Bible: initial approaches to key biblical texts
- Genres: creation myth, saga, legal material, short story, wisdom saying, poetry, gospel, parable, letter
- Significant biblical figures and concepts: Abraham, Moses, Ruth, Jonah, Jesus, Paul, covenant
- Biblical narrative: character analysis

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Time Allowance for constituent elements:
          Lectures: 24 hours
          Tutorials: 3 hours

Elements and Forms of Assessment:
          Continuous Assessment: 40 %
          End of semester examination: 60 %

Beginnings of God's People

Module Code: SC 138
Lecturer: Dr Jeremy Corley
Department: Sacred Scripture
Module Level: 8 (Undergraduate)
Credit Rating: 5 ECTS Credits

Aims To familiarize students with the stories of the beginnings of God's chosen people in the Pentateuch, as well as current approaches to their interpretation for Christian theology.

Learning Outcomes: Upon successful completion of this module, students will be able to:

- Outline how the five Books of Moses serve as a foundational text within Judaism and Christianity
- Discuss Israel's understanding of God as Creator and of the universe as creation
- Interpret the foundational roles of the biblical patriarchs and matriarchs within the origins of the people of Israel
- Explain how the covenant binds God's people together, and indicate the character of Torah as revelation, divine word, and call
- Discuss how key Pentateuchal texts are read in the New Testament and in the lectionary for Lent and Holy Week
- Offer a close, analytical and faith-filled reading of key Pentateuchal texts.

Indicative Syllabus:
- Overview of the Pentateuch
- Israel's stories of creation and sin
- Narratives of the patriarchs and matriarchs
- Exodus liberation of the chosen people from slavery
- Foundational role of covenant in relation to God and the community
- Basis of Israel's ethical codes
- Torah as revelation, divine word, and call
- Deuteronomy & the Deuteronomist
- Readings of key Pentateuchal texts in the New Testament and lectionary

Time Allowance for constituent elements:

Lectures: 24 hours
Tutorials: 3 hours
Assignment: 24 hours

Tutorial preparation: 12 hours
Reading for class: 24 hours
Exam preparation: 12 hours

Elements and Forms of Assessment:

Continuous assessment: 40% = essay and tutorials;
Final examination: 60% = end of semester examination

The Word of the Lord through the Prophets

Module Code: SC 242
Lecturer: Dr Jeremy Corley
Department: Sacred Scripture
Module Level: 8 (Undergraduate)
Credit Rating: 5 ECTS Credits

Aims: To enable students to develop skills for an analytical and faith-filled interpretation of the Old Testament prophetic literature

Learning Outcomes:
- Upon successful completion of this module students will be able to:
- Interpret prophetic texts within their historical, socioeconomic, political and religious context
- Apply appropriate reading strategies to a variety of prophetic genres
- Compare the treatment of key theological themes and motifs across a number of different texts
- Explain the significance of selected Isaiah readings within the New Testament and the Advent lectionary
- Suggest ways in which the prophetic literature continues to be significant for the life of faith.

Indicative Syllabus:
- Israelite prophecy within its historical and literary context
- Early Israelite prophets Samuel and Elijah
- Prophetic quest for justice in Amos
- Prophecy and the Davidic dynasty in Isaiah of Jerusalem
- Prophecy within its ancient Near Eastern context
- Jeremiah and the fall of Jerusalem
- Exilic prophets Ezekiel and Second-Isaiah
- The prophetic tale of Jonah
- Prophecy and apocalyptic in Daniel
- Messianic prophecies in the New Testament and the Advent lectionary

Time Allowance for Constituent Elements:
Lectures: 24 hours

Tutorials: 3 hours

Assignment: 24 hours

Tutorial preparation: 12 hours

Reading for class: 24 hours

Exam preparation: 12 hours

Elements and Forms of Assessment:
Continuous Assessment: 40%

Final Examination: 60%

Prophetic Literature of the Old Testament

Module Code: SC 231
Lecturer: Dr Jessie Rogers
Department: Sacred Scripture
Module Level: 8 (Undergraduate)
Credit Rating: 5 ECTS Credits
Pre-requisites: SC 136 or equivalent

Aims: To enable students to interpret the Old Testament prophets and the literature attributed to them.

Learning Outcomes:
Upon successful completion of this module students will be able to:
- Interpret prophetic texts within their historical, socioeconomic, political and religious context
- Apply appropriate reading strategies to a variety of prophetic genres
- Compare the treatment of key theological themes and motifs across a number of different texts
- Discuss the role of prophetic imagination in both biblical and modern contexts
- Suggest ways in which the prophetic literature continues to be significant for the life of faith

Indicative Syllabus:
- Prophecy within its Ancient Near Eastern context
- Brueggemann's conception of the prophetic imagination
- Prophets in Samuel-Kings: The Elijah cycle
- Eighth-century prophets: Amos, Hosea, Isaiah and Micah
- Jeremiah and the fall of Jerusalem
- Exilic prophets: Second Isaiah
- Post-exilic prophets: Haggai and Zechariah
- Key themes: critique and energising; Zion theology; social justice; Exodus
- Prophetic tales: Jonah

Time Allowance for Constituent Elements:
Lectures: 24 hours
Tutorials: 3 hours

Elements and Forms of Assessment:
Continuous Assessment: 40%
Final Examination: 60%

Servant of Christ and Steward of the Mysteries of God (1Cor 4:1): An Introduction to the Writings, Theology and Spirituality of the Apostle Paul

Module Code: SC 239
Lecturers: ***Not Offered in Current Academic year***
Department: Sacred Scripture
Module Level: 8 (Undergraduate)
Credit Rating: 5 ECTS Credits
Pre-requisites: SC 131-4, 231-4 or equivalent

Aims: To introduce students to the critical study of Paul, his writings, and his theology with a special emphasis on Paul as a model for the mission and ministry of the Church

Learning Outcomes: At the end of the course, the student will:
- have obtained an overview of the Pauline writings in the NT
- be cognisant with contemporary issues in the study of First Century Christianity in its Jewish and Greco-Roman contexts
- have a knowledge of the Paul's fundamental theological concerns and will be able to offer an nuanced perspective of those concerns.
- appreciate the spiritual, mystagogical, and pastoral concerns of the protopauline letters.
- be able to interpret certain key Pauline texts.
- be sensitive to the importance of Paul for contemporary Christianity

Indicative Syllabus:
- Saul the Pharisee: world view, religious expression, Scriptural hermeneutics
- The Making of Paul: Paul according to Paul, Paul according to Acts, Paul according to Luther
- Christianity before and after Paul: Jews and Christians in the First Century Roman Empire
- Paul as Convert and Mystic: Paul's experience of Christ and of the Spirit; prayer in Paul
- Paul and God: Israel, the Law, eschatology, soteriology
- Paul and Christ: the crucified, risen, indwelling and vivifying Lord
- Paul as Pastor: imitator (1Cor 11:1) and servant (1 Cor 4:1) of Christ
- Paul and Community: life in the 'Body of Christ'
- Paul as Evangelizer: 'steward of the mysteries of God' (1Cor 4:1) and 'ambassador of Christ' (2Cor 5:6)
- Paul beyond Paul: Deuteropauline Writings, Paul and the gospels

Time Allowance for Constituent Elements:

Lectures	24 hours
Lecture Preparation	18 hours
Tutorials	4 hours
Assignment	30 hours
Private study time	24 hours

Elements and Forms of Assessment:

Continuous assessment:	40%
End of Semester examination:	60%

To the Ends of the Earth

Module Code: SC 240
Lecturer: Dr Jessie Rogers
Department: Sacred Scripture
Module Level: 8 (Undergraduate)
Credit Rating: 5 ECTS Credits

Aims: To explore early Christian theology through the critical study of sections from the Acts of the Apostles and the letters of Paul against their Jewish and Hellenistic backgrounds and within an Imperial Roman context and to develop exegetical skills.

Learning Outcomes:

Upon successful completion of the course students should be able to:

- Situate Paul and his proclamation within Jewish, Hellenistic and Imperial Roman contexts.
- Compare Acts of the Apostles and the Epistles as sources for the life of Paul.
- Apply appropriate methods of textual interpretation to selected texts from the Pauline corpus.
- Explain key concepts in Pauline theology.
- Discuss Paul's contribution to the emergence of Christianity and within the ongoing life of the Church.

Indicative syllabus:

- Paul's role in the formation of the New Testament
- Paul the Pharisee: world view and religious expression
- Paul's Gospel in an Imperial Context
- Luke's portrait of Paul and Paul's portrait of himself
- Reading a Pauline letter: methodological considerations
- Exegesis of selected passages in Protopauline letters
- Key elements of Pauline theology: covenantal, cruciform, pneumatic, apocalyptic
- Pauline ethics
- Reception and Reaction: key readings of Paul

Time allowance for constituent elements

Lectures: 24 hours
Tutorials: 3 hours

Elements and Forms of Assessment:

Continuous assessment: 40%
Final Examination   60%

The Eagle's Vision: An Introduction to the Narrative, Christology, and Theology of the Fourth Gospel

Module Code: SC 241
Lecturers: Dr Luke Macnamara OSB
Department: Sacred Scripture
Module Level: 8 (Undergraduate)
Credit Rating: 5 ECTS Credits
Pre-requisites: SC 131-4 or similar

Aims: To introduce students to the interpretation of the Fourth Gospel and to examine more closely the recent literary and narrative approaches to the Fourth Gospel

Learning Outcomes: At the end of the course, the student will:
- be aware of the distinctiveness of the Fourth Gospel especially at the literary and narrative levels;
- be familiar with scholarly issues of interpretation, including the contributions of R. Bultmann, R. E. Brown, R. A. Culpepper, A. T. Lincoln
- be capable of applying the narrative approach to the Fourth Gospel;
- be aware of the various Christologies and Eschatologies presented in the Gospel;
- have gained confidence in the reading of the Fourth Gospel in liturgical worship and in preaching.

Indicative Syllabus:
This module will examine
- the relationship of the Fourth Gospel to earlier Gospel tradition;
- the more significant text-critical issues relating to the Fourth Gospel;
- the Formation of the Fourth Gospel, with particular reference to major modern theories and the search for the 'Johannine Community';
- literary and narrative interpretations of the Fourth Gospel, with special attention to analysis of the principal characters (Jesus, God, Spirit, disciples, "Jews");
- key major pericopae, including the Johannine "signs" (esp. Cana, John 5, 9 and 11), the Johannine discourses in view of their distinctiveness (esp. John 6), Jesus and the feasts of the Jews (Jesus at Tabernacles John 7-10), Passion and resurrection traditions in John;
- John and 'the search for the Historical Jesus';
- theological questions of the Fourth Gospel, especially those of Christological and Eschatological import.

Time Allowance for Constituent Elements*:*

Lectures	24 hours
Lecture Preparation	18 hours
Tutorials	4 hours
Essay	20 hours
Private study time	24 hours

Elements and Forms of Assessment*:*
Continuous assessment: 40%
End of Semester examination: 60%

The Wisdom Literature and Psalms

Module Code: SC 331
Lecturer: ***Not Offered in Current Academic Year***
Department: Sacred Scripture
Module Level: 8 (Undergraduate)
Credit Rating: 5 ECTS Credits
Pre-requisites: SC 231 or equivalent

Aims: To introduce theology students to the study of the Wisdom Literature and the Psalms.

Learning Outcomes: At the end of the course, the student will:
- Appreciate the role and function of Israel's Wisdom literature
- Be familiar with main theological themes and their continuing relevance
- Appreciate the poetry of the Psalms and their continuing relevance for faith life

Indicative Syllabus:
- The Background – Wisdom in the Ancient Near East, content and forms
- The beginnings of Wisdom in Israel
- Characteristics of Israelite Wisdom: survey of the Wisdom corpus
- Learning from experience: the Books of Proverbs and Sirach and Israel's traditional wisdom
- The challenge to traditional wisdom by Job and Qohelet (Ecclesiastes)
- The resolution provided in the Wisdom of Solomon
- Some issues in Wisdom theology: a. Wisdom and creation theology, b.the problem of retribution; c. the personification of Wisdom
- The origin and setting of the Psalms
- Characteristics of Hebrew poetry, psalm categories and typical structures
- Study of representative psalms
- Theological Questions in the psalms: i. vengeance and the psalms? ii. Christological interpretation in Fathers and Liturgy, iii. Praise and prayer
- Readings from course books: Bergant, D*, Israel's Wisdom Literature*; McCann, JC, *Theological Introduction to the Book of Psalms*; Murphy, R, *The Tree of Life* and *The Gift of the Psalms*

Time Allowance for Constituent Elements:
Lectures:	24 hours
Tutorials:	4 hours

Elements and Forms of Assessment:
Continuous assessment:	40%
End of Semester examination:	60%

The Human God: A Narrative Introduction to the Christology and Theology of the Gospel of Mark

Module Code:	SC 336
Lecturer:	Prof. Séamus O'Connell
Department:	Sacred Scripture
Module Level:	8 (Undergraduate)
Credit Rating:	5 ECTS Credits
Pre-requisites:	SC 136 or equivalent

To read and interpret the Gospel of Mark in ways that permit appreciation of its essential narrative and theological character, and that enhance sensitivity to the cultural contexts of its origins, and those of its contemporary readers and hearers.

Learning Outcomes: At the end of the course, the student will:

- be able to distinguish the narrative, theological, historical, and cultural dimensions of the Gospel of Mark, and their inter-related interpretative import;
- be familiar with narrative, literary, and contextual approaches to textual interpretation, their parameters and values;
- be capable critically to discuss the essential narrative character of the Gospel of Mark, its theology of God, its Christology, and its eschatology;
- will be able to conduct a narrative and theological analysis of certain key texts from the Second Gospel.

Indicative Syllabus:

- Reading the gospels as narratives: plot, character, time, viewpoints, contexts
- Mark's portrait of Jesus: humble Lord or abandoned son?
- God and "his things:" the cross, powerlessness, faithfulness, and Kingdom
- Caesar and his "his things:" honour, oppression, brutality, and Empire
- Master of Surprise: the women in Mark as parables of Jesus
- Beyond Fear: the Gospel of Mark as a narrative of risen Lord
- Reading Mark Today: vision and hope for those on the margins of harsh and alienating societies

Time Allowance for Constituent Elements:

Lectures:	24 hours	Tutorials:	4 hours
Assignment:	10 hours	Private study:	24 hours

Elements and Forms of Assessment:

Continuous assessment:	40%
End of Semester examination:	60%

"Full of Your Creatures": Ecology and the Old Testament

Module Code: SC 337
Lecturer: Rev Dr Jeremy Corley
Department: Sacred Scripture
Module Level: 8 (Undergraduate)
Credit Rating: 2.5 ECTS Credits

Aims: In view of the current ecological crisis, this module explores some of the rich insights into creation and ecology in the Old Testament, in light of the Psalmist's declaration: "O LORD, the earth is full of your creatures" (Psalm 104:24) and Pope Francis' encyclical on the environment (*Laudato Si'*).

***Learning Outcomes*:** Upon successful completion of this module, students will be able to:
- Discuss some diverse expressions of Israel's faith in God as Creator.
- Describe similarities and differences between Israel's view of the natural world and other ancient Near Eastern views.
- Indicate the role of biblical law, prophecy and wisdom in inculcating a care for the environment.
- Suggest some contributions of Old Testament texts to contemporary questions of environmental concern.

Indicative Syllabus:
- The use of Scripture in Pope Francis' encyclical on the environment (*Laudato Si'*).
- Insights for faith, society, and ecology in the two contrasting creation stories in Genesis 1-3, with special reference to the meaning of human "dominion" over nature (Gen 1:28).
- The understanding of creation and care for the environment in selected prophetic and legal writings.
- The wonder of creation and sense of purposefulness in the psalms and wisdom literature, especially the Book of Job.

Time Allowance for Constituent Elements:

Lectures: 12 hours   Tutorials: 2 hours
Moodle exercises: 2 hours   Private study: 12 hours

Elements and Forms of Assessment:

Continuous assessment   40%

Final Assignment (2000-word Paper)   60%

Ecclesiastical History & Patrology

History of the Early Church

Module Code: EH 144
Lecturer: Professor Salvador Ryan
Department: Ecclesiastical History
Module Level: 8 (Undergraduate)
Credit Rating: 5 ECTS
Co-requisites: Fundamental Theology

Aims: To
- Introduce the key themes, events and personalities in the early history of the Christian Church.
- Provide students with a good overview of the most up to date scholarship on the history of Early Christianity.

Learning Outcomes: At the end of the course, the student should:
- Appreciate the main events and personalities of the Early Church
- Appreciate the main Christian writers and the major writings
- Be familiar with the different models of Church-State relations in the first millennium.
- Be introduced to the early heresies and theological controversies.
- Be familiar with the early ecumenical councils.

Indicative Syllabus:

- Early Christian communities and the spread of Christianity
- Relations between the early Christians and the Roman Empire
- The Early Fathers and their contribution to the evolution of Theology
- Ebionites and Marcionites
- Constantine and Imperial Christianity
- Trinitarian and Christological controversies
- Augustine's struggle against Donatism and Pelagianism
- The birth of monasticism in Egypt and Syria
- The development of a Canon of Scripture
- Apocryphal gospels and what they tell us about early Christianity
- The rise of the papacy
- Patrick and early Christianity in Ireland

Time allowance for constituent elements:
Lectures: 24 hours   Assignment: 24 hours   Private study: 24 hours

Elements and Forms of Assessment: Essay: EH144: 40%
End of semester examinations: EH144: 60%

Required Reading: Joseph H. Lynch, *Early Christianity: a brief history*. Oxford: Oxford University Press, 2009.

History of the Medieval, Renaissance and Reformation Church

Module Code: EH 244 and EH 245
Lecturer: Professor Salvador Ryan
Department: Ecclesiastical History
Module Level: 8 (Undergraduate)
Credit Rating: 5 ECTS Credits for EH 244/ 2.5 ECTS Credits for EH 245
Pre-requisites: History of the Early Church

Aims: To
- Introduce students to the study of Medieval, Renaissance and Reformation Ecclesiastical History
- Provide students with a good overview of the most up to date scholarship on the history of the medieval, Renaissance and Reformation periods

Learning Outcomes: At the end of the course, the student should:

- Have gained an understanding of the main ecclesiastical events and personalities of the Medieval, Renaissance and Reformation periods
- Appreciate the evolution in theology, spirituality, ecclesiastical ministry and popular practice, which characterised the later Middle Ages
- Be familiar with the factors leading to an increasing distance between Eastern and western Christianity in the later Middle Ages
- Understand the role of the new universities in theological development
- Be aware of the role of the various dissenting movements within Christianity leading up to the sixteenth-century Reformation
- Appreciate the effects of the Avignon Papacy and Great Western Schism on the office of the Roman Pontiff
- Be familiar with the Church's contribution to the Arts in the Renaissance period
- Have gained an understanding of the dynamics of the Reformations – Protestant and Catholic in the sixteenth century

Indicative Syllabus:

- Charlemagne and the Carolingian Renaissance
- The Christianisation of Northern Europe
- Christians living under Islamic rule: the case of Al-Andalus
- Relations between Eastern and Western Christianity
- Gregorian Reform
- The Crusades

- The Universities and Scholasticism
- The Irish Church in the eleventh and twelfth centuries: Reform
- The New Religious Orders – Cistercians, Franciscans, Dominicans, etc
- The Investiture Controversy
- The world of Pope Innocent III
- Jews and Christians in the Middle Ages
- Heresy and the medieval inquisitions
- The Avignon Papacy
- The Great Western Schism and Conciliarism
- The Renaissance and the Christian Church
- Reformers before the Reformation
- Europe and the age of Reformations

Time allowance for constituent elements:

Lectures:	36 hours
Assignment:	24 hours
Private study:	36 hours

Elements and Forms of Assessment:

| Essays: | EH244: 40% |
| End of semester examinations: | EH244: 60% / EH245 100% |

History of Early Christianity: From the Book of Acts to the Book of Kells

Module Code: EH250
Lecturer: Dr Miriam Moffitt
Department: Ecclesiastical History
Module Level: 8 (Undergraduate)
Credit Rating: 5 ECTS Credits
Pre-requisites: Two semesters of Theology

Aims:

- To provide students with a fundamental understanding of the history of the early Church (from its beginnings in Jerusalem to c.500AD) and also the history of Christianity in early medieval Ireland (from c. 400- c.900)
- To enable students to place in historical context core areas of theological study covered in other modules, such as the composition of New Testament writings and the formation of the Canon, in addition to the development of Christian doctrine and its expression in the decrees of early church councils.

Learning Outcomes: At the end of the course, the student should have:

- Gained a basic knowledge of the narrative of early Christian history and an awareness of the development of church structures over time, both universally and in the specific case of early medieval Ireland.
- Be able to place other areas of study such as the development of the Christian scriptures and the evolution of creedal formulas into their historical contexts.

Indicative Syllabus:

- Historical sources for Jesus of Nazareth.
- The worlds into which Christianity was born: Jewish and Greco-Roman.
- The Jewish context of the Jesus movement: Jewish and Gentile Christianities.
- Second-century Christianity and some of its issues: Ebionites, Marcionites, Gnostics. The beginnings of canonisation of Scripture.
- Christianity as a 'pernicious superstition'. Roman attitudes and the response of the apologists. Christians as a 'third race'
- State persecution and the cult of martyrdom: the birth of Donatism.
- Constantine and the establishment of the imperial Church.

- Greek philosophy and the birth of Christian theology.
- The Arian crisis of the fourth century.
- From Constantine to Chalcedon
- Augustine and Pelagius on Grace.
- The evidence for pre-Christian religions in Ireland.
- The evidence for Patrick – his writings and vitae
- The establishment of Christianity in Ireland – some important figures
- Writings of the early Irish Church
- Material evidence for early Christian Ireland
- Expansion of the early Irish Church & the contribution of the *peregrini*.
- Writing the history of the early Irish church – two perspectives on Patrick

Time allowance for constituent elements:

Lectures:	24 hours
Assignment:	12 hours
Private study:	24 hours

Elements and Forms of Assessment:

Essay	40%
Exam:	60%

Required Reading:

Joseph H. Lynch, *Early Christianity: a brief history*. Oxford: Oxford University Press, 2009.

Liturgy

Introduction to Liturgy and Christian Initiation

Module Code: LI 151
Lecturer: Rev Professor Liam Tracey OSM
Department: Liturgy
Module Level: 8 (Undergraduate)
Credit Rating: 5 ECTS Credits

Aims:
- To provide the student with skills in exploring Christian worship
- An understanding of the factors in the development of human celebration
- To focus on the development of Christian Initiation of Adults and Children, as examples of liturgical worship

Learning Outcomes: At the end of the module, the student will be expected to display the following skills:
- To reflect critically on religious practice as expressed in religious ritual
- A detailed description of the development and the nature of Christian liturgy
- To explain some of the methods used by liturgists in studying the liturgical action and to outline the various historical models of making Christians
- Be able to read critically key theological documents
- To distinguish theological and historical arguments
- To research and present an assessed essay
- To introduce material to a group clearly and concisely
- To select and evaluate evidence carefully

Indicative Syllabus:
The search for liturgical method:
   The reality of human celebration; Introduction to ritual theory; Method in Liturgical Studies; Liturgical action and theology; Historical development of Christian liturgy; Vatican II and the reform of liturgy
Christian Initiation:
   Initiation in the human lifecycle; Initiation in Judaism and Christianity; The baptism of Jesus; New Testament metaphors for baptism; Evolution and Dissolution of Initiation; The enigma of Confirmation

Time Allowance for Constituent Elements:
   Lectures: 24 hours

Elements and Forms of Assessment:
   Continuous assessment: 30%
   End of Semester examination: 70%

Preaching and Presiding I

Module Code: LI 202
Lecturer: Rev Professor Liam Tracey
Department: Liturgy
Module Level: 8 (Undergraduate)
Credit Rating: 2.5 ECTS Credits
Prerequisites: A semester of liturgical studies

Aims:
This practicum explores the homily as a liturgical action within the Christian assembly. Participants consider the basics of homiletics and the liturgical, pastoral, contextual, and practical dynamics of preaching for Sundays, Feasts, and Liturgical Seasons.
The second part of the practicum is designed for priesthood candidates to develop competency in leadership of sacramental rites, including Christian initiation, weddings, and funerals.

Course Content:
- Consideration of the Church's liturgical heritage
- Reflection on the introductions to the Church's rites
- Classroom experiences in presidential leadership combine to develop the students' abilities to preside at public liturgy

Time Allowance for Constituent Elements:
      Six two hour sessions.

Elements and Forms of Assessment:
      Three liturgical homilies: 100%

The Celebration of the Eucharist, Liturgical Time and Daily Prayer

Module Code: LI 203
Lecturer: Rev Professor Liam Tracey
Department: Liturgy
Module Level: 8 (Undergraduate)
Credit Rating: 5 ECTS Credits

Aims:
- To provide the student with critical skills in exploring the nature and history of Eucharist, the culminating sacrament of Christian Initiation
- To foster an understanding of the development of the celebration of the Eucharist over the course of the centuries
- To focus on the nature of Liturgical Time as the context for the celebration of Christian liturgy

Learning Outcomes:
- To reflect critically on liturgical texts
- To give a detailed description of the development, structure and the nature of the celebration of the Eucharist
- To clearly explain the nature of Eucharistic praying
- To distinguish historical and theological arguments
- To research and present an assessed essay

Time Allowance for Constituent Elements:
     Lectures: 24 hours

Every participant must have a copy of Irish Catholic Bishops' Conference, *General Instruction of the Roman Missal*, Dublin: Irish Liturgical Publications, 2005.

Elements and Forms of Assessment:
     Continuous Assessment: 30%
     End of Semester examination: 70%

The Celebrating Church: An Introduction to Liturgy and Worship

Module Code: LI 204
Lecturer: Rev Professor Liam Tracey
Department: Liturgy
Module Level: 8
Credit Rating: 5 ECTS

Aims: This course will introduce students to the liturgy of the Christian Church. Beginning with the scriptural foundations of Christian liturgy, the course will explore its historical development and theological grounding. Particular attention will be paid to the ritual nature of liturgical celebration, the role of public prayer in the life of the Church and an introduction to the Sacraments of Christian Initiation: Baptism, Confirmation and Eucharist.

Indicative Syllabus

- Getting started: Expectations, Outlines and Assessments
- Defining liturgy, worship and ritual?
- Language, symbol and ritual communication.
- Rites of passage and liturgical celebration
- The origins and development of Christian liturgy. What is a Rite?
- From Jerusalem to Rome: The growth of a Rite.
- The Age of Constantine
- Medieval Christianity and its celebrations
- Crisis, Division and Reform: The Reformations
- The liturgical reforms of the Second Vatican Council.
- Reading the Constitution on the Sacred Liturgy
- The Sacraments of Christian Initiation
- Liturgy in Space and Time
- The cult of the saints
- Contemporary Concerns and liturgical developments

Basic Bibliography

Ferrone, Rita, *Liturgy, Sacrosanctum Concilium,* Mahwah: Paulist Press, 2007.
Ramshaw, Gail, *Christian Worship, 100,000 Sundays of Symbols and Rituals,* Minneapolis: Fortress Press, 2009.
Day, Juliette, *Reading the Liturgy : An exploration of texts in Christian Worship,*(London: T&T Clark, 2014).
Mitchell, Nathan, *Meeting Mystery* (Maryknoll, NY: Orbis Books, 2006).

Time Allowance for Constituent Elements:

Lectures: 12 hours   Assignment: 8 hours

Elements and Forms of Assessment:

Continuous Assessment: 30%   End of semester examination: 70%

Preaching and Presiding II

Module Code: LI 301
Lecturer: Rev Professor Liam Tracey
Department: Liturgy
Module Level: 8 (Undergraduate)
Credit Rating: 2.5 ECTS Credits
Pre-requisites: Two semesters of liturgical studies LI 202

Aims:
This second practicum builds on the foundations and skills covered by the previous one. Special emphasis will be given to preaching and presiding at the celebration of the Sunday Eucharist. In the second part of the practicum attention will be paid to the pastoral care and anointing of the sick and the ministry of reconciliation.

Course content:
- The liturgical role of the deacon
- Fostering a personal presiding style
- Linking presiding at liturgy with one's theological formation

Time Allowance for Constituent Elements:
    Six two hour sessions.

Elements and Forms of Assessment:
    To be agreed at the start of the course.

Christian Sacraments

Module Code: LI 302
Lecturer: Rev Professor Liam Tracey
Department: Liturgy
Module Level: 8 (Undergraduate)
Credit Rating: 5 ECTS Credits

Aims:

Based on a foundational understanding of the Church as mystery, communion and mission, this module will study the sacraments from both an historical and theological perspective. Particular focus will be placed on two statements of Vatican II : 'the purpose of the sacraments is to sanctify people, to build up the body of Christ, and, finally, to give worship to God; because they are signs they also instruct …they are called "sacraments of faith." ' [*Sacrosanctum Concilium*, 59].

Learning Outcomes:

On successful completion of this module the student will be able to:

- Demonstrate a knowledge and understanding of the sacramental nature of being Christian
- Be familiar with developments in sacramental theology
- Demonstrate an ability to organise and communicate their understanding of issues in sacramental theology through written assignment
- To reflect on the pastoral dimensions of sacraments
- Identify the central issues in the theology of each sacrament

Time Allowance for Constituent Elements:

Lectures: 24 hours

Elements and Forms of Assessment:

Continuous Assessment: 30%
End of Semester examination: 70%

Canon Law
Canon Law in the Life of the Church

Module Code: CL 261
Module Coordinator: Rev Prof Michael Mullaney
Department: Canon Law
Module Level: 8 (Undergraduate)
Credit Rating: 2.5 ECTS

Aims:
This course introduces students to:
- The theological foundations of law in the Church.
- The fundamental concepts, principles and definitions of canon law.
- The principles of interpreting Law in the Church.
- The distinctive nature and exercise of rights in the Church.
- Instruments of due process and penal law in the Church.

*Learning Outcomes***:**
- Give students a greater appreciation of the historical and ecclesiological/theological foundations of the law of the Church.
- Acquire the academic skills to interpret and apply the laws of the Church correctly and pastorally.
- Appreciate the distinctive and unique character of canon law vis-à-vis civil law

*Indicative Syllabus***:**
- Evolution of Canon Law: A brief overview of the development of western canon law over the last two millennia and the history of the sources of canon law
- Canon Law and the Ecclesiology of Vatican II
- Ecclesiastical Law in the Code: Definition. Who can promulgate canon law? Who is subject canon? Rules of Interpretation and Canonical Equity
- The relationship between Canon law and civil law
- Governance and the question of lay participation
- Juridical Acts and Juridical Persons
- Rights and Obligations in the Church and in the Code
- Rights and Obligations of the *Christifideles* and the laity
- Rights and Obligations of the Clergy
- Penal Law in the Church

***Indicative Bibliography*:**
The Code of Canon Law (1983)
J.T. Martín de Agar, *A Handbook on Canon Law* (Montréal 2007)
B. Ferme, *Introduction to the Sources of Canon Law* (Montréal 2007)
P. Duggan, *The Penal Process and the Protection of Rights in the Code* (Montréal 2005)
J. Coriden, *Introduction to Canon Law* (New York 2004)
The New Commentary on the Code of Canon Law (New York 2000)
The Canon Law: Letter and Spirit (London 1995)
C.J. Errázuriz, *Justice in the Church: A Fundamental Theory of Canon Law* (Montréal 2009)

Time Allowance for Constituent Elements
Lectures 12 hours
Private Study 36 hours

Assessment: Final Examination 100%

Canon Law and the Ecclesiology of Vatican II

Module Code: CL 265
Module Coordinator: Rev Prof Michael Mullaney
Department: Canon Law
Module Level: 8 (Undergraduate)
Credit Rating: 5 ECTS

Aims:
The course facilitates students:
- To understand ecclesial structures as expressions of collegiality and synodality;
- To understand the nature and exercise of power in the Church;
- To appreciate the role of all the baptised in the decision making structures of the Church;
- To study the juridical provisions the Code provides for the rapidly changing pastoral landscape in the various parts of the world.

Learning Outcomes:
- To appreciate the relationship between the primacy and collegiality;
- To understand the power of jurisdiction and governance in the life of the universal and particular Church;
- To have an accurate familiarity with the theological, juridical and pastoral dimensions of the various councils involved in the decision-making process of the Church.

Indicative Syllabus:
- Development of the Primacy of the Papacy: Historical, Theological and Juridical Dimensions
- Recovery of Collegiality: Vatican II and Code of 1983
- Co-responsibility and Synodality in the life of the Church
- College of Bishops and Synod of Bishops
- The Holy See, Curia and the College of Cardinals
- The Office of Bishop, Governance and the Organisation of a Diocese
- The Diocesan Synod and the Diocesan Pastoral Council
- Council of Priests
- College of Consultors, *sede vacante* and the Diocesan Administrator
- Parish, Pastors and Pastoral Councils
- Parishes without a Parish Priest
- Religious Institutes: Charism and Law
- The Teaching office of the Church: Magisterium, Preaching, Catholic Schools and Universities, Communications and Publications

Indicative Bibliography:

The Code of Canon Law (1983)
G. J. Woodall, A Passion for Justice: A Practical Guide to the Code of Canon Law (Gracewing 2011)
J.T. Martín de Agar, *A Handbook on Canon Law* (Montréal 2007)
J. Coriden, *Introduction to Canon Law* (New York 2004)
The New Commentary on the Code of Canon Law (New York 2000)
J.I. Arrieta, *Governance Structures with the Church* (Montréal 2000)
J. Coriden, *The Parish in Catholic Tradition* (New York 1997)
Klaus Schatz, *Papal Primacy: From Its Origins to the Present* (Collegeville 1996)
The Canon Law: Letter and Spirit (London 1995)

Time Allowance for Constituent Elements

Lectures 24 hours
Written Work 24 hours
Private Study 48 hours

Elements and Forms of Assessment:

Continuous Assessment 25%
Final Examination 75%

Mission Studies

Evangelization and Mission Today

Module Code: MS 110
Module Co-ordinator: Revd Dr Noel O'Sullivan
Department: Systematic
Module Level: 8 (Undergraduate)
Credit Rating: 2.5 ECTS Credits

Aims: To develop in students an ability to think of ministry in terms of Evangelization and Mission

Learning Outcomes: At the end of the course, students will be able to:
- Identify the scriptural and theological foundations of mission and evangelization
- Understand the theological and cultural factors that, on the one hand, support and, on the other, undermine the preaching of the Gospel
- Identify key moments in the missionary outreach of the Irish Church
- Reflect on the significance of the main teachings of the Church since Vatican II on mission and evangelization
- Analyse the impact of contemporary developments in church and society on mission and evangelization
- Examine a number of significant texts in contemporary theological literature on mission and evangelization
- Offer practical suggestions on how to evangelize today

Indicative Syllabus:
- Biblical and Theological Foundations of Mission and Evangelization
- Historical and Ecumenical Perspectives on Mission and Evangelization
- From Jew to Gentile: St Paul: quintessential Missionary
- Exploration of some contemporary literature on Evangelization and Mission
- The Irish contribution to Mission
- Models of Evangelization
- Key principles of mission and evangelization in Vatican II and in subsequent papal documents:
    In-depth analysis of *Ad Gentes, Nostra Aetate, Evangelii Nuntiandi* and *Redemptoris Missio*

Time Allowance for Constituent Elements:
Lectures: 12 hours
Private study: 8 hours
Assignment: 10 hours

Elements and Forms of Assessment: Essay

Principles and Practice of Ecumenism

Module Code: EM 202
Module Co-ordinator: Dr Andrew Meszaros
Department: Systematic
Module Level: 8 (Undergraduate)
Credit Rating: 5 ECTS Credits

Aims: The aim of this module is to familiarize students with the Catholic Church's ecumenical and inter-religious engagement. More particularly, the module (i) covers the key ecclesiological and theological principles which guide Catholic dialogue and (ii) explores in some depth certain ecumenical and inter-religious dialogues (E.g., Catholic – Jewish dialogue, Catholic – Lutheran dialogue etc.).

Texts to be read (include, but are not limited to):
    1) *Lumen Gentium* 1-17
    2) *Unitatis Redintegratio*
    3) *Nostra Aetate*
    4) *Ut Unum Sint*
    5) *Dialogue and Proclamation*
    6) *Joint Declaration on the Doctrine of Justification*

Learning Outcomes: At the end of the course, students will be able to:
- Explain the difference between Ecumenism and Inter-religious dialogue.
- Explain how dialogue, both ecumenical and inter-religious, is compatible with fundamental Catholic ecclesiological principles.
- Explain how the dogmatic axiom *Extra ecclesiam nulla salus* is to be understood.
- Explain some of the historical factors that led to divisions among Christians.
- Discuss some of the key doctrinal and religious differences between Catholics and other Non-Catholic Christians and non-Christians.
- Explain the different modes of dialogical activity, including spiritual, charitable, doctrinal, and 'receptive' ecumenism.
- Differentiate between inclusivist, pluralist, and exclusivist approaches to inter-religious dialogue.
- Give detailed examples of some of the fruits or breakthroughs of ecumenical and inter-religious dialogues.

Time Allowance for Constituent Elements:
Lectures: 24 hours / Seminars: 3 hours
Private study: 60 hours

Elements and Forms of Assessment:
Continuous Assessment: 40% (Essay and Tutorials)
End of Semester Examination: 60%

Ecumenism and Inter-Religious Dialogue

Module Code: EM 302
Module Co-ordinator: Dr Andrew Meszaros
Department: Systematic
Module Level: 8 (Undergraduate)
Credit Rating*:*   2.5 ECTS Credits

Aims: The aim of this module is to familiarize students with the Catholic Church's ecumenical and inter-religious engagement. More particularly, the module (i) covers the key ecclesiological and theological principles which guide Catholic dialogue and (ii) explores in some depth certain ecumenical and inter-religious dialogues (E.g., Catholic – Jewish dialogue, Catholic – Lutheran dialogue etc.).

Texts to be read (include, but are not limited to):
> 1) *Lumen Gentium* 1-17
> 2) *Unitatis Redintegratio*
> 3) *Nostra Aetate*

Learning Outcomes: At the end of the course, students will be able to:

- Explain the difference between Ecumenism and Inter-religious dialogue.
- Explain how dialogue, both ecumenical and inter-religious, is compatible with fundamental Catholic ecclesiological principles.
- Explain how the dogmatic axiom *Extra ecclesiam nulla salus* is to be understood.
- Discuss some of the key doctrinal and religious differences between Catholics and other Non-Catholic Christians and non-Christians.
- Explain the different modes of dialogical activity, including spiritual, charitable, doctrinal, and 'receptive' ecumenism.
- Differentiate between inclusivist, pluralist, and exclusivist approaches to inter-religious dialogue.

Time Allowance for Constituent Elements:
Lectures: 12 hours

Elements and Forms of Assessment:
Continuous Assessment: Essay 1,500-2,000 words: 100%

Biblical and Theological Languages

Introduction to Biblical Greek

Module Code: BL 181
Lecturer: Anne Lanigan, Mth
Department: Sacred Scripture
Module Level: 8 (Undergraduate)
Credit Rating: 2.5 ECTS Credits
Pre-requisites: Familiarity with the Greek Alphabet

Aims: To introduce theology students to the study of Biblical Greek.

Learning Outcomes:
At the end of the course, the student will:
- Be familiar and comfortable with reading and writing the Greek alphabet
- Be familiar with the basics of Biblical Greek morphology and syntax
- Have acquired a core vocabulary of Biblical Greek
- Be able to translate certain basic New Testament texts

Indicative Syllabus:
- Socio-linguistic background of Koine Greek
- Greek writing system
- Word classes of Biblical Greek
- Biblical Greek morphology
- Biblical Greek syntax
- Biblical Greek vocabulary
- Translating Biblical Greek texts

Time Allowance for Constituent Elements:
Lectures:	24 hours
Assignments:	12 hours
Private study:	24 hours

Elements and Forms of Assessment:
Continuous assessment:	20%
Final examination:	80%

Students who maintain an average of 70% in their continuous assessments are deemed to have qualified, and do not have to sit the final examination.

Introduction to Ecclesiastical Latin

Module Code: BL 182
Lecturer: Rev Dr Noel O'Sullivan
Department: Theology
Module Level: 8 (Undergraduate)
Credit Rating: 2.5 ECTS Credits
Pre-requisites: Philosophy for BD Students

Aims: To introduce students to the study of ecclesiastical Latin

Learning Outcomes:
- Be familiar with the basics of Latin morphology and syntax

Indicative Syllabus:
- Latin morphology
- Latin syntax
- Vocabulary
- Translation of phrases, prayers, and selected classical texts
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Texts
- Collins, John F, *A Primer of Ecclesiastical Latin* (Washington: Catholic University of America Press, 1985)
- O'Sullivan, Noel, *Introduction to Latin* (private circulation)
- Latin Dictionary

Time Allowance for Constituent Elements:
Lectures: 24 hours
Private study: 24 hours
Assignments: Take home exercises and translations

Elements and Forms of Assessment:
Continuous Assessment: 40%
Final Examination: 60%

Introduction to Biblical Hebrew

Module Code: BL 183
Lecturer: Francis Cousins BA, STL
Department: Sacred Scripture
Module Level: 8 (Undergraduate)
Credit Rating: 2.5 ECTS Credits
Pre-requisites: Familiarity with the Hebrew alphabet and vowel-pointing system.

Aims: To introduce students to the study of Biblical Hebrew.

Learning Outcomes:
On completion of the course, the student will:
- Be familiar and comfortable with the Hebrew writing system
- Be familiar with the basics of Biblical Hebrew morphology and syntax
- Have acquired a core vocabulary of Biblical Hebrew
- Be able to translate certain basic Biblical Hebrew texts

Indicative Syllabus:
- Socio-linguistic background of Biblical Hebrew
- Biblical Hebrew writing system
- Word classes of Biblical Hebrew
- Biblical Hebrew morphology
- Biblical Hebrew syntax
- Biblical Hebrew vocabulary
- Translating Biblical Hebrew texts

Time Allowance for Constituent Elements:

Lectures:	24 hours
Assignments:	12 hours
Private study:	24 hours

Elements and Forms of Assessment:

Continuous assessment:	20%
Final examination:	80%

Students who maintain an average of 70% in their continuous assessments are deemed to have qualified, and do not have to sit the final examination.

Intermediate Ecclesiastical Latin

Module Code: BL 281
Lecturer: Rev Dr Noel O'Sullivan
Department: Theology
Module Level: 8 (Undergraduate)
Credit Rating: 2.5 ECTS Credits
Pre-requisites: BL 181 or equivalent

Aims: To consolidate and build upon the knowledge of Latin acquired in BL182

Learning Outcomes: At the end of the course, the student will:
- Be familiar with the more advanced elements of Latin morphology and syntax
- Have enlarged their Latin vocabulary
- Be familiar with the basic reference tools for the study of Latin
- Have read a number of un-adapted Latin texts

Indicative Syllabus:
- Latin morphology
- Latin syntax
- Latin vocabulary
- Translating Latin texts: New Testament, Creeds, Prayers; some classical Latin texts

Texts
- Collins, John F*, A Primer of Ecclesiastical Latin* (Washington: Catholic University of America Press, 1985)
- O'Sullivan, Noel, *Introduction to Latin* (private circulation)
- Latin Dictionary

Time Allowance for constituent elements:
Lectures: 24 hours
Assignments: 10 hours
Private study: 12 hours

Elements and Forms of Assessment:
Continuous assessment: 40%
Final examination: 60%

Intermediate Biblical Greek

Module Code: BL 282
Lecturer: Dr Luke Macnamara OSB
Department: Sacred Scripture
Module Level: 8 (Undergraduate)
Credit Rating: 2.5 ECTS Credits
Pre-requisites: BL 181 or equivalent

Aims: To consolidate and build upon the knowledge of Biblical Greek acquired in BL 181.

Learning Outcomes: At the end of the course, the student will:
- be familiar with more advanced elements of Biblical Greek morphology and syntax
- have enlarged their Biblical Greek vocabulary
- be familiar with the basic reference tools for the study of Biblical Greek
- have read a number of un-adapted Biblical Greek texts

Time Allowance for constituent elements:
Lectures:	10 hours
Assignments:	10 hours
Private study:	12 hours

Indicative Syllabus:
- Biblical Greek morphology
- Biblical Greek syntax
- Biblical Greek vocabulary
- Translating Greek texts: Septuagint, New Testament and Church Fathers
- Linguistics and Biblical Greek

Elements and forms of Assessment:
Continuous assessment: 20%
Final examination: 80%

Students who maintain an average of 70% in their continuous assessments are deemed to have qualified and do not have to sit the final examination.

Intermediate Biblical Hebrew

Module Code: BL 382
Lecturer: **Not Offered in Current Academic Year**
Department: Sacred Scripture
Module Level: 8 (Undergraduate)
Credit Rating: 2.5 ECTS Credits
Pre-requisites: BL 183 or equivalent

Aims: To consolidate and build upon the knowledge of Biblical Hebrew
           acquired in BL 183.

Learning Outcomes: At the end of the course, the student will:
- be familiar with more advanced elements of Biblical Hebrew morphology and syntax
- have enlarged their Biblical Hebrew vocabulary
- be familiar with the basic reference tools for the study of Biblical Hebrew
- have read a number of un-adapted Biblical Hebrew texts

Time allowance for constituent elements:
           Lectures: 10 hours
           Assignment: 10 hours
           Private study: 12 hours

Indicative Syllabus:
- Biblical Hebrew morphology
- Biblical Hebrew syntax
- Biblical Hebrew vocabulary
- Translating Biblical Hebrew texts
- Linguistics and Biblical Hebrew

Elements and Forms of Assessment:
Continuous assessment: 20%
Final examination: 80%

Students who maintain an average of 70% in their continuous assessments are deemed to have qualified, and do not have to sit the final examination.

Pastoral Theology
An Introduction to Pastoral Theology

Module Code: PT 103
Lecturer: Dr Aoife McGrath
Department: Pastoral Theology
Module Level: 8 (Undergraduate)
Credit Rating: 2.5 Credits

Aims:
- To teach students how to engage in practical theological interpretation on issues of concern within the church and contemporary society.
- To introduce students to the core tasks of practical theology.
- To explore what it means to be a pastoral theologian.

Learning Outcomes:
At the end of this course, students will:
- Be adept in practical theological interpretation as an academic exercise, as well as a method of supporting and sustaining lived discipleship and ministerial leadership.
- Have the knowledge and skills to interpret, understand, and respond to difficult issues and situations in contemporary and concrete settings.
- Develop the practice of cross-disciplinary thinking and have the ability to engage in robust conversation with other disciplines, including other theological disciplines and the arts and sciences.
- Have improved their reflexive thinking, by examining their own life experiences, actions, and practices, questioning cultural and personal assumptions, and developing awareness and understanding that will lead to more pastoral action/response.
- Have an understanding of what it means to be a pastoral theologian.

Indicative Syllabus:
- What is Pastoral/Practical Theology?
- The Descriptive-Empirical Task.
- The Interpretive Task.
- The Normative Task.
- The Pragmatic/Strategic Task.

Time Allowance for Constituent Elements:
Lectures: 12 hours / Reflective Learning Journal: 6 Hours / Essay: 8 Hours

Assessment: Class Attendance: 10% / Essay: 60%   [1,500 word essay]
Reflective Learning Journal: 30% [Ten short Learning Statements & an
                                         Overview Statement]
Students need to pass all components of assessment in order to pass the module

Pastoral Theology: Faith and Practice in Everyday Living

Module Code: PT 201
Lecturer: Dr Aoife McGrath
Department: Pastoral Theology
Module Level: 8 (Undergraduate)
Credit Rating: 5 Credits

Aims:
- To provide students with the skills to undertake the descriptive-empirical task of practical theological interpretation.
- To explore the use of qualitative research methods as a systematic and disciplined way of attending to the faith perspectives, life experiences, and particularities of people, in order to improve pastoral understanding and practice.
- To enable students to integrate cross-disciplinary knowledge and empirical data into the theological enterprise, by completing a pilot study in an area of pastoral concern.

Learning Outcomes:
At the end of this course, students will:
- Be prepared to carry out descriptive-empirical enquiry in their future academic and professional/ministerial lives.
- Have the knowledge and skills to deepen the quality of their attending to others, whether in informal ways through active listening and interpersonal communication in everyday encounters, or more formal and systematic ways by investigating perspectives and experiences through empirical research.
- Develop the practice of cross-disciplinary thinking.
- Have the ability to facilitate a robust dialogue between the everyday life and practices of Christians and the resources of the Christian faith.
- Have engaged in sustained and critical reflection on a particular area of concern regarding faith and practice.

Indicative Syllabus:
- The descriptive-empirical task
- Experience as a theological source
- Active Listening and Attentiveness
- Understanding people and empirical research
- Qualitative research methods – describing, observing, and interviewing
- Narrative/Life history research – careful listening to individuals' stories
- Ethics in Research
- Data collection, transcription, analysis, and interpretation

Time Allowance for Constituent Elements:

Lectures: 24 Hours
Reflective Learning Journal: 6 Hours
Research Project: 18 Hours

Assessment:

Class Attendance   10%
Reflective Learning Journal   30% [Ten Learning Statements & Overview Statement]
Research Project: 60% [3,500 words]

Students need to pass all components of assessment in order to pass the module

Practicing Theology: For Life Abundant

Module Code: PT 301
Module Co-ordinator: Donna Linton
Department: Pastoral Theology
Module Level: 8 (Undergraduate)
Credit rating: 2.5 Credits

Aims:
- To introduce students to key writers in pastoral and practical theology.
- To offer a theology for ministry in which the priest/minister is understood as a pastoral theologian.
- To address the integration of Christian beliefs and practices in the life of the minister and the community.
- To practically identify areas of stress, challenge, and burn-out in ministry, and examines ways of keeping a balance between personal and ministerial commitments.

Learning Outcomes:
At the end of the course the student will:
- Have an understanding of what constitutes Catholic pastoral/practical theology
- Understand what it means to be a pastoral theologian
- Be attentive to the practices and practicalities involved in being servants of Christ and stewards of God's mysteries
- Address areas for ongoing formation and personal growth in ministry

Indicative Syllabus:
- Defining Catholic Pastoral/Practical Theology
- The priest/pastor as theologian
- Theology for Ministry
- Theology of transition: dealing with change and grief in ministry
- Co-responsible ministry: leadership, collaboration, and the dynamics of power in ecclesial ministry
- Self care in ministry: stress, burnout, addiction, supervision, pastoral support, ongoing formation

Time allowance for Constituent Elements:

Lectures:	12 hours	Learning Journal	6 hours
Essay:	8 hours	Private study:	10 hours

Elements and Forms of Assessment:

Learning Journal:	30%
Integration Paper:	70% (1500 word essay/integration paper)

Students need to pass all components of assessment in order to pass the module

Theological Reflection: Integration of Belief and Practice

Module Code: PT 302
Lecturer: Donna Linton
Department: Pastoral Theology
Module Level: 8 (Undergraduate)
Credit Rating: 2.5 Credits

Aims:
- To explore a variety of tools and methodologies for theological reflection
- To identify requisite skills for engaging in reflective processes
- To integrate the wisdom of the Christian and Catholic traditions with the practice of ministry
- To offer opportunities for students to bring life experiences and theological studies into critical conversation

Learning Outcomes:
At the end of this course, students will:
- Be able to make explicit connections between belief and practice
- Develop methods and skills for integration of tradition and experience
- Deepen their understanding of the relationship between their own experiences and the liturgical, dogmatic, scriptural, moral, and pastoral teachings of the Church
- Articulate a theology for living the Christian life

Indicative Syllabus:
- Different approaches to theological reflection
- Theology and pastoral practice in critical dialogue
- The art of reflective processes
- The dynamics of groups
- A language and culture of feedback in ministry
- Creative reflective processes: the role of art, music, imagery, and media

Time Allowance for Constituent Elements:

Lectures:	12 hours	Learning Journal:	6 Hours
Essay:	8 Hours		

Assessment:

Class Attendance:	10%	Continuous Assessment:	20%
Integration Paper:	70%		

Students need to pass all components of assessment in order to pass the module

Liturgical Music

Music in Christian Worship

Module Code: LM 101
Lecturer: Dr John O'Keefe
Department: Liturgy
Module Level: 8 (Undergraduate)
Credit Rating: 2.5 ECTS Credits

Aims: To introduce students to the study of music in the Christian liturgical tradition.

Learning Outcomes: At the end of the course, the student will:
- Have obtained an overview of the scriptural and doctrinal sources
- Be cognisant of contemporary Church teaching in this area
- Be attuned to the function of liturgical music and its connection with liturgical celebrations

Indicative Syllabus:
- Scriptural and Patristic foundations; fundamental Principles
- Music and the Word
- Gregorian Chant
- The heritage of Western Christian liturgical music
- Papal legislation up to Vatican II
- The directives of Vatican II and post-conciliar documents
- The musical forms of Mass and Office
- The ministries of Presider, congregation, choir, cantor and instrumentalist
- Liturgical music and culture; current issues in liturgical musicology
- Compositional trends since 1960

Time allowance for constituent elements:
Lectures: 12 hours   Private study: 12 hours

Elements and Forms of Assessment: End of semester examination: 100%

Indicative Bibliography:
Holtz, Barry W, *Back to the Sources: Reading the Classic Jewish Texts,* New York: Simon & Schuster, 1986.
Neusner, Jacob, and Alan J, Avery-Peck, eds, *The Blackwell Reader in Judaism*, Oxford: Blackwell, 2001.
Scheindlin, Raymond P, *A Short History of the Jewish People*, Oxford: Oxford University Press, 2000.
Segal, Eliezer, *Introducing Judaism,* London: Routledge, 2009.
Selection of Jewish texts (in translation) to be provided.

Faith and Culture

Christian Faith and the Dynamics of Culture in a Secular Age

Module Code: FC 207
Module Co-ordinator: Rev Professor Michael A Conway
Department: Faith and Culture
Module Level: 8 (Undergraduate)
Credit Rating: 5 ECTS Credits
Pre Requisites: Three Semesters of Theology

Aims: To provide an introduction to some important topics and critical issues that are relevant to our understanding of how Christian faith interacts with a rapidly changing, contemporary culture. To explore the issues in question as they have emerged in recent decades, paying special attention to the idea of culture, the process of secularization, various forms of humanism, the arts, the internet and social media, young people and the institutional church, and the emerging so-called post-secular context.

Learning Outcomes: At the end of the course students will have engaged with a series of topics that are central to an interaction between faith and contemporary culture. They will have achieved a certain competency in understanding and discussing the relevant issues. In particular they will have developed an appreciation of the evolving nature of the discourse and of the critical achievements attained in these areas of growing interest. Finally, they will have researched a particular area in detail and presented a project on the findings.

Indicative Syllabus
- Theories of Culture – Inculturation
- The *Pontifical Council for Culture*
- The Process of 'secularization'
- Secular Belief Systems, Humanism, and Materialism/Behaviourism
- Scientific Realism and the New Atheism
- Fundamentalism(s)
- Christianity and the Visual Arts
- Church and Cinema
- New Religious Movements
- The Christian Message in the Age of the Internet
- Youth Culture and the Institutional Church

Time Allowance for Constituent Elements:
Lectures   24 Hours   Reading /Project   24 Hours

Elements and Forms of Assessment
Continuous Assessment: 20% (In Class Quizzes)
Research Project: 80%

Philosophy

Philosophy of Religion and Secular Thought

Module Code: PY 601
Lecturer: Dr J. Haydn Gurmin
*Department***:**   Philosophy
Module Level: 8 (Undergraduate)
Credit Rating: 5 ECTS Credits

Aims: To introduce students to the philosophical debate pertaining to the existence and nature of God.

Module Overview: This module takes as its starting point the philosophical debate concerning the existence and nature of God. It will also consider the interplay between reason, science, and religion. The most common arguments for the existence of God, namely; the cosmological, ontological and teleological arguments, will be identified and outlined with a view to assessing their validity. Particular attention will be paid to the philosophical issues that arise within the contemporary 'God debate' in connection with the theory of evolution, and theories concerning the make-up and origins of the universe. The philosophical problem of evil will be examined as it presents a major challenge to belief in an all-knowing, all-powerful and all-good God. Finally, some aspects of secular thought and religion will be outlined. Such discussion will begin with reference to the German philosopher Ludwig Feuerbach (1804-1872) and trace secular thinking from the 19th century. Philosophical theological responses to secular thinking will be considered.

Learning Outcomes:
- Identify the historical lines of argument concerning the existence and nature of God.
- Discuss philosophically the relationship between reason, science, and religion.
- Explain the various proofs for the existence of God (ontological, cosmological, teleological), and assess their validity and reference to the contemporary debate concerning God's existence.
- Analyse the problem of evil, and assess its major challenges for the existence of an omnipotent, all-knowing, and benevolent God.
- Explain the theory of evolution, and assess its impact on belief in the existence of God.
- Discuss the positions of a number of key atheist thinkers including Feuerbach, Nietzsche, Dawkins, etc., and assess their findings on the question of the existence and nature of God.

Course Text: Brian Davies, *Introduction to the Philosophy of Religion* (Oxford: OUP, 2004)

Time Allowance for Constituent Elements
Lectures   24 Hours   Private Study: 24 Hours

Elements and Forms of Assessment:
Continuous Assessment: 40%   Final Examination: 60%

Elective and Special Courses

The Embracing Father: The God of Jesus in the Parables of Luke

Module Code: EL 252 (Summer Module)
Lecturers: Prof Séamus O'Connell
Discipline: Sacred Scripture
Module Level: 8 (Undergraduate)
Pre-requisites: SC 136, SC 400 or equivalents

Aims:
The parables of Luke provide some of the most inspiring narratives and characters of the Christian Scriptures—the Good Samaritan, the Prodigal Son, the Lost Sheep. Not only do Luke's parables call people to relate with each in a particular way—in what might be termed an ethical or horizontal interpretation, they also call people to perceive and relate with God in a new way—in what we might be termed a theological or vertical interpretation. In his parables, Luke's Jesus challenges his hearers to risk the embrace of his Father. This module offers a reading of these great parables in a way that brings the radical newness of Jesus' God into play, and brings us to see God's Lordship, and the disciple's prophetic call in new ways.

Learning Outcomes: At the end of the course, the student will:
- Be familiar with the Gospel of Luke, its overall narrative shape, and its core theological, pastoral, and spiritual concerns;
- Be able to distinguish parabolic and other types of discourse, as well as identifying the root metaphors of specific Lukan parables;
- Be capable critically to discuss Jesus' characterization of God within the parables of Luke;
- Will be able to conduct a narrative and theological analysis of certain key Lukan parables.

Indicative Syllabus:
- The Gospel of Luke: shape, concerns, core motifs
- How narratives work: plot, character, time
- Parable—metaphor or allegory?
- More than Pearls: the interplay between the parables and the narrative of the Gospel
- God as LORD in the Jewish Scriptures
- Jesus as Lord in the Gospel of Luke
- The Father of the Lost Sons: embodying a weakness that appears as strength (15:11–32)

- The God of the Dishonest Steward: the Lord of single-minded 'shrewdness'(16:1–9)
- The Bosom of Abraham: hiding the God of Jesus in Abraham our Father (16:19–31)
- The Today-God: the urgency of the Kingdom and its Banquet (14:15–24)

Indicative Bibliography

Byrne, Brendan. *The Hospitality of God. A Reading of Luke's Gospel.* Collegeville: Liturgical, 2000.

Donahue, John R. *The Gospel in Parable.* Minneapolis: Fortress, 1988.

Drury, John. *The Parables in the Gospels*. London: SPCK, 1985.

Harrington, Wilfrid J. *Reading Luke for the First Time*. Boston: Paulist, 2015.

Karris, Richard J. *Eating your Way Through Luke's Gospel.* Collegeville: Liturgical, 2006.

Johnson, Luke Timothy. *The Gospel of Luke*. Sacra Pagina 3. Collegeville: Liturgical, 1999.

Levine, Amy-Jill. *Short Stories by Jesus: The Enigmatic Parables of a Controversial Rabbi.* New York: HarperOne, 2014.

Parris, David P. "Imitating the Parables: Allegory, Narrative and the Role of Mimesis." *JSNT* 25 (2002): 33–53

Patella, Michael F. *The Gospel According to Luke.* The New Collegeville Bible Commentary. New Testament; v. 3) Collegeville: Liturgical, 2005.

Snodgrass, Klyne R. *Stories with Intent: A Comprehensive Guide to the Parables of Jesus*. Grand Rapids: Eerdmans, 2008.

Time allowance for constituent elements

Seminars:	10 hours
Personal Research & Study	10 hours
Final Assignment	14 hours

Assessment
Final Essay (2000 words): 100%

Seeing and Believing: the Bible and its Reception in Art

Module Code: EL 253 (Summer Module)
Lecturer: Prof. Carmen Yebra Rovira [Pontifical University, Salamanca]
Discipline: Sacred Scripture
Module Level: 8 (Undergraduate)
Pre-requisites: SC 136, SC 400 or equivalent

Aims:

Biblical stories have been one of the most important sources for the creation of Christian art. This course explores how particular biblical narratives have been translated into various artistic media—painting, drawing, engraving, sculpture. It will also examine the what happens when an artist "translates" written language into visual language, as well as the liberties taken in such compositions. Students will investigate the relevance of these images in the understanding of biblical texts, from both Old and New Testaments, and how they enhance interpretation by highlighting aspects of the text that could have gone unnoticed.

Learning Outcomes:

At the end of the course, the student will:

- have a framework to interpret a work of visual art inspired by biblical and apocryphal texts;
- have gained a fundamental understanding of how certain biblical texts and their iconographic representations engage their audiences, and so shape religious practice, expressions of piety and beliefs;
- be able to appreciate the importance of the image in the construction of the Christian imagination, and the formulation of Christian faith;
- have engaged with the Reception History (*Wirkungsgeschichte*) of the Bible and will have grasped its historical and current relevance.

Indicative Syllabus

- Adam and Eve Mourning the Death of Abel (Gen 2–3)
  (Focus: Theoretical Framework: Biblical-cultural Studies)
- The Birth of Moses (Exodus 2)
  (Focus: Secondary Characters in Biblical Narratives)
- The Childhood of Jesus (Luke 2, Matthew 1–2)
  (Focus: The Survival of Apocryphal Literature in Art)
- The Prodigal Son (Luke 15:11–32)
  (Foci: New Readings [*relectures*], Biblical Art in Pastoral Settings, Inculturation)
- The Healing of Saint Paul (Acts 9:17–19) (Focus: Art and Dialogue: the Bible and Systematic Theology)

Time allowance for constituent elements

Seminars: 10 hours
Personal Research & Study   10 hours   Final Assignment 14 hours

Core Introductory Bibliography

Berdini, Paolo, *The Religious Art of Jacopo Bassano. Painting as Visual Exegesis*, Cambridge: Cambridge University Press, 1997.

Exum, J. Cheryl and Stephen D. Moore. "Biblical Studies/Cultural Studies" in *Biblical Studies/Cultural Studies.* ed. J. Cheryl Exum, Sheffield: Sheffield Academic Press, 1998, 19–45.

Exum, J. Cheryl, "Beyond the Biblical Horizon: the Bible and the Arts" in *Biblical Interpretation* 6 (1998): 259–65.

O´Kane, Martin, "*Wirkungsgeschichte* and Visual Exegesis: the Contribution of Hans-Georg Gadamer." *JSNT* 33 (2010): 147–59.

—————. (ed.) *Bible, Art, Gallery*. Sheffield: Sheffield Phoenix, 2010.

—————. *Imaging the Bible.* London: SPCK, 2008.

—————. *Painting the Text.* Sheffield: Sheffield Phoenix Press, 2007.

Key Bibliography

Drury, John, *Painting the Word: Christian Pictures and Their Meanings*. New Haven and London: Yale University Press, 2002.

Exum, J. Cheryl and Ela Nutu. *Between the Text and the Canvas: the Bible and Art in Dialogue*. Bible in the Modern World 13, Sheffield: Sheffield Phoenix Press, 2007.

Exum, J. Cheryl, "Lovis Corinth's Blinded Samson." *Biblical Interpretation* 6 (1998): 410–25.

—————. ed. *Biblical Studies/Cultural Studies.*JSOT Supplement Series 226. Sheffield: Sheffield Academic Press, 1998.

Finaldi, Gabriele and Neil MacGregor, *The Face of Christ*. New Haven and London: Yale University Press, 2002.

Fowler, Robert M, "Reader Response Criticism" in Paula Gooder (ed.), *Searching for Meaning,* London: SPCK, 2008, 127–34.

Harries, Richard, *The Passion in Art*, Aldershot: Ashgate, 2004.

—————. *The Image of Christ in Modern Art,* Aldershot: Ashgate, 2013.

Joynes, Christine E. (ed.). *Perspectives on the Passion: Encountering the Bible through the Arts*, Library of New Testament Studies 381. London: T & T Clark, 2007.

MacGregor, Neil and Erika Langmuir. *Seeing Salvation*. London: BBC Books, 2001.

Rowland, Christopher. "Reception History" in Paula Gooder (ed.), *Searching for Meaning*. London: SPCK, 2008, 111–19

Yebra Rovira, Carmen. "French Biblical Engravings and the Education of the Spanish Woman in the XIX Century", *Biblical Reception* 2 (2013): 97–116.

Elements and Forms of Assessment

Final Essay (2000 words):	100%
Submission Date	August 3, 2018 (Theology Office; 3pm)

The Life and Thought of Blessed John Henry Cardinal Newman

Module Code: EL 254
Lecturer: Rev. Dr. Patrick Manning
Department: Systematic Theology
Module Level: 8 (Undergraduate)
Credit Rating: 2.5 ECTS Credits

Aims:

Christian Discipleship — the transformation of each person into the image of Christ in response to the word of God and the Church's tradition.
Formation — the renewal of the mind and heart for personal, professional and ecclesiastical growth.
Theological Thinking — the ability to think with the Church through the skills of analysis and critical reflection.
Communication — the ability to articulate theological ideas.
Collaboration — the development and use of personal and interpersonal skills, shared gifts in ministry, for the service of community building.

Learning Outcomes:

- The student will become familiar with some of the philosophical underpinnings of the great Cardinal's thought. The student will come to see how his philosophical training (grounded in British Empiricism), is and was significantly different from that of the clerics of the Church of Roma (whose philosophical underpinnings were clearly classical and hardly modern). These differences, as we will see, caused him no small amount of misunderstanding and often caused him to be held in suspicion by the Catholic hierarchy.
- The student will become familiar with the life of Cardinal Newman and his interesting faith journey: from being somewhat non-religious as a child, to a conversion to Evangelicalism as a teenager, to embracing the established Church of England (and even becoming one of its clerics), to finally coming to Rome and eventually being awarded the Cardinal's hat.
- The student will become familiar with Newman's unique and curious style of writing and come to understand the very interesting and precarious position in which church found itself in mid-Victorian England (not long after the restoration of the hierarchy).
- The Student will come to an appreciation of Newman's love for the Church as well as his disdain of and life-long battle against (what he called) *Liberalism* in religion. Even as he encouraged obedience to church authority, he also insisted of the need to prayerfully obey one's well-formed (and by church teaching, well-informed) conscience.
- The student will come to learn of Newman's great esteem for the laity and Newman's appreciation for the fact that every baptized person is in

possession of God's Holy Spirit (which he referred to as a *Phronema* – φρονεμα), the base conviction behind his *On Consulting* . . . . .

- The student will hopefully come to understand Newman's own self designation as a "controversialist" (as opposed to a theologian), and in controversy the importance for him of both dialectical reasoning and taking into account the epistemological principle of "disproportion."
- The student will come to understand the importance as well as the complexity of the issue of the development of dogma, and how this has to be properly and ecclesially understood in terms of faithfully articulating the doctrine of the Church.

Indicative Syllabus:
- Introduction to the Life of Cardinal Newman (Apologia Pro Vita Sua).
- Significant events and Issues in the Life of Cardinal Newman (Apologia Pro Vita Sua)
- Background to and text of Newman's *A Letter Addressed to His Grace the Duke of Norfolk on the Occasion of Mr. Gladstone's Recent Expostulation*
- Newman on the topic of "Conscience"
- Introduction to and background for Newman's *On Consulting the Faithful in Matters of Doctrine*
- Newman and the *Rambler*
- The Theological significance of "phronema" in Newman's *On Consulting*
- The idea of development and Newman's thoughts on the Development of Doctrine
- The life and growth of religious doctrine
- Cases in Point: Doctrines developed in the history of the Roman Catholic Church

Indicative Bibliography:
- Gaffney, James. Ed. *Conscience, Consensus and the Development of Christian Doctrine*. New York, N.Y.: Image Books (Doubleday), 1992.
- Newman, John Henry Cardinal. *Apologia Pro Vita Sua*. David J. DeLaura, Ed. New York, N.Y.: W.W. Norton Co. Norton Critical Edition, 1968.
- Chapters 4 & 5 from Manning, John Patrick. *Newman and the Rambler: A Model of Theological Integrity* (to be distributed electronically).
- **Choose one of the following**:
  o Martin, Brian. *John Henry Newman, His Life and Work.* New York: Paulist Press, 1990. ISBN 0809131625.
  o Strange, Roderick. *Newman 10 : An Introduction to the Life and Philosophy of John Cardinal Newman.* Notre Dame, IN: Christian Classics, c2008. ISBN 9780870612473 (pbk.). ISBN 0870612476 (pbk.). ISBN 0826476805.

- o Strange, Roderick. *John Henry Newman: A Mind Alive.* London: Darton Longman & Todd, 2008. ISBN 9780232527230 (pbk.). ISBN 0232527237 (pbk.).
- o Dulles, Avery Robert Cardinal. *John Henry Newman: His Life and Work.* London: Continuum, 2005. ISBN 0826476805.

Time Allowance for constituent elements:
Lectures: 12 hours

Elements and Forms of Assessment:
Continuous assessment: 40%   Essay: 60%

Teaching Religion in a Contemporary Irish School

Module Code: EL 256
Lecturer: Rev. Dr. John-Paul Sheridan
Department: Systematic Theology
Module Level: 8 (Undergraduate)
Credit Rating: 5 ECTS

Aim: The course is designed to introduce students to aspects of teaching religion in Irish Primary and Secondary Schools.

Indicative Syllabus:
- Faith, spirituality and education
- Theological and philosophical perspectives on religious education
- Religious Education Methodologies
- Integrating Theology in Religious Education
- Vision, ethos and Identity in Faith Based Schools
- Contemporary Issues and Challenges in Religious Education
- Programmes for Religious Education in Post Primary Schools in Ireland

Indicative Bibliography:
- Kieran, Patricia and Anne Hession, eds, *Exploring Religious Education: Catholic Religious Education in an Intercultural Europe,* Dublin: Veritas, 2008.
- Hession, Anne *Catholic Primary Religious Education in a Pluralist Environment*, Veritas 2015.
- Groome, Thomas H, *Will There be Faith? Depends on Every Christian,* Dublin: Veritas, 2011.
- O'Higgins Norman, James, ed., *Education Matters – Readings in Pastoral Care for School Chaplains, Guidance Counsellors and Teachers,* Dublin: Veritas, 2011.
- Lane, Dermot A. *Challenges Facing Religious Education in Contemporary Ireland,* Dublin: Veritas, 2008.
- Ratcliff, Donald E., ed. *Handbook of Children's Religious Education* Birmingham, AL: Religious Education Press, 1992.
- Best, Ron, ed. *Education, Spirituality and the Whole Child* London: Cassell 1996.
- Barnes, L. Philip, ed. *Debates in Religious Education* London: Routledge 2012.
- Byrne, Garth & Patricia Kieran, *Toward Mutual Ground – Pluralism, Religious Education and Diversity in Irish Schools* Dublin: Columba Press, 2013.

Lectures (24 Hours) Assessment:
Class Assessment: 30% Essay: 20% End of Semester Exam 50%

Mission Outreach

Module Code: EL 257
Lecturer: Team Taught
Department: Pastoral Theology
Module Level: 8 Elective and Special Courses
Credit Rating: 2.5 ECTS Credits
Co-requisites: 100 hours of voluntary service with *Maynooth Mission Outreach*

Aims: This module is aimed at integrating theological reflection with the experience of community service. The module offers academic credit in recognition of volunteering, community service and mission outreach. This module therefore enables students to acquire a range of transferable skills required of university graduates. To this end, it aims to provide an opportunity for

- reflective practice by a student
- further reading on the community needs being addressed in the service
- theological insights to be brought to bear
- articulation and communication of the experience.

A student is free to propose a service-project; but it can only be permitted in consultation with the Registrar and Module Deliverer.

Note: This module is also available to second year students who undertake a summer experience abroad with Maynooth Mission Outreach (MMO). Students must participate fully in the activities of the MMO. While the summer experience must be taken before third year, the credit will be assigned in third year.

Learning Outcomes: At the end of the course, the student will:

- Demonstrate experience of sustained participation in voluntary activity
- Articulate on a the range of issues, policies, and problems associated with the subject of community service
- Reflect on the skills gained and the goals achieved in undertaking community service
- Communicate effectively in a structured manner.

Indicative Syllabus:

- On Reflective Practice
- On using scriptural sources to deepen reflection
- Relevant Principles of Catholic Social Teaching.

Time allowance for constituent elements:
Contact Time: 5 hours Placement: 25 hours

Elements and Forms of Assessment:
Journal: 30 % Individual written reflection on the experience of participation in the voluntary activity, equivalent to 1,500 words
Poster: 30 % An individual poster presentation demonstrating involvement in voluntary activity, equivalent to 750 words
Presentation: 40 % A verbal presentation on the insights gained from involvement, equivalent to 750 words

Philosophy of Religion

Module Code: EL 264
Lecturer: Dr Robert Egan
Department: Philosophy
Module Level: 8
Credit Rating: 2.5

Aims:
- To use the resources of philosophy in order to think in a cogent and meaningful way about religion.

Learning Outcomes:
- Identify some of the main issues in the Philosophy of Religion
- Critically evaluate major arguments in this discipline
- Develop and defend one's own position.

Indicative Syllabus:
- What do we mean by 'God'?
- Is religious faith reasonable?
- Cosmological Arguments for the existence of God
- Teleological arguments for the existence of God
- Ontological arguments for the existence of God
- Experiential arguments for the existence of God
- Modes of discourse about God
- What does it mean to say that God is 'all-powerful' and 'all-knowing'
- The Problem of Evil
- Do miracles exist?
- The argument from morality to God
- Is there life after death?
- 19th century challenges to theism: Feuerbach, Marx, and Freud

Time Allowance for Constituent Elements:
     Lectures: 12 hours

Elements and Forms of Assessment:
     Assessment: Essay 100%

Music and Theology in Dialogue

Module Code: EL 269
Module Co-ordinator: Dr Kathleen Fitzpatrick
Department: Systematic
Module Level: 8 (Undergraduate)
Credit Rating: 2.5 ECTS Credits

Aims:
To introduce students to current scholarship exploring the connections between theology and music

Learning Outcomes:
At the end of the course, the student will:
- Have an overview of the links between music and theology throughout history
- Appreciate the reasons many contemporary theologians are attending to music and the arts as evident in projects begun at Cambridge University and St Andrew's, Scotland
- Be aware of the contribution of music to theology outside the realm of liturgical music
- Have engaged critically and creatively with music from a variety of genres treating themes of theological concern

Indicative Syllabus:
- Historical overview of the relationship between theology and music
- Augustine and music
- Theologians in dialogue with music (Karl Barth, Dietrich Bonhoeffer, Pope emeritus Benedict)
- Musicians in dialogue with theology (Johann Sebastian Bach, Olivier Messiaen, Arvo Pärt, James McMillan)
- Theological themes in popular music
- Songs of justice and liberation
- Apocalypse and music
- Music and interreligious dialogue
- Theological dimensions in the music of Ireland

Time Allowance for Constituent Elements:
     Lectures: 12 hours

Elements and Forms of Assessment:
    Essay   100%

Indicative Bibliography

Blackwell, Albert L., *The Sacred in Music,* Cambridge: Lutterworth, 1999.

Begbie, Jeremy and Stephen R. Guthrie, *Resonant Witness: Conversations between Music and Theology,* Grand Rapids, MI & Cambridge, UK: Eerdmans, 2011.

de Gruchy, John W., *Christianity, Art, and Transformation: Theological Aesthetics in the Struggle for Justice,* Cambridge: Cambridge University Press, 2001.

Hone, Timothy, Jeff Astley and Mark Savage, eds, *Creative Chords: Studies in Music, Theology and Christian Formation,* Herefordshire: Gracewing, 2000.

Illman, Ruth, *Art and Belief. Artists Engaged in Interreligious Dialogue,* Sheffield: Equinox, 2012.

Pelikan, Jaroslav, *Bach among the Theologians,* Philadelphia: Fortress Press, 1986.

Thiessen, Gesa E., ed., *Theological Aesthetics: A Reader,* London: SCM Press, 2004.

Major Essay

Module Code: EL 276
Module Co-ordinator: Faculty
Module Level: 8 (Undergraduate)
Credit Rating: 2.5 ECTS Credits

Aims:

- To present students with the opportunity to research an area in theology under the guidance of a Faculty member and present their research in an essay of 3-5,000 words.

Essay titles:

- Film as a Forum for Evangelization [Professor Conway]
- Young People and the Transmission of Faith [Professor Conway]
- "Faith is the human response to revelation" explore the relationship between faith and revelation. [Dr Noel O'Sullivan]
- An evaluation of the theological foundations of Margaret Farley's sexual ethic, and its relevance for contemporary Irish Society. [Dr Suzanne Mulligan]
- The spirituality of the Psalms.
  "Just as much as people in times past, we too are in need of God and the courage and strength that God's word can give. How can we encounter God in this world of ours today? Can the Psalms teach us pathways to prayer?" (Carmel McCarthy, *The Psalms: Human Voices of Prayer and Suffering* [Dublin: Dominican Publications, 2012] p. 7). Focusing on one or two psalms, explore the poetic imagery by which the psalmist expresses spiritual longing, and suggest ways the ancient text can help people on their spiritual journey today. [Dr Jeremy Corley]
- "Faith within Reason; Faith beyond reason." An reflection on the relationship between faith and reason, or between philosophy and theology with reference to John Paull II's *Fides et Ratio* [Dr Andrew Meszaros]
- Canon Law in the life of the Irish Church since 1980 [Professor Michael Mullaney]
- "Theologies of the Body in Early Christianity"
  <u>(Eligible for the Gilmartin prize in Ecclesiastical History)</u>

This module explores attitudes towards the human body in early Christianity and, in particular, how these shaped a variety of theologies regarding the resurrection of the body among early Christian writers. Those taking this course may choose to focus on a specific topic from a number of areas, ranging from accounts of the early Christian martyrs to the literature of the ascetical movements of the fourth and fifth centuries.

Students who choose the Major Essay module, specialising in Ecclesiastical History (2.5 credits), will be required to fulfil the following requirements:

1. Attendance at the Annual Monsignor Patrick J. Corish Lecture which will be delivered this year by **Professor Candida Moss of Notre Dame University** in Renehan Hall on **Wednesday 18 October 2017** at 7.30pm. Professor Moss will address the topic of "Dying to Live Forever: Identity and Virtue in the Resurrection of the Bodies of the Martyrs". Students will need to make themselves available for this event. Sign-in sheets will be available for students to register their attendance.

2. Completion of a 5,000 word assignment (under my supervision) on any topic within the parameters of "Theologies of the Body in Early Christianity".

3. Students who complete this module can ask that their work be considered for the Gilmartin Prize in Ecclesiastical History (which will be restricted to this module in 2017/18). The student who is judged to have submitted the most impressive assignment (while fulfilling the conditions above) will be awarded the **Gilmartin Prize, valued at €400**.

Further Information:

Prof. Salvador Ryan

Salvador.ryan@spcm.ie

Elements and Forms of Assessment:
  Essay: 100%

Chapter V

Post Graduate Degree Programmes

in the

Faculty of Theology

at the

Pontifical University

Stoyte House, where Saint Patrick's College was founded in 1795

Licentiate in Divinity

Director: Reverend Séamus O'Connell, BSc, SSL, DTheol

To obtain the Licentiate in Divinity (STL), two years' full time specialised study is required. The course and degree are designed for students who have attained honours standard in their previous theological studies. Part-time students may, with the approval of the Director, take the course over three or four years.

Admission Requirements

- In order to register for courses leading to the degree of Licentiate in Divinity, a student must hold at least a Baccalaureate in Divinity, second honours, Grade II *(cum laude)* or what in the judgement of the Faculty is regarded as an equivalent standard of theological study.
- A basic knowledge of Greek and Hebrew is required and an appropriate knowledge of two modern languages.
- Students whose first language is not English will be required to satisfy the English language requirements

Programme of Study

The programme comprises the following:

Reading Courses
Year 1
Students select three reading courses from the list of courses on offer. Students must take courses from at least two different Departments.
Year 2
Students take two reading courses from the Department of their specialization.

Reading Courses are to convene at least once per month during the academic year (i.e., at least 7 meetings). Reading Courses are to be assessed by a variety of means: two end of semester papers and a formal seminar presentation. Each paper is to be of 5000 words. The formal seminar presentation may form the basis for one of the papers. The STL Programme Director, in consultation with those offering the suite of reading courses, is to ensure balance in the means of assessment.

Seminar Courses
Each student is required to take six Seminar Courses.
Year 1
Full time students usually take four courses

Year 2
Two courses in Year Two.
The full list of Seminar Courses is to be found on the following pages. Please note that the courses *Research in Theology: Historical and Methodological Approaches* and *The Soul of Theology* are obligatory.

Seminar Courses are normally assessed by assignment(s) of c.7,000 words. Variants may be approved by the Postgraduate Board

Scriptum
Each student shall prepare a *scriptum* or minor dissertation under the direction of a member of the Faculty, on a topic approved by the Faculty. The *scriptum* shall be between 25,000 and 30,000 words in length, inclusive of footnotes but exclusive of bibliography and appendices.

The *scriptum* will be assessed in a 30-minute *viva*. The examiners shall be the Director of the *scriptum*, an internal reader, and an external reader appointed by the Faculty.

Assessment

The Final Assessment is based on:
- Reading Course examinations
- Seminar Course assignments
- The Scriptum and Viva.

For further details contact:

Admissions Office
Pontifical University
Saint Patrick's College
Maynooth
County Kildare
IRELAND

Web Page: www.maynoothcollege.ie
E-mail: admissions@spcm.ie / theology.office@spcm.ie

Telephone: Fax:
Ireland: 01-708-4772 / 708-3600   Ireland: 01-708-3441
International: +353-1-708-4772   International: +353-1-708-3441

Doctoral Degree in Divinity

Admission Requirements

In order to register for courses leading to the Doctoral Degree in Divinity (DD), a student must hold at least a Licentiate in Divinity (STL) second honours, Grade I *(cum laude)* or what in the judgement of the Faculty is regarded as an equivalent standard of theological study. A basic knowledge of Greek and Hebrew is required, and an appropriate knowledge of two modern languages. Students whose first language is not English will be required to satisfy the English language requirements

Programme of Study

- The doctoral dissertation, which forms the basis for granting the degree, must be a substantial and original piece of research in a theological area, offering a notable contribution to the advancement of the theological sciences.
- The dissertation must be prepared under the direction of a member of the Faculty on a topic approved by the Faculty.
- Students who have completed the STL programme in the Faculty are not required to take courses or attend lectures.
- Students who have not taken any special courses at the Faculty but have a Licentiate of the required standard must take special courses for one year. These are qualifying only.
- At the end of the first year, doctoral students should provide sufficient evidence of progress in the preparation of the dissertation to warrant continuance.
- Dissertations submitted by 30th November are accepted for examination by early spring. Those submitted by 15th May are accepted for examination in early summer. Examination at any other time may be considered only in exceptional circumstances and by express leave of the Faculty.
- The dissertation shall be presented to the Director of Postgraduate Studies at least two months before the candidate may be admitted to defend it. In exceptional cases the Council of the Faculty may shorten the period required.
- Three copies of the dissertation are to be submitted in the first instance, and these may be ring-bound. A hard-bound copy, incorporating any corrections which the examiners may require, must be submitted to the Library following successful defence of the work.
- All dissertations shall remain the property of the Pontifical University.

Public Examination

The public examination shall comprise the following elements:

- A lecture by the candidate for half-an-hour on the topic, arguments and conclusions of the dissertation
- A defence of the dissertation for an hour against objections.
- An examination for half-an-hour on nine propositions chosen by the candidate and approved by the Council of the Faculty. Three propositions will be chosen from each subject area, Systematic Theology, Moral Theology and Sacred Scripture.
- At the end of the Defence, the Faculty shall vote firstly on whether the degree of doctor is to be awarded and secondly on what mark shall be given. Separate marks are given for the thesis and the propositions; the minimum mark is 65%. The marks are counted and an aggregate mark is awarded. This is not communicated to the student. The number of examiners from the Faculty at the examination shall be at least five.

Publication of Doctoral Dissertation

Before the Doctorate in Divinity can be conferred, the dissertation, or at least a substantial part thereof, must be published. Publication may take any of the following forms:

- Appearance as a book, or as an article in a recognised theological journal
- Circulation of copies of the dissertation, or of a major excerpt, in printed form, on disk, microfilm or microfiche, to the main ecclesiastical Faculties of Theology.
- Deposition of a copy of the dissertation and of the disk in the John Paul II Library at St. Patrick's College, Maynooth, together with notification of the fact through appropriate means of inter-library exchange.

For further details contact:

Admissions Office	Telephone: 01-708-4772 / 708-3600
Pontifical University	FAX: 01-708-3441
Saint Patrick's College	
Maynooth	E-mail: admissions@spcm.ie
County Kildare	theology.office@spcm.ie
IRELAND	Web Page: www.maynoothcollege.ie

Doctoral Degree in Theology

The Doctoral Degree of PhD in Theology is awarded to those holding the MTh who satisfactorily complete the course and research requirements for the Degree.

Admission Requirements

- A Masters Degree in Theology of at least Second Class Honours Grade I or its equivalent.
- The Faculty of Theology may also accept applicants whom it deems to have achieved an equivalent standard.
- A competence in at least two theological languages: Hebrew, Greek or Latin. A candidate who has not already attained an acceptable level of competence in theological languages is required to pass qualifying courses in at least two of the following: Hebrew, Greek, or Latin.
- Students whose first language is not English will be required to satisfy the English language requirements.

Postgraduate Degree students will normally be expected to register year by year on a continuous basis until they have completed their degree. Students wishing to suspend registration may do so only on the express permission of the Faculty. Upon registration, PhD students will be assigned a staff mentor to assist them in their choice of courses and thesis director.

Progress at doctoral level demands a significant investment of time by the candidate in personal study and research. As such, study and research requires access both to resources that are frequently only available in research libraries, as well as easy access to the candidate's director or mentor, it is strongly recommended that doctoral candidates, *especially at the beginning of their studies*, spend at least *three days per week* on the Maynooth campus, during the semester.

Programme of Study

- Candidates must normally complete at least three years of fulltime study, the first year of which is termed the Doctoral Foundation Year.

- The Doctoral Foundation Year includes four postgraduate seminar courses. Two of these courses will normally be *Research in Theology: Historical and Methodological Approaches* (PG 464) and *The Soul of Theology* (PG 442).
- Candidates who have recently completed these two courses as part of an STL or Masters in the Pontifical University are exempt. In order to be considered for progression to the second year of the doctoral programme, candidates are to achieve an aggregate 2:1 across these four seminar courses. In the Second Semester of the Foundation Year, the candidate shall, with the guidance of a mentor or director, identify a topic of research interest, and present a brief outline to two nominees of the Postgraduate Board by June 15th. This research topic, is not a doctoral proposal, but rather a research area that creates direction and focus for the doctoral proposal.
- Normally, the doctoral proposal, which forms the basis of the doctoral dissertation, will be presented for approval to the Faculty of Theology during the second year of the doctoral programme.
- The doctoral dissertation, which forms the basis for the award of the degree, must be a substantial and original piece of research, which offers a notable contribution to the advancement of the theological sciences.
- The dissertation must be prepared under the direction of a member of the Faculty of Theology on a topic approved by the Faculty.
- Candidates must have or must acquire a good reading knowledge of a modern continental European language.

Regulations for the PhD Defence

A defence of the dissertation is required for the awarding of the PhD.
I. The candidate shall in the first place submit three copies of the dissertation which may be ring-bound.
II. The examiners shall be the supervisor of the dissertation, an extern chosen by the Faculty, and a member of the Faculty appointed by the Faculty.
The Faculty will also appoint a chairperson for the defence, and members of the Faculty are invited to attend.
III. The examiners may accept or reject the dissertation for defence.
IV. The format of the defence shall be decided by the examiners but shall not exceed one and a half-hour's duration.

V.   The examiners shall make a written recommendation to the Faculty.
VI.   The dissertation may be accepted without change or with some modifications, or it may be rejected on the basis of the defence.
VII. In the event of a successful defence the candidate must submit a hard-bound copy of the dissertation incorporating any changes which the examiners may require. Changes are verified by at least one of the examiners. The degree shall not be conferred until receipt of a duly revised copy has been confirmed by the Director of Postgraduate Studies.
VIII. A copy of the dissertation will be lodged in the College Library, and candidates will be invited to complete the following form: *I hereby agree that the copy of my dissertation deposited in the Library shall be available for consultation under conditions laid down by the Pontifical University.*
IX.   All dissertations shall remain the property of the University.

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International: +353-1-708-4772   International: +353-1-708-3441

Master's Degree in Theology
Two Year Programme

The programme for degree of Master in Theology (MTh) offers candidates the opportunity to deepen their knowledge of Theology through specialised study, personal work and research.

There are two methods of obtaining this degree.
- Mode A: candidates complete five Seminar Courses and write a minor thesis.
- Mode B: candidates submit a major thesis and fulfil the requirements of the *Research in Theology: Historical and Methodological Approaches* Seminar.

Theological Languages – Mode A and Mode B:
A competence in theological language(s) is a qualifying requirement
- A candidate who has not already attained an acceptable level of competence in theological languages is required to pass qualifying courses in at least two of the following: Hebrew, Greek, or Latin. In certain circumstances an advanced course in one language may be accepted in lieu of a second.
- A candidate who has successfully completed a one-year full-time University course in Latin or Greek is exempt.
- The language(s) requirement is merely qualifying and does not form part of the final assessment.

This Degree qualifies for Higher Education grants.

Admission Requirements: Mode A

The minimum entry requirement is an honours primary degree in which Theology comprises at least an equal joint honours component. Candidates should have obtained at least Second Class Honours, Grade I overall, and Second Class Honours, Grade I in Theology. An interview will be part of the selection procedure.

The Faculty of Theology may also accept applicants whom it deems to have achieved an equivalent standard. Where an applicant's qualifications are insufficient for admission to the MTh a Qualifying Programme and Examination may be provided.

Students whose first language is not English will be required to satisfy the English language requirement. Students will normally be expected to register year by year

on a continuous basis until they have completed their degree. Students wishing to suspend registration may do so only on the express permission of the Faculty.

Programme of Study: Mode A

The duration of the programme is two years. This involves at least a one-year course of full-time study in one of the options below. In the second year the candidate, takes one seminar course in the first semester and completes a thesis. All *Mode A* candidates must sucessfully complete the *Postgraduate Induction Week* which takes place during September 11–14, 2017.

Course Option I: Systematic / Moral Theology

In Year One the candidate takes three seminar courses in Systematic / Moral Theology as well the obligatory course:

- *The Soul of Theology* (Dr Macnamara and Dr Rogers) in the second semester.

In Year Two the candidate takes one seminar course in Systematic / Moral Theology in the first semester, and completes the thesis.

Course Option II: Biblical Theology

In Year One the candidate takes two seminar courses in Biblical Theology, one seminar course in either Systematic or Moral Theology, as well as the obligatory course,

- *The Soul of Theology* (Dr Macnamara and Dr Rogers) in the second semester.

In Year Two the candidate takes one seminar course in Biblical Theology in the first semester and completes the thesis.Thesis to be submitted by the 31st July

Course Option III: Pastoral Liturgy

In Year One the candidate takes four seminar courses, as well as auditing certain elements of the Liturgy course for the *Higher Diploma in Pastoral Liturgy* conducted by the *National Centre for Liturgy* (see Chapter VII).

In the first semester, the seminar courses are in Liturgical Theology and in Christian Worship; in the second semester they are to explore dimensions of the Scriptures in the Liturgy, and Sacramental Theology.

In Year Two the candidate takes one seminar course in the first semester and completes the minor dissertation, of 25,000—30,000 words. The minor dissertation will be on an approved topic and submitted within two years of completion of the courses. This study is pursued under the direction of a member of the Faculty of Theology. While engaged on this work the candidate is not required to be in full-time attendance.

Admission Requirements: Mode B

To qualify for admission to a Master's Degree in Theology by dissertation only, candidates shall have Second Class Honours, Grade I in the theological component of their honours degree. The Faculty of Theology may also accept applicants whom it deems to have achieved an equivalent standard.

Students whose first language is not English will be required to satisfy the English language requirement. Students will normally be expected to register year by year on a continuous basis until they have completed their degree. Students wishing to suspend registration may do so only on the express permission of the Faculty.

Programme of Study: Mode B

- Candidates must fulfil the requirements of *Research in Theology: Historical and Methodological Approaches,* and work for at least three semesters under the direction of a permanent teacher within the Faculty.
- The subject of the dissertation requires the approval of the relevant Head of Department.
- The length of the dissertation shall be approximately 40,000 words, exclusive of footnotes and bibliography.
- Candidates shall be required to submit their dissertations within three years. Extensions will be granted only in exceptional circumstances.

Candidates may be examined on the subject matter of the dissertation if the examiners so decide.

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Master's Degree in Theology- *One Year Programme Specialisation: Christianity, Human Rights and Society*

Course Director: Dr Suzanne Mulligan

The course will consist of six taught modules (10 credits each) delivered over two semesters and the submission of a thesis of 15,000 words. Modules will be delivered on Monday and Wednesday evenings and will be assessed by essay (c. 7,000 words). At the beginning of the academic year students will be provided with a range of titles from which to choose a thesis topic. Alternatively students may, in consultation with the course lecturers, write on a topic of their choosing. The submission date for the completed thesis is the end of August.

Admission Requirements:

The minimum entry requirement is an honours primary degree in which Theology comprises at least an equal joint honours component. Candidates should have obtained at least Second Class Honours, Grade I overall, and Second Class Honours, Grade I in Theology. An interview will be part of the selection procedure. The Faculty of Theology may also accept applicants whom it deems to have achieved an equivalent standard. Students whose first language is not English will be required to satisfy the English language requirement.

Programme of Study

In addition to the following programme of study, candidates must successfully complete the *Postgraduate Induction Week* on September 11–14, 2017.

Semester 1:
- **PG 452** Church, State and Society
- **PG 703** Moral Theology: Meaning and Method
- **PG 709** Resourcing: Theology and Renewal in 20th Centurey

Semester 2:
- **PG 428** Social Ethics and the Common Good
- **PG 704** Healthcare Ethics and the Catholic Moral tradition
- **PG 705** Media Ethics and Virtue
- **PG 710** Re-imagining the Human: Towards a Renewed Theological Anthropology
- **Thesis** (*to be submitted by Aug 31st at 3:00pm*)

Note: progression to the PhD from this programme requires the successful completion of a doctoral qualifying year, the parameters of which are established by the Faculty of Theology.

Masters Degree in Theology – *One Year Programme*
Specialisation: The Bible as Scripture

Course Director: Dr Jessie Rogers

Admission Requirements

The minimum entry requirement is a primary degree in which Theology comprises at least an equal joint honours component. Candidates should have obtained at least Second Class Honours, Grade I overall, and Second Class Honours, Grade I in Theology. An interview will be part of the admission process.

The Faculty of Theology may also accept applicants whom it deems to have achieved an equivalent standard. Applicants whose first language is not English will be required to satisfy the English language requirements.

Programme Rationale

The study of the Scriptures is the 'soul of theology' (Second Vatican Council, *Dei Verbum* §24). The *Masters in the Bible as Scripture* is founded upon the experience that the most fruitful approach to the Bible begins with a deep and prolonged engagement with the biblical text—the approach of the New Testament writers, the Church Fathers, the medieval theologians, the Reformers, and of the mystical tradition. Founded upon critical biblical scholarship, this Masters values the faith dimension of engaging the Bible as Scripture—the Church's book, a revelatory text. It therefore privileges literary, narrative, symbolic and theological approaches to the Bible, which enable candidates to acquire:

- the ability to negotiate biblical texts as literary and linguistic entities;
- a hermeneutical framework that permits the theological import of the Bible to emerge;
- a developed sense of the potential and power of the Scriptures—their challenge, call and spirituality.

Programme of Study

The course consists of six taught modules delivered over two semesters, including a blended module (requiring attendance on January 15–19, 2018), and a minor dissertation of 15000 words. In addition to the following programme of study, which is to be agreed with the Course Director, candidates must successfully complete the *Postgraduate Induction Week* on September 11–14, 2017.

Semester 1:
- **PG 477** "Come and see!" A Narrative and Dramatic Reading of John's Gospel
- **PG 706** The House of Being: Towards a Theology of Language (January Module)
- **PG 709** Re-Sourcing: Theology and Renewal in the 20th Century

Semester 2:
- **PG 467** Exploring Ways of Reading Genesis

- **PG 710** Re-imagining the Human: Towards a Renewed Theological Anthropology

and *one* of the following:

- **PG 442** The Soul of Theology: Interpreting Sacred Scripture as the Word of God
- **PG 486** Word and Lection: Scripture Heard and Proclaimed
- **PG 488** The Kiss of Christ: Theological, Spiritual and Pastoral Dimensions of *Lectio Divina*
- **PG 707** Wanting it Darker: God in the Gospel of Mark

Minor Dissertation (15000 words)
The dissertation is to be written under the direction of a member of the Faculty of Theology, and submitted by July 31, 2018 by 3:00pm.

Note: progression to the PhD from this programme requires the successful completion of a doctoral qualifying year, the parameters of which are established by the Faculty of Theology.

Master's Degree in Liturgical Music
Two Year Programme

Course Directors: Rev Professor Liam Tracey, Dr John O'Keeffe

The Masters Degree in Liturgical Music is a joint academic and practice-based programme which will qualify holders to undertake posts as organists, cantors, or directors of music at parish or diocesan level. Each year of the programme will consist of theological and theoretical study of the Church's liturgy, with specific attention to the area of liturgical music. This academic component will be balanced by an intensive course of supervised practical training in a number of core liturgical music disciplines.

Admission Requirements

The course is especially suited to applicants who have studied Theology and Music to honours degree level. Candidates should normally have obtained at least a Second Class Honours, Grade I overall. The Faculty of Theology may also accept candidates whom it deems to have an equivalent standard. An interview will be part of the selection process. As this Masters programme contains a significant practical component, prospective candidates will need, on application, to furnish evidence of proficiency in at least one of the following three areas: (a) Cantor, (b) Organ, (c) Liturgical Composition. Students whose first language is not English will be required to satisfy the English language requirements

Course Aims:

- To provide an academic framework appropriate to the study of Theology at Masters level.
- To provide candidates with an in-depth theological and theoretical formation in the Church's liturgy.
- To form candidates in the historical, textual, doctrinal and technical aspects of liturgical music.
- To enhance candidates' critical awareness of music composed for and performed in the liturgy.
- To significantly enhance course participants' competency and confidence in selected practical disciplines.

Programme of Study

Year One of the programme consists of six core and two elective academic modules, together with at least two practical modules. Year Two, divided equally between academic and practical elements, focuses on the writing of a dissertation on a topic

related to the area of liturgical music, and a major practicum in at least one (maximum two) of the musical disciplines listed below.

Year One

Postgrauduate Induction and Orientation

Candidates for the Masters in Liturgical Music must sucessfully complete the *Postgraduate Induction Week* which takes place on the week before the commencement of lectures.

Core Academic Modules:

- Introduction to Liturgy and Christian Initiation
- The Eucharist
- Liturgical Time
- Music in Christian Worship
- Aspects of Liturgical music

Elective Academic Modules:

Candidates will take their elective modules from a range of options offered by the National Centre for Liturgy.

Practical Modules:

- Liturgical Composition
- Organ Skills I
- Cantor Skills I

* In Year One, candidates will take Liturgical Composition, together with at least one of the remaining practical modules.

Year Two

- Methodology in Research
- Guided Thesis Research
- Practicum

Assessment:

Academic modules are assessed by class attendance, presentations and written assignments. Practical modules are assessed in exam-style presentations and, in the case of liturgical composition, the presentation of a portfolio of work.

For further details contact:

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IRELAND	

Master's Degree in Theology
(Specialisation: Pastoral Theology)
Two years full time or three years part time

Acting Director of Pastoral Theology: Rev Dr Padraig Corkery
Assistant Director in Pastoral Theology: Ms Giovanna Feeley MTh

The Master's Degree in Theology (*specialisation: Pastoral Theology*) prepares people for ministry through participative learning, faith formation, theological reflection and practical pastoral experience. At the heart of the programme is the engagement between theology and ministry. The programme includes the study of topics relevant to pastoral theology and ministry including all aspects of theology, Sacred Scripture, contemporary culture, supervision and communications.

Admission Requirements

The minimum entry requirement for this programme is an honours primary degree in which Theology comprises at least an equal joint honours component. Candidates should normally have obtained at least a Second Class Honours, Grade I overall, and Second Class Honours, Grade I in Theology. The Faculty of Theology may also accept applicants whom it deems to have achieved an equivalent standard. Where an applicant's qualifications are insufficient for admission to the MTh a Qualifying Programme and Examination may be provided.

Students whose first language is not English will be required to satisfy the English language requirement. Students will normally be expected to register year by year on a continuous basis until they have completed their degree. Students wishing to suspend registration may do so only on the express permission of the Faculty. A successful interview is an essential part of the selection process.

Course Aims:
The aim of the Master's Degree (Pastoral Theology) is to form and prepare people for ministry. In order to achieve this, the course aims:
- to study and reflect on Christian life and ministry, both individually and corporately in the Christian tradition
- to combine pastoral theology and the acquisition of skills with supervised experience in pastoral placements
- to deepen an understanding of the complementarity that exists between the ordained ministry and the full or part-time lay pastoral ministry in the Christian community

- to develop reflective, pro-active and evaluative skills through theological reflection, so as to enable students to relate theology and ministry to contemporary culture
- to develop and facilitate the on-going formation of people with management skills, including responsibility and accountability appropriate to pastoral ministry

Programme of Study

The Master's Degree in Theology is a two year course. The first year is a taught programme consisting of ten modules. Course work includes group theological reflection, lectures, presentations and interactive seminars. While classes are normally on Monday and Tuesday of each week, students may be required to attend courses and seminars that are only available outside these times. In the second year the student completes one unit of Clinical and Pastoral Education (CPE) and a dissertation / project on an issue relevant to pastoral theology. This course can also be taken over three years part-time.

Core Modules:
- Theology for Ministry
- Liturgy and Pastoral Ministry
- Ethics for Ministry
- The Kiss of Christ: Introduction to *Lectio Divina*
- Church at the Service of God
- Introduction to Pastoral Counselling
- School Catechesis and Chaplaincy
- Ministry in Context: Bringing Faith to Life
- Parish Ministry
- Theological Reflection

Pastoral Placement Education Module:
Students commit to a pastoral placement for ten to twelve hours per week. While placement usually takes place between Wednesday and Sunday of each week, students may also be required to participate in week long block placements. Placement takes place in the first year and is arranged by the student with the support of the placement coordinator. This module also includes a taught portion. Participation in theological reflection groups and supervision are central to the placement experience. The Theological Reflection module is a co-requisite with this module.

Clinical and Pastoral Education (CPE):

CPE is a professional education for ministry conducted in the hospital setting. The course includes development of self-understanding and the foundation for the practice of pastoral care. CPE is a supervised twelve-week full time course which students apply for independently and take in the second year. Clinical Pastoral Education is a qualifying course for the completion of this degree.

Assessment

Each module will be assessed by class attendance, participation, presentations and a written assignment as outlined within the module. The three primary processes of assessment for the pastoral placement module will be:

- Two placement supervised visits
- A student placement portfolio
- And an integration interview (This forms part of a mid-course review that establishes the readiness for the student to progress to the second year of the programme.)
- Students need to pass all components of assessment in order to pass the module

For further information contact:

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Chapter VI

Course Modules
for
Postgraduate Degree Programmes:
in the Faculty of Theology

❖ **Licentiate in Divinity: STL**

❖ **Doctorate in Divinity: DD**

❖ **Doctoral Degree in Theology:PhD**

❖ **Master's Degree in Theology: MTh**

❖ **Master's Degree in Liturgical Music: MLM**

❖ **Master's Degree in Theology
(Christianity, Human Rights and Society)**

❖ **Master's Degree in Theology
(The Bible as Scripture)**

❖ **Master's Degree in Theology
(Pastoral Theology)**

❖ **Master's Degree in Liturgical Music (MLM)**

Overview of Postgraduate Courses in the Academic Year 2017-2018

Code	Lecturer(s)	Title	Semester	Page
Cross-Discipline Modules				
PG 442	Rogers and Macnamara	The Soul of Theology	2	254
PG 464	Conway	Research in Theology[a,b]	1	225
PG 709	Rogers, Meszaros, Egan	Theology & Renewal in the Twentieth Century	1	239
PG 710	Marmion and O'Gorman	Re-imagining the Human	2	274
Fundamental Theology • Systematic Theology • Faith & Culture				
PG 434	Marmion	The Theological Legacy of Karl Rahner[b]	1	222
PG 492	O'Sullivan	Contemporary Issues in Christology	2	264
PG 498	Meszaros	A Holy Church of Sinners	1	232
PG 701	Conway	Paul Ricoeur: Emergent Sources for Theology I[b]	1	233
PG 702	Conway	Paul Ricoeur: Emergent Sources for Theology II[b]	2	266
RC 506	O'Sullivan	Critical Reading of the Works of H. de Lubac	Yearlong	217
Moral Theology · Canon Law • Pastoral Theology[c]				
PG 428	Mulligan	Social Ethics and the Common Good	2	253
PG 452	Corkery	Church State and Society	1	224
PG 703	Mulligan	Moral Theology: Meaning and Method	1	235
PG 704	Shortall	Healthcare Ethics and the Catholic Moral Tradition	2	268
PG 705	O'Gorman	Media Ethics	2	270

RC 500	Corkery	A Contemporary Theology of the *Sensus Fidei*	Yearlong	214
RC 516	Shortall	Searching for a Universal Ethic	Yearlong	219
Liturgy · Scripture • Ecclesiastical History				
PG 467	Corley	Exploring Ways of Reading Genesis	1	256
PG 477	Macnamara	Come and see! A Narrative and Dramatic Reading of John's Gospel	1	226
PG 485	Bergin	Dimensions of Christian Worship[d]	1	230
PG 486	O'Connell	Word and Lection[e]	2	258
PG 487	Whelan	Sacramental Theology: Liturgical and Systematic Aspects	2	260
PG 488	O'Connell	The Kiss of Christ[e]	2	262
PG 706	O'Connell	The House of Being: Towards a Theology of Language	1[f]	236
PG 707	O'Connell	Wanting it Darker: God in the Gospel of Mark	2	272
PG 708	Tracey	The Pastoral Practice of Liturgy	1	238
RC 501	Macnamara	Tasting Wines Old and New	Yearlong	215

NOTES and OBSERVATIONS

a. For PhD, STL, Masters (Mode B) candidates only
b. Twelve-hour module.
c. Pastoral Theology Modules, normally reserved to candidates of the Masters in Pastoral Theology, are listed on pages: Semester 1 P 241-252 Semester 2 276 -281
d. MTh (Pastoral Liturgy) candidates only.
e. Taught in conjuction with PT 420, which forms its foundation.
f.   Blended Learning: four online assignments between October and December, and five three-hour seminars during the week of January 15–19, 2018.

Reading Courses

A Contemporary Theology of the Sensus Fidei

Module Code: RC 500
Lecturer: Dr Pádraig Corkery
Department: Moral Theology
Module Level: 9/10 STL Reading Course

Aims
To introduce students to the ancient and contemporary theological discussion on the *Sensus Fidei*, particularly in light of the emphasis on moral discernment in *Amoris Laetitia* and other recent documents.

Indicative Syllabus
- The *Sensus Fidelium* in Augustine and Aquinas
- John Henry Newman on Consulting the Faithful
- *Lumen Gentium, no. 12*
- Moral issues in light of the *Sensus Fidelium*

Indicative Bibliography

International Theological Commission, *Sensus Fidei in the Life of the Church,* 2014
Hinze, Bradford E & Phan, Peter C [Eds], *Learning from All the Faithful: A Contemporary Theology of the Sensus Fidei,* Pickwick Publications, 2016
Curran, Charles E & Fullam, Lisa A [Eds], *The Sensus Fidelium and Moral Theology, [Readings in Moral Theology No. 18],* Paulist Press, 2017.
Gaillardetz, Richard R. *By What Authority? A Primer on Scripture, the Magisterium and the Sense of the Faithful,* Liturgical Press, 2003

Elements and Forms of Assessment
A formal seminar presentation and two end of year papers.

Tasting Wines Old and New:
A literary-historical and narrative reading of the principal characters of Luke-Acts.

Module Code: RC 501
Lecturer: Dr Luke Macnamara OSB
Discipline: Sacred Scripture
Module Level: 9/10 STL Reading Course

Aims
Both Jesus and Paul exerted a strong fascination for Luke. The debate about Luke's portrait of Jesus has been given new impetus by the publication of Kavin Rowe's *Early Narrative Christology: The Lord in the Gospel of Luke* in 2006. In contrast to the older title Christologies, the use of the narrative methodology opened up new horizons. Narrative studies have also been employed for Paul in Acts (Macnamara and Lentz). These studies through historically sensitive narrative readings offer fresh insights not only into the characters Jesus and Paul, but also more broadly into Luke's theological concerns. This module seeks to examine the principle Lukan characters, through an exploration of ancient and contemporary characterisation techniques.

Indicative Syllabus
- Luke theologian or historian
- The Unity of Luke-Acts
- Ancient history writing and rhetoric
- Methods of characterisation: old and new
- Luke's Jesus and Luke's Paul

Core reading
Darr, John A. *On Character Building: The Reader and the Rhetoric of Characterisation in Luke-Acts*. Louisville, KY: Westminister Press, 1992.
_____, *Herod the Fox. Audience Criticism and Lukan Characterisation*. Sheffield: Sheffield Academic Press, 1998.
Lentz, John C. *Luke's Portrait of Paul*. SNTSMS; Cambridge: Cambridge Univeristy Press, 1993.
Cheng, Ling. *The Characterization of God in Acts*. Milton Keynes / Colorado: Paternoster, 2011.
Macnamara, Luke. *"My Chosen Instrument": The Characterisation of Saul in Acts 7:58-15:41*. Analecta Biblica 215; Rome: Gregorian Biblical Press, 2015.
Rowe, Christopher Kavin. *Early Narrative Christology: the Lord in the Gospel of Luke*. Berlin: de Gruyter; Baker Academic Press, 2006.

Additional Bibliography

Adams, Sean A. *The Genre of Acts and Collected Biography*. Cambridge: Cambridge University Press, 2013.

Cadbury, Henry J. *The Making of Luke-Acts*. Peabody: Hendrickson, 1999.

Cosgrove, Charles H. "The divine dei in Luke-Acts: investigations into the Lukan understanding of God's providence." *Novum Testamentum* 26, no. 2 (1984): 168-190.

Garcia Serrano, Andrés. *The Presentation in the Temple. The Narrative Function of Lk 2:22-39 in Luke-Acts.* Analecta Biblica 197; Rome: Gregorian Biblical Press, 2012.

Jipp, Joshua W. *Divine Visitations and Hospitality to Strangers in Luke-Acts: An Interpretation of the Malta Episode in Acts 28:1-10*. Leiden: Brill, 2013.

Marguerat, Daniel. *The First Christian Historian. Writing the 'Acts of the Apostles'*. Cambridge: Cambridge University Press, 2002.

Mason, Steve. *Josephus and the New Testament*. 2d. Peabody, MA: Hendrickson, 2005.

Parsons, Mikeal C. and Richard I. Pervo. *Rethinking the Unity of Luke and Acts*. Minneapolis, MN: Fortress Press, 1993.

Rothschild, Clare K. *Luke-Acts and the Rhetoric of History*. Tübingen: Mohr Siebeck, 2004.

Weaver, John B. *Plots of Epiphany: Prison-escape in Acts of the Apostles*. Berlin: de Gruyter, 2004.

Elements and Forms of Assessment

A formal seminar presentation and two end of year papers.

A Critical Reading of the Works of Henri de Lubac

Module Code: RC 506
Lecturer: Revd Dr Noel O'Sullivan
Department: Systematic Theology
Module Level: 9/10 STL Reading Course

Aims
To enable students develop an understanding of the theology and method of Henri de Lubac and, thereby, to appreciate a new way of doing theology following the implosion of Neo-Scholasticism.

Indicative Syllabus
- The theological and cultural context of de Lubac's life and work
- De Lubac's theological method
- His engagement with the *Surnaturel* question
- His emerging Christology
- De Lubac's ecclesiology
- Situating de Lubac in the context of Vatican II
- A critical reading of selected texts

Suggested Reading

De Lubac, Henri, *Catholicism: Christ and the Common Destiny of Man.* San Francisco: Ignatius, 1988.

De Lubac, Henri, *Theological Fragments.* San Francisco: Ignatius, 1989.

De Lubac, Henri, *At the Service of the Church.* San Francisco: Ignatius, 1993.

De Lubac, Henri, *Theology in History*. San Francisco: Ignatius, 1996.

Flynn, Gabriel and Murray, Paul D., *Ressourcement: A Movement for Renewal in Twentieth-Century Catholic Theology*. Oxford: Oxford University Press, 2012.

O'Sullivan, Noel, *Christ and Creation: Christology as the key to interpreting the theology of creation in the works of Henri de Lubac.* Oxford: Peter Lang, 2009.

O'Sullivan, Noel, "An Emerging Christology," in Jordan Hillibert. *Companion to Henri de Lubac*. New York: T & T Clark (forthcoming).

Urs Von Balthasar, Hans*, The Theology of Henri de Lubac.* San Francisco: Ignatius, 1991.

Elements and Forms of Assessment
A formal seminar presentation and two end of year papers.

The Liturgical Year

Module Code: RC 515
Lecturer: **Not offered in current academic year**
Department: Liturgy
Module Level: 9/10: STL Reading Course

Aims: This reading course will trace the dynamics of time, story, and history in the liturgical shaping of time. Beginning with Sunday and its celebration, the origin, development and contemporary significance of the various festivals and seasons reflected in the evolution of the liturgical year and in the current liturgical books will be studied. The interplay and clash of liturgical time and the rhythms of modern life will form the backdrop to the course.

Indicative Syllabus: After an overview of the development of the term Liturgical or Church Year, the following topics will form part of the course reading and research:
- Christian understandings of Time
- Jewish Festivals and Feasts
- Sunday, the Day of the Lord
- Easter, Pascha and Passover
- Lent and Baptism
- Christmas, Epiphany and the strange case of Advent
- Martyrs, Heroes and Bishops
- Ordered Time

Indicative Bibliography:
Adolf Adam, *The Liturgical Year* (New York: Pueblo, 1981).
Paul F. Bradshaw and Maxwell E. Johnson, *The Origin of Feasts, Fasts, and Seasons in Early Christianity* (Collegeville, MN: Liturgical Press, 2011).
Harald Buchinger, "On the Origin and Development of the Liturgical Year: Tendencies, Results, and Desiderata of Heortological Research," in *Studia Liturgica* 40 (2010), 14-45.
Maxwell E. Johnson, editor, *Between Memory and Hope: Readings on the Liturgical Year* (Collegeville, MN: Liturgical Press, 2000).
Aiden A. Mosshammer, *The Easter Computus and the Origins of the Christian Era*, Oxford Early Christian Studies (New York: Oxford University Press, 2008).
Philip H. Pfatteicher, *Journey into the Heart of God: Living the Liturgical Year* (New York: Oxford University Press, 2013).
Susan K. Roll, *Toward the Origins of Christmas* (Kampen: Kok-Pharos,1995).
Daniel A. Smith, *Revisiting the Empty Tomb: The Early History of Easter* (Minneapolis: Fortress Press, 2010).
Thomas J. Talley, *The Origins of the Liturgical Year* (New York: Pueblo, 1986).

Searching for a Universal Ethic:
Contemporary Conversations in Natural Law

Module Code: RC 516
Lecturer: Michael Shortall PhD
Department: Moral Theology
Module Level: 9/10 STL Reading Course

Aims: Are there objective moral values which can unite human beings and bring them peace and happiness? So begins the *In Search of a Universal Ethic: A new look at the Natural Law* (2009). It is an invitation 'to all pondering the ultimate foundations of ethics and of the juridical and political order'. (9) This course continues that conversation. Its aims are as follows: to distinguish contemporary approaches to the natural law, to develop responses to the challenges, and to evaluate its operation in different practical contexts.

Indicative Syllabus:
- Contemporary models of the Natural Law in Moral Theology, Political Science and Jurisprudence
- The relationship between Revelation and the Natural Law
- The place of the Natural Law in relation to some of the streams of modern philosophy
- The applications of the Natural Law in governance and legal justification
- The place of the Natural Law in responding to current issues.

Indicative Bibliography
- John Paul II. *Veritatis Splendor* (6 August 1993): AAS 85 (1993).
- International Theological Commission. *In Search of a Universal Ethics: A New Look at the Natural Law*. Catholic Truth Society, 2009.
- John Berkman and William C. Mattison III, *Searching for a Universal Ethic: Multidisciplinary, Ecumenical, and Interfaith Responses to the Catholic Natural Law Tradition*. Grand Rapids: Eerdmans, 2014.
- Biggar, N. and R. Black, eds. The *Revival of the Natural Law*. Aldershot 2000.
- Cunningham, L., ed. *Intractable Disputes about the Natural Law*. Notre Dame, IND: University of Notre Dame Press, 2009.

Elements and Forms of Assessment
> A formal seminar presentation and two end of year papers.

The Gospel Parables: Narrative and Theology

Module Code: RC 518
Lecturer: **Not Offered in Current Academic Year**
Discipline: Sacred Scripture
Module Level: 9/10 STL Reading Course

Aims

As well as lying at the heart of gospel discourse, the parables generate key categories for Christian expression and self-understanding. The publication, in late 2015, of John P. Meier's *Probing the Authenticity of the Parables*, the fifth volume of *A Marginal Jew,* his significant investigation of the Jesus of history, provides an opportunity and a focus to engage with parables scholarship in the early 21st century, as it raises important questions about the genre, character, historicity and theological import of the gospel parables.

By means of a disciplined reading of Meier's volume, the pivotal works which it engages, and the issues it addresses, this reading course endeavours to provide an approach to the gospel parables that is biblically fluent, theologically stimulating and pastorally sensitive.

Indicative Syllabus

- Parable—metaphor or allegory?
- Towards the common perception of parable: Jülicher, Dodd, Jeremias
- Parable and the wisdom tradition
- Parable and prophecy
- Approaches to gospel composition: kerygma, *paradosis*, redaction
- Jesus from Galilean Jew to living Lord
- Contemporary gospel criticism: rhetorical and narrative approaches
- Parables in postmodernity: surplus of meaning and interpretative potential

Core Reading

Meier, John P. *A Marginal Jew—Rethinking the Historical Jesus. Volume 5, Probing the Authenticity of the Parables.* The Anchor Yale Bible Reference Library. New Haven and London: Yale University Press, 2015

Classic Texts

[Jülicher, Adolf, *Die Gleichnisreden Jesu*. 2 volumes, Freiburg: Mohr, 1886 (volume 1) and 1899 (volume 2)]

Dodd, C.H. *The Parables of the Kingdom*. London: Nesbitt, 1935 [revised edition Glasgow: Collins, 1961]

Jeremias, Joachim. *The Parables of Jesus*. London: SCM, 1972 [original: *Die Gleichnisse Jesu*. Zürich: Zwingli, 1947]

Contemporary Parable Criticism

Crossan, John Dominic. The Power of Parable: How Fiction by Jesus Became Fiction about Jesus. New York: HarperOne, 2013.

Levine, Amy-Jill. *Short Stories by Jesus: The Enigmatic Parables of a Controversial Rabbi.* New York: HarperOne, 2014.

Parris, David P. "Imitating the Parables: Allegory, Narrative and the Role of Mimesis." *JSNT* 25 (2002): 33–53

Schottroff, Luise. *The Parables of Jesus*. Minneapolis, Fortress, 2006. [original 2005]

Critical Introductions (Selection)

Beavis, Mary Ann (editor). *Lost Coin: Parables of Women, Work, and Wisdom*. Sheffield: Sheffield Academic Press, 2002.

Blomberg, Craig. L. *Interpreting the Parables* . Second Edition. Downers Grove: IVP Academic, 2012

Donahue, John R. *The Gospel in Parable.* Minneapolis: Fortress, 1988.

Drury, John. *The Parables in the Gospels*. London: SPCK, 1985.

Hultgren, Arland J. *The Parables of Jesus: A Commentary*. Grand Rapids: Eerdmans, 2008.

Scott, Bernard Brandon. *Hear then the Parable: A Commentary on the Parables of Jesus*. Minneapolis: Fortress, 1989.

Snodgrass, Klyne R. *Stories with Intent: A Comprehensive Guide to the Parables of Jesus*. Grand Rapids: Eerdmans, 2008.

Tolbert, Mary Ann. *Perspectives on the Parables: An Approach to Multiple Interpretations*. Philadelphia: Fortress, 1979.

Zimmermann, Ruben. *Kompendium der Gleichnisse Jesu*. Gütersloh: Gütersloher Verlagshaus, 2007.

Elements and Forms of Assessment

A formal seminar presentation and two end of year papers.

Seminar Courses, Semester I

The Theological Legacy of Karl Rahner

Module Code: PG 434
Lecturer: Rev. Prof. Declan Marmion
Department: Systematic Theology
Module Level: 9/10 MTh/STL/PhD Seminar Course

Aims
This module explores the theological legacy of Karl Rahner, one of the most influential Catholic theologians of the twentieth-century. Through guided reading and presentations of selected writings of Rahner, it is hoped the student will gain an appreciation of Rahner's theological style and his important contribution to the renewal of Catholic theology.

Indicative Syllabus
- Rahner's Understanding of God as Holy Mystery

- Rahner's Contribution to the Renewal of the Theology of Grace

- Rahner's Contribution to Vatican II

- The Spiritual Roots of Rahner's Theology

- Rahner's Anthropology and its Philosophical Roots

- Rahner's Theological Legacy

Indicative Bibliography
Rahner, Karl, *Theological Investigations,* 23 Vols. London: Darton, Longman and Todd, 1961-1984.

─────, *Karl Rahner in Dialogue: Conversations and Interviews 1965-1982*, trans. H. Egan, New York: Crossroad, 1986.

─────, "Experiences of a Catholic Theologian," Translated with an Introduction by Declan Marmion and Gesa Thiessen, *Theological Studies* 61 (2000): 3-15.

Marmion, Declan, "Rahner and his Critics: Revisiting the Dialogue," *Irish Theological Quarterly* 68 (2003): 195-212.

Marmion, Declan, "Karl Rahner, Vatican II, and the Shape of the Church," *Theological Studies* 78 (2017): 25-48.

O'Donnell, John J., *Karl Rahner: Life in the Spirit*, Rome: Gregorian University, 2004.

Marmion, Declan, ed., *Christian Identity in a Postmodern Age: Celebrating the Legacies of Karl Rahner and Bernard Lonergan,* Dublin: Veritas, 2005.

Marmion, Declan and Mary Hines, eds., *The Cambridge Companion to Karl Rahner,* Cambridge: Cambridge University Press, 2005.

Conway, Padraic and Fáinche Ryan, eds., *Karl Rahner: Theologian for the Twenty-first Century,* Studies in Theology, Society and Culture, vol. 3, Oxford/Bern: Peter Lang, 2010

Timetable First Semester

Assessment
Assessment is based on attendance at, and participation in, the seminars; a presentation and a written essay. Each student will be expected to: 1) read prescribed texts prior to each seminar and take part in the discussions; 2) present an aspect of Rahner's theology to the group; and 3) subsequently submit this presentation in essay form (c.4000 words) by the end of the semester.

Church, State and Society

Module Code: PG 452
Lecturer: Rev Dr Pádraig Corkery
Department: Moral Theology
Module Level: 9/10 MTh / PhD / STL Seminar Course

Aims
The aim of this seminar is to explore the dynamic and evolving relationship between Church and State within modern societies and its implication for the content of civil legislation and for the role of [Catholic] politicians.

Indicative Syllabus
- The history, content and implications of the Declaration on Religious Freedom of Vatican 11
- Civil law, morality and the Church: the Irish experience.
- The role and limits of religious discourse in a modern democracy.
- The nature of 'authentic democracy'.

Indicative Bibliography
Peter Berger et al, *Religious America, Secular Europe?* Farnham: Ashgate, 2008
Charles J Chaput, *Render Unto Caesar*, New York: Doubleday, 2008
Charles E Curran [editor],*The Catholic Church, Morality and Politics*. [Readings in Moral Theology 12], Mahwah, NJ: Paulist Press, 2001
-------------------------------*Changes in Official Catholic Moral Teaching.* [Readings in Moral Theology 13], Mahwah, NJ: Paulist Press, 2003
Patrick Hannon, *Church, State, Morality and Law.* Dublin: Gill & Macmillan, 1992
US Bishops, *Catholics in Political Life.* Washington DC: US Catholic Bishops Conference, 2006

Timetable   Semester One – Two-hour sessions over 10 weeks
            (Wednesday Evenings 7.00pm -9.00pm)

Assessment   Written assignment c.7000 words (100%)

Research in Theology: Historical and Methodological Approaches

Module Code: PG 464
Lecturer: Rev. Prof. Michael A. Conway
Department: Faith and Culture
Module Level: 9/10 PhD/ STL/ MTh (Mode B) Seminar Course

Aim
The aim of this course is to explore the dynamic of research in theology in its historical contextualization.

Learning Outcomes
This course is directed at enabling students to undertake independent research in theology. It will focus on methodology and on an appreciation of the evolving nature of the discipline. Particular emphasis will be placed on the various contexts within which Christian theology emerges, and the manner in which this has shaped the theological enterprise.

Bibliography
David F. Ford and Mike Higton, eds., *The Modern Theologians Reader*. Oxford: Wiley-Blackwell, 2012.
Kate L. Turabian, *A Manual for Writers of Research Papers, Theses, and Dissertations,* 8th ed. Chicago: University of Chicago Press, 2013.

Note Textbooks are required for the opening class

Timetable
Alternate Monday afternoons, first semester, beginning Monday, September 18, 2017 at 4.00pm Please note textbook requirement (above).

Assessment
Continuous Assessment: 100%

"Come and see!" (John 1:39):
A Narrative and Dramatic Reading of John's Gospel

Module Code: PG 477
Lecturer: Dr Luke Macnamara OSB
Section: Liturgy and Scripture
Module Level: 8 (Undergraduate)
Credit Rating: 5 ECTS Credits
Pre-requisites: SC 133 or equivalent

Aims:
- to introduce the student to the interpretation of the Fourth Gospel
- to examine more closely the recent literary and narrative approaches to the Fourth Gospel

Learning Outcomes: At the end of the course the student will:

Be aware of the distinctiveness of the Fourth Gospel especially at the literary and narrative levels.
Be familiar with scholarly issues of interpretation, including the contributions of Bultmann, Brown, Culpepper, and Lincoln.
Be capable of applying the narrative approach to the Fourth Gospel
Be aware of the various Christologies and Eschatologies presented in the Gospel
Be confident in the Fourth Gospel in liturgical worship and preaching

Indicative Syllabus:
The course will elucidate essential narratological techniques, categories and terms which will be then be examined and actualised in selected narratives from John's Gospel. Specifially, the modile will examine
- the implied narrative strategies behind various proposed structures for the Gospels;
- the plot(s) and key characters, as well as the points of view and the levels in John's narrative;
- the narrative strategies observed in the use of time, order and arrangement of the Gospel material
- the presentation, sequence and arrangement of scenes in developed micro-narratives or dramas

Indicative Bibliography:

Bennema, Cornelis. *Encountering Jesus. Character Studies in the Gospel of John.* Peabody: Hendrickson; Milton Keynes: Paternoster, 2009.

Brant, Jo-Ann A. *Dialogue and Drama. Elements of Greek Tragedy in the Fourth Gospel.* Peabody: Hendickson, 2000.

_____, *John*. Grand Rapids: Baker Academic, 2011.

Brown, Raymond E. *The Gospel according to John*. 2 vols. Anchor Bible, 29-29A. Garden City, NY: Doubleday, 1966-1970.

Bultmann, Rudolf K. *The Gospel of John: A Commentary*. Trans. by George R. Beasley-Murray, et al. Oxford: Blackwell, 1971.

Culpepper, R. Alan. *Anatomy of the Fourth Gospel. A Study in Literary Design*. Philadelphia: Fortress, 1983.

Estes, Douglas and Ruth Sheridan, eds. *How John Works. Storytelling in the Fourth Gospel.* Atlanta: Society of Biblical Literature, 2016.

Larsen, Kasper Bro., ed. *The Gospel of John as Genre Mosaic.* Göttingen: Vandenhoeck & Ruprecht, 2015.

Léon-Dufour, Xavier. *Lecture de l'Evangile selon Jean*. 3 Vols. Parole de Dieu. Paris: Seuil, 1988, 1990, 1993.

Leslie, Britt. *One Thing I Know. How the Blind Man of John 9 Leads an Audience Towards Belief*. Eugene: Pickwick, 2015.

Lincoln, Andrew T. *The Gospel According to St. John.* London: Continuum. 2005.
_____. *Truth on Trial. The Lawsuit Motif in the Fourth Gospel.* Peabody: Hendrickson, 2000.

Neyrey, Jerome H. *The Gospel of John in Cultural and Rhetorical Perspective.* Grand Rapids: Eerdmans, 2009.

Parsenios, George L. *Departure and Consolation: the Johannine Farewell Discourses in Light of Greco-Roman Literature*. Leiden: Brill, 2005.
_____. *Rhetoric and Drama in the Johannine Lawsuit Motif*. Tübingen: Mohr Siebeck, 2010.

Schnackenburg, Rudolf. *The Gospel according to St. John*. Vols 1-3 New York, 1968,1980, 1982.

Skinner, Christopher W. *Characters and Characterization in the Gospel of John.* London: Bloomsbury, 2013.

Staley, Jeffrey L. *The Print's First Kiss: A Rhetorical Investigation of the Implied Reader in the Fourth Gospel.* Society of Biblical Literature Dissertation Series 82; Atlanta: Scholars Press, 1988.

Stibbe, Mark W. G. *John as Storyteller: Narrative Criticism and the Fourth Gospel*. SNTSMS 73; Cambridge: Cambridge University Press, 1992.

Talbert, Charles H. *Reading John. A Literary and Theological Commentary on the Fourth Gospel and the Johannine Epistles.* New York: Crossroad, 1994.

Theobald, Michael. *Das Evangelium nach Johannes. Kapitel 1-12.* Regensburg: Pustet, 2009.

Timetable First Semester: Ten Two-Hour Seminars; Wednesday evenings.

Elements and Forms of Assessment

Note: A questionnaire on a selected scriptural text will guide the discussion and work in each session. In addition there will be a short article or book chapter to read and comment upon. Students are expected to prepare in advance a short written response to the weekly questionnaires, to be submitted in at the subsequent session. Each student will be graded on the best five responses, but all 9 questionnaire assignments are mandatory.

Seminar attendance and participation	50%
Final 5,000 Word Paper (to be submitted before Jan 26, 2018)	50%

Liturgy: Ritual, Theological and Historical Approaches

Module Code: PG 484
Lecturer: **Not Offered in Current Academic Year**
Department: Liturgy and Scripture
Module level: 9/10 MTh / PhD / STL Seminar Course

Aims

The course will provide the ritual, theological, and historical foundations for understanding the evolution and development of the Christian celebration. Participants will study major moments in the historical development of the liturgy in both East and West from the New Testament era with its Jewish foundations to the present. Students will be introduced to the sources for liturgical study, both written and architectural, and to classic and new methods in liturgical research and sacramental theology.

Course Outcomes

- Participants will be introduced to the study of the ritual dimensions and historical sources of liturgical celebration and will begin to interpret these elements in their cultural and theological contexts.
- Participants will come to recognise the theological issues in liturgical texts, ritual celebration, and the setting of worship.
- Participants will come to know the principles guiding the liturgical reforms of the Second Vatican Council and to appreciate their relationship to the liturgical tradition.
- Participants will gain a competence with the various methods used in the study of liturgy /sacramental theology.

Course Structure

The course will consist of input and class discussions based on the assigned readings and lectures. Assignments will sharpen critical analysis and research skills in the field

Indicative Bibliography:

Catherine Bell, *Ritual: Perspectives and Dimensions,* Oxford: Oxford University Press, 1997.

Paul Bradshaw and John Melloh, editors*, Foundations in Ritual Studies. A Reader for Students of Christian Worship,* Grand Rapids, MI: Baker Academic, 2007.

Louis-Marie Chauvet, *Symbol and Sacrament. A Sacramental Reinterpretation of Christian Existence*, trans. Madeleine Beaumont Collegeville, MN: Liturgical Press, 1995.

Anscar J. Chupungco, *What, Then, is Liturgy? Musings and Memoir,* Collegeville, MN: The Liturgical Press, 2010.

Juliette Day, *Reading the Liturgy: An Exploration of Texts in Christian Worship,* London: Bloomsbury, 2014.

Edward Foley, *From Age to Age. How Christians have celebrated the Eucharist,* Collegeville, MN: The Liturgical Press, 2008.

Benjamin Gordon-Taylor and Juliette Day, editors, *The Study of Liturgy and Worship* London: SPCK, 2013.

Ronald Grimes, *The Craft of Ritual Studies.* Oxford: Oxford University Press, 2014.

Andrew B. McGowan, *Ancient Christian Worship. Early Church Practices in Social, Historical, and Theological Perspective,* Grand Rapids: Baker Academic, 2014.

Kevin W. Irwin, *Context and Text. Method in Liturgical Theology,* Collegeville: Liturgical, 1994.

Edward J. Kilmartin, *Christian Liturgy: Theology and Practice,* Kansas City: Sheed and Ward, 1988.

Catherine M. LaCugna, "Can Liturgy Ever Become a Source for Theology?" *Studia Liturgica* 19 (1989): 1–13.

Nathan D. Mitchell, *Meeting Mystery: Liturgy, Worship, Sacraments,* Maryknoll, NY: Orbis, 2006.

Don E. Saliers, *Worship as Theology: Foretaste of Glory Divine,* Nashville: Abingdon, 1994.

Pamela J. Stewart and Andrew J. Strathern, *Ritual: Key Concepts in Religion,* London: Bloomsbury, 2014.

Liam M. Tracey and Thomas R. Whelan, editors, *Serving Liturgical Renewal. Pastoral and Theological Questions,* Dublin: Veritas, 2015.

Timetable First Semester: Ten Two-Hour Seminars Mondays 10:00 am–12:00 noon.

Elements and Forms of Assessment
Seminar Attendance, Participation and Reflection Paper (2000 words) 25%

Final 5000 Word Paper   75%

Dimensions of Christian Worship

Module Code:	PG 485
Module Co-ordinator:	Moira Bergin RSM, MTh.
Discipline:	Sacred Liturgy
Module Level:	9 Masters Course (MTh Pastoral Liturgy Only)

Module Aims:
- To introduce participants to basic ideas regarding the function of music in Christian worship, and its ritual, liturgical and formative roles. This module will also introduce participants to a basic repertoire of music appropriate to the liturgy and to the various moments in the Christian Year.
- To introduce participants to the Liturgy of the Hours as part of the daily worship of Christians. This module will include the experience of the celebration of the Hours, therefore manifesting the Church celebrating the mystery of Christ in time.
- To understand the ecumenical and universal dimension through an introduction to the worship of the Eastern and Reformed Churches and through a visit to the synagogue and mosque.

Indicative Content:
- Music in Catholic worship: reading the documentation from *Tra la Sollecitudini* to Vatican II to *Singing the Mystery of Faith*; observing music in worship through the ages; music in daily, weekly, seasonal and occasional liturgy; building a repertoire for worship today.

- Liturgy of the Hours: exploring the richness and practicalities in the *Introduction to the Liturgy of the Hours* and experience praying the Psalms as Christian prayer.

- Through the ecumenical dimension, worship of the Eastern and Reformed Churches is understood by exploring their historical background and experiencing their worship.

Indicative Bibliography:

Bradshaw, Paul F. *Two Ways of Praying: Introducing Liturgical Spirituality*. London: SPCK, 1995.

Daly-Denton, Margaret M. *Psalm-Shaped Prayerfulness: A Guide to the Christian Reception of the Psalms*. Dublin: Columba, 2010.

Foley, Edward, *Worship Music—A Concise Dictionary*. Collegeville: Liturgical, 2000.

Foley, Edward, *From Age to Age. How Christians have Celebrated the* Eucharist. Collegeville: Liturgical, 2008.

Harold Miller, *The Desire of Our Soul*—A User's Guide to *The Book of Common Prayer*. Dublin: Columba, 2004.

Joncas, Jan Michael, *From Sacred Song to Ritual Music*. Collegeville: Liturgical, 1997).

National Centre for Liturgy, *Singing the Mystery of Faith*. Dublin: Veritas, 2015.

Taft, Robert*, The Liturgy of the Hours in East and West: The Origins of the Divine Office and Its Meaning for Today*. Collegeville: Liturgical, 1986.

Wybrew, Hugh, *Orthodox Lent, Holy Week and Easter: Liturgical Texts with Commentary*. London: SPCK, 1995.

Assessment   Each student will present a number of in-course papers, a final synthesis paper, and attend an evaluation meeting. A limited number of students may make a class presentation in place of some of their papers.

A Holy Church of Sinners

Module Code: PG 498
Lecturer: Dr Andrew Meszaros
Department: Systematic Theology
Module Level: 9/10 MTh/STL/PhD Seminar Course

Aims: The aim of the seminar is to introduce students to the theological debate concerning the relationship between sin and Holy Church, and to familiarize students with the proposed synthesis by Jacques Maritain. To achieve these aims, the seminar will dedicate itself to the reading of Maritain's post-conciliar work: *On the Church of Christ: The Person of the Church and Her Personnel* (1973).

Indicative Content:
- Who were the figures in the debate in the 20th c and what their positions, generally?
- Is the Church a 'person' and what does this mean?
- How do we understand the thesis: 'The Church is holy; her members sinful'?
- Can the Church be said to sin? If so, in what sense?
- How are we to make sense of the dark moments in the Church's history E.g., the crusades, inquisition, etc.

Core Text: Jacques Maritain, *On the Church of Christ: The Person of the Church and Her Personnel*, trans. Joseph W. Evans. Notre Dame: University of Notre Dame Press, 1973.

Supplementary Reading:
Ackermann, Stephan. "The Church as Person in the Theology of Hans Urs von Balthasar." *Communio* (EN) 29 (2002): 238–49.
Congar, Yves. *True and False Reform in the Church*, trans. Paul Philibert. Collegeville, MN: Liturgical Press, 2011.
Congar, Yves. "La personne 'Église'," *Revue Thomiste* 71 (1971): 613–40.
O'Callaghan, Paul. "The Holiness of the Church in *Lumen Gentium*," *The Thomist* 52 (1988): 673–701.
Rahner, Karl. "The Church of Sinners" and "The Sinful Church in the Decrees of Vatican II." In *Theological Investigation* VI, *Concerning Vatican Council II*, trans. K. H. Kruger and B. Kruger, 253–69 and 270–94. London: Darton, Longman & Todd, 1969.
Sullivan, Francis A. "Do the Sins of Its Members Affect the Holiness of the Church?" In *In God's Hands: Essays on the Church and Ecumenism in Honour of Michael A. Fahey, SJ*, ed. Jaroslav Z Skira and Micahel S. Attridge, 247–68. Leuven: Leuven University Press, 2006.
Thompson, William M. Review: Maritain, *On the Church of Christ*, *The Thomist* 38 (1974): 661–64.

Assessment: Class participation, weekly précis, class presentation(s):   40%
        Final Paper (c. 7000 words):   60%

Paul Ricoeur: Emergent Sources for Theology I

Module Code: PG 701
Lecturer: Rev. Prof. Michael A. Conway
Department: Faith and Culture
Module Level: 9/10: MTh/PhD/STL Seminar Course

Aims
The primary aim of this course is to read, discuss, and understand a selection of texts from the *oeuvre* of Paul Ricoeur that has a direct bearing on issues in Fundamental Theology. An ancillary (and optional) aim is to prepare an article for possible publication in a theological journal.

Indicative Syllabus
This course will explore the work of Paul Ricoeur, whose thinking has made a major contribution to issues in the relationship between contemporary culture and religion. Through a confrontation with a series of texts from the breadth of Ricoeur's works, students will be introduced to key terms, arguments, and issues that will include phenomenology and hermeneutics, intentionality and meaning, history and text, subjectivity and identity, the self and the other, proximity and distance, time and narrative, revelation and prophecy, Bible, the conflict of interpretations, just institutions, and radical evil.

Indicative Bibliography:
Ricoeur, P., *History and Truth*, trans. Charles A. Kebley, Evanston: Northwestern University Press, 1965.

Ricoeur, P., *The Conflict of Interpretations: Essays in Hermeneutics*, ed. Don Ihde Evanston: Northwestern University Press, 1974.

Ricoeur, P., *The Rule of Metaphor: Multi-Disciplinary Studies of the Creation of Meaning in Language*, trans. Robert Czerny with Kathleen McLaughlin and John Costello, Toronto: University of Toronto Press, 1977.

Ricoeur, P., *Interpretation Theory: Discourse and the Surplus of Meaning*, Fort Worth: Texas Christian University Press, 1976.

Ricoeur, P., *Time and Narrative*, vol. 1, trans. Kathleen McLaughlin and David Pellauer, London: University of Chicago Press, 1984.

Ricoeur, P., *Time and Narrative*, vol. 3, [Recounted Time], trans. Kathleen Blamey and David Pellauer, London: University of Chicago Press, 1985.

Ricoeur, P., *From Text to Action: Essays in Hermeneutics, II*, trans. Kathleen Blamey and John B. Thompson, Evanston: Northwestern University Press, 1991.

Ricoeur, P., *Oneself as Another*, trans. Kathleen Blamey, London: University of Chicago Press, 1992.

Ricoeur, P., *Figuring the Sacred: Religion, Narrative, and Imagination*, trans. David Pellauer, ed. Mark I. Wallace, Minneapolis: Fortress, 1995.

Ricoeur, P, and LaCoque, A., *Thinking Biblically: Exegetical and Hermeneutical Studies*, trans. David Pellauer, London: University of Chicago Press, 1998.

Ricoeur, P., *Critique and Conviction: Conversations with François Azouvi and Marc de Launay*, trans. Kathleen Blamey, Cambridge: Polity, 1998.

Turabian, Kate L., *A Manual for Writers of Research Papers, Theses, and Dissertations,* 8th ed. Chicago: University of Chicago Press, 2013.

Timetable: First Semester: alternate Mondays 4.00 pm—6.00 pm, beginning September 25, 2017.

Assessment:

Preparatory Texts and Participation	20%
Final Paper (5000 words)	80%
Submission Date:	15.12.2017 (1pm; Faculty Office*)

*Assessment Remarks:

To qualify for assessment, full attendance is expected at all sessions, and assigned readings are to be completed before each session. Participants are required to furnish a short preparatory text for the discussion at each session (no more than 900 words). A final paper is to be submitted to the Faculty Office on an agreed topic by 1:00 pm on December 15, 2017 (Friday), which is to be no more than 5,000 words (including footnotes and bibliography), and which should follow strictly the standard presentation guidelines. Electronic submission is possible with the prior agreement of the lecturer. The final grade will include recognition of the preparatory texts and participation in discussion.

Moral Theology: Meaning and Method

Module Code: PG 703
Lecturer: Dr Suzanne Mulligan
Department: Theology
Module Level: Level 9 MTh/STL/PhD
Credits: 10 ECTS

Aims:

This module aims to examine key foundational themes and concepts within the Christian theological tradition. Various approaches to moral reasoning will be critiqued, such as utilitarianism, deontology, theology, and virtue ethics. Sources of morality including human reason (natural law), sacred scripture, tradition and magisterium, and human experience will be studied. Major theologians, past and present, will be introduced also.

Indicative Syllabus:

- Methods of moral reasoning
- The impact of the more personalist approach to moral decision-making from Vatican II onwards
- Deductive and Inductive methodologies as found in various papal documents
- Sources of morality – natural law, scripture, magisterium, human experience – can they work in harmony?
- Key theological voices today
- The primacy of conscience

Indicative Bibliography:

John A. Gallagher, *Time Past, Time Future: An Historical Study of Catholic Moral Theology*, (Oregon: Wipf and Stock Publishers, 1990).
John Mahoney, *The Making of Moral Theology: A Study of the Roman Catholic Tradition*, (Oxford: Clarendon Press, 1989).
Francis A. Sullivan, *Creative Fidelity: Weighing and Interpreting Documents of the Magisterium,* (Oregon: Wipf and Stock Publishers, 2003).
Francis A. Sullivan, *Magisterium: Teaching Authority in the Catholic Church*, (New York: Paulist Press, 1983).
Ladislas Örsy, *The Church: Learning and Teaching*, (Michael Glazier, 1987).
Richard R. Gaillardtz, *Teaching with Authority: A Theology of the Magisterium of the Church*, (Collegeville: Minnesota, 1997).
Linda Hogan, *Confronting the Truth: Conscience in the Catholic Tradition*, (London: Darton, Longman, and Todd, 2001).

Assessment: 7000 word essay

The House of Being: Towards a Theology of Language

Module Code: PG 706
Lecturer: Séamus O'Connell
Discipline: Sacred Scripture
Module Level: 9/10: MTh / PhD / STL Seminar Course

Aims: Language lies at the heart of humanity and therefore at the heart of God's "dealings" with humans. For humans, in Heidegger's famous phrase, "language is the house of being [and] the dwelling (*Behausung*) for the human (being)." This module explores the phenomenon of language, its character, how it constitutes meaning, and so fundamentally shapes human experience. By examining the role of language in God's self-giving (revelation), this seminar course seeks to establish the consequences of the essential linguistic nature of Scripture, both for its interpretation and its proclamation.

Indicative Syllabus:
- Language: Phenomenon and Character;
- Key Contours and Concerns in Contemporary Philosophy of Language: meaning, reference, sense, reference, description, semantics, meaning;
- Language and Being: disclosive versus constitutive approaches;
- Language and Embodiment—Language and the Incarnation;
- Language and Revelation: God's "language," prelapsarian Language;
- Scripture, Language and the Word of God: 'reading' the Bible with Paul, the Evangelists, Augustine, Buber, Ricoeur, Levinas, and Derrida.

Core Bibliography:

Morris, Michael. *An Introduction to the Philosophy of Language*. Cambridge: Cambridge University Press, 2008.

Taylor, Charles. *The Language Animal: The Full Shape of the Human Linguistic Capacity*. Cambridge, Mass.: Belknap Press, 2106.

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

Supplementary Bibliography:

Devitt, Michael and Richard Hanley, eds. *The Blackwell Guide to the Philosophy of Language*. Oxford: Blackwell, 2006.

Inkpin, Andrew. *Disclosing the World: On the Phenomenology of Language*. Cambridge, Mass: MIT Press, 2016.

Lepore, Ernest and Barry C. Smith, eds. *The Oxford Handbook of Philosophy of Language*. Oxford: Oxford University Press, 2006.

Louw, Johannes P. *The Semantics of New Testament Greek*. Semeia Studies. Chico: Scholars Press, 1982.

Morgan, Edward. *The Incarnation of the Word: the Theology of Language of Augustine of Hippo*. London: T & T Clark, 2010.

Lycan, William G. *Philosophy of Language: A Contemporary Introduction.* Second Edition. London: Routledge, 2008.

Ricoeur, Paul. *The Rule of Metaphor*. London: Routledge, 2003 [First English Edition, University of Toronto Press, 1977; original Paris: Seuil, 1975].

————— and André LaCocque. *Thinking Biblically: Exegetical and Hermeneutical Studies.* Translated by David Pellauer. Chicago: University of Chicago Press, 1998.

—————. *Essays on Biblical Interpretation*. Edited with an Introduction by Lewis S. Mudge. Philadelphia: Fortress, 1980.

Taylor, Kenneth. *Truth and Meaning: An Introduction to the Philosophy of Language*. Oxford: Blackwell, 1998.

Torres Queiruga, Andrés. *Repensar la Revelación: la Revelación Divina en la Realización Humana*. Madrid: Trotta, 2008.

Ward, Graham. *Barth, Derrida and the Language of Theology*. Cambridge: Cambridge University Press, 1995.

Timetable: Blended Learning: *four* preparatory papers (prepared and submitted online) between mid-October and mid-December, *and*
five three-hour seminars from January 15–19, 2018

Assessment:

Continuous Assessment: Online participation and preparatory papers
(total: 4000 words)   40%
Focused Research Paper (4000 words)   60%

Note: written work for this module may be submitted in English, French, German, Italian, or Spanish.

The Pastoral Practice of Liturgy

Module Code: PG 708
Module Co-ordinator: Prof. Liam Tracey OSM
Lecturers: Prof. Liam Tracey OSM,
Danny Murphy MA (Liturgical Studies)
Section: Liturgy and Scripture
Module Level: 9/10: MTh/PhD/STL Seminar Course

Aim

Taking the liturgical '*ordo'* as a way of studying the deep structures of Christian worship, this module will examine how patterns of corporate, ordered worship in Christ might be understood from the viewpoint of their celebration.

Learning Outcomes

By the conclusion of this module, the student will be able to critically discuss the core of liturgical actions.

By applying the *ordo* to liturgical celebrations, the student will analyse the deep structures of Christian worship and will apply this mode of reflection to liturgical texts, symbols and spaces.

Through engaging with an analysis of liturgical celebrations, the student will strengthen their own style of liturgical leadership.

Indicative Syllabus

The 'Ordo' of Christian Worship: Text and Beyond;
Broken Symbols and Juxtaposition;
Assembly in the practice of liturgical worship;
How local Churches are related to each other;
The place of worship and its symbols;
Reading Ritual Books
Leading the public prayer of the Church.

Indicative Bibliography:

Edward Kilmartin, *Christian Liturgy Theology and Practice.* Kansas City: Sheed and Ward, 1988.

Gordon W. Lathrop, *Holy Things: A Liturgical Theology*. Minneapolis: Fortress, 1993.

Gordon W. Lathrop, *Holy People: A Liturgical Ecclesiology*. Minneapolis: Fortress, 1999.

R. Kevin Seasoltz, *A Virtuous Church. Catholic Theology, Ethics and Liturgy for the 21st Century.* Maryknoll: Orbis, 2012.

Mode of Assessment:

Three brief papers of c.2,000 words each and a class presentation. The final paper is to be submitted by January 29, 2018.

Re-Sourcing: Theology and Renewal in the Twentieth Century

Module Code: PG 709
Module Coordinator: Jessie Rogers PhD
Lecturers: Robert Egan PhD, Andrew Meszaros PhD, Jessie Rogers
                          PhD, Professor Liam Tracey
Module Level: Level 9 MTh/STL
Credits: 10 ECTS Seminar Course

Aims:

This module introduces students to key shifts in Catholic dogmatic, moral and biblical theology in the 20th Century by providing a context for, and overview of, theological developments in the period and comparing and analyzing key primary texts.

Upon successful completion of the module, students will be able to:

- Critically discuss philosophical, theological and methodological shifts underpinning the renewal of systematic, moral and biblical theology in the twentieth century;
- Identify both continuities and shifts in key primary texts;
- Critically assess the degree to which particular theologians exemplify these developments.

Indicative Syllabus:

- General background: modernity, the rise of Neo-Scholasticism, and the theological *status quo* at the turn of the 20th century
- Renewal in Dogmatic Theology
  - Ecclesiology
  - Revelation
- Renewal in Moral Theology
  - Critical evaluation of pre-Vatican II manuals of moral theology
  - History, Scripture, and Charity in the renewal of moral theology
- Renewal in Biblical Theology
  - The historical-critical turn
  - Scripture as the soul of theology
  - Lectionary
- Vatican II as watershed: point of theological culmination and departure

Indicative Bibliography:

Flynn, Gabriel, and Paul D Murray, eds. *Resourcement: A Movement for Renewal in Twentieth-Century Catholic Theology*, Oxford: Oxford University Press, 2012.
Keenan, James F. *A History of Moral Theology in the Twentieth Century*, New York: Continuum, 2010.

Livingston, James C., Francis Schüssler Fiorenza et al., eds. *Modern Christian Thought*, 2 volumes, Minneapolis, MN: Fortress Press, 2006.
Selections from pre-conciliar dogmatic and moral manuals, Yves Congar O.P., Jean Daniélou S.J., Bernard Häring, Bernard Lonergan, Richard M. Gula, William E. May, *Dei Verbum*, documents of the Pontifical Biblical Commission.

Timetable: 1st semester, 10 seminars, Wednesdays 4-6pm

Assessment:
Continuous Assessment (presentations, participation, short papers) 40%
Major Essay (5000 words)   60%

Introduction to Pastoral Counselling

Module Code: PT 406
Lecturers: Spiritan Safeguarding Office Ms Jane Ferguson and Mr Liam Lally
Department: Pastoral Theology
Module Level: 9/8/7 MTh/HDip/Dip in Pastoral Theology

Aim:
This module is designed to introduce students to the basic skills of effective communication and to the underlying ethos and methodology of pastoral counselling. Successful students will be clear about what pastoral counselling is and will have a developing appreciation of the importance of a balance of knowledge, skills and self-awareness work.

On completion of the module students will
- Demonstrate a growing ability to reflect on self as an individual and as a group member;
- Demonstrate an ability to reflect on the impact of theoretical and practical learning experiences on self;
- Have acquired a working understanding of basic helping skills [attending, reflective listening, basic accurate empathy, probing] in an experiential setting;
- Be competent in the practice of basic helping & communication skills;
- Develop an awareness of personal values/ worldview and how this can impact effective helping/communication;
- Have a basic knowledge of Rogers core conditions of Person-Centered counselling and an understanding of the psychosocial stages of human development;
- Understand the theory and practice of effective feedback

On completion of this module and following a period of personal study and practical experience the successful student will be able to demonstrate:

- The ability to reflect on self in verbal and written forms;
- An awareness of the significance/value of new learning about self to current work;
- A clear and growing understanding, in theory and in practice, of the basic communication skills [attending, reflective listening, basic accurate empathy] and competence in the use of these skills in a real-play setting;
- An ability to establish a therapeutic alliance utilizing the micro-skills of clarifying, probing, paraphrasing, summarizing;
- The ability to recognize and reflect on behaviours, thoughts & emotions in learning process;

- A basic knowledge of the Core Conditions as presented in the work Carl Rogers;

Indicative Syllabus:
Basic values and core qualities for effective helpers.
1. A framework for effective Reflective Journaling.
2. Self-awareness exercises on family
3. Counselling Skills of Communication: Attending, Listening, Empathy
4. An introduction to the work of Carl Rogers.
5. Stages of psychosocial development [Erik Erikson].
6. Giving and receiving constructive feedback.

Indicative Bibliography:
- Egan, G (2000) The Skilled Helper (7th ed) California : Brookes/Cole
- Erikson, E. (1977). Childhood & Society. London: Vintage
- Mearns, D. & Thorne, B. (2007). Person Centered Counselling in Action. (3rd ed.). London: Sage

Supplementary
- Berne, E. (1970). Games People Play: The Psychology of Human Relationships. Harmondsworth: Penguin

Individual tutors will provide additional references for texts and journal articles as needed.

Assessment:

MTh Students:	*Dip/HDip Students:*
Reflective Journal: 1500 words	Reflective Journal: 1200 words
Book Review: 1500 words	Book Review: 1500 words

Primary School Catechesis and Chaplaincy

Module Code: PT 408
Coordinator: John-Paul Sheridan STL PhD
Department: Pastoral Theology
Module Level: 9/8/7: MTh /HDip/Dip in Pastoral Theology

Aims: To explore current models of primary religious education and their implications for chaplaincy in contemporary Ireland. To become familiar with the methodology, content and elements of the Alive-O and Grow in Love programmes. To develop students' skills in the writing of lesson plans and schemes. To explore the relationship between home, school and parish as partners in religious education and to consider how this relationship can be strengthened.

Outline/ Indicative Syllabus:
- An overview of primary religious education in contemporary Ireland
- An overview of the primary school programmes, Alive-O and Grow in Love, including their components, methodologies and ancillary materials.
- An introduction to the Catholic Preschool and Primary Religious Education Curriculum for Ireland (2015)
- Approaches to the sacraments of First Reconciliation, First Eucharist and Confirmation
- Linking home, school and parish in primary catechesis – how and why?
- Celebrating the Liturgical Year in the classroom

Indicative Bibliography:
Groome, Thomas H, *Will There be Faith? Depends on Every Christian,* Dublin: Veritas, 2011.
O'Higgins Norman, James, ed., *Education Matters – Readings in Pastoral Care for School Chaplains, Guidance Counsellors and Teachers,* Dublin: Veritas, 2011.
Lane, Dermot A. *Challenges Facing Religious Education in Contemporary Ireland,* Dublin: Veritas, 2008.
Harmon, M. and Mahon, E. *Prayer Assemblies for Primary Schools*. Dublin: Veritas, 2012.
Irish Episcopal Conference, *Alive-O Resources*. Dublin: Veritas, 1996-2005)
Irish Episcopal Conference, *Grow in Love Resources.* Dublin: Veritas, 2015-2017.
Mahon, E. *The Bridge: Enabling Parents to Share Faith with their Children*. Dublin: Veritas, 2013.
Mahon, M. and Delaney, M. *Do This In Memory*. Dublin: Veritas, 2009.
Mahon, M. *You Shall Be My Witnesses.* Dublin: Veritas, 2009.
O'Reilly, B. *Connecting School and Parish: An Alive-O 5-8 Handbook for Classroom Visitations.* Dublin: Veritas, 2007.

Assessment:
Students will submit a lesson plan suitable for use in a primary school classroom,and will make a presentation of this to the class.

Theological Reflection Group (Semesters 1 and 2)

Module Code: PT 411
Facilitators: Aoife McGrath PhD, Donna Linton MTh
Department: Pastoral Theology
Module Level: 9/8/7: MTh/HDip/Dip in Pastoral Theology

Aims: This module offers each student an opportunity to foster on-going development as minister within a communal context. It aims to develop the student's ability to integrate the study of theology into the practice of ministry. Through exploring the theory and practice of pastoral reflection, it enables the student to develop the skills and habits of reflection through input and group process.

Module Co-requisites:
The Theological Reflection Group (TRG) module is a co-requisite module with PT 412 Pastoral Placement Education. Analysis and reflection on encounters, events, and experiences in the pastoral placement take place with peers in TRG, facilitated by staff of the Pastoral Theology Department.

Learning Outcomes: At the end of the module, students will:
- Develop a reflective process for personal and group reflection.
- Become familiar with the practice of a number of models and methods for reflecting theologically.
- Integrate the different learning experiences of pastoral theology at a human, spiritual, academic, and pastoral level.
- Develop an ability to discern the sign of the times, by deepening their knowledge of current social, economic, political, and cultural situations, and reflecting on these in light of Scripture, Tradition, and insights gained from other disciplines.
- Develop the ability to connect theory and practice from different sources to the concrete situations in pastoral ministry.
- Develop the ability to discern God's activity in the midst of experience, informing, shaping, judging, directing, affirming and inspiring ministry.

Indicative Syllabus:
- The process and methodology of theological reflection: verbatim, critical incident, case study.
- Exploration of ministry, theological reflection, and supervision.
- Issues arising: self-awareness, ministerial identity, integrity, boundaries, effective communication.
- Evaluation processes of self and peer group.

Indicative Bibliography:
De Beer, John and Patricia O'Connell Killen, *The Art of Theological Reflection.*
     New York: Crossroad, 2006.
Thompson, Judith, *Theological Reflection.* London: SCM, 2008.

Assessment:
Students will produce three reflection documents in the course of the year (verbatim, critical incident, and case study), which analyse and reflect on encounters, events, and experiences in the pastoral placement. Students will present these to the group for the purposes of peer reflection. *In addition, MTh students will be required to facilitate one theological reflection session as part of a peer group.*

Dip/HDip in Pastoral Theology:		*MTh in Pastoral Theology:*	
Written Reflection Documents	75%	Written Reflection Documents	60%
Facilitator's Assessment	25%	Student Facilitation of Group	10%
		Facilitator's Assessment	30%

Pastoral Placement Education (Semesters 1 and 2)

Module Code: PT 412
Module Coordinators: Aoife McGrath PhD, Donna Linton MTh
Department: Pastoral Theology
Module Level: 9/8/7: MTh/HDip/Dip in Pastoral Theology

Aims: The Placement Education module lies at the intersection of academic study and the practice of ministry, offering theological and professional preparation for ministry. It provides a unique opportunity for students to engage directly with pastoral practice as part of their ministerial formation, in supervised ministry placements. It strives to integrate the activities of thinking and acting theologically, trusting that theology informs pastoral practice, and lived practice informs theology.

Placement Education consists of the following:
- A minimum of ten-twelve hours contact time per week of ministry at a site in
- a faith-based context.
- Support and dialogue with an on-site Contact Person.
- Two supervised visits from an assigned Pastoral Placement Supervisor.
- Engagement in ongoing planning and reflection, facilitating immersion in ministry placement.
- A schedule of classes addressing themes of importance for ministry preparation and practice in the present context.
- Ongoing consultation meetings with Pastoral Theology staff.

Three periods of Block Placement are scheduled during the year. For MTh students, these block placements extend their hours of contact time at the ministry site to sixteen-eighteen hours per week. The purpose of these block placements is:
- To facilitate a fuller immersion in the parish context;
- To gain an understanding of the weekly shape and rhythm of parish life;
- To provide the opportunity to experience groups, initiatives, and events not normally available to the student when in class on Mondays and Tuesdays.

Module Co-requisites
The Placement Education module is a co-requisite module with PT 411 Theological Reflection Group (TRG). Analysis and reflection on encounters, events, and experiences in the pastoral placement take place with peers in TRG, facilitated by staff of the Pastoral Theology Department.

Learning Outcomes: By the end of the module, students will:
- Develop a comprehensive and realistic view of the church and its ministries.
- Gain professional competency and refine pastoral skills, ministerial theology, and vocational ministerial identity.
- Become competent as reflective theologians in pastoral practice.
- Cultivate effective leadership qualities while inspiring and enabling others to fulfil their baptismal callings and ministerial responsibilities.

- Develop an ability to prepare and animate pastoral activities in school and parish settings, demonstrating an understanding of the relevance of such activities in light of pastoral needs, practices, and customs in the pastoral setting.
- Develop an ability to identify occasions for future growth in the areas of ministerial competency, personal maturity, theological understanding, spiritual practice, and pastoral proficiency.
- Develop an ability to integrate their human and spiritual formation with their academic study and pastoral experience.

***Indicative Syllabus*:**

Module Assessment Information	Ecumenical dialogue &
Reflective Practice	Community Building
Self-care & Burnout	Ministry in a Digital Age
	Ecology & Ministry

***Indicative Bibliography*:**

Anderson, Ray S. *The Shape of Practical Theology: Empowering Ministry with Theological Praxis*. Downers Grove, IL: InterVarsity Press, 2001.

Francis. *Encyclical Letter:* Laudato Si *On Care for our Common Home*. Dublin: Veritas Publications, 2015.

Juliano, Carroll and Loughlan Sofield. *Collaboration: Uniting our Gifts in Ministry.* Notre Dame: Ave Maria Press, 2000.

Kappeler, Warren A. *Communication Habits for the Pilgrim Church: Vatican Teaching on Media and Society.* New York: Peter Lang Publishing, 2009.

McDonagh, Sean. *Climate Change: The Challenge to all of us*. Dublin: Columba Press, 2006.

Scaife, Joyce. *Supervising the Reflective Practitioner: An Essential Guide to Theory and Practice.* London: Routledge, 2010.

Assessment:

As per 'Assessment Procedure' in PT 412 Module Assessment Information Booklet. The two primary processes of assessment are:

1) Student Placement Portfolio, which is completed by students and is made up of several parts;
2) Placement Supervised Visits, where supervisors visit students twice in their placements during the academic year to observe and evaluate the students' pastoral practice.

MTh students are also required to undergo a short Integration Interview with the staff of the Pastoral Theology Department at the end of Year One.

Dip/HDip in Pastoral Theology:		*MTh in Pastoral Theology:*	
Student Placement Portfolio	50%	Student Placement Portfolio	40%
Two Supervised Visits	50%	Integration Interview	10%
		Two Supervised Visits	50%

Theology for Ministry

Module Code: PT 416
Lecturer: Donna Mae Linton MTh
Department: Pastoral Theology
Module Level: 9/8/7: MTh/HDip/Dip in Pastoral Theology

Aims:

This module will focus on the foundations of Pastoral Theology in the early Christian community and in the Tradition. It will emphasize the human person as the starting point for reflection on our theological tradition. It will draw out the pastoral and ministerial implications of major theological themes including the Incarnation, Revelation, Trinity, Ecclesiology and the Sacraments. Different models of Church and ministry, and the pastoral experience of students on placement, will present a framework for reflecting on evangelisation today.

Indicative Syllabus:

- Introduction to Pastoral Theology and its development in the early Christian community and in the Catholic Tradition
- Becoming who we are: Theological Anthropology
- Ministry as vocation: The call of Baptism, Confirmation and Eucharist
- Jesus: the model and the focus of ministry
- Trinity: community, ministry and pastoral theology
- Models of the Church: ecclesiology and pastoral theology
- Theology for ministry (1): Pope Francis and the integration of theology, context and practice
- Theology for ministry (2): Personal integration of theology and practice
- Christian ministry and theological reflection
- The practice of ministry and styles of ministry

Bibliography:

Bernier, Paul. *Ministry in the Church.* New London CT: Twenty Third Publications, 2006.

Cahalan, Kathleen. *Introducing the Practice of Ministry*. Collegeville: Liturgical Press, 2010.

Dulles, Avery. *Models of the Church.* Dublin: Gill and Macmillan, 1988.

Francis, Pope, *The Joy of the Gospel /Evangelii Gaudium.* Dublin: Veritas, 2013.

Francis, Pope, *Laudato Si*. Dublin: Veritas, 2015.

Groome, Thomas H. *Will There Be Faith? Depends on Every Christian*. Dublin: Veritas, 2011.

Gaillardetz, Richard R. and Catherine E. Clifford. *Keys to the Council: Unlocking the Teaching of Vatican II*. Collegeville, MN: Liturgical Press, 2012.

Kasper, Walter. *Pope Francis' Revolution of Tenderness and Love*. New York: Paulist Press, 2015.

Lavin, Margaret. *Theology for Ministry*. Ottowa: Novalis, 2004.

Moon, Jennifer. *Learning Journals: A Handbook for Academics, Students and Professional Development*. London: Kogan Page, 1999.

Osmer, Richard. *Practical Theology: An Introduction.* Grand Rapids: Eerdmans, 2008.

Saracino, Michele. *Christian Anthropology: An Introduction to the Human Person*. New York: Paulist Press, 2015.

Sweeney, James, Gemma Simmonds & David Lonsdale, eds. *Keeping Faith in Practice*. London: SCM Press, 2010.

Veling, Terry A. *Practical Theology: On Earth as It Is in Heaven.* Maryknoll, NY: Orbis 2005.

Volf, Miroslav, and Dorothy C. Bass. *Practicing Theology*: *Beliefs and Practices in Christian Life*. Grand Rapids: Eerdmans, 2002.

Assessment*:*
Class participation (10%), weekly learning journal (30%) and an essay (60%).

MTh students:	*Dip/HDip students:*
Essay includes additional content and higher word count: 2500 words	Essay: 2000 words

Liturgy and Pastoral Ministry

Module Code: PT 417
Lecturer: Professor Liam Tracey OSM
Department: Liturgy
Module Level: 9/8/7: MTh /HDip/Dip in Pastoral Theology

Aims:

This module will explore the relationship between liturgy and pastoral activity with particular reference to liturgies associated with the life-cycle. Liturgies will be studied and critically evaluated from a historical and contextual perspective. Students will be encouraged to evaluate their own pastoral and liturgical practice in the light of the material to which they are introduced. Assessment will be based on course participation and one detailed theologically reflective essay on an issue studied in this module.

Indicative Syllabus:

   Posing the question: What does a pastoral minister need to know about liturgy?
   Who are the worshippers and what are they doing?
   Putting a liturgy together: the shape of liturgical celebrations.
   Becoming a Christian: The Sacraments of Christian Initiation.
   The Sacraments of Healing.
   Celebrating Christian Vocation.
   Liturgical Year and its shaping of time.
   Leading the public prayer of the Church.
   Liturgical celebrations in non-traditional settings.
   The death of a Christian. The Order of Christian Funerals.

Indicative Bibliography:

Anderson, Herbert and Edward Foley. *Mighty Stories, Dangerous Rituals: Weaving Together the Human and the Divine*. San Francisco: Jossey-Bass Publishers, 1998.

Bradshaw Paul, and Lawrence Hoffman, eds. *Life Cycles in Jewish and Christian Worship*. Notre Dame: University of Notre Dame Press, 1996.

Bradshaw, Paul ed. *The New SCM Dictionary of Liturgy and Worship*. London: SCM Press, 2002.

Carr, Wesley. *Brief Encounters*. London: SPCK, 1985.

Ostdiek, Gilbert. *Catechesis for Liturgy*. Washington, DC: Pastoral Press, 1986.

Perham, Michael. *New Handbook of Pastoral Liturgy*. London: SPCK, 2000.

Gasslein, Bernadette. *Preparing and Evaluating Liturgy*. Ottawa: Novalis, 1998.

Green, Robin. *Only Connect*. London: Darton, Longmann and Todd, 1987.

Thiron, Rita. *Preparing Parish Liturgies. A Guide to Resources*. Collegeville: Liturgical Press, 2004.

Wainwright, Geoffrey and Karen Westerfield Tucker, eds. *The Oxford History of Christian Worship*. New York: Oxford University Press, 2006.

Assessment: In-class participation and a final 1500 word Semester Paper.

Ministry in Context: Bringing Faith to Life

Module Code: PT 418
Coordinator: Donna Mae Linton MTh
Department: Pastoral Theology
Module Level: 9/8/7: MTh /HDip/Dip in Pastoral Theology

'Christ, at his incarnation, puts himself right inside the cultural context, alongside the people's experience. We must therefore be sure to devise an incarnational theological method that...speaks from, and is relevant to, real people in their specific culture, place and time.' --Laurie Green

Aims:
- To introduce students to the basic concepts of contextual theology, including the methodological issues and a brief overview of Bevans' classic models of contextual theology.
- To assist students to reflect on the theological and practical meaning of ministry in context
- To contribute to the on-going development of reflective practice for ministry
- To introduce students to contextual topics in ministry

Indicative Syllabus:
- What is contextual theology?
- Contextual theology as new and traditional
- The two elements that make a theology contextual
- The four elements of context
- Factors that point to the necessity of doing theology in context
- The two theological orientations particularly relevant for contextual theology
- Criteria for orthodoxy in contextual theology
- Brief overview of Bevans' six models of contextual theology
- Ministry in context: From theory to practice

Indicative Bibliography:
Bevans, Stephen. *An Introduction to Theology in Global Perspective.* Maryknoll, NY: Orbis, 2009.
_____. *Models of Contextual Theology, rev. and exp. ed.* Maryknoll, NY: Orbis, 2002.
Gallagher, Michael Paul. *Clashing Symbols: An Introduction to Faith and Culture, rev. and exp. ed.*
    London: Darton, Longman and Todd, 2003.

Green, Laurie. *Let's Do Theology: Resources for Contextual Theology, rev. ed.* London: Bloomsbury,
   2009.
Schreiter, R. J. *Constructing Local Theologies*. Maryknoll, NY: Orbis, 1985.
Whitehead, James and Evelyn Eaton Whitehead. *Method in Ministry: Theological Reflection and*
   Christian Ministry, rev. ed. Kansas City: Sheed and Ward, 1995.

Assessment:
In class participation (10%) and an essay (90%):

MTh Students:	*Dip/HDip students:*
Essay includes additional content and higher word count: 2500 words	Essay: 2000 words

Seminar Courses, Semester II

Social Ethics and the Common Good

Module Code:	PG 428
Lecturer:	Suzanne Mulligan STL PhD
Department:	Moral Theology
Module Level:	9/10 MTh/STL/PhD

Aims:

The aim of this postgraduate module is to explore the demands of social justice in today's world, examining key issues such as the common good, economic justice, development, trade, war and conflict. This is carried out within the framework of Catholic social teaching and Christian Anthropology.

Indicative Syllabus:

➢ Examine key social documents of the Church, and in particular the social teaching of popes Paul VI, John Paul II, Benedict XVI, and Francis.
➢ The relationship between integral human development and the common good.
➢ Explore the work of key scholars such as Amartya Sen, Martha Nussbaum, and David Hollenbach.
➢ Sustainable development and ecology
➢ Women's empowerment and development
➢ Economic justice, poverty, and trade
➢ War, conflict and development

Indicative Bibliography:

Amartya Sen, *The Idea of Justice*, (London: Allen Lane, 2009).

Amartya Sen, *Development as Freedom*, (Oxford: Oxford University Press, 1999).

Martha Nussbaum, *Creating Capabilities*, (Cambridge, Mass.: Harvard University Press, 2011).

David Hollenbach, *The Global Face of Public Faith: Politics, Human Rights, and Christian Ethics,*
 (Washington DC: Georgetown University Press, 2003).

David Hollenbach, *The Common Good and Christian Ethics*, (Cambridge, CUP, 2002).

Kenneth Himes (ed), *Modern Catholic Social Teaching: Commentaries and Interpretations,*
 (Washington DC: Georgetown University Press, 2004).

Patrick Riordan, Global Ethics and Global Common Goods, (London: Bloomsbury, 2016).

Assessment: Written Assignment 7000 words (100%)

The Soul of Theology: Interpreting Sacred Scripture with Theologians from the Apostolic Period to Today.

Module Code:	PG 442
Lecturers:	Jessie Rogers PhD & Dr Luke Macnamara OSB
Department	Scripture (Theology)
Module Level:	9/10 MTh / PhD / STL Seminar Course

Aims

The primary aim of this course is to explore the question of Saint John Paul in *Tertio Millennio Adveniente*, his encyclical of 1994: "to what extent has the Word of God become more fully the soul of theology and the inspiration of the whole of Christian living." Furthermore, the course aims to provide a historical overview and hermeneutical critique of the development of biblical interpretation over the last two thousand years.

Finally, it seeks to increase both the rigour of the participants' research methodology, and their professionalism in presenting the results of their research.

Indicative Syllabus

By means of six historical and hermeneutical "windows" the course will explore how the Scriptures have been received in Jewish and Christian traditions down through the ages. Through investigating the reception and reinterpretation of the Scriptures in the apostolic and patristic periods, in the Middle Ages and the Renaissance, and finally in modernity and beyond, participants will obtain a deeper sense of the richness of the Scriptures, and of how they are the 'Word of God" and the "soul of theology." (See *Dei Verbum* § 21; *Verbum Domini* § 31; 35)

Core Text (Obligatory)

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

Indicative Bibliography

Collins, Billie Jean et al., eds. *The SBL Handbook of Style for Ancient Near Eastern, Biblical, and Early Christian Studies.* Second Edition. Atlanta: SBL Press, 2014.

Benedict XVI., *Verbum Domini: the Post-Synodal Exhortation on the Word of God in the Life and Mission of the Church*. Vatican City: Libreria Editrice Vaticana, 2010.

Evans, Gillian R., *The Language and Logic of the Bible: The Earlier Middle Ages*. Cambridge: Cambridge University Press, 1984

Hauser, Alan J., and Duane F. Watson. eds. *A History of Biblical Interpretation.* 2 vols. Grand Rapids: Eerdmans, 2003-09.

Fowl, Stephen E., ed., *The Theological Interpretation of Scripture*. Oxford: Blackwell, 1997.

Paget, James C., alii eds., *The New Cambridge History of the Bible*. 4 volumes. Cambridge: Cambridge University Press. 2012–2016.

Saeboe, Magne ed., *Hebrew Bible/Old Testament*: *The History of its Interpretation*. 4 volumes. Göttingen: Vandenhoeck & Ruprecht. 2008–15.

Steinmetz, David C., "The Superiority of Pre-Critical Exegesis." Pages 26–38 in Stephen E. Fowl, ed., *The Theological Interpretation of Scripture*. Oxford: Blackwell, 1997. Repr. from *Theology Today* 37 (1980): 27–38.

Young, Frances M., Lewis Ayres and Andrew Louth, eds., *The Cambridge History of Early Christian Literature*. Cambridge: Cambridge University Press, 2004.

Sarisky, Darren, *Theology, History and Biblical Interpretation. Modern Readings.* London: T&T Clark 2015.

Timetable   Wednesdays 4.00 to 6.00 pm; Second Semester

Assessment   Each student will present three in-course papers, a final synthesis paper, and attend an evaluation meeting. A limited number of students may make a class presentation in place of one of their papers.

Exploring Ways of Reading Genesis

Module Code: PG 467
Lecturer: Dr Jeremy Corley
Discipline Sacred Scripture
Module Level: 9/10 PhD, MTh, STL Seminar Course

Aims:
Interpretations of the Book of Genesis have played a fundamental role within Judaism and Christianity. Readings of Genesis have provoked debates over creation versus evolution, the development of the Christian doctrine of original sin, the justification for God's command to Abraham to sacrifice his son, and the view of women. A rich text like Genesis needs many diverse reading strategies, some of which will be explored in this module, especially narrative criticism.

Indicative Syllabus:
- Introductory survey of methods of biblical interpretation according to the Pontifical Biblical Commission's 1993 document *The Interpretation of the Bible in the Church*.
- Historical-Critical Method (Sources & Forms); Literary Analysis (Rhetorical, Narrative); Approaches Based on Tradition (Canonical Approach, Recourse to Jewish Traditions, History of the Influence of the Text); Approaches from the Human Sciences (Sociological, Cultural-Anthropological, Psychological); Contextual Approaches (Liberationist, Feminist).
- Stories of creation and fall: text, interpretations, and theology.
- Literary and theological puzzle of the Cain and Abel story.
- Ethical questions in narratives of Abraham and Jacob.
- View of women: Eve, Sarah and Hagar.
- Narrative and theology in the Joseph story.

Indicative Bibliography

Alter, R., *The Art of Biblical Narrative*. Rev. ed. New York: Basic Books, 2011. [Ebook]

Bar-Efrat, S., *Narrative Art in the Bible*. JSOT Supplement 70. Sheffield: Sheffield Academic Press, 1989. [221.66 BAR]

Blenkinsopp, J., *Creation, Un-creation, Re-creation*. London: T&T Clark, 2011. [222.1107 BLE]

Boehm, O., *The Binding of Isaac*. London: Continuum, 2007. [Ebook]

Gunn, D. M., and D. N. Fewell, *Narrative in the Hebrew Bible*. Oxford: Oxford University Press, 1993. [221.6 GUN]

Hendel, R. S., *Reading Genesis: Ten Methods*. Cambridge: Cambridge University Press, 2010. [222.110601 HEN]

Kessler, E., *Bound by the Bible: Jews, Christians, & the Sacrifice of Isaac*. Cambridge: Cambridge University Press, 2004. [222.11092 KES]

Kugel, J. L., *Traditions of the Bible*. Cambridge, MA: Harvard University Press, 1998. [Ebook]

Louth, A., *Genesis 1-11: Ancient Christian Commentary on Scripture*. Downers Grove: IVP, 2001. [220.7 ANC]

Moberly, R. W. L., *The Theology of the Book of Genesis.* Cambridge: CUP, 2009. [222.1106 MOB]

Pontifical Biblical Commission, *The Interpretation of the Bible in the Church*. Boston: Pauline Books, 1999. [220.6 PBC]

Sarna, N. M., *Understanding Genesis*. New York: Schocken, 1966. [221.7 SAR]

Ska, J. L., *Introduction to Reading the Pentateuch*. Winona Lake, IN: Eisenbrauns, 2006. [222.1061 SKA]

Wenham, G. J., *Genesis*. 2 vols. Word Biblical Commentary 1-2. Waco/Dallas: Word, 1987, 1994. [220.7 WBC]

Timetable: Ten Two-Hour Seminars

Assessment

Seminar Attendance, Participation and Reflection Paper (2000 words) 25%

Final 5000 Word Paper   75%

Word and Lection: Scripture Heard and Proclaimed

Module Code:	PG 486
Module Co-ordinator:	Professor Séamus O'Connell
Discipline:	Liturgy-Sacred Scripture
Module Level:	9 Masters Course (MTh Pastoral Liturgy Only)

Module Aims:

- To explore what the Church means when it speaks of the "Word of God," and outline how Christians respond to and celebrate God's word liturgically.
- To present a theology of the word in its revelatory, anthropological, spiritual and liturgical dimensions.
- To introduce participants to the Lectionary for Mass, with particular attention to its concerns, contours, and contents.
- To develop an ecumenical sensitivity through the examining the role and place of the Scriptures in various churches and ecclesial communions.

Indicative Content:

- Revelation and the Word of God:
- The Bible and the Word of God
- Prayer and the Word of God
- The Sacramentality of the Word
- Towards a Theology of the Word of God
- The Word of God and the Liturgy
- Introduction to the Lectionary
- The Lectionary for Mass and the Revised Common Lectionary
- The Readings in the Lectionary in Advent, Lent, and Easter
- Reading and Worship—Ecumenical Perspectives

Indicative Bibliography:

Benedict XVI. *Verbum Domini: Post-Synodal Exhortation on the Word of God*. Vatican City: Libreria Editrice Vaticana, 2010.

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

DeBona, Guerric. *Between the Ambo and the Altar: Biblical Preaching and the Roman Missal. Year A*. Collegeville: Liturgical, 2013

—————. *Between the Ambo and the Altar: Biblical Preaching and the Roman Missal. Year B*. Collegeville: Liturgical, 2014

—————. *Between the Ambo and the Altar: Biblical Preaching and the Roman Missal. Year C*. Collegeville: Liturgical, 2015

Hagen, Kenneth, ed. *The Bible in the Churches: How Various Christians Interpret the Scripture*. 3d ed. Milwaukee: Marquette University Press, 1998.

Irwin, Kevin W. *Lent: A Guide to the Eucharist and Hours*. New York: Pueblo, 1985.

—————. *Advent and Christmas: A Guide to the Eucharist and Hours*. New York: Pueblo, 1986.

—————. *Easter: A Guide to the Eucharist and Hours*. A Pueblo Book. Collegeville: Liturgical Press, 1991.

Pontifical Biblical Commission. *The Interpretation of the Bible in the Church*. Vatican City: Libreria Editrice Vaticana, 1993.

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

Ratzinger, Joseph. "The Dogmatic Constitution on Divine Revelation." Pages 155–272 in Herbert Vorgrimler, ed., *Commentary on the Documents of Vatican II*. Volume 3. London: Burns and Oates, 1969.

Schneiders, Sandra M. *The Revelatory Text. Interpreting the NT as Sacred Scripture*. 2d ed.; Collegeville: Liturgical Press, 1999.

West, Fritz. *Scripture and Memory: The Ecumenical Hermeneutic of the Three-Year Lectionaries*. A Pueblo Book. Collegeville: Liturgical Press, 1997.

Note: This seminar course is anchored in PT 420 (The Kiss of Christ: A Theological and Pastoral Introduction to *Lectio Divina*), in which the revelatory, anthropological, spiritual dimensions of the Word of God are presented and explored.

Timetable: Second Semester: Tuesday mornings 09:30am–12:30pm.

Forms and Elements of Assessment:

Seminar Attendance, Participation and Reflection Paper (2000 words)	30%
Final Synthesis Paper (5000 words)	75%

Sacramental Theology: Liturgical and Systematic Aspects

Module Code: PG 487
Lecturer: Thomas R. Whelan, CSSp, BMus, SLD
Discipline: Liturgy-Sacred Scripture
Module Level: 9/10 PhD, MTh, STL Seminar Course

Aims:
A review will be made of the articulation of sacramental theory over the past century, including in the writings of Odo Casel, Edward Schillebeeckx, Yves Congar, David Power and Louis-Marie Chauvet. With the assistance of these and other writers, an investigation will be made of how sacrament both forms and defines a Christian and ecclesial imagination and reality.

Course Outcomes:

At the end of this seminar, participants will
- be able to understand better the developments in sacramental theology in the twentieth and early twenty-first century; and be familiar with the writings of some of its principal architects;
- have gained a sense of sacrament as an efficacious and transformative self-revelation and donation of Christ, through Church into the fabric of Christian life;
- be capable of analyzing theological influences in contemporary writings of sacramental theology;
- develop a competence in structuring written reflection and scientific engagement with sacramental theology in the new directions it is taking;
- be able to identify pastoral and liturgical applications of insights gained in the course of the seminar.

Course Structure
> The course will consist of input and class discussions based on the assigned readings and lectures. Assignments will sharpen critical analysis and research skills in the field.

Indicative Bibliography:

Goffredo Boselli, *The Spiritual Meaning of the Liturgy: School of Prayer, Source of Life*. Collegeville: Liturgical Press, 2014.

Louis-Marie Chauvet, *Symbol and Sacrament. A Sacramental Reinterpretation of Christian Existence*, trans. Madeleine Beaumont Collegeville: Liturgical Press, 1995.

Karen E. Eifler and Thomas M. Landy, eds., *Becoming Beholders: Cultivating Sacramental Imagination and Action in College Classrooms*. Collegeville: Liturgical Press, 2014.

Siobhan Garrigan, *Beyond Ritual: Sacramental Theology after Habermas*. Abingdon: Ashgate, 2004.

Benjamin Gordon-Taylor and Juliette Day, editors, *The Study of Liturgy and Worship*. London: SPCK, 2013.

Graham Hughes, "The Embodied Word: In Search of a Reformed Sacramentality," *Milltown Studies* 76 (2015): 1–49.

Lizette Larson-Miller, *Sacramentality Renewed: Contemporary Conversations in Sacramental Theology*. Collegeville: Liturgical Press, 2016.

Joseph Martos, *The Sacraments: An Interdisciplinary and Interactive Study*. Collegeville: Liturgical Press, 2009.

Bruce T. Morrill, *Divine Worship and Human Healing: Liturgical Theology at the Margins of Life and Death*. Collegeville: Liturgical Press, 2009.

Paul Philibert, ed., *At the Heart of Christian Worship: Liturgical Essays of Yves Congar*. Collegeville: Liturgical Press, 2010.

David Power, *Sacrament: The Language of God's Giving*. New York: Crossroad, 2000.

Alexander Schmemann, *For the Life of the World: Sacraments and Orthodoxy*. New York: St Vladimir's Seminary Press, 2002).

Thomas R. Whelan, "Eucharist and Word," *Milltown Studies* 74 (2014): 88–121.

Timetable: Second Semester: Ten Two-Hour Seminars Mondays 2:00–4:00pm

Assessment:

Seminar Attendance, Participation and Reflection Paper (2000 words) 25%
Final 5000-word Paper 75%

The Kiss of Christ: Theological, Spiritual and Pastoral Dimensions of Lectio Divina.

Module Code: PG 488
Module Co-ordinator: Professor Séamus O'Connell
Discipline: Liturgy-Sacred Scripture
Module Level: 9/10 PhD, MTh, STL Seminar Course

Module Aims:
"Before all else, the Gospel invites us to respond to the God of love …, to see God in others and to go forth from ourselves to seek the good of others." (*Evangelii Gaudium* §39) Through an exploration of the various dimensions of *lectio divina*, this module aims to deepen participants' appreciation of the living worin the life and mission of the Church. It is this word—"listened to, meditated upon, lived, celebrated and witnessed to" (*Evangelii Gaudium,* §174)—that is the "soul of theology" (*Dei Verbum,* §25), "the inspiration of Christian living." (*Tertio Millennio Adveniente* §36), and the deepest sacrament of the Good News that lies at the heart of Christian faith. Exploring the historical develoment of the praxis of *lectio divina*, this module seeks to deepen the anthropological, theological and ecclesial dimensions of hearing and responding to the Word of God.

Indicative Content:
- Rethinking Revelation: God's Word and Humanity's Hope
- Revelation Theology in the Latin Tradition: emphases and concerns
- Metaphor and Symbol: the Word of God and the Symbolism of Language
- The Sacrament of the Word: the Bible as Word of God
- The Inspired Word
- The Word of God in History: the text as witness, the 'subject' of the text, inerrancy
- The Bible and the Word of God
- The Sacramentality of the Word

Indicative Bibliography:

Achtemeier, Paul J. *Inspiration and Authority: Nature and Function of Christian Scripture*. 2d ed.; Peabody: Hendrickson 1999.

Alberigo, Giuseppe, John-Pierre Jossua and Joseph A. Komonchak, eds. *The Reception of Vatican II*. Washington D.C.: Catholic University of America Press, 1987.

Béchard, Dean P., ed. *The Scripture Documents: An Anthology of Official Catholic Teachings*. Collegeville: Liturgical Press, 2002.

Benedict XVI. *Verbum Domini: Post-Synodal Exhortation on the Word of God*. Vatican City: Libreria Editrice Vaticana, 2010.

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

Conteras Molina, Francisco. *Leer la Biblia como Palabra de Dios.* Estella: Verbo Divino, 2007

de Bethune, Pierre–François. "Prayer as Path." Pages 82–98 in *The Gethsemani Encounter: A Dialogue on the Spiritual Life*. Edited by Donald W. Mitchell and James Wiseman. New York: Continuum, 1997.

Endean, Philip. "Ignatius Loyola, Prayer and Scripture." Pages 275–85 in *The Bible in Pastoral Practice: Readings in the Place and Function of Scripture in the Church*. Edited by Paul H. Ballard and Steven Holmes. London: DLT, 2005.

Hoping, Helmut. "Theologischer Kommentar zur Dogmatischen Konstitution über did Göttliche Offenbarung." Pages 695–819 in Peter Hünermann and Bernd Jochen Hilberath, eds., *Herders Theologischer Kommentar zum Zweiten Vatikanischen Konzil*. Volume 3. Freiburg: Herder, 2005.

Keating, Thomas. *The Divine Indwelling*. New York: Lantern Books, 2001.

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

Masini, Mario. *Lectio Divina: An Ancient Prayer That is Ever New*. New York: Alba House, 1998.

O'Connell, Séamus. "Walking Towards God: On Practicing *Lectio Divina*." *Intercom* 39/2 (March 2009): 26–27.

————. "Walking Towards God: On Practicing *Lectio Divina* (2)." *Intercom* 39/3 (April 2009): 28–29.

————. "Walking Towards God: On Practicing *Lectio Divina* (3)." *Intercom* 39/4 (May 2009): 26–27.

————. "Mind the Gap: *Lectio Divina* and Contemporary Approaches to Reading." *Intercom* 41 (Sept 2011): 27.

————. "NOT Black Riding Hood: *Lectio Divina* and Biblical Discourse." *Intercom* 42 (Sept 2012): 12–13.

————. "Lectio and Love." *Intercom* 44 (April, 2014), 10-11

Pontifical Biblical Commission, *The Interpretation of the Bible in the Church*. Vatican City: Libreria Editrice Vaticana. 1993.

Ratzinger, Joseph. "The Dogmatic Constitution on Divine Revelation." Pages 155–272 in Herbert Vorgrimler, ed., *Commentary on the Documents of Vatican II*. Volume 3. London: Burns and Oates, 1969.

Schneiders, Sandra M. *The Revelatory Text*. 2d ed., Collegeville: Liturgical, 1999.

————. "Biblical Spirituality: Text and Transformation." Pages 128–50 in *The Bible and Spirituality: Exploratory Essays in Reading Scripture Spiritually*. Edited by Andrew T. Lincoln, J. Gordon McConville and Lloyd K. Pietersen. Eugene: Cascade Books, 2013.

Note: This seminar course is anchored in PT 420 (The Kiss of Christ: A Theological and Pastoral Introduction to *Lectio Divina*) in which the revelatory, anthropological, spiritual dimensions of the Word of God are introduced before being deepened in the readings of the second half of the course.

Timetable: Second Semester: Tuesday mornings 09:30–12:30.

Forms and Elements of Assessment:
Seminar Attendance, Participation and Reflection Paper (2000 words) 30%
Final Synthesis Paper (5000 words) 75%

Contemporary Issues in Christology

Module Code: PG 492
Lecturer: Revd Dr Noel O'Sullivan
Department: Systematic Theology
Module Level: 9/10 MTh/PhD/STL/ DD Seminar Course

Aims

This seminar invites students to participate in an exploration of critical issues in Christology, issues which are rooted in the relationship between the human and the divine in the hypostatic union but which also concern the relationship between the human and the spiritual in the existential experience of people today. While the seminar presumes familiarity with the ontological questions which dominated the theological mind of the first millennium, it will allow participants to reacquaint themselves with these questions and to see their connection with the contemporary issues we are facing in Christology.

Indicative Syllabus

- Chalcedon: End or Beginning?
- Creedal Christology: a response to heterodox teachings
- The Christologies of the New Testament, their concerns and categories
- The Hellenization of Christianity
- Satisfaction theology and the primacy of Christ: from Anselm to Duns Scotus
- From ontology to soteriology – and back
- The relationship between Redemption and Revelation
- The freedom and sinlessness of Christ
- The knowledge and self-consciousness of Christ
- From Christocentrism and Christomonism to a Trinitarian Christology
- Unicity and universality of Christ

Indicative Bibliography

Denzinger, Heinrich. *Enchiridion symbolorum definitionum et declarationum de rebus fidei et morum,* , 43rd edition, Hünermann Peter, Editor. Freiburg im Breisgau: Verlag Herder, 2010. English edition edited by Fastiggi, Robert and Nash, Anne Englund. *Compendium of Creeds, Definitions, and Declarations on Matters of Faith and Morals.* San Francisco: Ignatius, 2012.
Ilia Delio. "Revisiting the Franciscan Doctrine of Christ," *Theological Studies* Vol. 64 (2003): 3–23.
Grillmeier, Aloys. *Christ in Christian Tradition: From the Apostolic Age to the Council of Chalcedon 451.* Westminster: John Knox Press, 1975.

Kasper, Walter. *Jesus the Christ.* London: Burns & Oates, 1976, New edition: London: T&T Clark, 2011.

Kasper, Walter. *The God of Jesus Christ.* London: T&T Clark, 2012.

Kelly, J.N.D. *Early Christian Doctrines*. London and New York: Continuum, 1958, 1977.

Kereszty, Roch A. *Jesus Christ: Fundamentals of Christology.* New York: Alba House, 1991.

Lohfink, Gerhard. *Jesus of Nazareth: What He Wanted, Who He Was.* Collegeville, Minnesota: Liturgical Press, 2012.

Moloney, Raymond. *The Knowledge of Christ.* London and New York: Continuum, 1999.

O'Collins, Gerald. *Christology. A Biblical, Historical and Systematic Study of Jesus.* Oxford: Oxford University Press, 1995.

O'Sullivan, Noel. *Christ and Creation: Christology as the Key to Interpreting the Theology of Creation in the Works of Henri de Lubac.* Oxford: Peter Lang, 2009.

Pannenberg, Wolfhart. *Jesus—God and Man.* London: SCM Press, 1968.

Dunn, Geoffrey D., "Divine Impassibility and Christology." *Theological Studies* 62 (2001): 71–85.

Dupuis, Jacques. "Le Verbe de Dieu, Jésus Christ et les religions du monde." *Nouvelle Revue Théologique* 123/4 (2001): 529-546.

Matera, Frank J. "Christ in the Theologies of Paul and John: Diverse Unity of New Testament Theology." *Theological Studies* 62 (2006): 237-56.

Miller, Jerome A. "Wound Made Fountain: Toward a Theology of Redemption." *Theological Studies* 70 (2009): 525–54.

Rahner, Karl. "Chalkedon – Ende oder Anfang?" *Das Konzil von Chalkedon.* Würzburg: Verlag, 1954. English translation by Cornelius Ernst: "Current Problems in Christology." *Theological Investigations* Vol 1. Baltimore: Helicon Press, 1964, 149–200.

Souletie, Jean-Louis. "Which Christological Tools for the Interreligious Dialogue?" In *Edward Schillebeeckx and Contemporary Theology,* edited by Lieven Boeve, Frederiek Depoortere and Stephan van Erp. London: T & T Clark, 2010, 98–108.

Timetable   Second Semester. Ten two-hour seminars

Assessment   Seminar attendance, participation and reflection papers 40%
                    Final 5000 word essay   60%

Paul Ricoeur: Emergent Sources for Theology II

Module Code: PG 702
Lecturer: Rev. Prof. Michael A. Conway
Department: Faith and Culture
Module Level: 9/10: MTh/PhD/STL Seminar Course

Aims
The primary aim of this course is to read, discuss, and understand a selection of texts from the *oeuvre* of Paul Ricoeur that has a direct bearing on issues in Fundamental Theology. An ancillary (and optional) aim is to prepare an article for possible publication in a theological journal.

Indicative Syllabus
This course will continue the exploration of the work of Paul Ricoeur begun in the First Semester. It is now readily recognized that Ricoeur's thinking has made a major contribution to issues in the relationship between contemporary culture and religion. Through a confrontation with a series of texts from the breadth of Ricoeur's works, students will be introduced to key terms, arguments, and issues that will include phenomenology and hermeneutics, intentionality and meaning, history and text, subjectivity and identity, the self and the other, proximity and distance, time and narrative, revelation and prophecy, Bible, the conflict of interpretations, just institutions, and radical evil. Whereas this module is to be taken ideally as a continuation of the equivalent module from the first semester, it may also be taken on its own.

Indicative Bibliography:
Ricoeur, P., *History and Truth*, trans. Charles A. Kebley, Evanston: Northwestern
        University Press, 1965.
Ricoeur, P., *The Conflict of Interpretations: Essays in Hermeneutics*, ed. Don Ihde
        Evanston: Northwestern University Press, 1974.
Ricoeur, P., *The Rule of Metaphor: Multi-Disciplinary Studies of the Creation of
        Meaning in Language*, trans. Robert Czerny with Kathleen McLaughlin and
        John Costello, Toronto: University of Toronto Press, 1977.
Ricoeur, P., *Interpretation Theory: Discourse and the Surplus of Meaning*, Fort
        Worth: Texas Christian University Press, 1976.
Ricoeur, P., *Time and Narrative*, vol. 1, trans. Kathleen McLaughlin and David
        Pellauer, London: University of Chicago Press, 1984.
Ricoeur, P., *Time and Narrative*, vol. 3, [Recounted Time], trans. Kathleen Blamey
        and David Pellauer, London: University of Chicago Press, 1985.
Ricoeur, P., *From Text to Action: Essays in Hermeneutics, II*, trans. Kathleen Blamey
        and John B. Thompson, Evanston: Northwestern University Press, 1991.
Ricoeur, P., *Oneself as Another*, trans. Kathleen Blamey, London: University of
        Chicago Press, 1992.

Ricoeur, P., *Figuring the Sacred: Religion, Narrative, and Imagination*, trans. David Pellauer, ed. Mark I. Wallace, Minneapolis: Fortress, 1995.

Ricoeur, P, and LaCoque, A., *Thinking Biblically: Exegetical and Hermeneutical Studies*, trans. David Pellauer, London: University of Chicago Press, 1998.

Ricoeur, P., *Critique and Conviction: Conversations with François Azouvi and Marc de Launay*, trans. Kathleen Blamey, Cambridge: Polity, 1998.

Turabian, Kate L., *A Manual for Writers of Research Papers, Theses, and Dissertations,* 8th ed. Chicago: University of Chicago Press, 2013.

Timetable: Second Semester: alternate Mondays 4.00 pm—6.00 pm, beginning January 29, 2018.

Assessment:

Preparatory Texts and Participation	20%
Final Paper (5000 words)	80%
Submission Date:	04.05.2018 (1pm; Faculty Office*)

*Assessment Remarks:

To qualify for assessment, full attendance is expected at all sessions, and assigned readings are to be completed before each session. Participants are required to furnish a short preparatory text for the discussion at each session (no more than 900 words). A final paper is to be submitted to the Faculty Office on an agreed topic by 1:00 pm on May 4, 2018 (Friday), which is to be no more than 5,000 words (including footnotes and bibliography), and which should follow strictly the standard presentation guidelines. Electronic submission is possible with the prior agreement of the lecturer. The final grade will include recognition of the preparatory texts and participation in discussion.

Healthcare Ethics and the Catholic Moral Tradition

Module Code: PG 704
Lecturer: Dr Michael Shortall
Department: Moral Theology
Module Level: 9/10: MTh / PhD / STL Seminar Course

Rationale: This module provides an opportunity for an in-depth exploration of a field of applied ethics. It will examine the ethical dimensions of health care practice as well as key concepts that underpin clinical practice in medicine and research in bioethics. It will expose students to a wide range of topical issues.

Learning Outcomes:
By the end of this course, students will be able to:
- Evaluate and display a critical awareness of current trends and issues in contemporary healthcare, clinical practice and bioethical research
- Demonstrate a systematic understanding of a range of ethical theories and principles operating in the field of Health Care
- Apply and appraise various frameworks for dealing with ethical problems, challenges and dilemmas in health care
- Consider the resources proposed by spiritual practices and religious traditions, especially the Catholic tradition.

Indicative Syllabus:
- Meanings of 'illness', 'the body', 'vulnerability', 'healing' and 'death'
- Ethical Theories as they apply to the field of Health Care
- Conscience and Moral Decision Making
- Key principles in bioethics and healthcare ethics: autonomy, beneficence, dignity.
- Current trends in healthcare: resource allocation, legal developments, cultural changes, codes of behaviour
- Contemporary Topical Issues
- Spirituality of Health Care.

Indicative Bibliography:
- Arbuckle, G.A. *Healthcare Ministry: Refounding the Ministry in Tumultuous Times*. Collegeville: Liturgical Press, 2000.
- Meilaender, Gilbert. *Neither Beast nor God: The Dignity of the Human Persons*. New York & London: New Atlantis Books: 2009.
- Messer, Neil. *Theological Issues in Bioethics: An Introduction with Readings*. London: DLT, 2002.

- Sandel, Michael. *The Case against Perfection*. Cambridge, Mass & London: 2007.
- Singer, Peter. *Rethinking Life and Death*. Oxford: Oxford University Press, 1995.
- Song, Robert. *Human Genetics: Fabricating the Future*. London: DLT, 2002.

Timetable: Second Semester
                Ten Two Hour Seminars

Assessment:
Continuous Assessment: Attendance, Participation and Reflection Papers
(3,000 words)   40%
Focused Research Paper (4,000 words)   60%

Media Ethics

Module Code: PG 705
Lecturer: Dr Kevin O'Gorman SMA
Department: Moral Theology
Module Level: 9/10 MTH/ PhD/ STL Seminar Course

Aims: This module will examine the contemporary context of the relationship between mass-media and morality. It will explore the responsibility of individuals and institutions/organisations for their coverage and commentary on events and issues. The contribution of the Church's teaching on communication(s) will also be considered.

Indicative Syllabus:
This module will explore:
- The meaning of truth in mass-media
- Moral theories, principles and virtues pertinent to the press
- Ethical journalism
- Contemporary Church documents on communication(s)
- Sport and the media

Indicative Bibliography
Julia Driver, *Ethics –The Fundamentals*, (Oxford: Blackwell Publishing, 2007).
James F. Keenan, *Ethics of the Word*, (New York: Rowman & Littlefield, 2010).
Anne Thomson, *Critical Reasoning in Ethics – a practical introduction*, (London: Routledge, 1999).
Stephen J. A. Ward, *Ethics and the Media – An Introduction*, (Cambridge: Cambridge University Press, 2011)
Communicating the Gospel – Celebrating 40 Years of World Communications Day 1967-2006, (Dublin: Veritas, 2006)
Nicholas Boyle, 'Truth Telling, the Media, and Society', *New Blackfriars*, 2016, 19-33.
Jay Coakley, 'Sports and the Media: Could They Survive Without Each Other?' in *Sports in Society – Issues and Controversies*, 9th edition, (Boston: McGraw Hill Higher Education, 2007), 402-445.
Donal Harrington, 'Moral discourse and journalism', in ed. Amelia Fleming, *Contemporary Irish Moral Discourse*, (Dublin: The Columba Press, 2007), 66-75.
Bernard Hoose, 'Truth and lies', in ed. Bernard Hoose, *Christian Ethics – An Introduction*, (Collegeville, MN: The Liturgical Press, 1998)
John Horgan, 'The Media and the Enemies of Truth', in ed. Dermot A. Lane, *New Century, New Society*, (Dublin: The Columba Press, 1999), 93-101.
Jim McDonnell, 'Mass media, British culture and Gospel values', in ed. Hugh Montefiore, *The Gospel and Contemporary Culture*, (London: Mowbray, 1992).

William F. May, 'Virtues in Professional Life', in eds. Charles E. Curran and Lisa A. Fullam, *Virtue – Readings in Moral Theology, No. 16*, (New York: The Paulist Press, 2011), 95-116.

Avery Dulles, 'Vatican II and Communications'; André Ruszkowski, 'The Decree on the Means of Social Communication: Success or Failure of the Council?'; Robert White, 'Mass Media and Culture in Contemporary Catholicism; The Significance of Vatican II', in ed. René Larourelle, *Vatican II, Assessment and Perspectives – Twenty Five Years After, Volume Three* (New York: Paulist Press, 1989), 528-611.

Timothy Marjoribanks & Karen Farquharson, 'The Media and Consumption of Sport', Chap. 13 in *Sport and Society in the Global Age*, (New York: Palgrave Macmillan, 2012.

Assessment: Portfolio on coverage/commentary with reflection on topic agreed in advance with lecturer + written assignment of 3,500 words (50% each) **or** Written assignment of 7,000 words.

Wanting it Darker: God in the Gospel of Mark

Module Code: PG 707
Lecturer: Séamus O'Connell
Discipline: Sacred Scripture
Module Level: 9/10: MTh / PhD / STL Seminar Course

Aims: In contrast to its discourse on Jesus or the Holy Spirit, or even discipleship, New Testament discourse about God is indirect. The great majority of references to God occur in contexts that deal with some other concern or focus, and are generally interpreted in their presenting context (e.g., Kingdom, Jesus, Judaism, judgement, salvation, worship, conversion, morality). This, combined with the New Testament's overt concern with Jesus, has led to God being—in the words of Nils A. Dahl—the neglected factor in New Testament theology. Taking a narrative-critical approach, the module provides an in-depth exploration of the theology of God in the particularly theocentric Gospel according to Mark.

Indicative Syllabus:

- Dahl and the Challenges of New Testament Theologies of God
- The Theology of God in Second Temple Judaism
- God in Mark: Character or Actant?
- Narrating God in Mark: the tensions between the God-horizons of the Authorities, the Narrator, and Jesus in Mark's narrative.
- Possible only for God (see 10:24): the Primacy and Power of God in Mark
- Mark's God: mystery and hiddenness, revelation and rule, language,
- The 'Gospel of God' (1:14): Mark and a Contemporary Theology of God

Indicative Bibliography:

Indicative Bibliography:

Blount, Brian K. "Is the Joke on Us? Mark's Irony, Mark's God, and Mark's Ending." Pages 15–32 in *The Ending of Mark and the Ends of God: Essays in Memory of Donald Harrisville Juel*. Edited by Beverly Roberts Gaventa and Patrick Miller. Louisville: Westminster John Knox, 2005.

Carter, Warren. *God in the New Testament*. Core Biblical Studies. Nashville: Abingdon, 2016.

Dahl, Nils A. "The Neglected Factor in New Testament Theology." Pages 153–63 in *Jesus the Christ: The Historical Origins of Christological Doctrine*. Edited by Donald H. Juel. Minneapolis: Fortress, 1991. Repr. from *Reflections* 75 (1975): 5–8.

Danove, Paul. "The Narrative Function of Mark's Characterization of God." *NovT* 43 (2001):12–20.

Das, A. Andrew and Frank J. Matera. *The Forgotten God: Perspectives in Biblical Theology*. Louisville: Westminster John Knox Press, 2002.

Donahue, John R. "A Neglected Factor in the Theology of Mark." *Journal of Biblical Literature* 101 (1982): 563–94.

Driggers, Ira Brent. *Following God Through Mark: Theological Tension in the Second Gospel*. Louisville: Westminster John Knox Press, 2007.

——————. "God as Healer of Creation in the Gospel of Mark. Pages 81–106 in *Character Studies in the Gospel of Mark* edited by Matthew Ryan Hauge and Christopher W. Skinner. LNTS 483. London: Continuum (T & T Clark), 2015.

Erlemann, Kurt. *Das Bild Gottes in den synoptischen Gleichnissen*. Stuttgart: Kohlhammer, 1988.

Hurtado, Larry W. *God in New Testament Theology*. Nashville: Abingdon, 2010.

Neyrey, Jerome H. *Render to God: New Testament Understandings of the Divine.* Minneapolis: Fortress, 2004.

Scholtissek, Klaus. "Der Sohn Gottes für das Reich Gottes. Zur Verbindung von Christologie und Eschatologie bei Markus." Pages 63–90 in *Der Evangelist als Theologe. Studien zum Markusevangelium*. SBS 163. Edited by Thomas Söding. Stuttgart: KBW, 1995.

Skinner, Matthew L. and David J. Downs. *The Unrelenting God: Essays on God's Action in Scripture in Honor of Beverly Roberts Gaventa*. Grand Rapids: Eerdmans, 2013.

Smith, Mark S. *How Human is God?: Seven Questions about God and Humanity in the Bible*. Collegeville: Liturgical, 2014.

——————. *The Early History of God: Yahweh and the Other Deities in Ancient Israel*. The Biblical Resource Series. Second Edition. Grand Rapids: Eerdmans, 2002.

Stuckenbruck, Loren T. and Wendy E. S. North, eds. *Early Jewish and Christian Monotheism*. JSNTS 263. London: Continuum (T & T Clark), 2004.

Sweat, Laura C. *The Theological Role of Paradox in the Gospel of Mark: Profiles from the History of Interpretation*. LNTS 492. London: Continuum (T & T Clark), 2013.

Assessment:

Continuous Assessment (Participation and Reflection Papers) (2000 words) 30%
Final Research Paper (5000 words)   70%

Note: written work for this module may be submitted in English, French, German, Italian, or Spanish.

Timetable: Second Semester; Ten Two Hour Seminars

Re-imagining the Human: Towards a Renewed Theological Anthropology

Module Code: PG 710
Lecturer: Prof. Declan Marmion SM, Dr Kevin O'Gorman SMA
Department: Theology
Module Level: Level 9 MTh/STL/PhD
Credits: 10 ECTS

Aims:
Theological Anthropology explores the Christian conviction that we human beings live, move, and have our being in the embrace of God. Theological anthropology is our understanding of ourselves in relation to God. This belief is grounded in Jesus Christ as the meaning of humanity: Christ is the paradigm of the human as intended by the creator.
At the same time, we belong to one another, to our peoples, and to the earth. Thus, anthropology locates our personal selves in wider contexts without which we would not be, or be who we are. It is theological *anthropology* because it seeks to treat the human person as 'adequately understood'. It is *theological* anthropology because we recognise that God (*theos*) is present and participates in every moment of our experience—as Creator, Redeemer, and eschatological hope of all that we are, of our histories, and of the cosmos. It examines the human reality of evil, understood theologically in terms of sin, suffering, the need for healing and salvation.

Indicative Syllabus:
- An understanding of the *imago Dei* tradition in theology
- Human beings and the experience of God (grace)
- The Christian understanding of creation and redemption
- Human experience and theological anthropology
- The human person as moral and spiritual subject
- The human capacity for evil and sin
- Suffering, healing and salvation
- Christian selfhood, modernity and postmodernity
- Embodiment, sexuality and theological anthropology
- Christian understandings of human nature and developments in the natural sciences

Indicative Bibliography:
Klaus Demmer. *Shaping the Moral Life: an Approach to Moral Theology*.
    Washington, DC: Georgetown University Press, 2000*;*
————. *Living the Truth*. Washington, DC: Georgetown University Press, 2010.
Edmund Hill. *Being Human: A Biblical Perspective*. London: Chapman, 1984.
Hans Scwarz. *The Human Being: a Theological Tnthropology*. Grand Rapids:
    Eerdmans, 2013.
John R Sachs. *The Christian Vision of Humanity. Basic Christian Anthropology*.

Collegeville: Liturgical, 1991.

Susan, A. Ross. *Anthropology: Seeking Light and Beauty.* Engaging Theology: Catholic Perspectives. Collegeville: Liturgical, 2012.

Marc Cortez. *Theological Anthropology: A Guide for the Perplexed.* London: T& T Clark, 2010.

Assessment: 7000 word essay

Ethics for Ministry

Module Code: PT 403
Lecturer: Michael Shorthall PhD
Department: Moral Theology
Module Level: 9/8/7: MTh /HDip/Dip in Pastoral Theology

Aims:
To outline a Christian foundation to ethics in a pastoral context, to facilitate students to take an ethically reflective stance in pastoral ministry and to inform them of best practice.

Learning Outcomes:
(Higher Diploma/Diploma) On successful completion of the module, students should be able to:
- Identify the ethical principles that inform best practice
- Recognise the ethical issues that commonly arise in the pastoral context
- Map the approach and response of the Catholic Moral Tradition
- Consider case studies

(Masters in Theology) On successful completion of the module, students should be able to:
- Appraise the ethical principles that inform best practice
- Engage with the ethical issues that commonly arise in the pastoral context
- Apply the approaches and response of the Catholic Moral Tradition
- Analyse clearly case studies

Indicative Syllabus:
- Theological foundations and the professional practice of ministry
- Basic principles of ethics: values as the basic human good (s) that all desire
- The practice of moral guidance
- Case studies on important issues

Time allowance for constituent elements:
        Lectures: 10 hours

Elements and Forms of Assessment:
Essays: 60 %   Continuous assessment: 40 %
Higher Diploma/Diploma: 1,500 words
MTh: 3,000 words

Church at the Service of God

Module Code: PT 405
Lecturer: Anne Codd PBVM PhD
Department: Pastoral Theology
Module Level: 9/8/7: MTh /HDip/Dip in Pastoral Theology

Aims:

In the context of the overall aims and content of the course as a whole, this module will engage students in an exploration of :

- Organisational dimensions of Church and ministry;
- Church at all levels as participative faith community;
- Principles and practice of collaboration in ministry.

Indicative Syllabus:

The course will address styles of organisation, leadership and membership; the concept of mission in organisational context as well as roles, relations and responsibilities in church communities. There will be a critical review of servant leadership as a model for pastoral settings and communion ecclesiology as a basis for participation and collaboration in ministry. Mediation between community and institution in theological reflection and pastoral practice will also be addressed with conversation and dialogue in faith communities showing theological and practical perspectives. Structures which facilitate participation and collaboration in parishes and dioceses, in particular the Pastoral Council.

Indicative Bibliography:

Documents of Vatican II

Doyle, Dennis, *Communion Ecclesiology, Vision and Versions*, Maryknoll, New York, Orbis, 2000

John Paul II: *Christifideles Laici*

John Paul II: *Novo Millennio Ineunte*

Pope Francis: Evangelii Gaudium

Morgan, Gareth, *Images of Organisation*. Second Edition. Thousand Oaks, CA: Sage, 1997

Senge, Peter, *The Fifth Discipline, The Art and Practice of The Learning Organisation*. London: Random House Business Books, 2006.

Sofield, L and Juliano, J., *Collaboration, Uniting Our Gifts in Ministry*, Notre Dame: Ave Maria Press, 2000

Spears, Larry, (ed.) *Reflections on Leadership, How Robert K.Greenleaf's Theory of Servant-leadership Influenced Today's Top Management Thinkers*. New York: John Wiley and Sons, Inc., 1995.

Assessment:

Class participation (10%), weekly learning journal (30%) and an essay (60%).

MTh students:	*Dip/HDip students:*
Essay includes additional content and higher word count: 2500 words	Essay: 2000 words

Parish Ministry

Module Code:	PT 407
Module Coordinator:	Aoife McGrath PhD
Department:	Pastoral Theology
Module Level:	9/8/7: MTh/HDip/Dip in Pastoral Theology

Aims: The aims of this module are to: a) study the contemporary reality of the parish and the ministries exercised in this context; b) explore the growing reality of parish clusters or pastoral areas and other relevant parish restructuring configurations; and c) consider the impact pastoral challenges and changing circumstances have on ministry and ministers.

Learning Outcomes: By the end of the module, students will:
- Have a good knowledge of the theological and canonical foundations of parish and pastoral ministry.
- Have an understanding of pastoral care and the different practices of ministry.
- Be familiar with parish structures at the service of the parish.
- Be aware of the significance of planning, coordinating, and administration for the growth of parish ministries and activities, and providing for the spiritual welfare of the people.
- Have a deeper understanding of the factors that lead to distress for ministers and the diminishment of parish life.
- Have the ability to reflect on their experiences of parish ministry (past and present) and integrate learning from different sources to enhance their ministerial activity in concrete situations in parish settings.

*Indicative Syllabus***:**
- Post-conciliar and canonical understanding of 'parish'.
- Parish ministry and its varied practices.
- 'Pastoral care', parish leadership, and the roles of priests, deacons, religious, and lay persons.
- The restructuring of parishes and the reorganisation of parish ministry, including parish clusters/pastoral areas.
- The morale of ministers and ministerial effectiveness.
- Group discussion and reflection on situations and issues arising in parishes.

*Indicative Bibliography***:**

Conway, Eamonn, ed. *Priesthood Today: Ministry in a Changing Church*. Dublin: Veritas, 2013.

Coriden, James A. *The Parish in the Catholic Tradition: History, Theology and Canon Law*. New York: Paulist, 1997.

Dalton, William. *A Parish Pastoral Directory*. Dublin: Columba, 1995.

Irish Catholic Bishops' Conference. *Grouping Parishes for Mission: An Exploration of Key Issues*. Dublin: Veritas, 2011.

McAlinden, Martin. 'Living Baptismally: Nurturing a Spirituality for Priestly Wellbeing.' *Practical Theology* 7, (2014): 268–79.

Moloney, Gerard. 'A Look at a Priest's Life.' *The Furrow* 64 (2013): 10–17.

O'Brien, Oonagh and Julie Kavanagh. *A Resourcebook for Parish Leadership Groups*. Dublin: Columba, 2001.

Patton, John. *Pastoral Care: An Essential Guide*. Nashville: Abingdon, 2005.

Schuth, Katarina. *Priestly Ministry in Multiple Parishes*. Collegeville: Liturgical, 2006.

Assessment:

Essays (70 %): Higher Diploma/Diploma 1,500 words; MTh 3,000 words. Reflective Learning Journal (30%). Students need to pass all components of assessment in order to pass the module.

The Kiss of Christ: A Theological and Pastoral Introduction to Lectio Divina

Module Code: PT 420
Lecturer: Professor Séamus O'Connell
Department: Liturgy-Scripture
Module Level: 9/8/7: MTh /HDip/Dip in Pastoral Theology

Aim:

"Before all else, the Gospel invites us to respond to the God of love …, to see God in others and to go forth from ourselves to seek the good of others." (*Evangelii Gaudium* §39). This module aims to deepen participants' formation in hearing the word that brings life. It is this word—"listened to, meditated upon, lived, celebrated and witnessed to" (*Evangelii Gaudium,* §174)—that is the "soul of theology" (*Dei Verbum,* §25), "the inspiration of Christian living."(*Tertio Millennio Adveniente* §36), and the deepest sacrament of the Good News that lies at the heart of Christian faith. By practicing *lectio divina* and reflecting upon it, the module develops the practical, spiritual, pastoral, and theological dimensions of that hearing and responding to the Word of God that is the very life of the Church.

Indicative Syllabus:

- *Lectio divina* as practice and discipline—reading, reflection, and prayer
- Divine Revelation—how God gives himself to us and why
- The Scriptures as sacrament of the living Lord
- Text and Transformation
- Learning to read (I): attending to the sacred text
- The Divine Indwelling: foundation of real life
- Learning to read (II): attending to the world
- Ways of Reading: alienating reading and homecoming reading
- Biblical spirituality: the encounter with the world as it is
- Learning to read (III): practicing our love of God
- *Lectio divina* in a life of ministry, service, and worship

Indicative Bibliography:

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

de Bethune, Pierre–François. "Prayer as Path." Pages 82–98 in *The Gethsemani Encounter: A Dialogue on the Spiritual Life*. Edited by Donald W. Mitchell and James Wiseman. New York: Continuum, 1997.

Endean, Philip. "Ignatius Loyola, Prayer and Scripture." Pages 275–85 in *The Bible in Pastoral Practice*. Edited by Paul H. Ballard and Steven Holmes. London: DLT, 2005.

Keating, Thomas. *The Divine Indwelling*. New York: Lantern Books, 2001.

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

Masini, Mario. *Lectio Divina: An Ancient Prayer That is Ever New*. New York: Alba House, 1998.

O'Connell, Séamus. "Walking Towards God: On Practicing *Lectio Divina*." *Intercom* 39 (2009): 26–27.

————. "Walking Towards God: On Practicing *Lectio Divina* (2)." *Intercom* 39 (2009): 28–29.

————. "Walking Towards God: On Practicing *Lectio Divina* (3)." *Intercom* 39 2009): 26–27.

————. "Mind the Gap: *Lectio Divina* and Contemporary Approaches to Reading." *Intercom* 41 (2011): 27.

————. "NOT Black Riding Hood: *Lectio Divina* and Biblical Discourse." *Intercom* 42 (2012): 12–13.

————. "Lectio and Love." *Intercom* 44 (2014), 10–11.

Pontifical Biblical Commission, *The Interpretation of the Bible in the Church*. Vatican City: Libreria Editrice Vaticana. 1993.

Schneiders, Sandra M. *The Revelatory Text*. Second Edition. Collegeville: Liturgical, 1999.

————. "Biblical Spirituality: Text and Transformation." Pages 128–50 in *The Bible and Spirituality: Exploratory Essays in Reading Scripture Spiritually*. Edited by Andrew T. Lincoln, J. Gordon McConville and Lloyd K. Pietersen. Eugene: Cascade Books, 2013.

Assessment:
Continuous Assessment:

Attendance, Participation and Leading *Lectio Divina*	30%
Course Essay (2,000 words)	70%

Chapter VII

Certificate and Diploma Course

Programmes

in the

Faculty of Theology
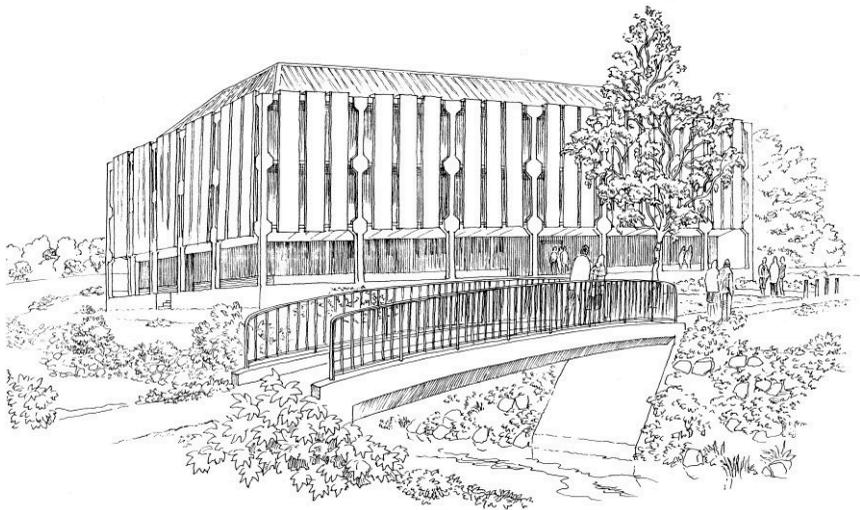
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Higher Diploma in Theological Studies

Course Director: Dr Suzanne Mulligan

This one-year part-time programme aims to give a foundation in Theological Studies to students who hold a primary degree in another discipline. It is recognised by the Department of Education and Skills as entitling teachers holding Department recognised degrees and teacher training qualifications to teach up to 15 hours' Religious Education per week in a secondary school.

Admission Requirements

A primary degree or its equivalent is required. While the degree or qualification will normally be in a discipline other than Theology, consideration will be given to all applications.

Programme of Study

Core Courses:

- *Introduction to Theology*

- *Systematic Theology*, which studies the meaning and implications of the principal faith-affirmations of Christianity concerning God, Jesus, the Church, the human condition.

- *Moral Theology*, which deals with the experience of morality and in particular with the bearing of Christian faith on the moral life. Topics include: conscience, making moral decisions, the Bible and morality, bioethics, justice, morality and law, ethics in public life, peace and war and ecology.

- *Sacred Scripture*, which studies the Bible – its nature and significance, origins, literary forms, interpretation today. It will include a study of particular Old Testament and New Testament books.

- *Foundations of Worship* will ask "Why Liturgy?"

- Philosophy of Religion and Secular belief systems

Timetable

Monday & Wednesday: 6.30 p.m. – 9.30 p.m.
Six Saturdays throughout the year: 10.00 a.m. – 4.00 p.m.
- The core courses will be taught on Monday and Wednesday evenings.
- A number of electives will be taught over six weekends throughout the year.

Course Code	Title	Lecturer(s)	Semester	Credits
TH 401	Introduction to Theology	Marmion/O' Gorman	1	7.5
Systematic Theology				
ST 404	God Revealed in Jesus Christ	O'Sullivan	1	5
ST 403	The Church and its Sacraments	Surlis	2	5
Moral Theology				
MR 401	Bioethics	Shortall	1	5
MR 403	Catholic Social Teaching	Corkery	2	5
Sacred Scripture				
SC 400	The Bible and Its Worlds	O'Connell/ Macnamara	1	7.5
SC 401	The Old Testament	Corley	1	5
SC 403	The New Testament: Searching for the Fine Pearls	O'Connell/ Macnamara	2	5
Liturgy				
LI 400	Foundations of Worship	Tracey	2	2.5
TS 109	Foundations of Religious Education	Sheridan	2	5
Special Topics				
TS 112	Church History	Moffitt	1	2.5
TS 114	Philosophy of Religion and Secular Thought	TBC	2	5
TS 111	Introduction to World Religions	Claffey	2	2.5
ME 400	Major Essay	TBC	2	2.5

Introduction to Theology

Module Code: TH 401
Lecturer: Prof Declan Marmion and Dr Kevin O'Gorman
Department: Systematic/Moral Theology
Module Level: Level 8
Credit Rating: 7.5 ECTS

Aims:

Theology is "faith seeking understanding" (St. Anselm). In this introductory module we will explore this statement by asking such questions as: What is faith? How is the human person a seeker? How are faith and reason (understanding) connected? The etymology of the term "theology" has to do with "theos" (God) and "logos" (discourse). Hence theology is discourse about God. But it is also a discourse about the human person (anthropology) made in the image and likeness of God ("imago Dei") and his or her call to communion with God (spirituality). Taking the 'human person and his/her acts adequately considered' as its cornerstone, the module seeks to develop a 'Christian ethic within the contours sketched by dogmatic theology' (G. Meilander and W. Werpehowski). The module, moreover, aims to present theology in an integrated way that reflects on the unity of faith and morality in the life of the Christian in the church. The importance of the Bible as a foundational source for Christian conversion and its connecting the drive to goodness and the call to holiness will also be explored.

Indicative Syllabus:
- Theological Anthropology: The Christian Vision of Humanity
- The Specifically Christian Understanding of God as Triune
- The Doctrines of Creation, Incarnation, and Redemption
- Exploring Revelation and its Transmission in Scripture and Tradition
- Christ, Covenant, Sin and Conversion
- Bible and Morality
- Theology and Church
- Integrating Theology, Morality and Spirituality

Bibliography:

Anne Hession & Patricia Kieran, eds. *Exploring Theology: Making Sense of the Catholic Tradition*. Veritas, 2007.
Stephen Bevans, *An Introduction to Theology in Global Perspective*. Orbis, 2009.
Patricia Lamoureux and Paul J. Waddell, *The Christian Moral Life – Faithful Discipleship for a Global Society*. Maryknoll, N.Y.: Orbis Books, 2010.
William C. Mattison III, *Introducing Moral Theology – True Happiness and the Virtues.* Grand Rapids, Michigan: Brazos Books, 2008.

Time Allowance for Constituent Elements:
Lectures: 20 hours   Assignment: 15 hours   Private Study: 24 hours
Elements and Form of Assessment: Two essays 2500 words each approx. (one extended book review and one essay)

Systematic Theology

God Revealed in Jesus Christ

Module Code: ST 404
Module Co-ordinator: Rev Dr Noel O'Sullivan
Department: Systematic Theology
Module Level: Level 8
Credit rating: 5 ECTS

Aims:
- To introduce students to the theology of divine revelation and faith
- To introduce students to traditional and contemporary issues relating to discourse about God
- To identify key features of revelation in the Old and New Testaments and in the Tradition, culminating in the Vatican II document, *Dei Verbum*
- To tease out the implications of Christ as the fullness of revelation
- To explore the passion, death and resurrection of Jesus Christ as the nucleus of New Testament Christology
- To present the history of Christology through the Councils of the first millennium
- To acquaint students with contemporary issues in Christology

Learning Outcomes:
At the end of the course, the students will:
- Have an understanding of the human search for meaning and the plurality of responses among those of different belief systems, both religious and non-religious
- Appreciate the historical and contemporary issues that arise in discourse about God
- Understand the relationship between revelation and faith
- Be aware of the centrality of the paschal mystery in understanding the Christian God
- Be familiar with the history of Christology
- Be able to appreciate the significance of the being and action of Christ

Indicative Syllabus:

Theology of God	The Christian God
Faith and Reason	Divine Revelation
The Mystery of Jesus Christ	The Christological Councils
Current Questions in Christology	

Time Allowance for Constituent Elements:
Lectures: 20 hours
Assignment: 15 hours
Private study: 60 hours

Elements and Forms of Assessment: Exam

The Church and its Sacraments

Module Code: ST 403
Lecturer: Dr Tomás Surlis
Department: Systematic Theology
Module Level: Level 8 (Undergraduate)
Credit Rating: 5 ECTS Credits

Aims:
- To introduce students to the theological understanding of the Church as it emerges in the Scriptures and as it unfolds in history.
- To demonstrate an ability to critically assess the evangelising mission of the Church today with respect to its origins as found in the New Testament Communities.
- To present the ecclesial vision of Vatican II and the work of contemporary theologians, with particular reference to the Ecclesiology of Communion.
- To introduce the students to the sacraments in their ecclesiological context.
- To understand the relations between symbol, sacrament and ritual and how this might help frame contemporary sacramental understanding.
- To explore and assess the impact and importance of Vatican II (and the major theologians of that time) in the development of sacramental theology.

Learning Outcomes: At the end of the course, the students will:
- Demonstrate a critical awareness of the mysterious nature of the Church within the context of its ever-developing self-understanding.
- Recognise the relationship between the Church and the Kingdom of God.
- Appreciate the Church as the universal sacrament of salvation.
- Know the key principles of Catholic sacramental theology.
- Be familiar with the key tenets of the Ecclesiology of Communion.
- Recognise the importance of faith in a fruitful celebration of the sacraments.
- Identify the issues relating to a more effective celebration of the sacraments in the context of the contemporary mission of the Church in Ireland.

Indicative Syllabus:
- The Origin of the Church.
- Church and its relationship to the Kingdom.
- Models of Church.
- Magisterium, leadership and roles in the Church.
- The Marian and Petrine Principles of the Church.
- A developing ecclesiology: the Ecclesiology of Communion.
- The principles of Catholic sacramental theology.
- Rite and ritual: a secular-belief/sociological assessment of the sacraments
- Contemporary issues facing the faith-filled celebration of the sacraments today

Elements and Forms of Assessment: Exam

Moral Theology

Bioethics

Module Code: MR 401
Lecturer: Rev Dr Michael Shortall
Department: Moral Theology
Module Level: Level 8
Credit Rating: 5 ECTS Credits

Aims:
To introduce students to the discipline of bioethics.

Learning Outcomes:
At the end of the course, the student will:
- Have a good working knowledge of the central principles of bioethics
- Be aware of the stance and conclusions of the Catholic moral tradition in the area of bioethics

Indicative Syllabus:
- The fundamental principles of bioethics
- Reproductive technologies
- 'Ordinary' and 'extraordinary' medical treatments
- Euthanasia and the 'right to die'
- The production and use of embryonic stem cells
- Bioethics and the civil law

Time Allowance for Constituent Elements:
    Lectures: 15 hours
    Assignment: 10 hours
    Private study: 24 hours

Elements and Forms of Assessment: Exam

Catholic Social Teaching

Module Code: MR 403
Lecturer: Rev Dr Padráig Corkery
Department: Moral Theology
Module Level: Level 8
Credit Rating: 5 ECTS Credits

Aims:
To introduce students to key aspects of Catholic Social Teaching with a focus on Justice and Human Rights.

Learning Outcomes:
At the end of the course, the student will:
- Have a good knowledge of the social teaching of the Church
- Be aware of key historical developments in Catholic Social Teaching
- Be able to apply CST to a number of key justice and human rights issues
- Be familiar with key concepts of CST

Indicative Syllabus:
- The central principles of Catholic Social Teaching such as justice, common good, preferential option for the poor, subsidiarity
- Key social documents
- Ecology
- The role of women in church and society

Time Allowance for Constituent Elements:
Lectures:	15 hours
Assignment:	10 hours
Private study:	24 hours

Elements and Forms of Assessment: Exam

Sacred Scripture

The Bible and Its World

Lecturer: Prof Seamus O'Connell & Dr Luke Macnamara OSB
Module Code: SC 400
Department: Sacred Scripture
Module Level: Level 8
Credit rating: 7.5 ECTS

Indicative Syllabus:
• Who's Who in the Bible: an Introduction to the Key Characters in the Bible
• A World within Worlds: the Bible and its surrounding Cultures
• A Succession of Empires: Geography and History of the Biblical World
• Sacred and Profane: Identity, Worship and Law in the Ancient Near East
• "Why did Sarah laugh? (Gen 18:3): Appreciating Biblical Narrative and its Art
• "Learn then the Parable" (Matt 24:32): the Dynamics and Power of OT and NT Parables
• "Thus says the LORD …": Seers and Prophets, Visions and Justice in the Bible
• How the Bible Came to Be: the Biblical Canon and its Importance
• Scripture and Lection: The Proclaimed Bible of the Synagogue and the Churches

Indicative Bibliography:
Barton, John, *The Bible: The Basics*. London: Routledge, 2010. [Ebook]
Boadt, L, *Reading the Old Testament*. New York: Paulist, 1984. [220,61 BOA]
Coogan, Michael, *The Old Testament*: *A Very Short Introduction*. Oxford: Oxford University, 2008. [Ebook]
Johnson. Luke Timothy, *The Writings of the New Testament: An Introduction*. Rev. Ed. Minneapolis: Fortress, 1999. [225.6 JOH]
Powell, Mark Allan, *Introducing the New Testament*: *A Historical, Literary, and Theological Survey*. Grand Rapids: Baker Academic, 2009. [220,61 POW]
Powell, Mark Allan, *What is Narrative Criticism? A New Approach to the Bible*. London: SPCK, 1993. [220.66 POW]

Elements and Forms of Assessment: Essay

The Old Testament

Module Code: SC 401
Lecturer: Rev Dr Jeremy Corley
Department: Sacred Scripture
Module Level: Level 8
Credit rating: 5 ECTS

Indicative Syllabus:
- The Abraham Story: Call, Covenant and Akedah
- The Moses Story 1: Call, Revelation of the Divine Name and Passover
- The Moses Story 2: Exodus, Decalogue and Covenant
- The David Story: Anointing, Covenant, Sin and Forgiveness
- The Prophetic Legacy 1: Amos and Justice
- The Prophetic Legacy 2: Isaiah and Hopes for the Davidic Line
- The Prophetic Legacy 3: Jeremiah and the Fall of Jerusalem
- The Prophetic Legacy 4: Second-Isaiah and the Figure of the Servant
- Psalms: Original Contexts and Christian Rereading
- The Book of Job: The Problem of Suffering

Indicative Bibliography:
Boadt, L, *Reading the Old Testament*, New York: Paulist, 1984, [220,61 BOA]
Coogan, Michael, *The Old Testament*: A Very Short Introduction. Oxford: Oxford University Press, 2008. [Ebook]
Collins, JJ, A Short *Introduction to the Hebrew Bible*, Minneapolis: Fortress, 1998. [221.6 COL]

Elements and Forms of Assessment: Exam

The New Testament: Searching for Fine Pearls

Module Code: SC 403
Lecturer: Dr Luke Macnamara OSB
Department: Sacred Scripture
Module Level: Level 8
Credit rating: 5 ECTS

Indicative Syllabus:
- A new beginning for a Gospel: the infancy narrative
- Matthew's characters: God, Jesus, Disciples and Sinners
- Discourses and Beatitudes
- Miracles in the Gospel of Matthew
- Parables and Riddles of the Kingdom
- The Passion Narrative
- Matthew among the Synoptic Gospels
- Twenty-First Century questions to First Century Gospels

Indicative Bibliography:

Marohl, Matthew J. *Unexpected New Life. Reading the Gospel of Matthew.* Eugene, OR: Cascade, 2012. [226,2077 MAR]
Pagola, José Antonio. *The Way Opened up by Jesus. A Commentary on the Gospel of Matthew*. Miami, FL: Convivium, 2012. [226,207 PAG]
Powell, Mark Allan. *Introducing the New Testament: A Historical, Literary and Theological Survey.* Grand Rapids, MI: Baker Academic, 2009. [220,61 POW]
Witherington, Ben. *An Invitation to the New Testament: First Things.* Oxford: Oxford University Press, 2013. [225,61 WIT]

Foundations of Worship

Module Code: LI 400
Lecturer: Rev Professor Liam Tracey
Department: Liturgy
Module Level: Level 8
Credit rating: 2.5 ECTS

Aims:
- To provide the student with critical skills in exploring the nature and history of Christian Liturgy
- To foster an understanding of the human need for ritual
- To focus on the nature of particular liturgical celebrations

Learning Outcomes:
- To reflect critically on liturgical texts
- To give a detailed description of the development, structure and the nature of the celebration of Christian Liturgy
- To introduce the concept of Initiation and how Christians are 'made'
- To clearly explain the nature of Eucharistic praying
- To present the Christian understanding and celebration of time
- To distinguish historical and theological arguments
- To research and present an assessed project

Indicative Syllabus:
Beginning with the scriptural foundations of Christian liturgy, the course will explore its historical development and theological grounding. Particular attention will be paid to the Sacraments of Christian Initiation: Baptism, Confirmation and Eucharist; Liturgical Space and the Christian Ordering of Time.

Bibliography:
Gail Ramshaw, *Christian Worship. 100,000 Sundays of Symbols and Rituals,* (Minneapolis: Fortress Press, 2009).

Elements and Forms of Assessment: Course Project 100%

Foundations in Religious Education

Module Code: TS 109
Lecturer: Rev Dr John Paul Sheridan
Department: Systematic Theology
Module Level: Level 8
Credit Rating: 5 ECTS Credits

Aims:
To provide students with an introduction to contemporary understandings of religious studies and catechesis with a particular focus on the programmes for Religious Education at second level schools.

Learning Outcomes:
At the end of the course, the students will:
- Understand the educational and faith formation aims and objectives of the programmes for Religious Education at second level
- Have obtained an overview of the course content, teaching methodologies and assessment procedures in Religious Education
- Be familiar with the principal resources available to teachers
- Know the core process of catechesis
- Be informed of contemporary approaches to religious education
- Have creatively and critically engaged with the module material so that they are competent to plan effectively for the teaching of Religious Education

Indicative Syllabus:
- Contemporary approaches to religious education
- The Junior Certificate and Leaving Certificate Religious Education programmes
- The nature of catechesis
- Spirituality and the reflective practitioner in the classroom
- Faith development in the secondary school
- The role of the arts in religious education
- Laudato Si *and r*eligious education for environmental awareness

Time Allowance for Constituent Elements:
Lectures: 20 hours
Assignment: 15 hours
Private study: 60 hours

Elements and Forms of Assessment:
Essay/Project Work

Special Topics

Introduction to World Religions

Module Code: TS 111
Lecturer: Dr Patrick Claffey
Module Level: Level 8
Credit Rating: 2.5 ECTS

Aims:
- To introduce students to a range of world religions
- To equip students with a framework for analyzing other religions
- To examine relationships between world religions
- To provide students with an entry point to further study of world religions

Learning Outcomes:
At the end of the module, students will:
- Have encountered a broad range of world religions
- Be familiar with the main beliefs and practices of the major religious traditions
- Be able to see connections between various religions and denominations
- Know where to look for further authoritative information

Indicative Syllabus:
- Defining religion
- *World Religions* – a useful paradigm or not?
- "Abrahamic" Religions: Judaism, Christianity and Islam
- "Dharmic" Religions: Hinduism, Jainism, Buddhism and Sikhism
- Religions of East Asia

Time Allowance for Constituent Elements:

Lectures:	10 hours
Assignment:	10 hours
Private study:	20 hours

Elements and Forms of Assessment: Essay

Church History

Module Code: TS 112
Lecturer: Dr Miriam Moffitt
Module Level: Level 8
Credit Rating: 2.5 ECTS Credits

Aims:
- To introduce the key features of the early Christian Church
- To introduce the key themes, events, personalities and sources in the early Church
- To introduce the key features of the Early Modern Catholicism in Ireland
- To introduce students to key themes, events and personalities in the Catholic Church in Ireland 1500-1922

Learning Outcomes:
At the end of the course, the students will:
- Appreciate some of the factors associated early Christianity
- Understand the principal debates regarding the definition of doctrine
- Recognize the dynamics of the Reformation and Counter-Reformation in Ireland
- Understand the delay in translating the reforms of Trent to Ireland
- Analyse the concept of 'the Devotional Revolution' of the nineteenth century

Indicative Syllabus:
- The birth of the 'Jesus Movement'
- The expansion of Christianity in the early centuries
- The Councils of Jerusalem and Nicaea
- The Reformation and Counter Reformation in Ireland
- Interpretation of the 19th century experience of the Catholic Church.

Texts:
Joseph H. Lynch, *Early Christianity, a brief history* (New York, Oxford, 2009)
B. Bradshaw and D. Keogh (eds), *Christianity in Ireland* (Dublin, 2000)

Time Allowance for Constituent Elements:

Lectures:	10 hours
Assignment:	10 hours
Private study:	20 hours

Elements and Forms of Assessment: Essay

Philosophy of Religion and Secular Thought

Module Code: TS 114
Lecturer: TBC
Department: Philosophy/Theology
Module Level: Level 8 (Undergraduate)
Credit Rating: 5 ECTS Credits

Aims:
This module takes as its starting point the philosophical debate concerning the existence and nature of God. It will also consider the interplay between reason, science and religion. The most common arguments for the existence of God, namely, the cosmological, ontological and teleological arguments will be identified and outlined with a view to assessing their validity.

Indicative Syllabus:
- The philosophical issues which arise within the contemporary 'God debate' in connection with the theory of Evolution and theories concerning the make-up and origins of the universe.
- The philosophical problem of evil will be examined as it presents a major challenge to belief in an all-knowing, all-powerful and all-good God.
- Aspects of secular thought and religion will be outlined.
- Critique of the German philosopher Ludwig Feuerbach (1804-1872)
- Trace secular thinking from the 19th century to Post-modernism.
- Philosophical theological responses to secular thinking will be considered.

Indicative Bibliography:
Brian Davies, *Introduction to the Philosophy of Religion* (Oxford: OUP).
Martin Henry, *On Not Understanding God* (Dublin: Columba Press, 1997).

Elements and Forms of Assessment: Essay

Certificate Module Decriptors

Discipleship, Ministry, & Pastoral Practice

Module Code: TS 116
Lecturers: Aoife McGrath & Donna Linton
Department: Pastoral Theology
Module Level: Level 7 Certificate
Credit rating: 5 ECTS

Aims: To introduce students to the theological foundations of Christian discipleship and ministry, and explore key features of pastoral practice.

Learning Outcomes: By the end of the module, students will:
- Have a good knowledge of the theological foundations of discipleship and ministry (ordained, religious, and lay).
- Be familiar with key teachings of the Second Vatican Council on the baptismal priesthood, the Church's mission in the world, the role of the laity, and the ministry of Bishops/clergy.
- Have an understanding of the different practices of ministry: teaching, preaching, leading worship/prayer, pastoral care, social ministry, and administration.
- Be aware of the mission and context of a parish, the practice of grouping parishes in pastoral areas, and the role of Parish Pastoral Councils.
- Be able to reflect theologically on concrete situations in pastoral ministry.

Indicative Syllabus:

- Communion and Mission.
- Christian Vocation of Discipleship.
- Characteristics of Ministry exemplified in Jesus.
- Parish and the pastoral activity of the Church.
- Leadership in Christian community and the practices of ministry.
- Ministry and Processes of a Parish Pastoral Council.
- Group reflective practice on pastoral situations.

Indicative Bibliography:
Cahalan, Kathleen A. Introducing the Practice of Ministry. Collegeville, Minnesota: Liturgical Press, 2010.
Gaillardetz, Richard R. and Catherine E. Clifford. Keys to the Council: Unlocking the Teaching of Vatican II. Collegeville, Minnesota: Liturgical Press, 2012.

Irish Catholic Bishops' Conference. Grouping Parishes for Mission: An Exploration of Key Issues. Dublin: Veritas, 2011.

Irish Catholic Bishops' Conference. Living Communion: Vision and Practice for Parish Pastoral Councils in Ireland Today. Dublin: Veritas, 2011.

O'Connell Killen, Patricia and John De Beer. The Art of Theological Reflection. New York: Crossroad Publishing, 2006.

Osborne, Kenan B. Orders and Ministry: Leadership in the World Church. Maryknoll, New York: Orbis Books, 2006.

Time Allowance for Constituent Elements:
Lectures: 15 hours;   Assignment: 15 Hours;   Private Study: 60 Hours

Assessment: Reflective Learning Journal (30%) and Reflection Paper/Essay (70%). Students need to pass all components of assessment in order to pass the module.

Introduction to Spirituality

Module Code: TS 115
Lecturer: Dr Denis Robinson
Department: Spirituality/Theology
Module Level: Level 7 Certificate
Credits: 5 ECTS

Aims:

The scope and sequence of this module aims to provide the student with a broad introduction to spirituality that will serve as a foundational exploration of the biblical, theological, historical, social, and the contemporary practice of Christian spirituality. Consequently, this module provides a wide-ranging base for an introduction to the different aspects of spirituality and how they are interconnected and expressed in the heart and mind, and in the personality and social presence of a person or group. St. Irenaeus said: the glory of God is the person fully alive. So the study of spirituality investigates our growth and development as a human being, and describes the nature of the spiritual life and the process by which people grow in the spiritual life to become a unique reflection of God. This multifaceted approach is essential for an integrated and genuine appreciation of Christian spirituality and how we appropriate and re-appropriate the spiritual heritage of the Christian faith in our lives and for our times.

Indicative Syllabus:

1) *Human Experience and the Experience of God*
2) *Exploring the Biblical Foundations for Spirituality*
3) *Jesus and the Trinity*
4) *The Centrality of Relationships*
5) *Prayer and Sacramental Life*
6) *The Quest for Authenticity*
7) *Spirituality for Everyday life*
8) *Spirituality and its Contribution to Human Development*
9) *Towards a Christian Understanding of the Person*
10) *Spirituality for a Post Modern World.*

Indicative Bibliography:

Bacik, James. *Spirituality in Transition*. USA: Sheed and Ward, 1996.

Downey, Michael., *Altogether Gift: A Trinitarian Spirituality*. New York: Orbis Books, 2000.

Lane, Dermot A., *The Experience of God: An Invitation to do Theology*. Dublin: Veritas,1981.

Maloney, Edward J. (ed). *Scripture as the Soul of Theology*. London: Michael Glazier, 2005.

Rohr, Richard. *Immortal Diamond: The Search for our True Self*. London: SPCK, 2013.

Rolheiser, Ronald*., Seeking Spirituality: Guidelines for a Christian Spirituality for the Twenty-First Century*. London: Hodder and Stoughton, 1998.

Sheldrake, Phillip F., *A Brief History of Spirituality*. Oxford: Blackwell Publishing, 2007.

Sheldrake, Phillip. *Explorations in Spirituality: History, Theology and Social Practice*. New York: Paulist Press, 2010.

Smail, Tom. *Like Father, Like Son: The Trinity Imaged in our Humanity*. England: Paternoster Press, 2005.

Ulanov, Ann & Barry. *Primary Speech: The Psychology of Prayer*. Westminster: John Knox Press, 1988.

Woods, Richard J. *Christian Spirituality: God's Presence through the Ages*. New York: Orbis books, 2006.

Assessment: Reflection Paper

The Embodied Heart: Prayer and Praxis in the East and West

Module Code: TS 117
Module Co-ordinator: Prof Séamus O'Connell
Lecturers: Prof. Séamus O'Connell, Jane Mellet MTh
Discipline: Liturgy and Sacred Scripture
Module Level: Level 7 Certificate
Credits: 2.5 ECTS

Aims:
At the heart of the Christian mystery is God's embrace of all humanity in Jesus of Nazareth who dwelt among us (see John 1:14), in order to call us and bring us from darkness into God's own wonderful light (see 1 Peter 2:9). The saving mission of the Son is not something that happens beyond us, or in spite of us, but deep within us. As the word of God is not a far-off word, but a word that is in our hearts and on our lips. (see Deut 30:11–14 and Rom 10:6–8), to pray is to welcome the mystery of the Son who, in the Spirit, dwells deeply within every human person. To pray is to embrace the One who became human so that every human being might become divine (see St Athanasius, *On the Incarnation*, §54). To pray is to seek the awakening of the heart that can only be achieved by the Word of God. It is in such a perspective that this module offers a theological and practical introduction to Christian prayer in light of the spiritual traditions of the Western and Eastern worlds.

Learning Outcomes: At the end of the course, the student will:
- be familiar with the roots, history and dimensions of Christian prayer;
- be able to recognise the various stages, dynamics and contours of Christian prayer
- be capable critically to explore non-dualistic approaches to the person as embodied reality, and to God as creator and source of all life;
- will be able actively to participate the silent prayer of both Western and Eastern traditions.

Indicative Syllabus:
- Body and Heart: the Human Person in a biblical perspective;
- The Holy Spirit: the life and the power of all prayer;
- Jesus: a person of prayer and master of prayer;
- The Word of God: approaches and models;
- The Scriptures—a sacrament of the Word of God;
- Prayer—a response to the realities of life: the Psalms as a school of prayer;
- Istigh linn féin—*habitare secum* (dwelling with oneself—St Gregory the Great): prayer and the discovery of our true selves;
- Taking Incarnation Seriously: embodied prayer;

- Beyond Words: Prayer and Silence—meditation, contemplation, and the 'Language' of God'
- Prayer—a quest for the living God
- Enduring to the End: the energy and hope to persevere in prayer

Indicative Bibliography

Casey, Michael. *Toward God: The Ancient Wisdom of Western Prayer*. Ligouri: Triumph Books, 1996.

————. *Sacred Reading: The Ancient Art of Lectio Divina.* Ligouri: Triumph Books, 1995.

Eaton, John. *The Contemplative Face of Old Testament Religion*. London: SCM, 1989.

Louf, André. *Teach Us to Pray: Learning a Little about God*. London: DLT, 1974.

Ryan, Thomas. *Prayer of Heart and Body: Meditation and Yoga as Christian Spiritual Practice*. New York & Mahwah: Paulist, 1995.

Assessment: Reflective Learning Journal (30%) and Reflection Paper/Essay (70%).

Certificates in Catholic Religious Education and Theological Studies

Course Director: Rev. Dr. John-Paul Sheridan

Introduction

The Certificate and Post-Graduate Certificate in Catholic Religious Education and Theological Studies are offered alongside the Bachelor of Education and Professional Masters in Education (Primary Teaching) awarded by Maynooth University (NUIM). It is designed to educate teachers in foundational knowledge and equip them with the pedagogical skills necessary for communicating the Catholic faith in primary schools. Offered in collaboration with the Froebel Department of Primary and Early Childhood Education (Maynooth University), it aims to form teachers capable of responding to the many spiritual and religious opportunities and challenges facing pupils.

The Educational Writings of Friedrich Froebel (1782-1852) outline his philosophy on early childhood education, importance of play and activity, and child-centred methodologies. His writings have much in common with the philosophy at the heart of Catholic Education. From the point of view of equipping future teachers for Catholic schools, the following points are of particular relevance.

- The concept of the "unison" between nature and the human person is sprung from one and the same Creator. This is called "inner-connection";
- The recognition of truth begins in the real, visible world in the phenomena of nature, in which the laws of God are to be found, learned, and known as unchangeable;
- In all things, there lives and reigns an eternal law. This law is based on an eternal unity. This unity is God. All things have come from God, and have their origin in the Divine Unity, in God alone.

In line with the prerequisites of the Irish Catholic Bishops Conference, the programme presents the foundational disciplines of Catholic theology and models and practices of religious education that can enable teachers to teach in a child-centred, developmentally appropriate manner, while exploring the teacher's own Catholic identity, while respecting the diverse religious experience of contemporary society. Catholic schools in many jurisdictions, including Northern Ireland, the Great Britain and Australia, require an equivalent of this Certificate.

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Certificate in Catholic Religious Education and Theological Studies

The ***Certificate in Catholic Religious Education and Theological** Studies* is offered alongside the *Bachelor of Education* awarded by National University of Ireland, Maynooth.

It is designed to educate teachers in foundational knowledge and equip them with the pedagogical skills necessary for communicating the Catholic faith in primary schools. Offered in collaboration with the Froebel Department of Primary and Early Childhood Education (Maynooth University), it aims to form teachers capable of responding to the many spiritual and religious opportunities and challenges facing pupils.

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Programme Components

Bachelor of Education

Within the Bachelor of Education itself, Religious Education has parity of standing and esteem with other core subjects. Acknowledging the central role of Religious Education for the benefit of the child, and in the Irish Curriculum, they consider the underpinnings, philosophies and approaches to Religious Education from different perspectives, including catechetical, pedagogical, programmatic, inter-religious and inter-denominational, and the contemporary debate on Religious Education.

Certificate in Religious Education

(A) Religious Education: The Certificate wishes to concretely equip future teachers for Catholic schools. Further modules in Religious Education are offered within the Certificate in order to deepen the faith-formative requirements of teacher education. The modules are designed to allow students internalise the richness of Catholic traditions and theologies of education, deepen their own vocational identity as Catholic teachers, and equip them to become confident and competent religious educators in Catholic schools and communities. They will directly and comprehensively address the skills, experiences, and resources required to deliver an Irish Catholic Religious Education Programme.

(B) Theology: An additional distinctive element of the Certificate is that it draws on the experience, expertise and resources of the Faculty of Theology, St. Patrick's College, Maynooth. Design of the theological components took into account the programme learning outcomes, the requirements of the Irish Episcopal Conference, the structure of the Bachelor of Education, the Primary School Religious Education Curriculum and the integrity of the tapestry of theology itself.

Certificate in Catholic Religious Education and Theological Studies				
Module			**Hours**	**Year**
RE101	Christian Belief: Faith, Creed and Trinity		20	1
RE102	Sacred Scripture I (New Testament)		10	2
RE103	Sacred Scripture II (The Old Testament)		10	3
RE104	Christian Morality I: Foundations		10	3
RE105	Christian Morality II: Living in Right Relationships		10	4
RE106	The Church at Prayer		20	4
RE107	Introduction to Religious Education and Catechesis		12	1
RE108	Religious Education Applied – Junior Classes		10	2
RE109	Religious Education Applied – Senior Classes		10	3
RE110	Educational Foundations of RE I – Methodologies	EDF 135	20	1
RE111	Educational Foundations of RE II – World Religions, Ecumenism, and Inter-Faith Dialogue	EDF 236	20	2

Admission Requirements

Applicants must be undertaking or have undertaken a *Bachelor of Education* or its equivalent.

Programme of Study

On successful completion of the programme, a graduate should be able to:

Knowledge Demonstrate relevant knowledge of Catholic theology and practice
Exhibit an awareness of the theological and pedagogical foundations of Religious Education at primary level
Recognise important issues in relation to contemporary education in the Catholic school sector
Demonstrate an awareness of the religious experience in the church community and wider culture.

Skill Explore relevant insights of Catholic theology, practice and religious education
Develop lesson plans appropriate to the developmental level of children and in line with the proposed curriculum
Compose ritual and prayer-service for the classroom and the school community, consistent with the Catholic tradition
Employ practices that develop personal and professional development.

Competence Capable of grasping the unity Catholic theology, practice and religious education
Apply the knowledge and skills necessary to deliver a religious education curriculum
Evaluate, promote, and challenge if necessary, pedagogical and school practices, from the perspective of the Catholic tradition
Act as a self-motivated and reflective practitioner.

Module Descriptors

Christian Belief: Faith, Creed and Trinity

To introduce students to foundational themes in theology and their connections. Themes include: anthropology and Christology, revelation and faith, Scripture and Tradition, and the significance of a Trinitarian understanding of God.

Sacred Scripture (I)

Through extended engagement with the Gospel of Luke, this module will permit the student to come to a first-hand knowledge of New Testament and its core texts, motifs and contexts. This first-hand knowledge will, in turn, provide the foundation for an active engagement with key gospel passages which lie at teacher's handing on of the faith.

Sacred Scripture (II)

Building upon the foundation of the New Testament module, this module will introduce key characters in and for the journey of faith, with a particular focus on key

foundational narratives—the creation of humanity, the call of Abraham, the exodus from Egypt, and the anointing of David.

Christian Morality (I)
To introduce students to dynamic of Christian moral reflection and action. It aims to facilitate students explore the specific features of Christian morality, identify the primary principles moving moral discourse, and employ a Christian perspective in deliberation towards action. By relating morality to the mature integration of the person, the course will draw out specific connections to the moral and spiritual development of the child.

Christian Morality (II)
The Christian life has often been described as a call to live in right relationships – with self, others and creation. This module will explore this aspect of Christian discipleship with particular reference to issues of justice [interpersonal and societal], human stewardship and Christian witness in society.

The Church at Prayer
The aim of this module is to introduce the participants to an understanding of the role, meaning and function of sacramental and liturgical celebrations in Christianity and especially in the Catholic Church. Beginning with the core theological category of the worshipping community as the Church, the module will explore how the Church is made manifest in its liturgical activity.

Introduction to Religious Education and Catechesis
This module is in three parts: To introduce the student to the foundation and aims of religious education in the Catholic Church as prescribed in the *General Directory for Catechesis*, the *Catechism of the Catholic Church, Catechesi Tradendae* and other pertinent documents of the Catholic Church, both universal and local. To introduce the student to an understanding of catechesis, as it is found in Church documents and as it is understood in the Catholic Church.

Religious Education (Applied) *Junior Classes*
The emphasis of the module is a practical introduction to the programme, with an emphasis on theory application and skills training. This module will prepare the student to teach Religious Education and Catechesis in a Catholic primary school. It will introduce the students to the *Grow in Love* programme as taught in the first four years of primary school. This module will introduce the overriding themes of the programme and examine the methodologies used to teach the programme. It will introduce the student to the preparation for the Sacraments of First Reconciliation and First Holy Communion.

Religious Education (Applied) *Senior Classes*

The emphasis of the module is a practical introduction to the programme, with an emphasis on theory application and skills training. This module will prepare the student to teach Religious Education and Catechesis in a Catholic primary school. The module will introduce the students to the *Alive-O* and *Grow in Love* programmes as taught in the $3^{rd} – 6^{th}$ classes in primary school. . The module will examine the methodologies used to teach the programme, with particular emphasis on how it differs to the earlier years. It will introduce the student to the preparation for the Sacrament of Confirmation.

Educational Foundations of Religious Education – Methodologies
See *Maynooth University Froebel Department of Primary and Early Childhood Education*

Diversity and Dialogue in Religious Education – World Religions, Ecumenism, and Inter-Faith dialogue
See *Maynooth University Froebel Department of Primary and Early Childhood Education*

Post-Graduate Certificate in Catholic Religious Education and Theological Studies

The ***Post-Graduate Certificate in Catholic Religious Education and Theological Studies*** is offered alongside the *Professional Masters in Education (Primary)* awarded by National University of Ireland, Maynooth.

It is designed to inform student teachers of foundational knowledge and furnish them with the pedagogical skills necessary for transmitting the Catholic tradition in primary schools of a Catholic Ethos. Offered in collaboration with the Froebel Department of Primary and Early Childhood Education (National University of Ireland, Maynooth), it aims to form teachers capable of responding to the many spiritual and religious opportunities and challenges facing pupils.

The programme meets the prerequisites of the Irish Catholic Bishops Conference in offering foundational disciplines of Catholic theology and models and practices of religious education. It is devised to enable teachers to teach in a child-centred, developmentally appropriate manner, while exploring the teacher's own Catholic identity and the diverse contemporary religious experience. Catholic schools in many jurisdictions, including Northern Ireland, Great Britain and Australia, require an equivalent of this Certificate.

Programme Components

Professional Masters of Education

Within the Professional Masters of Education itself, Religious Education has parity of standing and esteem with other core subjects. Acknowledging the central role of Religious Education for the benefit of the child, and in the Irish Curriculum, they consider the underpinnings, philosophies and approaches to Religious Education from different perspectives, including catechetical, pedagogical, programmatic, inter-religious and inter-denominational, and the contemporary debate on Religious Education.

Certificate in Religious Education

(A) Religious Education: The Certificate wishes to concretely equip future teachers for Catholic schools. Further modules in Religious Education are offered within the Certificate in order to deepen the faith-formative requirements of teacher education. The modules are designed to allow students internalise the richness of Catholic traditions and theologies of education, deepen their own vocational identity as Catholic teachers, and equip them to become confident and competent religious educators in Catholic schools and communities. They will directly and comprehensively address the skills, experiences, and resources required to deliver an Irish Catholic Religious Education Programme.

(B) Theology: An additional distinctive element of the Certificate is that it draws on the experience, expertise and resources of the Faculty of Theology, St. Patrick's College, Maynooth. Design of the theological components took into account the programme learning outcomes, the requirements of the Irish Episcopal Conference, the structure of the Masters in Education, the Primary School Religious Education Curriculum and the integrity of the tapestry of theology itself.

The grid below summarises the course in terms of the module titles, the required assessment, the contact hours, credits awarded for each module and the year within which the students will be required to undertake the modules.

Post-Graduate Certificate in Catholic Religious Education and Theological Studies			
Module		**Hours**	**Year**
RE 401	Introduction to Religious Education, Catechesis and Liturgy	20	1
RE 402	Christian Belief	10	1
RE 403	Christian Scripture/Morality	20	2

RE 404	Foundations of Religious Education	EDF 607	20	1
RE 405	Religious Education - World Religions, Ecumenism, and Inter-Faith Dialogue	EDF 626	20	2

Admission Requirements

Applicants must be undertaking or have undertaken a *Professional Masters in Education (Primary)*

Programme of Study

On successful completion of the programme, a graduate should be able to:

Knowledge	Relate relevant knowledge of Catholic theology and practice
	Recognise the theological and pedagogical foundations of RE at primary level
	Identify significant issues in the Catholic school sector, with regard to education
	Exhibit an awareness of the religious experiences of an ecclesial community and wider culture.
Skill	Explore the insights of Catholic theology and practice.
	Compile lesson plans appropriate to the developmental level of children and in line with the proposed curriculum
	Construct classroom and school community rituals and prayer-service, consistent with the Catholic tradition
	Apply practices required for personal and professional development.
Competence	Capable of synthesising Catholic theology and religious education
	Employ the knowledge and skills necessary to deliver a religious education curriculum
	Consider, and critique if necessary, pedagogical and school practices, from the perspective of the Catholic tradition
	Act as a self-motivated and reflective practitioner.

Module Descriptors

Christian Belief
To introduce students to foundational themes in theology and their connections. Themes include: anthropology and Christology, revelation and faith, Scripture and Tradition, and the significance of a Trinitarian understanding of God.

Introduction to Religious Education, Catechesis and Liturgy
Module Overview:
To introduce the students to the philosophy, aims and objectives of the Catholic school and to the foundation and aims of religious education and catechesis as it is understood in the Catholic Church, based on the Conciliar and post-Conciliar documents. To introduce the students to the philosophy, aims, methodologies and content of the Irish Catechetical Programmes. To introduce the students to an understanding of Sacramentality and liturgy, and in particular the place of liturgy and ritual in religious education and catechesis. To acquaint the students with the sacramental preparation of pupils for the Sacraments of First Reconciliation, First Eucharist and Confirmation.

And God saw that it was very good! *Introduction to Sacred Scripture and Christian Ethics*
This module sets out to explore the Christian vision of the human person and how a person (one) might read, interpret, and receive the Word of the Living God, within themselves, within the world and within the Bible. Therefore, it seeks to integrate a contemporary view of the human person and a contemporary narrative critical approach to the interpretation of the Bible. To achieve this, the module will explore, from within the Catholic tradition, the Christian vision of the human person, of human life and of the Bible, as the concrete expression of the Word of God.

Educational Foundations of Religious Education
See *Maynooth University Froebel Department of Primary and Early Childhood Education*

Religious Education - World Religions, Ecumenism, and Inter-Faith Dialogue
See *Maynooth University Froebel Department of Primary and Early Childhood Education*

Diploma in Catholic Education

Course Director: Rev. Dr. John-Paul Sheridan
Chaplain: Rev. Dr. Michael Shortall

The *Diploma in Catholic Education* (DCE) is a programme devised to enhance the participant's formation as teachers. Awarded and provided by St. Patrick's College, Maynooth, it is sustained by a partnership with It aims to prepare students for a professional role (development of knowledge, skills and abilities/competencies) in service of a school-community ethos and sustained by a reflective spirituality. Therefore, it supplements the necessary perquisite of undertaking or completing teacher education and qualification. The programme is designed to:

a) Provide students with the knowledge and formation to enable them to become teachers, or develop their capacity and competence as teachers, capable of contributing positively to the ethos of a Catholic school and nourishing themselves as reflective practitioners;

b) Supply the school community with knowledgeable and professional teachers able to sustain a school's ethos, while having the flexibility to respond to the changing environment of the school system;

c) Contribute to the on-going development of the vocation of a Catholic teacher and the Catholic school sector by way of critically engaged and reflective practitioners.

Drawing inspiration from the suite of programmes offered by the University of Notre Dame's *Alliance for Catholic Education* (ACE), the Diploma in Catholic Education is based on three pillars: professionalism, spirituality and community.

Professionalism
Participants undertake classes during the year aimed at enhancing the student's development as Catholic schoolteachers. As a capstone experience to the Diploma in Catholic Education, students will spend one week in June/July in a summer school participating in both academic and retreat experiences.

Spirituality
Participants in the programme will be encouraged to develop spiritually in the context of community. This will be achieved through:
- Three retreat experiences
  - Opening retreat in October
  - Lenten retreat
  - Closing retreat in June/July
- Monthly opportunities for celebration of the Eucharist

Community

The participants in the Diploma in Catholic Education will be asked to form a community outside the academic component of the programme. Students will be required to meet monthly to celebrate Mass and dinner with the Chaplain. Once each semester, students will also be asked to attend or host a wider community gathering of those involved in Catholic Education.
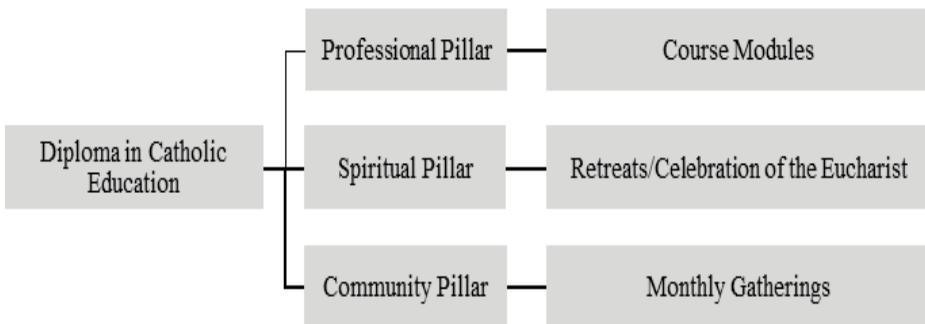
	Professional Pillar	Course Modules
Diploma in Catholic Education	Spiritual Pillar	Retreats/Celebration of the Eucharist
	Community Pillar	Monthly Gatherings

Admission Requirements

Applicants must be undertaking or have undertaken a *Bachelor of Education/ Professional Masters in Education* or its equivalent.

Application Procedure

Potential participants are required to complete the necessary documentation. Application forms are available from the Admissions Office. Final admission after a short interview

Assessment

Each module will be assessed by way of an essay or its equivalent. In addition, an integrative journal will be required, with the aim of articulating the appropriation of the experience and knowledge of the course.

Programme of Study

On successful completion of the programme, the graduate should be able to:

Knowledge   Identify relevant knowledge and insights of Catholic theology, spirituality and tradition, as they relate to education

Recognise important issues in relation to contemporary education in the Catholic school sector

Demonstrate an awareness of Catholicism as a wider culture and community.

Skill	Discuss important insights of Catholic theology, spirituality and tradition
	Examine education issues from the perspective of the Catholic tradition
	Contribute effectively to the ethos of a school community
	Employ practices that develop personal and professional development.

Competence	To demonstrate a grasp of Catholic theology, spirituality and tradition
	Appreciate a school ethos and engage positively and professionally with it.
	Evaluate, promote, and challenge if necessary, pedagogical and school practices, from the perspective of the Catholic tradition

Module Descriptors

A comprehensive description of each module, detailing aims and objectives, indicative syllabus, and a select bibliography is available on request.

Catholic Education: Roots, History and Content

The module is designed to introduce students to important foundational aspects of Catholic education and to explore related contemporary concerns.

Faith Seeking Understanding: An Introduction to Theology

This module aims to introduce students to the discipline of theology, focusing on the notions of experience, revelation and faith.

Forged in the Crucible: Spirituality of the Catholic Teacher

This course aims to facilitate students in establishing connections between their experiences of spirituality and their role as educators in Catholic schools.

Learning from Jesus the Teacher

To introduce students to the major developments in Catholic Biblical scholarship by studying how Jesus is presented as teacher by the authors of the four Gospels and the implications of this for Catholic education

Purposeful Leadership: Catholic Social Teaching and Educational Leadership

To explore the commitments of responsible leadership by way of an engagement with Catholic Social Teaching, models of educational leadership and the experience of teaching.

From Ideal to Action: Developing a Distinctly Catholic School Culture

For students to discover the unique elements of a distinctly Catholic school culture and to consider strategies to impact the Catholicity of their classrooms and school.

Reflective Journal

To provide the students with an opportunity identify key learning events in the course of the academic year, on which they might then reflect. This reflection on the experience of learning might be analysed both in terms of professional development and with regard to spiritual growth.

For further information, contact:
Admissions Office, Pontifical University, Saint Patrick's College, Maynooth

For further information contact:

Admissions Office
Pontifical University
Saint Patrick's College
Maynooth, County Kildare
IRELAND
www.MaynoothCollege.ie
Email: admissions@spcm.ie / Theology.office@spcm.ie
Telephone: Ireland: 01-708-4772 / 708-3600
International: +353-1-708-4772/ +353-1-708-3600

Certificate in Theology

Course Director: Dr Suzanne Mulligan

This one-year course aims to provide a dynamic learning environment for those seeking a comprehensive foundation in Catholic theology or for those who wish to develop and broaden their theological knowledge.

Programme of Study

- *Systematic Theology*, which studies the meaning and implications of the principal faith-affirmations of Christianity concerning God, Jesus, the Church, the human condition.

- *Moral Theology*, which deals with the experience of morality and in particular with the bearing of Christian faith on the moral life. Topics include: conscience, making moral decisions, the Bible and morality, bioethics, ethics and communications, ethics of gender and sexuality, justice, morality and law, ethics in public life, peace and war.

- *Sacred Scripture*, which studies the Bible – its nature and significance, origins, literary forms, interpretation today. It will include a study of particular Old Testament and New Testament books.

- *Foundations of Worship* will ask "Why Liturgy?"

- *Introduction to Christian Spirituality*

- *Discipleship, Ministry and Pastoral Practice*

- *Lectio Divina*

Timetable

Monday & Wednesday: 6.30 p.m. – 9.30 p.m.
Two Saturdays in Semester Two: 10.00 a.m. – 4.00 p.m.

Course Code	Title	Lecturer(s)	Semester	Credits
TH 401	Introduction to Theology	Marmion/ O'Gorman	1	5
Systematic Theology				
ST 404	God Revealed in Jesus Christ	O'Sullivan	1	5
ST 403	The Church and its Sacraments	Surlis	2	5
Moral Theology				
MR 401	Bioethics	Shortall	1	5
MR 403	Catholic Social Teaching	Corkery	2	5
Sacred Scripture				
SC 400	The Bible and Its Worlds	O'Connell/ Macnamara	1	5
SC 401	The Old Testament	Corley	1	5
SC 403	The New Testament: Searching for the Fine Pearls	O'Connell/ Macnamara	2	5
Liturgy				
LI 400	Foundations of Worship	Tracey	2	5
TS 115	Introduction to Christian Spirituality	Robinson	2	5
TS 116	Discipleship, Ministry, and Pastoral Practice	McGrath/ Linton	2	5
Electives*				
TS 112	Church History	Moffitt	1	2.5
TS 117	Embodied Heart	O'Connell/ Mellett	2	2.5
TS 111	Introduction to World Religions	Claffey	1	2.5
ME 400	Major Essay	TBC	2	2.5

Modules Descriptors on Pages 286- 304

(* Please choose from the 4 options outlined, to comprise a total of 5 credits)

Diploma in Theology

The *Diploma in Theology* is awarded on the successful completion of a three-year course of theological studies.

Admission Requirements

Satisfactory completion of one of the following or its equivalent is required.
- The *Seminarist Course in Philosophy and Arts*
- An acceptable two-year programme in Philosophy.

Those who have an interest in Theology, but do not hold a primary degree or equivalent qualification may be considered for entry to the *Diploma in Theology.*

Programme of Study

The following subjects will be studied:
- Obligatory Subjects:
  - Systematic Theology
  - Moral Theology
  - New Testament
  - Old Testament
  - Ecclesiastical History
  - Liturgy (year I)
  - Canon Law (years II & III)
  - Mission Studies.
- Qualifying Subjects:
  - Patrology
  - Homiletics
  - Catechetics
- Elective Subjects: Any two of the elective subjects approved by the Faculty.

The programme is outlined in full in the *Baccalaureate of Divinity* programme. Candidates are given exemption from studying the theological languages of Latin, Hebrew and Greek.

Students holding a *Diploma in Theology* may be admitted to the BTh or BD programmes in *Add-On* mode. Applicants for the BD *Add-On* mode programme must have at least five years professional experience and satisfy the Pontifical University matriculation criteria.

Course content will be based on the syllabus for BD and BTh programmes, which are described in detail in Chapters III and IV of this publication. The specific courses to be undertaken in the major and in the minor subjects must be agreed in advance on an individual basis with the Dean and the Registrar. The minimum duration of these programmes will be one academic year, and must be full-time in the case of the BD *Add-On* mode. Permission to extend the duration of studies must be sought expressly from the Faculty of Theology. Assessment will be by examination and course work.

Application Procedure

All applications should be made directly to the Admissions Office and will be examined on an individual basis by the Dean of the Faculty and the Registrar.

For further information contact:

Admissions Office
Pontifical University
Saint Patrick's College
Maynooth
County Kildare
IRELAND

Web Page: www.maynoothcollege.ie
E-mail: admissions@spcm.ie / theology.office@spcm.ie

Telephone: Fax:
Ireland: 01-708-4772 / 708-3600   Ireland: 01-708-3441
International: +353-1-708-4772   International: +353-1-708-3441

Diploma in Mission Studies

All students of Theology of the Pontifical University may study for a Diploma in Mission Studies. Seminarians study the course over three years. However, the course of study is designed so that it can be completed in one year to facilitate clerical and lay missionaries, be they from Ireland or overseas, and should they be returning from the missions or preparing to go on the missions for the first time.

Missionary priests sisters or laity may attend the One-Year Course in Mission Studies without seeking a Diploma or doing the required examination.

Three Year Programme of Study

Over three years the student must take courses in Mission Studies taught in First, Second and Third Divinity, one class per week. In addition, a student must present a substantial essay project after completion of the course. The professor or lecturer in Mission Studies must approve the topic of the project.

One Year Programme of Study

In one year the student must cover the courses in Mission Studies taught in First, Second and Third Divinity, and present a substantial essay project. The student must also attend at least one module (2 classes per week) in Systematic Theology, Moral Theology and Sacred Scripture as an occasional student but is not required to do examinations in these subjects.

For further details contact:

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Saint Patrick's College
Maynooth
County Kildare
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Telephone: Fax:
Ireland: 01-708-4772 / 708-3600   Ireland: 01-708-3441
International: +353-1-708-4772   International: +353-1-708-3441

Diploma in Religious Studies

The Diploma in Religious Studies is a one-year full-time programme in Religious Studies. Its principal purpose is to provide a theological exposition of the Christian life. It does this by imparting such information that its students will understand the authentic teaching of the Church, and recognise its relevance to themselves and to the secularised world of today. The programme is ideal for priests, religious and lay people, particularly those involved in education.

Admission Requirements

A student must have attained the standard required for matriculation in an Irish University or equivalent institution. Mature students may be accepted, if in the judgement of the Registrar they have attained an adequate educational standard.

Programme of Study

The programme is tailored to the needs and interests of the student. From the BD programme a student is required to take four lectures per week in Systematic Theology and Moral Theology, and two in both Old and New Testament. In consultation with the programme Director, the students can pick the courses best suited to them. In addition they also take two elective subjects of their choice from the programme.

Assessment

The award of the Diploma in Religious Studies will be based on the assessment of written examinations, essays and other work throughout the year.

Admissions Office
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International: +353-1-708-4772	International: +353-1-708-3441

Higher Diploma in Pastoral Theology
and
Diploma in Pastoral Theology

Director of Pastoral Theology: Rev Padraig Corkery (Acting)

Through participation, reflection and practical experience, the programmes aim to prepare students for the various aspects of pastoral ministry. Both diplomas follow the same academic and placement programmes, and are awarded on the successful completion of one year's full-time engagement.

Admission Requirements

HIGHER DIPLOMA IN PASTORAL THEOLOGY
Candidates are required to have a recognised degree qualification where theology is at least a minor component. Students with other degrees may be admitted if they have experience in pastoral ministry. They may be required to take courses in theology to qualify for admission.

DIPLOMA IN PASTORAL THEOLOGY
Candidates who have experience in parish-based or other pastoral ministry but do not hold a primary degree may be considered for entry. They may be required to take courses in theology to qualify for admission.

For both Higher Diploma and Diploma courses in Pastoral Theology:
- Students whose first language is not English will be required to satisfy the English language requirement.
- A successful interview is an essential part of the selection process.

Programme of Study

The course places a strong emphasis on participative learning. At a personal level the course addresses the integration of academic and pastoral theology with a focus on growth in self-understanding as well as personal, relational and spiritual development. Course work includes group sessions, lectures, presentations and interactive seminars. While classes are normally on Monday and Tuesday of each week, students may be required to attend courses and seminars that are only available outside these times. The core modules in the programme include:

- Theology for Ministry
- Liturgy and Pastoral Ministry
- Ethics for Ministry
- The Kiss of Christ: Introduction to *Lectio Divina*
- Church at the Service of God

- Introduction to Pastoral Counselling
- School Catechesis and Chaplaincy
- Ministry in Context: Bringing Faith to Life
- Parish Ministry
- Theological Reflection

Pastoral Placement Education Module

Students commit to a pastoral placement for ten to twelve hours per week. While placement usually takes place between Wednesday and Sunday of each week, students may also be required to participate in week long block placements. Placement is arranged by the student with the support of the placement coordinator. This module also includes a taught portion. Participation in theological reflection groups and supervision are central to the placement experience. The Theological Reflection module is a co-requisite with this module.

Clinical Pastoral Education

Students will undertake a second placement through one unit of Clinical Pastoral Education (CPE) or its equivalent (12 weeks). CPE is a professional education for ministry conducted in the hospital setting. The course includes development of self-understanding and the foundation for the practice of pastoral care. CPE is a supervised twelve-week full time course which students apply for independently and take at the completion of courses and parish placement. Clinical Pastoral Education is a qualifying course for the completion of this degree.

Assessment

Each module will be assessed by class attendance, participation, presentations and a written assignment as outlined within the module. The two primary processes of assessment for the pastoral placement will be: placement supervised visits (two in total) and a student placement portfolio. Students need to pass all components of assessment in order to pass the module

For further information contact:

Admissions Office
Pontifical University
Saint Patrick's College
Maynooth
County Kildare
IRELAND

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Telephone: Fax:
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International: +353-1-708-4772   International: +353-1-708-3441

Diploma in Diaconate Studies

National Director: Rev Dr Michael Duignan, DD

The Diploma in Diaconate Studies is a professional award of the Pontifical University designed to provide for the education and formation of candidates for the Permanent Diaconate in accordance with the Norms of the Holy See and the Irish Episcopal Conference.

The three-year programme may be delivered at locations outside of the college pending a decision of the Faculty of Theology in consultation with local dioceses.

The programme seeks to answer the needs of the Church by ensuring a comprehensive preparation for orders and ministry as a Permanent Deacon, one who sacramentalises the service of Christ. While candidates are already active members in their own ecclesial settings, the Diploma in Diaconate Studies will aim to broaden, deepen and enhance this aspect of their lives as well as ensuring training for the possibility of being ordained for service as a deacon. The Diploma in Diaconate Studies seeks always to integrate in a harmonious manner the four principal areas of formation – human, spiritual, academic, and pastoral.

Admission Requirements

Admission to the course is confined to those who have been selected by their Local Ordinaries as candidates for the Permanent Diaconate. Where students are in possession of a degree in theology they may be considered to take this course at Higher Diploma level.

Programme of Study

The course is a taught programme through lectures, workshops and practical sessions. Tutorial assistance is available to students and this can enable them to concentrate on particular aspects of the course. Reading courses will also be prescribed.

The main areas of study include:
- Fundamental and Systematic Theology
- Moral Theology
- Sacred Scripture
- Liturgy
- Canon Law
- Ecclesiastical History
- Spirituality
- Pastoral Theology

Each student following the Diploma in Diaconate Studies will also pursue a programme of pastoral formation decided upon by his sponsoring diocese.

Assessment

Students may be assessed through written work, class participation, and / or examination. On completion of the programme a comprehensive exam will take place.

For further information contact:

Permanent Diaconate
Columba Centre
Saint Patrick's College
Maynooth
County Kildare
IRELAND

E-mail: Diaconate@iecon.ie

Telephone:
Ireland: 01-505-3028
International: +353-1-505-3028

Higher Diploma in Pastoral Liturgy

Course Director: Reverend Daniel Murphy, BA, BD, MA (SJU)

The one-year course, conducted by the National Centre for Liturgy, offers candidates the opportunity to study the worship of the Church, its tradition and its place in the Church today. It aims to provide training in liturgy to enable the student to take a leadership role in pastoral work, specialising in liturgy, at diocesan and parish level.

Admission Requirements

Students are required to have a primary degree where theology is at least a major component. Students with other degrees, or with a professional diploma or equivalent qualification, may be admitted if they have experience in parish or liturgical ministry. They may be required to take extra courses in theology, and to take an oral examination while studying for the Higher Diploma in Pastoral Liturgy.

Programme of Study

Students must take the basic course work for the Diploma in Pastoral Liturgy. In addition, they take guided reading courses in the main courses: theology and practice of liturgy, Eucharist, sacraments, liturgy and time, prayer and liturgical spirituality, human communication in liturgy, music. They are required to take part in two seminars on pastoral liturgy and liturgical theology.

Assessment

Students will be assessed through written work on the various courses in 7 - 8 semester essays, and through an oral examination on completion of the programme. In addition, a major written work of c. 15,000 words, must be submitted.

For further information contact
Course Director
National Centre for Liturgy
Saint Patrick's College
Maynooth
County Kildare

Tel: 01-708-3478
Fax: 01-708-3477
E-mail: Liturgy@spcm.ie
Web Page: www.MaynoothCollege.ie

Diploma in Pastoral Liturgy

Course Director: Reverend Daniel Murphy, BA, BD, MA (SJU)

The one-year programme in liturgy, conducted by the National Centre for Liturgy, offers candidates the opportunity to study liturgy under its theological, historical, spiritual and pastoral aspects. It is planned to meet the needs of people for their future or continued work in liturgy at parish, community or diocesan level.

Admission Requirements

Admission to the course is normally confined to those who have a basic academic qualification at second level and have completed two years of third level professional studies or two years of pastoral experience.

Programme of Study

The course is a taught programme through lectures, workshops and practical sessions. Tutorial assistance is available to students and this can enable them to concentrate on particular aspects of liturgy.

The main areas of study include: theology and practice of liturgy, Eucharist, sacraments, liturgy and time, prayer and liturgical spirituality, human communication in liturgy, music. Complementary courses include: the bible in worship, early Christian worship, Eastern rites, Church art and architecture, ministry, liturgy and culture, liturgy and pastoral care.

Assessment

Students will be assessed through written work in semester essays and through an oral examination on completion of the programme. In addition, a major written work of c.10,000 words, must be submitted.

For further information contact
Course Director
National Centre for Liturgy
Saint Patrick's College
Maynooth
County Kildare

Tel: 01-708-3478
Fax: 01-708-3477
E-mail: Liturgy@spcm.ie
Web Page: www.MaynoothCollege.ie

Affiliated Programmes

Director of Affiliated Programmes: Rev. Dr Michael Shortall, MA (UCD), STD (Greg)

The following programmes are affiliated to the Pontifical University. For further information, please apply to the appropriate programme provider at the address indicated.

1. Higher Diploma in Counselling (Marriage & Relationships)
ACCORD Central Office,
Columba Centre,
Maynooth, Co Kildare
TEL: 01-5053112
Website: www.accord.ie

2. Certificate in Person Centred Counselling (Marriage & Relationships)
ACCORD Central Office,
Columba Centre,
Maynooth, Co Kildare
TEL: 01-5053112
Website: www.accord.ie

3. **Certificate in Christian Studies**
Diocese of Cashel and Ossory (Church of Ireland**)**
The Very Rev Tom Gordon, Dean of Leighlin & Director of Adult Education

Email: co.diocese.education@gmail.com
Phone: 087 2767562

4. Certificate in Theological Studies
Diocese of Ossory (Roman Catholic)
Mr Declan Murphy M.A. (Course Director)
Email: declanmurphy@ossory.ie
Telephone 056-7721086

5. Diploma in Spirituality
Manresa Jesuit Centre of Spirituality
Avril O'Regan
426 Clontarf Road, Dollymount,
Dublin 3.
Website: www.manresa.ie
Tel: +353 1 8331352

6. Diploma / Certificate in Spirituality (Youth Retreat Facilitation)
        Shekinah
        Sr Jennifer Perkins (Course Director)
        Website: http://www.shekinah.ie

7. Certificate / Diploma / Degree in Theology (Adult Education and Pastoral Ministry)
        Armagh Diocesan Pastoral Centre
        The Magnet
        Dundalk
        Co. Louth
        Tel: 00353 429336649
        email: parishandfamily@gmail.com

8. Carmelite Studies (Suite of Awards)
        Carmelite Institute of Britain and Ireland
        Website: http://www.cibi.ie

9. Diploma in Pastoral Studies
        Drumalis Retreat and Conference Centre
        47 Glenarm Road
        Larne, County Antrim
        Northern Ireland
        BT40 1DT
        +44 (028) 28272196 or +44 (028) 28276455
        (048) 28272196 or (048) 28276455 (from Republic of Ireland)
        Website: http://www.drumalis.co.uk

10. Diploma in Diaconate Studies (Several Centres)
        Please contact the local Roman Catholic Diocese.

Chapter VIII

Faculty of Canon Law
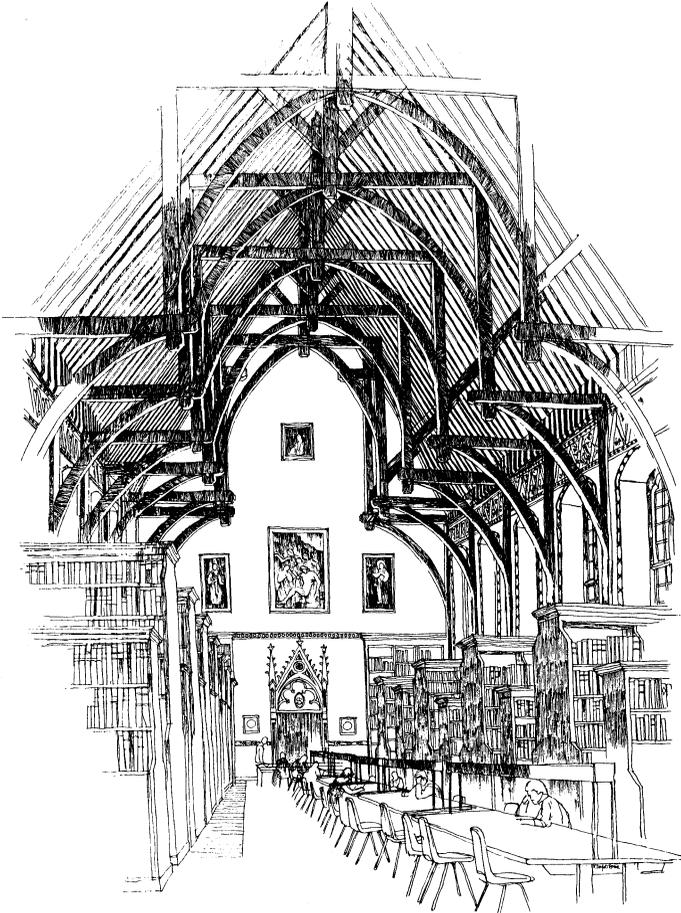
Main reading room of the *Russell Library* at *Saint Patrick's College*

Licentiate in Canon Law (LCL)
This course lasts for two years, during which the entire Code of Canon Law is studied in depth, along with other disciplines having an affinity with it *(Sapientia Christiana, art 76b).*

Doctorate in Canon Law (DCL)
This course lasts at least a year. During this year juridical formation is completed and a doctoral dissertation is written *(Sapientia Christiana, art 76c).*

Principal Disciplines
- Introduction to the science of law
- General norms of law
- Personality in law
- The Sacraments
- Processes
- Crimes and penalties
- Public ecclesiastical law

Auxiliary disciplines
- Roman law
- Elements of civil law
- History of canon law

Special Disciplines
- Liturgical law
- Ecclesiastical jurisprudence
- Canonical processual practice
- Methodology
- Sources of ancient Irish ecclesiastical law

These programmes are not being offered at this time.For further information contact:

Admissions Office
Pontifical University
Saint Patrick's College
Maynooth
County Kildare
IRELAND

Web Page: www.MaynoothCollege.ie
E-mail: Admissions@spcm.ie / Theology.office@spcm.ie

Telephone:	Fax:
Ireland: 01-708-4772 / 708-3600	Ireland: 01-708-3441
International: +353-1-708-4772	International: +353-1-708-3441

Chapter IX

Faculty of Philosophy

Degrees and Diplomas offered by the Faculty of Philosophy

Diploma in Philosophy and Arts, DPA

Higher Diploma in Philosophy and Arts

Baccalaureate in Philosophy, BPhil

Licentiate in Philosophy, LPhil

Doctorate in Philosophy, DPhil

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Dean of the Faculty
Reverend Thomas Casey SJ, BA, BD LPh, STL, D.E.A (Paris), DPh (UCD)

Lecturers
Reverend Thomas Casey SJ, BA, BD LPh, STL, D.E.A (Paris), DPh (UCD)
Reverend Dr Patrick Moroney, SVD, BD, LPh, DPh (Leuven)
Reverend Dr Patrick Gorevan, DPh (UCD)
Dr John Haydn Gurmin BA, MA, LPh, DPh (Maynooth University)
Dr Denise Ryan BA, MA, DPh (Maynooth University)

Diploma and Higher Diploma in Philosophy

Course Director: Rev Dr Thomas Casey SJ

In the tradition of St Patrick's College, philosophy has always been highly regarded in its own right, as well as being an important preparation for studying other disciplines. *The Diploma in Philosophy and Arts* and *the Higher Diploma in Philosophy and Arts* have been designed by the Pontifical University to provide a rich introduction to the field and history of philosophy, while also introducing students into the kind of critical thinking that is beneficial for other disciplines.

The Diploma in Philosophy and Arts is a full time Level 7 award.

The Higher Diploma in Philosophy and Arts is a fulltime Level 8 award aimed at those who currently possess a third level qualification.

Programme Level Learning Outcomes
By the end of this programme, graduates will be able to:

Knowledge and Understanding

Breadth	Exhibit detailed knowledge and understanding of the history of Western philosophy and of its principal disciplines – for example, metaphysics, epistemology, logic, philosophy of the human person, ethics, political philosophy, and the philosophy of science.
Kind	Demonstrate the cognitive skills of logical reasoning and critical thinking, and the ability to make connections between different areas of philosophy.

Know-How and Skill

Range	Analyse philosophical arguments, show flexibility of thought, and synthesise information.
Selectivity	Summarize and explain difficult ideas and concepts, furnishing convincing supporting arguments.

Competence

	Write philosophical papers that are coherently argued and thoroughly documented.
Role	Critically reflect upon the importance and the limits of philosophy.
Learning to learn	Complete learning tasks in a manner that demonstrates careful attention to logic, language, and the nuances of arguments.

	Acquire a reflective attitude toward life, implementing the Socratic conviction that the unreflected life is not worth living.
Insight	

Entry Requirements
Diploma in Philosophy and Arts
For admission to the course a pass grade is required in five subjects of the Leaving Certificate or its equivalent: three of these must be academic subjects in the Maynooth University matriculation syllabus.

Higher Diploma in Philosophy and Arts
The course is open to any student who satisfies the entry requirements, viz. a third-level qualification in any subject or combination. Applicants must have completed an *Honours* or *Ordinary Bachelor Degree*.

Programme Structure
Diploma in Philosophy and Arts
Students follow almost the same courses as students of the Higher Diploma, but the courses are assessed at module level 7. Students will be required to achieve a pass on the first year's courses before being admitted to the second year.

Programme Structure for the Higher Diploma and the Diploma
The programme is a two-year cyclical programme.

The following modules will be offered for the HDPA and DPA Programmes in the academic year 2017 to 2018:

MODULE CODE	MODULE TITLE	LECTURER	SEMESTER	CREDITS
PY 101	Introduction to Philosophy*	Casey	1	5
PY 105	Epistemology	Moroney	1	5
PY 119	The History of Ancient Philosophy	Moroney	1	5
PY 121	Classical Metaphysics	Gorevan	1	5
PY 125	Fides et Ratio*	Ryan	1	5
PY 209	Mary through the Millennia+	Casey	1	5
PY 103	The Philosophy of Science and Nature	Gurmin	2	5
PY 120	The History of Medieval Philosophy	Moroney	2	5
PY 122	Contemporary Metaphysics	Moroney	2	5

PY 124	Logical Reasoning and Critical Thinking*	Ryan	2	5
PY 135	Phenomenology	Gorevan	2	5
PY 136	Augustine on Good and Evil (HDPA only)	Akain	2	5
PY 208	The Philosophy of the Human Person II	Casey	2	5
PY 212	Academic and Personal Reflection II+	Casey	2	5

The 3 modules above with an *asterisk* (*) are exclusive to 1st years. The 2 modules above with a *cross* (+) are exclusive to 2nd years. All other modules are in common to both years. PY 136 (Augustine on Good and Evil) is for HDPA students only.

The following modules will be offered for the HDPA and DPA Programmes in the academic year 2018-2019.

MODULE CODE	MODULE TITLE	LECTURER	SEMESTER	CREDITS
PY 101	Introduction to Philosophy*	Casey	1	5
PY 125	Fides et Ratio*	Ryan	1	5
PY 129	The History of Modern Philosophy	Moroney	1	5
PY 132	Issues in Ethics	Moroney	2	5
PY 130	General Ethics	Gorevan	1	5
PY 209	Mary through the Millennia+	Casey	1	5
PY 124	Logical Reasoning and Critical Thinking*	Ryan	2	5
PY 131	The History of Contemporary Philosophy	Moroney	2	5
PY 104	The Philosophy of Religion	Ryan	2	5
PY 117	The Philosophy of the Human Person I	Casey	2	5
PY 212	Academic and Personal Reflection II+	Casey	2	5
PY 134	Atheism and Philosophy	Gorevan	2	5
PY 203	Philosophy, Politics and Religion	Ryan	1	5
PY 211	The Cinema of Transcendence (HDPA only)	Casey	1	5

The 3 modules above with an *asterisk* (*) are exclusive to 1st years. The 2 modules above with a *cross* (+) are exclusive to 2nd years. All other modules are in common to both years. PY211 is for HDPA students only.

Elective and Special Modules
Students in Year One of the DPA and HDPA Programmes are required to take a modern academic language other than their mother-tongue (preferably English, French, German, Spanish or Italian).
Students in Year Two of the DPA and HDPA Programmes are required to take either a modern academic language other than their mother-tongue (preferably building on what they have studied in first year) or else to take Latin, so as to be able to understand the philosophical writings (particularly of Christian authors) written in Latin.

Progression
On successful completion of these awards, students may be considered for entry into the Bacculareate in Philosophy (B Phil) programme.

Baccalaureate in Philosophy

Course Director: Rev Dr Thomas Casey SJ

The Baccalaureate in Philosophy (B Phil) is a full-time Level 8 Award. The programme provides an opportunity to study Philosophy in the Christian and Western Intellectual Traditions.

Rationale: The programme aims to:
- Foster knowledge and understanding of key areas of Philosophy and the Christian Intellectual Tradition;
- Develop the capacity to make informed, evaluative judgements about the arguments, approaches and methods within the different areas of the philosophical and Christian Intellectual Traditions;
- Foster the skills of clear logical thought and presentation, careful analysis of ideas and imaginative deployment of argument;
- To develop students' ability to fashion thoughts and concepts with precision, rigour and clarity to enable students to assess the source and nature of values;
- Develop appreciation of some fruitful interconnections between Philosophy and other areas of Intellectual Thought;
- Develop intellectual curiosity and the capacity for independent thought and critical reflection.

Entry
The programme is a one year full-time award, designed to build upon study already undertaken in appropriate subject-areas and at an appropriate level. In particular, the following pathways apply:
- Completion of the *Higher Diploma in Philosophy and Arts/Diploma in Philosophy and Arts*
- Completion of a primary award in Philosophy alone or as a cognate subject (minimum of 50%).

Candidates are required to present for interview, either in person or by video link, before undertaking the programme.

Prospective candidates should contact the Pontifical University Office for further details.

Programme Level Learning Outcomes
By the end of this programme, graduates will be able to:
Knowledge and Understanding

- Demonstrate a detailed and systematic knowledge and understanding of key texts, events, doctrines, theories, interpretations and arguments relating to the study of Philosophy and the Christian Intellectual Tradition, at least some of which is at, or informed by, the forefront of the disciplines
- Show awareness of a range of approaches/interpretations where applicable

Intellectual and Cognitive Skills
- Select and organise material from a wide range of complex primary and secondary sources
- Demonstrate intellectual flexibility through the appropriate use of a range of methodological approaches
- Conduct a detailed critical analysis of texts, theories or arguments
- Construct a strongly sustained argument, which may also show the implications of the findings for further study of the subject.

Practical and Transferrable Skills
- communicate clearly and concisely in written formats of varying types and lengths
- present well-structured thought orally
- debate complex issues in an open-minded but rigorous way
- abstract and synthesise relevant information from a range of sources including books, journal articles, library and internet resources
- manage time and undertake tasks without assistance

Programme Structure
The programme is comprised of core and elective modules combined to a total 60 credits
- Core Modules are designed to enable study in areas central to philosophy in the Christian tradition. They include *Academic and Personal Philosophy*, *Major Essay*, *Readings in Philosophy in the Christian tradition*.
- Elective Modules open up the possibility of a holistic approach to the philosophical endeavour, such as, learning an academic language, praxis (volunteering) and theory (reflection), and taking courses from a suite of modules in Maynooth University or the Pontifical University. *Such modules can only be chosen in consultation with the Dean of Philosophy*.

Indicative Programme Structure			
Please note: The Programme of Study must be arranged in consultation with the Dean of Philosophy			
Module Title	Code	Semester	Total ECTs
Compulsory Core Modules			
Readings in Philosophy in the Christian tradition	TBC	1	5
Research Paper	TBC	2	5
Academic and Personal Philosophy	TBC	2	5
Optional Modules			
Elective Stream 1 (From suite of Modules in the Pontifical University or Maynooth University)	TBC	1 / 2	10
Elective Stream 2 (From suite of Modules in the Pontifical University or Maynooth University)	TBC	1 / 2	10
Elective Stream 3 (From suite of Modules in the Pontifical University or Maynooth University)	TBC	1 / 2	10
Introduction to a Contemporary Academic Language	TBC	1 / 2	10
Praxis and Theory (Volunteering with Reflection)	TBC	1 / 2	10

Licentiate in Philosophy

Course Director: Rev Dr Thomas Casey SJ

The *Licentiate in Philosophy* (PhL) is a full-time Level 9 Award. It is a specialised licentiate in the systematic study of Philosophy.

Rationale: The aim of the programme is to enable students to deepen their knowledge and introduce them to research in Philosophy in the Christian Tradition.

Programme Level Learning Outcomes
By the end of this programme, graduates will be able to:
Knowledge and Understanding
- Demonstrate an advanced knowledge and understanding of key texts, events, theories, interpretations and arguments relating to the study of Philosophy within the Christian Tradition, at least some of which is at, or informed by, the forefront of the disciplines
- Utilise different methods for approaching philosophical texts
- Identify fruitful questions in different areas of philosophy
- Address philosophical questions on the basis of the Christian Philosophical tradition

Intellectual and Cognitive Skills
- Analyse precisely and assess critically primary and secondary sources
- Assess philosophical theories and methods on the basis of different positions within philosophy
- Carry out an independent and well-defined research project under supervision and in accordance with ethical norms for academic integrity

Practical and Transferrable Skills
- Assess questions from a critical perspective
- Apply knowledge to complex problems
- Communicate research orally and in writing
- Communicate philosophical insight both to peers and to a wider audience

Entry Requirements
- Applicants whose mother-tongue is not English should provide evidence of possessing the necessary level of English, both written and spoken. The requirements correspond to the standards demanded by Maynooth University.
- Applicants should provide certificates to establish that they have received a Baccalaureate or Bachelor's degree in Philosophy from a recognized

institution. Students who have done their philosophical studies in a civil Faculty of Philosophy can only be admitted if their preparation meets the requirements for an Ecclesiastical Faculty of Philosophy. Where a deficiency exists, certain modules must be taken to satisfy the ecclesiastical undergraduate requirement.

- Applicants must normally have been awarded at least an upper second or equivalent in their Bachelor's degree in Philosophy.
- Applicants should provide a letter of recommendation showing evidence of their character and integrity. In the case of seminarians or priests, this letter should be provided by their Ordinary or College Rector; in the case of religious or consecrated persons, this should be provided by their Superior or Study Director; in the case of lay students, this should be provided by an ecclesiastical person who knows the candidate well.
- Applicants should provide a personal statement accompanying their application, in which they provide reasons for applying to study for a Licentiate, the prior preparation (undergraduate study) and skills (e.g. knowledge of philosophy, organizational and critical thinking abilities, etc.) they possess, and the goals they have, including both short-terms aims for the programme, and long-term goals for their work after the proposed degree.
- Applicants should undergo an interview with two members of staff, which will normally be based on the personal statement they have submitted as well as upon their academic history.
- Applicants should provide evidence that they have a funding plan for their studies.

Programme of Study

Candidates are required to follow, and take examinations in, the required postgraduate courses over two years and submit a dissertation that demonstrates an ability for systematic study in philosophy.

Candidates must complete at least nine graduate Modules, and a minor dissertation, the topic of which must be first approved by the director and reader of the dissertation.

Modules are chosen from the suite of modules available at the appropriate level (Level 9/10) through the Faculties of Philosophy and Theology at the Pontifical University, and the Department of Philosophy, Maynooth University.

The Programme of Study must be arranged in consultation with the Dean of Philosophy.

Requirements for being awarded the Licentiate in Philosophy (LPh) degree:

- If candidates do not already have some proficiency in a second academic language, they must acquire at least a reading knowledge of the same,

preferably an academic language that is relevant to their area of research. In order to show their reading knowledge, students must pass a translation examination arranged by the Faculty of Philosophy.

- Candidates must complete all degree requirements within three years after their admission to the programme.
- This minor dissertation should be between 25,000 and 30,000 words in length (excluding bibliography and appendices). Two copies of the dissertation should be submitted in spiral binding to the Pontifical University Office. After an oral examination on the thesis with two members of the Faculty, and once the thesis is finally approved (before which certain amendments may be required), one hard copy should be deposited in the Pontifical University Office. An electronic copy must be submitted for public access in the John Paul II library.
- Candidates must pass the following examinations:
1. The regular examinations required in each course.
2. A written examination demonstrating that they can read a second language, ancient or modern, as appropriate.
3. An oral examination of 30 minutes duration, based on their thesis, before two members of the Faculty.

Doctorate in Philosophy

Course Director: Rev Dr Thomas Casey SJ

The Doctorate in Philosophy (DPh) is a full-time Level 10 Award. The award of the Doctorate requires the submission of a substantial body of original research which makes a real contribution to the progress of philosophy. This research takes the form of a thesis that is assessed by a small committee of examiners appointed by the Pontifical University, and by an oral examination. The thesis may be published or submitted for access in the John Paul II library.

Requirements for entry into the Doctorate in Philosophy (DPh) programme:

- Applicants whose mother-tongue is not English should provide evidence of possessing the necessary level of English, both written and spoken. The requirements correspond to the standards demanded by Maynooth University.
- Applicants should provide certificates to establish that they have received a Licentiate in philosophy from a recognized institution. Students who have done their philosophical studies in a civil Faculty of Philosophy can only be admitted if their preparation meets the requirements for an Ecclesiastical Faculty of Philosophy. Where a deficiency exists, certain modules must be taken to satisfy the ecclesiastical undergraduate requirement.
- Applicants must normally have been awarded at least an upper second or equivalent in their Licentiate degree.
- Applicants should provide a letter of recommendation showing evidence of their character and integrity. In the case of seminarians or priests, this letter should be provided by their Ordinary or College Rector; in the case of religious or consecrated persons, this should be provided by their Superior or Study Director; in the case of lay students, this should be provided by an ecclesiastical person who knows the candidate well.
- Applicants should provide a personal statement accompanying their application, in which they provide reasons for applying to study for a Doctorate, the prior preparation and skills (e.g. knowledge of philosophy, organizational and critical thinking abilities, etc.) they possess, and the goals they have, including both short-terms aims for the programme, and long-term goals for their work after the proposed degree.
- Applicants should undergo an interview with two members of staff, which will normally be based on the personal statement they have submitted as well as upon their academic history.
- Applicants should provide evidence that they have a funding plan for their studies.

Requirements for being awarded the Doctorate in Philosophy (DPh) degree:

- Candidates must normally complete at least three years of study, which may include several postgraduate seminar courses and some teaching.
- As the DPh is a full-time academic programme, candidates are expected to be able to dedicate 35–40 hours per week to research and study. Course requirements and library work demand that candidates be on campus for two days per week during the first three semesters of their DPh programme.
- If candidates do not already have some proficiency in a second academic language, they must acquire at least a reading knowledge of the same, preferably an academic language that is relevant to their area of research. In order to show their reading knowledge, students must pass a translation examination that is recognized by the Faculty of Philosophy.
- At the end of the first year, doctoral students should provide sufficient evidence of progress in the preparation of the dissertation to warrant continuance.
- Candidates must provide an annual written account of the progress of their study and research that is to be submitted to the director, reader, and dean.
- Candidates must have their dissertation proposal approved by a director, and subsequently submitted to the dean and faculty for their approval. Once the proposal is accepted, candidates are free to pursue their chosen topic of research.
- The dissertation that is presented must show evidence of in-depth research, the ability to work independently, and must be of a sufficient standard to justify its publication in whole or in part.
- The DPh dissertation should be defended within five years of admission to the doctoral programme.
- Dissertations submitted by 30th November are accepted for examination by early spring. Those submitted by 15th May are accepted for examination in early summer. Examination at any other time may be considered only in exceptional circumstances and by express leave of the Faculty.
- The dissertation shall be presented to the Dean of the Faculty at least two months before the candidate may be admitted to defend it. In exceptional cases the required period may be shortened.
- Three copies of the dissertation are to be submitted in the first instance, and these may be ring-bound. A hard-bound copy, incorporating any corrections which the examiners may require, must be submitted to the Library following successful defence of the work.
- All dissertations shall remain the property of the Pontifical University.

Public Examination

- The public examination is conducted before a commission composed of three lecturers: the president, the director, and the second reader. It comprises the following elements:
- A lecture by the candidate for half-an-hour on the topic, arguments and conclusions of the dissertation
- A defence of the dissertation for an hour against objections.

At the end of the Defence, the Faculty shall vote firstly on whether the degree of doctor is to be awarded and secondly on what mark shall be given. 80% of the final mark is for the written dissertation; 20% of the final mark is for the oral defence. The aggregate mark is not communicated to the student.

Publication of the Doctoral Dissertation

- Before the Doctorate in Philosophy can be conferred, the dissertation, or at least a substantial part thereof, must be published. Publication may take any of the following forms:
- Appearance as a book, or as an article in a recognised philosophical journal
- Circulation of copies of the dissertation, or of a major excerpt, in printed form, on disk, microfilm or microfiche, to the main ecclesiastical Faculties of Philosophy.
- Deposition of a copy of the dissertation and of the disk in the John Paul II Library at St. Patrick's College, Maynooth, together with notification of the fact through appropriate means of inter-library exchange.

Chapter X

Course Modules

for the

Programmes

in the

Faculty of Philosophy

Understanding Modules and Credits

Modules of courses required for the courses taught in the Faculty of Philosophy are described in the following pages.

Each course is divided into units known as *modules*. Module-descriptions follow the conventions of the Bologna Process, a Europe-wide system of measuring educational attainment in order to permit the recognition of qualifications and facilitate movement of students.

Module Name: Each module has a formal name or description.

Module Code: For administrative purposes, each module has a code made up of letters and numbers. The letters are abbreviations of subject-areas, e.g. PY. Courses with PY in the module code are taught by Department of Philosophy in Saint Patrick's College.

The first digit of the three-digit number indicates the year of the programme in which the module is typically offered, e.g. 321 is a Third Year course. As some courses are taught on a cyclical basis, a course with first number 2 may be required in third year and vice-versa. The remaining numbers are for purposes of identification only.

Module Lecturer or Co-ordinator: The person teaching the module. Where there is more than one lecturer, the co-ordinator is responsible for the direction of the course.

Faculty: The Faculty of Philosophy responsible for this module.

Module Level: In the Bologna system, student progress is measured on a scale of 1-10, e.g. Honours Leaving Certificate (Level 5), Honours Bachelor's Degree (Level 8), Masters (Level 9), Doctorate (Level 10).

Credit rating: Each module carries a number of CREDITS or ECTS (European Credit Transfer System). Credit rating is calculated by the amount of time devoted to the module. A course of two formal lectures weekly for one semester, with tutorials, assignments and independent study, is rated at 5 ECTS. Shorter courses (e.g. one lecture per week for one semester) are rated at 2.5 ECTS. A year's work at Bachelor's level is the equivalent of about 60 ECTS Credits.

Module Descriptors for Higher Diploma and Diploma in Philosophy and Arts

Semester one

Introduction to Philosophy (1st years)

Module Code: PY 101
Lecturer: Rev Dr Thomas Casey SJ
Department: Philosophy
Module Level: Level 8
Credit rating: 5 ECTS Credits

Aims
- To provide an introduction to the nature of the philosophy, its goals and methodology, and how it differs from other disciplines.
- To furnish an overview of several of the main areas of philosophy.
- To describe the relationship between philosophy and Christianity, and their influence upon each other.

Learning Outcomes
Upon successfully completing this course, students will be able to:
- Appreciate the nature and methodology of philosophy in a deeper way.
- Name and describe the principal areas of philosophical inquiry and demonstrate how they relate to one another.
- Identify the strengths and weaknesses of various philosophical arguments and construct their own arguments.
- Ascertain an improvement in their thinking and writing skills.

Indicative Syllabus
Questions and issues to be explored include the following:
What is philosophy? Wonder. The subject and self-knowledge. The other as person and moral subject. Reason and reality. Politics. The foundation and nature of justice. Art.

Elements and Forms of Assessment
Essay: 50%   Exam: 50%

Epistemology

Module Code: PY 105
Lecturer: Rev Dr Patrick Moroney SVD
Department: Philosophy
Credit rating: 5 ECTS Credits

Aims: To understand what knowledge is. To be aware of the wrong ways to
investigate knowledge: denying the senses or the intellect or both. To know
the right way to acquire knowledge. To understand what truth is. To know
what religious knowledge and moral knowledge are.

Learning Outcomes:
The students should become aware what knowledge is and how to acquire it.
The student should also come to know what truth is. The student should come
to know that there are different types of knowledge, religious knowledge and
moral knowledge being two.

Indicative Syllabus

The Correct Method to adopt in inquiring about knowledge.
The Method of Complete Scepticism
The Method of Sense Scepticism
The Method of Intellectual Scepticism
Memory as a Source of Knowledge
Authority as a Source of Knowledge
Kant's Synthesis of Empiricism and Rationalism#
What is Truth?
Religious Knowledge
Moral Knowledge
Knowing How and Knowing That

The History of Ancient Philosophy

Module Code: PY 119
Lecturer: Rev Dr Patrick Moroney SVD
Department: Philosophy
Credit rating: 5 ECTS Credits

Aims: To become acquainted with the principal Ancient Greek and Roman Philosophers and their main ideas from Thales in the 7th century B.C. to Plotinus in the 3rd century A.D. To see how ancient philosophy has influenced subsequent Western civilization and Christianity.

Learning Outcomes:
- To understand how and why the ancient Greeks started to philosophise.
- To know the main Ancient Greek and Roman philosophers and their philosophies.
- To acquire a better understanding of philosophy by knowing its origins.

Indicative Syllabus:

The Rise of Greek Civilisation
Mythical thinking to philosophical thinking
The pre-Socratics

Thales, Anaximander, Anaximenes, Xenophanes, Pythagaoras, Heraclitus, Parmenides, Zeno of Elia, Empedocles, Anaxagoras, Atomism – Democritus & Leucippus

The Sophists
Socrates, Plato, Aristotle
Ancient Philosophy after Aristotle
Epicurus, Stoics, Cynics, Sceptics, Philo the Jew, Neo-Platonism & Plotinus.

Classical Metaphysics

Module Code: PY 121
Lecturer: Rev Dr Patrick Gorevan
Department: Philosophy
Module Level: 8
Credit rating: 5 ECTS Credits

Aims: To provide an introduction to the perennial tradition of metaphysics originating in the work of Aristotle. A Christian synthesis of this tradition is provided by examining the important philosophical contribution of St. Thomas Aquinas.

Indicative Syllabus:
The themes dealt with include the fundamental questions of Being, Change and Identity, which involve amongst others the traditional Aristotelian concepts of Substance, Potency and Act, and Essence and Existence.

Fides et Ratio (1st years)

Module Code:	PY125
Lecturer:	Dr Denise Ryan
Department:	Philosophy
Module Level:	8
Credit rating:	5 ECTS Credits

Aims:
- To explore Pope Saint John Paul's encyclical letter, Fides et Ratio. Written in 1998 it is acknowledged to be one of the most important of Church documents examining the complementarity of faith and reason.
- To reflect on philosophy as a resource for generating greater knowledge of truth and on how the Church sees philosophy as a way to know fundamental truths about human life.
- To explore Pope Saint John Paul's interest in Thomist philosophy.

Learning Outcomes: At the end of the module the student will:
- Understand the need which prompted Pope Saint John Paul II to pursue the theme of the relationship between faith and reason.
- Answer the question 'Why does the Church value philosophy'?
- View the encyclical as a demonstration of Pope Saint John Paul II's conviction that faith and reason are two wings upon which the human spirit rises to the contemplation of its proper object, truth.
- Understand the place of philosophy within priestly formation.
- Understand the dangers which lie hidden in some currents of thought which are prevalent today.

Indicative Syllabus:
- Introduction to Papal encyclicals and to Pope Saint John Paul II's Encyclical in particular.
- Motivations for the Encyclical.
- Divine Revelation.
- Wisdom and Understanding.
- Seeking the Truth.
- Faith and Reason: An Historical Perspective.
- The intrinsic relationship between Theology and Philosophy.

Course Text:
John Paul II, *Faith and Reason* (London: Catholic Truth Society, 1998). The encyclical is out of print unfortunately but the full text is available to download from the Vatican website: w2.vatican.va/content/john.../hf_jp-ii_enc_14091998_fides-et-ratio.html
Relevant handouts will be made available throughout the module.

Elements and Forms of Assessment:
Essay: 40%
End of Semester Exam: 60%

Mary through the Millennia (2nd years)

Module Code: PY 209
Lecturer: Rev Dr Thomas Casey SJ
Department: Philosophy
Module Level: Level 8
Credit rating: 5 ECTS Credits

Aims
To introduce students to how Mary has been understood through the millennia in Scripture, theology, spirituality, the Orthodox tradition, Islam, philosophy and art.

Learning Outcomes
Upon successfully completing this course, students will be able to:
- Articulate a fuller understanding of Mary's portrayal in Scripture.
- Identify and comment on how Saint Augustine of Hippo views Mary.
- Illustrate the significance of the Orthodox understanding of Mary, especially in its iconography, hymns, and liturgical feasts.
- Discover how the privileged status ascribed to Mary by the *Qur'an* could help to build bridges between Christianity and Islam.
- Explain the similarities Søren Kierkegaard identifies in Mary and Abraham.
- Critically engage with the portraits of Mary provided by various mystics.
- Appreciate the distinctive features of Mary in the Irish spiritual tradition.

Indicative Syllabus
- The depiction of Mary in Scripture.
- The Patristic perspective on Mary in Saint Augustine of Hippo.
- Mary in the Orthodox tradition.
- Mary in the *Qur'an*.
- Mary in Søren Kierkegaard's *Fear and Trembling*.
- Mary as seen by mystics.
- Mary in Irish spirituality.

Elements and Forms of Assessment
Essay: 50%
Exam: 50%

Semester Two

Semester Two (January – May 2018)

Philosophy of Science and Nature

Module Code:	PY 103
Lecturer:	Dr J. Haydn Gurmin
Department:	Philosophy
Module Level:	8
Credit rating:	5 ECTS Credits

Two lectures and one tutorial a week

Aims:
To present a historical and systematic account of the philosophy of science.

Indicative Syllabus:
Historically we shall be moving from antiquity to the early modern period, and systematically we shall discuss modern theories of scientific method and practice. Our systematic discussion will include some classical theories in the philosophy of science by Karl Popper, Thomas Kuhn, and others. We shall also look at the theory of evolution and the implications this scientific theory had for the theists. The modern neo-Darwinian debate will be looked at especially in the light of the writings of Dawkins, Gould, Dennett, etc. Some theistic responses to the theory of evolution will be considered and outlined.

The History of Medieval Philosophy

Module Code: PY 120
Lecturer: Rev Dr Patrick Moroney SVD
Department: Philosophy
Credit rating: 5 ECTS Credits

Aims: To understand why this period is sometimes called the Christian Period and by others the Dark Ages. To understand how Medieval Philosophy shaped Christian thought. To understand the Jewish and Moslem contribution to the Medieval Philosophy.

Indicative Syllabus:
- Main characteristics of the medieval period.
- The Patristic period.
- St. Augustine.
- Pseudo-Dionysius.
- The Dark Ages.
- John Scotus Erigena
- Islamic Philosophy.
- Jewish Philosophy.
- Christian Scholasticism.
- Early Scholasticism - Anselm
- The Golden Age of Scholasticism – Thomas Aquinas
- The Decline of Scholasticism – Ockham

Contemporary Metaphysics

Module Code: PY 122
Lecturer: Rev Dr Patrick Moroney SVD
Department: Philosophy
Credit rating: 5 ECTS Credits

Aims: To understand the positive side of Kant's criticism of Classical Metaphysics. To understand Heidegger's, Nietzsche's and Process Philosophy's approaches to Metaphysics. To become familiar with some metaphysical problems.

Indicative Syllabus:
- Hume's criticism of Classical Metaphysics
- Kant's criticism of Classical Metaphysics and the Metaphysics of "as if"
- Logical Positivism's Criticism of Classical Metaphysics
- Nietzsche's approach to Metaphysics
- Heidegger's approach to Metaphysics
- Process Philosophy's approach to Metaphysics.
- Some Problems in Metaphysics

Logical Reasoning and Critical Thinking (1st years)

Module Code: PY 124
Lecturer: Dr Denise Ryan
Department: Philosophy
Module Level: 7
Credit rating: 5 ECTS Credits

Aims:
The main aim of this module is to introduce students to classical Aristotelian logic.

Learning Outcomes:
On successful completion of the course students should be able to:
Identify the ways in which we are tempted to reason incorrectly.
Identify fallacious arguments in everyday situations, e.g., work situations and media.
Analyse the main components of an argument (premises and conclusion).
Discriminate between valid and invalid forms of reasoning.
Translate everyday language into standard syllogistic form and test the validity of the argument, applying the rules of the syllogism.
Translate everyday arguments into standard modern logical notation of the propositional calculus,   and test the validity of such arguments, using the truth-table method.

Indicative Syllabus:
This module will begin with informal fallacies, the two main types with which we will be dealing are fallacies of relevance and fallacies of ambiguity. Logicians use the term fallacy to designate not just any error in reasoning but typical errors which can be identified and named. Particular attention will then be paid to the categorical syllogism and the methods for testing for validity. This part of the module will deal with such topics as the square of opposition: immediate inference and the translation of everyday language into standard logical form. In the final section of the module students will be introduced to symbolic logic, which, in contrast to Aristotelian logic, is a logic of propositions, in which propositions are taken to be the basic units.

Course Materials:
Course notes on Logic (A First Arts Philosophy Course) by Dr Donal Daly,
SVD. Relevant handouts will be made available throughout the module.

Elements and Forms of Assessment:
Essay and in-class test: 40%   End of semester exam: 60%

Phenomenology

Module Code:	PY 135
Lecturer:	Rev Dr Patrick Gorevan
Department:	Philosophy
Module Level:	8
Credit rating:	5 ECTS Credits

Aims:
This course will offer a historical introduction to phenomenology, approached
through the work of some of the early phenomenological thinkers: Scheler,
Stein and Heidegger, in dialogue with one another and with Edmund Husserl,
the founder of the movement. It will deal with the impact of the
phenomenological movement on twentieth-century philosophy and will also
treat of the application of phenomenological thinking to issues such as the
person, ethics, value and emotion.

Augustine on God and Evil: A Metaphysical Exploration (HDPA Students)

Module Code: PY 136
Lecturer: Revd John Kwa Akain mHm
Department: Philosophy/Theology
Module Level: 8
Credit Rating: 2.5 ECTS

Aims: To examine Augustine's account of evil both in its metaphysical and existential contours.
To look at Augustine's theodic arguments as influenced by his philosophical precursors and crafted within his Christian faith.
To demonstrate the plausibility of Augustine's metaphysical explanations of evil as *Privatio, Corruptio, contra Naturam, defectio….*
To highlight the existential and Religious Significance of Augustine's privation account of evil.

Learning Outcomes
At the end of this module: Students should be able to appreciate why believing in the existence of God in the face of evil is better than not believing.
They should also be able to intellectually demonstrate that, far from being a proof for the non-existence of God, the reality of evil is a proof of the 'Same.'
They should equally be able to show that the reality of evil in Augustine's theocentric world is compatible with the existence of God. Above all, after having followed Augustine on the search for a rational explanation of the presence of evil within us and in the world created good by a God who, for Augustine, is omnipotent, omnibenevolent and omniscient, students should, like Augustine, be able to have both a deeper knowledge of and love for God.

Indicative Syllabus
Augustine's Introduction to Philosophy: Reading of Cicero's Hortensius
Augustine a Manichaean: Two Principles
Augustine towards Intellectual Conversion
Neo-Platonism: Reading of *Libri Platonicorum*
Augustine towards Moral Conversion: Conversion of the Will
     ▪Ambrose ▪Letters of St Paul
     ▪ Conversation with Simplicianus ▪Visit of Ponticianus
     ▪*Tolle lege*: Moral Conversion sealed
Accounts of God and Creation
Evil as Privation of Good or Perversion of the Will
       Reality of Evil as a Proof of God's Existence

Elements and Forms of Assessments
Continuous Assessments: 100%

The Philosophy of the Human Person II

Module Code: PY 208
Lecturer: Rev Dr Thomas Casey SJ
Department: Philosophy
Module Level: Level 8
Credit Rating: 5 ECTS

Aims
Building on the foundation of the first course on the Philosophy of the Human Person, the present course continues to ask the fundamental anthropological question: what, or who, is the human person?
It is intended to provide students with the conceptual tools and skills to reflect upon themselves as beings embedded in historical and relational contexts, yet simultaneously to recognise themselves as spiritual beings who transcend these spatio-temporal horizons.

Indicative Syllabus
The memory. The understanding. The will. Happiness, meaning and the good life. Feelings and reason. Friendship. Work. Play and leisure. Contemplation. Death. The hope of immortality.

Learning Outcomes
Upon successfully completing this course, students will be able to:
- Possess a more complex and rich understanding of the person as an incarnate spirit rooted in a rich and deep context which truly gives meaning to human life and action.
- Think critically in such a manner that they can penetrate beyond surface phenomena of human life to grasp their deeper significance.
- Understand the human person as a subject, self-conscious and free, who gives meaning to human existence, and who is on a journey toward the realisation of his or her own being.
- Express their own understanding of philosophical anthropology in such a way that they value both traditional approaches and contemporary attempts to describe the human person.

Elements and Forms of Assessment
Essay: 50%
Exam: 50%

Academic and Personal Reflection II (2ⁿᵈ years)

Module Code: PY 212
Lecturer: Rev Dr Thomas Casey SJ
Department: Philosophy
Module Level: Level 8
Credit Rating: 5 ECTS

Aims
This module, which must be completed before the end of the second year of the programme, involves the composition of a portfolio: a reflective written collection of study completed, skills developed, and self-knowledge acquired. The portfolio has two principal aims.

- First, it provides students with the opportunity to demonstrate what they have learned through itemizing their courses and other relevant activities, and through selecting and editing some of their written work. It thus displays their knowledge, abilities, and skills in a concise manner.
- Second, it provides students with the opportunity to reflect on their experience of being a student, not simply in terms of what they have learned, but especially in terms of why they have learned, how they have learned, what they have learned about themselves as learners, the difference this learning has made to them from a personal, intellectual and moral point of view, and how this learning can guide them as learners in the future.

Learning Outcomes:
On successfully completing this module, students:

- will be capable of identifying both their strengths and the areas in which they need to develop,
- be able to review the progress they have made so far and the challenges that lie ahead,
- will know how to articulate their own particular style of learning, and create an action plan with realistic targets for future growth.
- their own self-knowledge will be deepened.

Indicative Syllabus:
The portfolio should be at least 20 pages in length, and made up of four parts.

- In the first part of the portfolio, an account of the experiential and other learning gained before beginning studies at the Pontifical University.
- The second part of the portfolio comprises a presentation of courses completed during the first semester. The most important things learned from each course should be highlighted. The best passages from assignments, essays, etc., submitted for each course should be reproduced. The most helpful readings from articles and books in each course should be presented and contextualized.
- The third part of the portfolio should describe the personal and academic questions that have become important for students during the year, based on what was learned in courses as well as what was learned through other activities, in addition to areas where outstanding questions and problems still remain.
- The fourth part of the portfolio should describe the "self-learning" that has been gained. For instance, what things did you learn most easily? What was most difficult for you to learn? What brought you the most joy in learning? What frustrated you the most? What surprised you the most? What effect have these two years of learning had upon you personally, intellectually, and morally? To conclude this fourth part, the student should look to the future. The following questions may be used as guidelines: Are there values and priorities you have learned through your course of studies that you expect to affect or influence your life and studies in the future? If you were beginning the programme again, what would you do differently? Looking back over the two years, what do you feel most grateful for, and what are you most disappointed about?
-

Elements and Forms of Assessment:
The portfolio for the second year should be at least 20 pages (48,000 characters, including spaces). Students may include images, passages from literature, etc., as long as these items have shaped their learning, and do not take up (in total) more than 20% of the length of the portfolio. Two printed copies of the portfolio must be submitted at the end of the Easter holidays preceding the final part of the second semester of the second year. This is in order to permit sufficient time for evaluation.
It also gives students sufficient time to make revisions should the committee of evaluation deem this necessary.

The two printed copies of the portfolio should be submitted to the Director of the programme, who will convene two persons in order to evaluate it.

An oral discussion with a panel of two people will be subsequently convoked in order to tease out, together with students, the various questions raised by the portfolio.

For the purposes of the assessment of both the written portfolio and the oral discussion, particular attention will be paid to the following: the ability of students to describe clearly academic and other activities, to reflect on these activities and how they have influenced their thinking, to extrapolate principles and draw conclusions, to explain how new learning can be applied in future situations, and to summarize what they have learned in a cogent and thoughtful manner.

Final Assessment: 100%. Assessment will be based on the written portfolio and a subsequent discussion between each student and one or two lecturers.

Chapter XI

Index Praemiorum
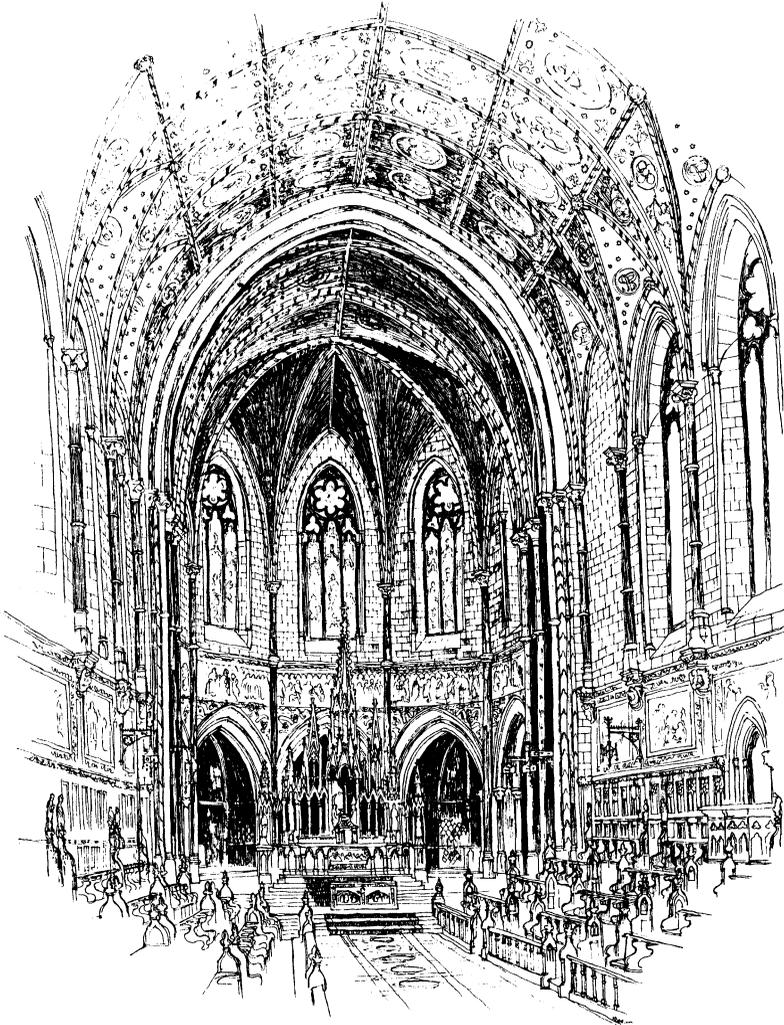
The *College Chapel* at Saint Patrick's College, Maynooth

Index Praemiorum

QUOD RELIGIONI REI LITTERARIAE TOTIQUE

REIPUBLICAE

FELIX FAUSTUMQUE SIT

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SACRI PRINCIPATUS

FRANCISCI PONTIFICIS MAXIMI

QUARTO

PRAESIDE

ADM REVERENDO   HUGH CONNOLLY

COLLEGIUM SANCTI PATRICII

PRAESENTIBUS FAVENTIBUSQUE PRAEFATI COLLEGII

REVERENDISSIMIS CURATORIBUS

ALUMNOS SUOS HOC PRAEMIORUM ORDINE

REMUNERATUR

Special Prizes Awarded in the year 2016

Third Divinity Prize
Christopher McDermott

Second Divinity Prize
Liam O'Donovan

First Divinity Prize
Kevin McElroy

Third BA in Theology & Arts Prize
Tiernan Cormier

Second Year BA in Theology & Arts Prize
Patrick Wilson

First Year BA in Theology & Arts Prize
Brian Hanrahan

Ferns Furlong Prize in Theology - BA in Theology
Imelda Kiely

Archbishop McNamara Memorial Prize (Higher Diploma in Pastoral Theology)
Kevin Malcolmson

Higher Diploma in Theological Studies Prize
Catherine Neary

Dominican Sisters Award for Religious Education
Lauren Dardis & Ethan Bracken

Marsh Prize (Third Year B.A.Th. Systematic Theology)
Amy Connolly

Pontifical Mission Societies Prize
Yanbo Chen

Cunningham Prize in Canon Law (Second Divinity)
Charles Lafferty

Fitzpatrick Prize in Canon Law (Third Divinity)
Christopher McDermott

Huxley Biblical Greek Prize
Pauline Byrne

Huxley Patristics Prize
Kevin McElroy

Kenney Prize in Ecclesiastical History
Damien Quigley

Daughters of Charity Prize (Diploma in Philosophy & Arts)
Pawel Byckowski & Francesco Campiello

Thomas Kelly Prize in Philosophy
Joseph Keegan

Pontifical University Graduation in the year 2016

Conferring of Degrees and Diplomas
Saturday 12th November 2016

<u>FACULTY OF THEOLOGY</u>

PhD

Emmanuel Abuh
Title of Dissertation:
"The Church as family of God in Ecclesia in Africa and Africae Munus: Historical-Cultural context, Theological Dialectics and the Hermeneutics of the Elochukwu E Uzukwu and Nathaniel I Ndiokwere"

Ruan Kelly
Title of Dissertation:
"On Behalf of the Psychological Analogy: A Roman Catholic Appraisal of Catherine M. LaCugna's Trinitarian Theology"

Jameson Kunjukunju
Title of Dissertation:
"The Eucharistic Liturgy: A Liturgical Foundation for Mission in the Malankara Mar Thoma Syrian Church"

Brendan Lyons
Title of Dissertation:
"The Jewish Christian Background to the Letters of St Anthony the Great"

Robert Manik
Title of Dissertation:
"Anamnesis and Eucharist: A Critical Examination of the Work of Brevard S. Childs and its contribution to a contemporary Eucharistic Theology**"**

Aishling Mulherin
Title of Dissertation:
"The Theological Debate Surrounding the Administration of Artificial Nutrition and Hydration to Persistent Vegetative State Persons: prior to John Paul II's Allocution and the Implications Thereafter"

Douglas Zaggi
Title of Dissertation:
"An Exploration of Virtue Ethics and Its Relational Value: A Comparative Study of Romanus Cessario, James. F. Keenan, and Joseph J. Kotva"

LICENTIATE IN DIVINTY

John Coughlan   John Paul Sheridan

MASTER'S IN THEOLOGY

John	Attoh	John	Jatau
Philip	Carder	Emmanuel	Matthias
Andrew	Carvill	Timothy	Mejida
Julianna	Crowley	Joseph	Odiahi
Ian	Cunningham	Nicola	O'Riordan
Christopher	Donnelly	Biju	Parekkattil Mathai

MASTER'S IN THEOLOGY SPECIALISING IN PASTORAL THEOLOGY

Henry   Balkwill

MASTER'S IN THEOLOGY SPECIALISING IN CHRISTIANITY, HUMAN RIGHTS AND SOCIETY

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Patrick	Mc Court	Nuala	Power
Ultan	McGoohan	John	White

MASTER'S IN THEOLOGY SPECIALISING IN CONTEMPORARY SYSTEMATIC THEOLOGY

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MASTER'S IN THEOLOGY SPECIALISING IN THE BIBLE AND ITS WORLDS

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Patrick	Nugent		

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Megan	Cummings	Joanne	Mc Clory
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Cian	Farnan	Sarah	Murray
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Emer	Flynn	Glenn	O'Keeffe
Alison	Furey	Mary Kate	Thompson
Sarah Louise	Gaskin	Lauren	Toye
Kevin	Hensey	Mary	Young
Alan	Hudson		

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Fergal	Cummins	James	Mc Laughlin
Daniel	Gallagher		

DIPLOMA IN PASTORAL THEOLOGY

Kevin	Connolly	John	O'Halloran
Anthony	Mc Aleese	John	Regan
Humphrey	O'Connor	Stefano	Taddei

HIGHER DIPLOMA IN THEOLOGICAL STUDIES

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John	Devine	Elaine	Meade
Michael	Egan	Suzanne	Meehan
Kate	Elliffe	Catherine	Neary
James	Glynn	Donal	O'Connor
Margaret	Humphreys	Katherine	O'Reilly
Catherine	Jones	John	Shannon
Philip	Lawlor	Martin	Wall
Aisling	Leonard	Catherine	Whelan
Gladys	Leyden	Jake	Whelan

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Melissa	Brennan	Jane	Gallagher
Aoife	Connell Carey	Mary	Kearney
Kim	Cunningham	Donal	O Buachalla

DIPLOMA IN SPIRITUALITY

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Amanda	Berg	Moira	Mc Dowall
Vera	Coughlan	Mary	Mc Laughlin
Patricia	Coyle	Josephine	Mc Mahon
Jacinta	Crockford	Marie	Mc Stay
Mary	Dobrovolny	Patricia	Moore
Linda	Dudley	Kieran	Murphy
Margaret	Farrell	Bernadette	O'Neill
Thomas	Fenlon	Marie	Redmond

Maire	Fitzpatrick	Lorna	Robinson
Ann	Irvine	Jessie	Rogers
Rose	King	Joan	Ryan
Suzanne	King	Edel	Sheridan
Geraldine	Long	Catherine	Shirley
Mary	Mahady	Anne	Sweeney
Mary	Mc Caughey	Jonathan	Watson

POST GRADUATE CERTIFICATE IN CATHOLIC RELIGIOUS EDUCATION AND THEOLOGICAL STUDIES

Tomas	Baker	Katie Ann	Masterson
Ethan	Bracken	Ruth	Meacle
Caroline	Byrne	Aoife	Miley
Eavan	Byrne	Caoimhe	Molloy
Emily	Byrne	Sarah	Mooney
Aine	Carolan	Roisin	Ni Cheannabhain
Clare	Carroll	Orfhlaith	Ni Chonfhaola
Katie	Clarke	Caitriona	Ni Chualain
Gary	Collins	Anna	Ni Dhonnabhain
Aine	Coyle	Caoimhe	Ni Dhuinn
Amy	Dillon	Ivona	Ni Luain
Brona	Dunne	Maoliosa	Oakes
Barry	Egan	Rebecca	O'Brien
Emma Jane	Farrelly	Cian	O'Conghaile
Aoife	Fitzsimons	Laura	O'Keefe
Louise	Gaffney	Emily	O'Regan
Melissa	Giblin	Siobhan	O'Shea
Fiona	Hand	Eimear	Prendergast
Lisa	Houlihan	Clair	Purcell
Jennifer	Kavanagh	Ciara	Shinnors
Kevin	Keating	Denise	Stynes
Elaine	Kincaid	Aine	Tully
Ciara	Leddy	Michelle	Winters
Miriam	Maher		

CERTIFICATE IN THEOLOGICAL STUDIES

Seamus	Doran	Michael	Jernigan
Theresa	Haugney	Paul	Mc Kiernan
Margaret	Jernigan	Leslie	Sweeney

CERTIFICATE IN CATHOLIC RELIGIOUS EDUCATION AND THEOLOGICAL STUDIES

Marie	Barry	Sinead	Keogh
Georgina	Brady	Cliona	Killilea
Meghan	Brady	Katie	Kinlough
Emily	Colgan	Catherine	Kirwan
Lorraine	Conheady	Sarah	Long
Aisling	Connaughton	Eva	Luke
Mary	Connolly	Kevin	Maher
Ailish	Cotter	Louise	Mahon
Sorcha	Crimmins	Aisling	Maloney
Lauren	Dardis	Ciara	Mannion
Claire	David	Claire	Mc Carthy
Jane	Donegan	Shauna	Mc Girl
Christina	Donnelly	Brendan	Mc Gowan
Lauren	Duff	Ellie	Mc Namara
Zara	Dunne	Amy	Mc Shane
Sorcha	Earley	Orla	Minogue
Cara	Ellard	Sinead	Moloney
Maria	Forrest	Alison	Murphy
Shauna	Gallagher	Maria	Murphy
Louise	Geagan Murray	Jemma	O'Brien
Aoife	Grennan	Grainne	O'Hagan
Fiona	Gyo	Sinead	O'Shea
Aoife	Harte	Robert	Quinn
Julie	Higgins	Aoife	Reynolds
Aoife	Hodgins	Sarah	Smullen
Niamh	Hughes	Aoife	Treacy
Sharon	Kavanagh		

FACULTY OF PHILOSOPHY

LICIENTATE IN PHILOSOPHY

John	Akain	John	Gurmin

BACCALAUREATE IN PHILOSOPHY

Shane	Barrett	Conor	Gannon
Niall	Carroll	Honoria	Lundon Lenehan
Shane	Costello	Conan	Mc Gonagle

HIGHER DIPLOMA IN PHILOSOPHY AND ARTS

Francis	Mc Loughlin

DIPLOMA IN PHILOSOPHY AND ARTS

Christopher	Burke	Gerhard	Osthues
Pawel	Byczkowski	Petro	Rabskyy
Francesco	Campiello		

Chapter XII

SEMINARY
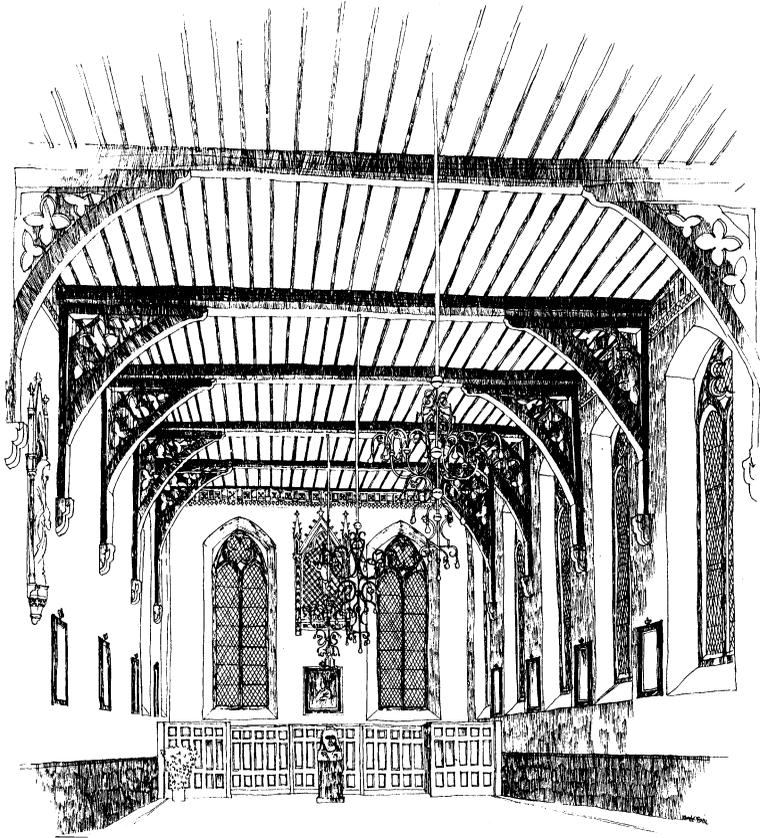
Pugin Hall **is the principal Dining Room at Saint Patrick's College, Maynooth**

Classspiece 2017

St. Patrick's College
Maynooth ❖ 2017

John O'Keeffe
Sacred Music

Michael Byrne
Dublin

William Caulfield
Ferns

Aidan Gallagher
Tuam

Charles Lafferty S.AC.
Ballintine

Declan Lohan
Galway

John Magner
Cloyne

Barry Matthews
Armagh

Liam O'Donovan S.AC.
Ballintine

David Vard
Kildare & Leighlin

Bill O'Shaughnessy
Dublin

Eoin O'Brien
Cork & Ross
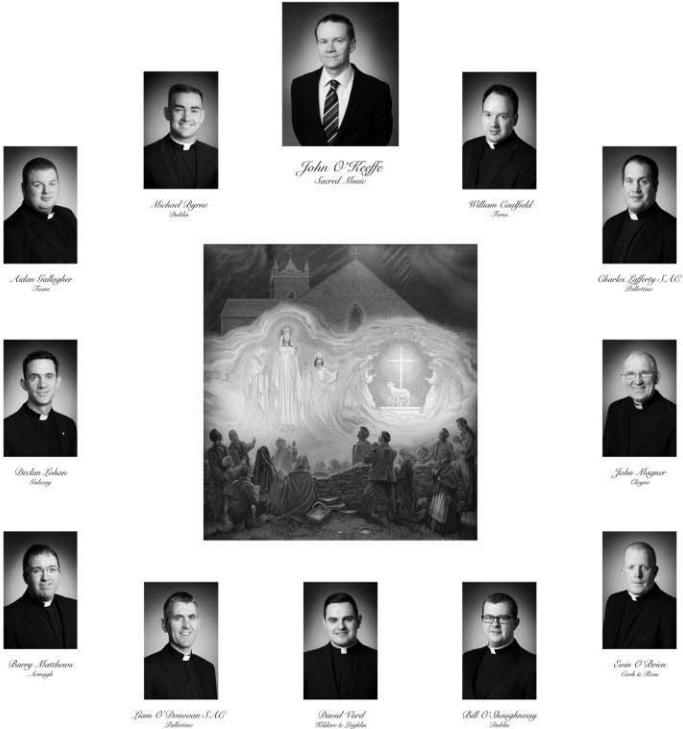
Our Lady, Queen of Ireland Pray for Us.

Mons. Hugh Connolly
President
2002 - 2017

Pauline McGovern (Carbery) R.I.P.
College Nurse
1991 - 2016

Fr. Martin Mc Alindin R.I.P.
Pastoral Theology
2014 - 2016

Michele Bergin
Catering S.P.C.M
1976 - 2016

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Ordination to the Priesthood

Damien Nejad, Diocese of Raphoe
Sunday, 11th December 2016, Cathedral of St. Eunan & St. Columba, Letterkenny, Co Donegal
Celebrant: Most Reverend Philip Boyce, Bishop of Raphoe

Billy Caulfield, Diocese of Ferns
Sunday, 11th June 2017, St. James' Church, Horeswood, Campile, Co. Wexford
Celebrant: Most Reverend Denis Brennan, Bishop of Ferns

Evin O'Brien, Diocese of Cork & Ross
Saturday, 10th June 2017 Church of the Holy Cross, Mahon, Cork
Celebrant: Most Reverend John Buckley, Bishop of Cork & Ross

Barry Matthews, Diocese of Armagh
Sunday, June 18th, St. Patrick's Church, Dundalk, Co Louth
Celebrant: His Grace Most Reverend Eamon Martin DD, Archbishop of Armagh

David Vard, Diocese of Kildare & Leighlin
Sunday, 25th June 2017, St. Conleth's Parish Church, Newbridge, Co Kildare
Celebrant: Most Reverend Denis Nulty, Bishop of Kildare & Leighlin

Manuelito Milo, Diocese of Down & Connor
Sunday, 25th June 2017, St. Peter's Cathedral, Belfast, Co Antrim
Celebrant: Most Reverend Noel Treanor, Bishop of Down & Connor

John Magner, Diocese of Cloyne
Sunday, 25th June 2017, St. Colman's Cathedral, Cobh, Co. Cork.
Celebrant: Most Reverend William Crean, Bishop of Cloyne.

Declan Lohan, Diocese of Galway, Kilmacduagh & Kilfenora
Sunday, 23rd July 2017, Church of the Immaculate Conception, Oranmore, Co Galway
Celebrant: Most Reverend Brendan Kelly, Bishop of Achonry

Ordination to Diaconate

College Chapel
Sunday, 28th May 2017
by Most Reverend Michael Neary, Archbishop of Tuam

Kevin Connolly, Meath
Anthony McAleese, Down & Connor
Gerard Quirke, Tuam

Admission to Candidacy for Ordination as Deacon and Priest

College Chapel
Thursday, 8th December 2016
Most Reverend Eamonn Walsh, Auxiliary Bishop of Dublin

Kevin Connolly, Meath
Fergal Cummins, Meath
Anthony McAleese, Down & Connor
Gerard Quirke, Tuam

Ministry of Acolyte

St Mary's Oratory, St Patrick's College, Maynooth
Thursday, 23rd February 2017
Most Reverend, Denis Nulty, Bishop of Kildare and Leighlin

Thomas Small (Kilmore)
Shane Costello (Tuam)
Ronan Sheahan (Cork & Ross)
Martin Shanahan (Killaloe)
Darren Baldwin (Kildare & Leighlin)
Christopher Quinn (Down & Connor)
Daniel Sheils (Kerry)

Ministry of Reader

St Mary's Oratory
Thursday, 16th February 2017
Most Reverend Ray Field, Auxiliary Bishop of Dublin

Martin Shanahan (Killaloe)
Antun Pasalic (Killaloe)
Cian Hennessy (Cork & Ross)
Ronan Armstrong (Tuam)
John Acton (Galway, Kilmacduagh & Kilfenora)
Daniel Sheilds (Kerry)
Brendan Marshall (Armagh)
Mark Moriarty (Kerry)
John McEneaney (Waterford & Lismore)

Matricula

Nomina eorum qui in anno academico MMXVI– MMXVII diebus infradictis in album academicum Seminarii sunt relati ad ordinem classium digesta.

In Schola Theologiae Prima, die 14 Septembris 2016

MÉRY László Győr, Hungary
QUINN Christopher, Down & Connor

In Schola Philosophiae et Artium Prima, die 21 Augusti 2016

DILWORTH Mark Cork & Ross
HABIMANA Peter Kildare & Leighlin
HARTNETT Anthony Raphoe
HENEY Kilian Cashel & Emly
HICKEY Sean Ossory
MAZEWSKI Robert, Kildare & Leighlin
O'BRIEN Aidan, Killaloe

Diocesan Students 2016-2017

The following is the list of seminarians that attended Saint Patrick's College during the last academic year.

Armagh
Matthews, Barry………………………………… ......IV Divinity
Wilson, Stephen………………………………… ....III Arts
Marshall, Brendan..II Arts

Cashel & Emly
Heney, Kilian ……………………… ....I H Dip in Philosophy

Clogher
Trehy, Paul ……………………… ....II Divinity

Cloyne
Magner, John………………………………….......................IV Divinity

Cork & Ross
Dilworth, Mark………………………….........................I Dip in Philosophy
O'Brien, Evin…………………………….....................IV Divinity
Sheehan, Ronan……………………………………......I Divinity
Hennessy, Cian ....II Dip in Philosophy

Down and Connor
Quinn, Christopher……………………………….........I Divinity
McAleese, Anthony…………………………….........III Divinity

Ferns
Caulfield, William (Billy) ....IV Divinity
O Connor, Ricky… ....II Divinity

Galway
Lohan, Declan………………………………………...II Divinity (pastoral Year)
Acton, John ....II H Dip in Philosophy

Kerry
O'Connor, Humphrey…………………………… ....III Divinity
Taddei, Stefano………………………… ....III Divinity
Sheils, Daniel………………………… ....I Divinity
Moriarty, Mark...II Arts

Kildare & Leighlin
Vard, David Michael…………………………………........IV Divinity
Baldwin, Darren..III Divinity
Habimana Peter...I Arts
Mazewski, Robert ....I Dip in Philosophy

Killaloe
Pasalic, Antun ....II Dip in Philosophy
Shanahan, Martin ....I Divinity
O'Brien, Aidan...I Arts

Kilmore
Small, Thomas………………………….......................I Divinity

Limerick
O'Rourke, Aidan………………………………………......III Arts

Meath
Cummins, Fergal……………..III Divinity
Connolly, Kevin………………………………. ....III Divinity

Ossory
Hickey, Sean ....I Dip in Philosophy

Raphoe
Hartnett, Anthony…………….......................................I Arts

Tuam
Gallagher, Aidan Patrick…………………………… ......IV Divinity
Quirke, Gerard ....III Divinity
Armstrong, Ronan…………………………… ....III Arts
Costello, Shane………………………….....................I Divinity
Hartnett, Pio ....II Arts

Waterford & Lismore
McEneaney, John...II Dip in Philosophy

The College Chapel Choir

Director of Sacred Music: John O'Keeffe, PhD, HDE, LTCL

The College Chapel Choir assists at college liturgies on Sundays and feast days. Its repertoire includes Gregorian Chant and native Irish religious music, in addition to sacred polyphony from both eastern and western Christian traditions. The choir has a membership of around twenty clerical students, and practices twice weekly. Admission is by audition.

All seminarians are involved to a significant degree in preparation, practice and reflection on music in the liturgy. The input given to the whole seminary community is outlined on the following pages.

History of Music in Maynooth

Music was established on a formal basis in the college with the appointment of the first *Professor of Church Chant and Organ* in 1888, in the person of the German scholar-priest, Heinrich Bewerunge of the diocese of Paderborn.

Fr Bewerunge was a prominent Cecelian – a movement that aimed to restore Gregorian Chant following its neglect in the 19th Century. He was also an internationally regarded scholar who established in Maynooth a rich tradition of plainchant and polyphony, some key elements of which continue to be woven into the seminary's annual liturgical cycle.

Bewerunge's influence was a formidable one, not only in the College, but also in the general musical life of the country. He established the seminary choir to very exacting standards of performance, and equipped the College Library with the most scholarly music editions of the day. In addition, he wrote voluminously on all the musico-philosophic subjects of the time.

The maintenance and development of a rich tradition of liturgical music is accorded great importance in Maynooth. *Feasts and Seasons,* a collection of appropriate vernacular music for the liturgical year, and available in book and CD, is widely used throughout the country by parish congregations and choirs. It represents a sampling of new liturgical material continually being developed in the National Seminary to sustain and enrich liturgical worship.

Music in the Liturgy

Director of Sacred Music: John O'Keeffe, PhD, HDE, LTCL

Seminary Community
24 hours

This course initiates the students into an appreciation of the richness of musical expression of the Church's rites, principally the Eucharist and Liturgy of the Hours. This is done through the various sung texts associated with the roles of presider, assembly, choir, cantor, etc. It does so in the context of the graduated unfolding of the college year and provides a necessary weekly forum for preparation and reflection on music in the liturgy. The rites themselves, the range of presiders and the liturgy group structure ensures a rich and varied liturgical experience in the course of a year.

Throughout the course their principal role as participating members of the assembly and its importance to the community is emphasised. As the year progresses and they grow in confidence, and as the community need arises, students will be trained to make more specific contributions as choir-members, cantors, psalmists or instrumentalists.

Music in the Eucharist:

Ordinary
- Mass settings in English
    - Bodley
    - O'Carroll
    - 'Lourdes'
    - Feeley
    - Lawton
    - McCann
    - Sexton
    - O'Keeffe
    - McMillan
    - Roman Missal (sung dialogues)
    - Apostles' Creed
- Mass settings in Irish – text and music
    - Excerpts from Ó Riada, McDonagh, Ahern, Ó Canainn
    - *An Ghlóir* and *Ár nAthair*
- Mass settings in Latin
    - Excerpts from Gregorian Mass XVIII, VIII, XIII
    - Credo III
    - Jubilee Mass

Proper
- Psalms, antiphons, hymns and other sung texts associated with specific celebrations are introduced and rehearsed
- Scriptural and liturgical significance of the various texts are highlighted and contextualised
- Students are prepared here for full musical participation in the seasons of:
  - Advent
  - Lent
  - Holy Week
  - Easter

Music in the Liturgy of the Hours:

- Students are introduced to the various sung elements of the Liturgy of the Hours
- The connection between liturgical purpose and musical expression of individual elements is explained:
  - Introduction
  - Hymn
  - Psalm
  - Antiphon
  - Responsory
  - Canticle
- The night prayer anthems to Our Lady are all encountered in the course of the college year:
  - Salve Regina
  - Alma Redemptoris
  - Ave Regina
  - Regina Caeli
- As the year progresses, students will participate more fully in this important aspect of Christian liturgy, taking up roles as cantors for Sunday or feast-day offices.

General Regulations for the Entrance of Clerical Students

Each candidate is required to present the following to the President of the College:

- A Letter of Nomination from his Bishop.

A Certificate of Baptism

- A Certificate of Confirmation
- A character reference from his Parish Priest
- Two character and general assessment reports - one academic and the other from his most recent employer.

Academic Requirements:

- Where applicable, a candidate must ensure that his final examination results are sent by the principal of his school to the President of Saint Patrick's College, Maynooth at least two weeks before the date of entry.
- All candidates for Maynooth University Courses must fulfil the registration and matriculation requirements of Maynooth University.
- Candidates for the First Year University Class should have applied for University entry through the Central Applications Office. All applicants must be eighteen years of age at the point of entry.
- Candidates for the Diploma in Philosophy and Arts require a pass-grade (A-D) in five subjects in the Leaving certificate or its equivalent, of which three qualify as academic subjects in the MU syllabus.
- Students who do not have Leaving Certificate Latin or its equivalent must take a two-year Latin course before they proceed to the study of Theology.

All candidates for admission to Saint Patrick's College, Maynooth as seminarians are required to comply with the regulations set out in the official *List of Requirements*, copies of which may be had on application to the candidate's Bishop.

Further information is available from:
The President's Office
Saint Patrick's College

E-mail: President@spcm.ie
Web Page: www.MaynoothCollege.ie

Telephone: Fax:
Ireland: 01-708-3958   Ireland: 01-708-3959
International: +353-1-708-3958   International: +353-1-708-3959

Seminary Formation Programme

"It is true that God has made his entire holy people a royal priesthood in Christ. Nevertheless, our great Priest himself, Jesus Christ, chose certain disciples to carry out publicly in his name, and on behalf of mankind, a priestly office in the Church. For Christ was sent by the Father and he in turn sent the Apostles into the world, so that through them and their successors, the Bishops, he might continue to exercise his office of Teacher, Priest, and Shepherd. Indeed, priests are established co-workers of the Order of Bishops, with whom they are joined in the priestly office and with whom they are called to the service of the people of God."

HOMILY OF POPE FRANCIS

PRIESTLY ORDINATIONS

Vatican
Fourth Sunday of Easter, 21 April 2013

There are four main areas in the formation programme for seminarians in Maynooth:

- Human Formation
- Spiritual Formation
- Intellectual Formation
- Pastoral Formation

I. Human Formation Programme

The human formation of the priest shows its special importance when related to the receivers of the mission: in order that his ministry may be humanly as credible and acceptable as possible, it is important that the priest should mould his human personality in such a way that it becomes a bridge and not an obstacle for others in their meeting with Jesus Christ..... [Pope John Paul II, *Pastores Dabo Vobis*. On the Formation of Priests #43]

The human formation programme is a foundation for and an essential constituent of the overall formation programme and is closely inter linked with academic, pastoral and spiritual formation. Its overall aim is to enable the student to grow in inner freedom, so that he is more able to give himself to the love and service of God and his people.

The programme strives to cultivate human qualities that enable the student to be a bridge and not an obstacle for others in their meeting with Jesus Christ. In practice this means fostering development in a number of areas, including the following:

- self-identity: self-understanding, self-acceptance and a healthy self-esteem make for greater generosity in love and service of others
- the capacity to relate in a mature and warm way
- integration of one's emotional needs and desires
- mature attitudes to one's sexuality and a willingness to embrace a healthy celibate lifestyle
- the capacity to take initiatives and assume leadership roles in a confident and assured way, avoiding rigidity of attitudes
- the capacity for self-transcendence and renunciation and the ability to embrace the sacrifices and self-denial that a life of service entails.

Elements of the Human Formation Programme:
- The human formation programme assumes "the absolute primacy of grace in vocation" [PDV #34,36].
- The programme endeavours to take account of the particular life experience of each student so as to serve his best interest and enable him to build upon his strengths while acknowledging his weaknesses.

- Personal responsibility for growth to Christian maturity is the bedrock of the programme, requiring the student to be an active agent in his own formation. Encouragement and challenge are offered through the community life he lives and through his frequent interactions with his Director of Formation, his Spiritual Director and his Pastoral Director. Regular meetings between the student and his Director of Formation provide an opportunity for periodic evaluation of a student's formation journey while in seminary.
- In order to address with greater objectivity his own strengths and weaknesses, each student is encouraged to meet with the Vocational Growth Counsellor, a full-time position in the College. Many students take vocational growth counselling of their own choice, while some may be encouraged to do so by those involved in other areas of their formation. In all cases, these meetings require the consent of the student and are treated confidentially. Vocational growth counselling offers the student a unique opportunity to ensure that he is humanly as prepared as possible for the work to which he is called.
- Psychological assessments can make a positive contribution to a student's growth in his formation journey, especially when development appears to be at a standstill. Many students profit through this type of assessment as it can help locate emotional blockages and indicate ways forward. Psychological assessments are intended as a help to the student and an opportunity for growth. Many dioceses require a psychological assessment of those who apply for entry into the seminary. In all cases the psychological assessment takes its place alongside the assessments of other people concerned with the student or prospective student.
- As holistic development is emotional, spiritual, intellectual, physical and aesthetic, the student is encouraged to participate in the various facets of life on campus - debating, music, student literary productions, film and theatre, conferences and lectures, sporting and leisure facilities, societies, etc.

II. Spiritual Formation Programme

Spiritual formation.....should be conducted in such a way that the students may learn to live in intimate and unceasing union with God the Father through his Son Jesus Christ in the Holy Spirit. Those who are to take on the likeness of Christ the priest by sacred ordination should form the habit of drawing close to him as friends in every detail of their lives. [Vatican Council II, *Optatam Totius*. On the Training of Priests #8]

The spiritual formation programme strives to enable the student "to take on the likeness of Christ" the Good Shepherd. The journey into God, of which seminary formation is a stage, has its beginnings in baptism, is life-long, under the influence of the Holy Spirit.

Spiritual formation encourages a student in a way of Christian living that involves interior discipline and self-sacrifice. This leaves him free and willing to undertake obedience, celibacy and simplicity of life-style, understanding their value and importance in the life of the priest.

"The spiritual life is, indeed, an interior life, a life of intimacy with God, a life of prayer and contemplation. But this very meeting with God, and with his fatherly love for everyone, brings us face to face with the need to meet our neighbour, to give ourselves to others....following the example which Jesus has proposed to everyone as a programme of life when he washed the feet of the apostles : 'I have given you an example, that you should also do as I have done to you'". [PDV #49]

Elements of the Spiritual Formation Programme:
During his time in the seminary the spiritual formation of the student is helped and supported in various ways. The daily timetable is structured to give special emphasis to community prayer. The Liturgy of the Hours is celebrated communally morning and evening (and at the end of the day for Junior students) in each of the oratories in the seminary. The Eucharist, 'the essential moment of the day' [PDV#48], is celebrated daily in the oratories, except on Sundays and major feast days when the whole community gathers around the Lord's table in the College Chapel. The oratories and the College Chapel also provide the quiet space the student is encouraged to seek each day for personal prayer. Each morning there is a period of meditation following morning prayer. Students are encouraged to avail regularly of the Sacrament of Reconciliation. Penitential Services during the year help to deepen a student's understanding and appreciation of the sacrament.

To facilitate his own spiritual growth, each student is required to meet regularly on an individual basis with his Spiritual Director. Spiritual direction is a key element in the student's spiritual formation at every stage, and the special task of the Spiritual Director is the formation of the student in prayer. Prayer and spiritual direction allow the student to connect and bring together the different strands of life - human, intellectual, pastoral and spiritual, and relate them to his own personal journey to God. Through it he is helped and encouraged to recognise and articulate for himself how the Spirit of God continues to challenge him in his daily life. This enables him to discern his way forward and draw close to Christ in order to put on his likeness, always keeping in mind the leadership role of the diocesan priest in the Christian community. In his mission the priest

'continues Christ's work as Teacher, Priest and Shepherd'.....and 'his ministry .....is to make Christ's body, the Church, grow into the people of God....'.   [Rite of Ordination of Priests].

Through talks, conferences, group meetings and courses conducted over the year by resident Spiritual Directors, members of staff and visiting lecturers, the student's knowledge of the spiritual life is enriched and deepened. A student's studies, particularly in such areas as Sacred Scripture, liturgy and the theology of spirituality, also help in nurturing his spiritual life.

Retreats and Days of Recollection, in-house and at selected retreat centres, spread over the seminary year, allow the student more prolonged periods of prayer and reflection. In his first and second theology years a student is introduced to the directed retreat. Three three-day retreats and four days of recollection spread over the seminary year create the space and the silence, which are necessary for prayer, reflection and growth in the spiritual life. The retreats take place at the beginning of the seminary year in September, after the Christmas holidays and over the last days of Holy Week. The four days of recollection are at the beginning of November, the first Sunday of Advent, the beginning of Lent and coming up to the end-of-year examinations.

Through his active participation in the liturgy over the seasons of the Church's year, and through a comprehensive course in Liturgy and Sacramental Theology, a student deepens his awareness of 'the Paschal Mystery of Jesus Christ who died and rose again and is present and active in the Church's sacraments' [PDV #48]. In this way he is helped to prepare for the role of the priest in the liturgical assembly.

The Ministries of Reader and of Acolyte and Admission to Candidacy for Ordination as Deacon and Priest mark significant stages in a student's time in the seminary. The Ministry of Reader (normally conferred during a student's second year) appoints him to read the Word of God in the liturgical assembly. The Ministry of Acolyte (normally conferred during the first theology year) calls him to a special service of the altar and of the Lord's Body and Blood. Admission to Candidacy for Ordination as Deacon and Priest is both a public declaration of a student's intention to give himself for the service of Christ and of his Church and the Church's call to him to prepare himself for this ministry. This personal response to the call to service culminates in his ordination to the Diaconate (which usually takes place in the College Chapel at Easter of his third theology year) and in his Ordination to the priesthood (which normally takes place in the diocese in which he will serve).

III. Intellectual Formation Programme

The commitment to study, which takes up no small part of the time of those preparing for priesthood, is not in fact an external and secondary dimension of their human, Christian, spiritual and vocational growth. In reality, through study, especially the study of theology, the future priest assents to the word of God, grows in his spiritual life and prepares himself to fulfil his pastoral ministry. [PDV#51]

Intellectual formation is an important area in the preparation of the seminarian as a minister of the Gospel. He must grow in his knowledge and understanding of the faith that he professes and is to proclaim. But if he is to prepare himself as an effective preacher of this faith, he must also develop his knowledge and understanding both of the human person to whom the Gospel is addressed and of the world or the culture in which it is to be preached and lived. Hence the importance of the academic studies that contribute to the seminarian's intellectual formation.

Philosophy

Philosophy is studied during the earlier part of the course and is usually accompanied by the study of some arts or science subjects. Philosophy leads the student to an understanding of the human person and the significance of human life, of the place of the person in relation to reality, and of the fate of the person. It nurtures an appreciation of human thought through the ages and in different cultural contexts. In its own right it is an autonomous and ancient discipline, but it also has an important relationship with theology, which in various ways depends on it and shares many questions with it. The proper intellectual formation of the seminarian and the study of theology require a knowledge of philosophy, and this is best pursued before he takes up his theology course.

The subjects in arts and science taken by the student alongside his philosophy studies contribute in their different ways to the broadening of the mind, the deepening of cultural appreciation, and the sharpening of intellectual interest. These qualities in the longer term help to equip the future priest for his ministry, and more immediately, prepare him for the broad range of studies that he will encounter in his theology course.

Seminarians entering first year have three options:

- Students who matriculate may do a three-year degree course in the *National University of Ireland, Maynooth (NUIM)* in either arts, philosophy, celtic studies or science. In either course, a wide range of subjects is available from which to choose. Seminarians are required to study philosophy as a subject to degree level. Aspirants for the priesthood who are precluded by their studies (e.g. Science, Celtic

Studies) are required to take the One Year Diploma in Philosophy after their degree.

- Students who have not matriculated but have reached a pass grade (A - D) in at least five subjects in the Leaving Certificate or its equivalent, of which three qualify as academic subjects in the *NUI* matriculation syllabus, are required to do a two-year non-degree Seminarist course in Philosophy and Arts. Students who complete the course successfully receive a diploma, and those who reach a higher standard may be recommended for a degree course (BD) in Theology.

- A one-year diploma course in philosophy from the *National University of Ireland, Maynooth* is available to mature students entering the seminary. This course is particularly suitable for students who are already graduates of a third-level college.

Theology

Faith seeks understanding, and this understanding is the task and the goal of theology. Hence, so as to be able "to account for the hope that is in you" (1Pet 3:15), each seminarian is required to take a full course in theology. The study of theology helps the student to develop his knowledge of all that pertains to the Gospel, to penetrate more deeply into its meaning, and so to grow in his love for God, for the Church, and for all those redeemed by Jesus Christ. It encourages him as a believer to ask questions about his own faith in order to reach a more profound understanding of the faith itself. In this way faith and mature reflection are intimately connected in his theological study.

In addition, as one preparing to be a minister of the Word, the student needs an ever-deeper knowledge of the presence of God in our world. He will need to serve with the assurance of faith a society that is at times marked by religious indifference and by fresh problems and questions brought up by scientific and technological discussions. Through the study of theology the student will be enabled to proclaim the Gospel of Christ and to make it credible to the legitimate demands of human reason and of changing culture.

Proclamation of the Word of God

As the proclamation of the Word of God is a central part of a priest's ministry each student is offered a comprehensive programme of speech training and homiletics throughout his time in seminary. In the earlier part of his course the emphasis is on public speaking. This is a two-year programme directed by a trained speech tutor. During his first two years in seminary each student is assigned to a small group which meets each week with the tutor, and he is given practical experience at developing his communication skills in a supportive, yet challenging environment. The student takes the end-of-course examination laid down by *The Leinster School of Music*.

In his theology years the emphasis shifts more specifically to the proclamation of the Word of God. While the training is nourished and informed by the content of theological studies, the approach is again practical. It includes preparing and delivering homilies, allowing for regular appraisal and evaluation of one's style of delivery, content, etc. The programme helps the student to develop the skills and all the professional competence necessary to preach the Word of God. A full-time member of staff directs the programme.

IV. Pastoral Formation Programme

The whole formation imparted to candidates for the priesthood aims at preparing them to enter into communion with the charity of Christ the Good Shepherd. Hence, their formation in its different aspects must have a fundamentally pastoral character. [PDV #57]

The pastoral formation programme aims to prepare students for pastoral ministry. Throughout his time in the seminary the student will be an active participant in a co-ordinated pastoral programme that provides practical experience, reflection and participative learning.

Elements of the Pastoral Formation Programme:
A series of pastoral placements introduce the student to diverse and increasingly demanding pastoral situations. This is preceded by appropriate preparation and supported throughout by regular supervision. The development of each one's skills is enhanced through participation in group-work, making possible mature theological reflection on his experience. The ultimate aim of the programme is the fostering of the gifts necessary for a ministry of service.

The seminary which educates must seek really and truly to initiate the candidate into the sensitivity of being a shepherd, in the conscious and mature assumption of his responsibilities, in the interior habit of evaluating problems and establishing priorities, and looking for solutions on the basis of honest motivations of faith and according to the theological demands inherent in pastoral work. [PDV #58]

The structure of the pastoral programme is cumulative, both in terms of the degree of difficulty of the placement and the depth of subsequent analysis of the pastoral experience itself. The student is offered a gradual introduction (Module 1), culminating in a full year of pastoral experience and learning (Module 4). The programme aims to be existential, integrating, proportionate and supported.

Placements and the reflection on pastoral experience occur between October and Easter each year. Prior preparation takes place as required by the nature of the

placement. Placements are supported by the help of a contact person *in situ*. Analysis and reflection occur in a group format with peers, facilitated by a trained member of the *Irish Association of Pastoral Formation*. This format aims at enabling each participant to reflect constructively on his field placement, to recognise and affirm his unique gifts and to identify and articulate areas of personal and professional growth. It also encourages a student to integrate his theological education with his pastoral practice and to become aware of the ways in which his ministry affects others.

The pastoral programme offered by the College does not confine itself to the academic year. Students are encouraged to use some of their time away from the seminary, particularly during their summer holiday, to broaden their pastoral experience. Placements within a student's own diocese can be of particular value and recognition of this work is given in the overall assessment of the student. The particular placements are chosen through consultation between the student, his Director of Formation and a contact person in the diocese with the specific needs of the particular student in mind.

The Structure of the Pastoral Programme
The programme throughout the College year is divided into four modules.

Module I
>The student is gradually introduced to pastoral work through a pastoral placement, which he attends on a regular basis and in which he is supported by an on-site contact person.

Module II
>The student attends his placement weekly and presents a *pastoral event report* to his *pastoral group meeting*: each student presents one report to the group for reflective analysis.

Module III
>The placement visit occurs weekly and there is a weekly *pastoral reflection meeting*: on two occasions throughout the year, each student presents a verbatim to the group for theological reflection and analysis.

Module IV
>Usually undertaken in the Second Theology or final year, the student completes a Diploma in Pastoral Studies.

Horarium

Sunday

7.45- 8.20 a.m.	Morning Prayer and Meditation
9.30 a.m.	Mass
10:00 p.m.	Night Prayer

Monday, Tuesday, Wednesday & Friday

7.00- 7.35 a.m.	Morning Prayer and Meditation
7.45 a.m.	Mass
9.05 a.m.	Classes Commence
6.10 p.m.	Evening Prayer followed by Rosary, (on Wednesday evening prayer is held in Liturgy groups)
7.15-7.45 p.m.	Spiritual Reading for first years (on Tuesdays meeting with Spiritual Directors
9.00p.m.	Adoration (Monday, Wednesday, Friday)
9.45 p.m.	Night Prayer

Thursday

The horarium for Thursday is similar to the other weekdays with the following exceptions.

7.45- 8.20 a.m.	Morning Prayer and Meditation
6.10 p.m.	Mass
7.15p.m.	Diocesan gatherings and Evening Prayer

Saturday

8.00 a.m.	Mass
7.30 p.m.	Evening Prayer & Adoration
9.00 p.m.	Night Prayer and Benediction

Chapter XIII

Appointments

from

1795 to Date
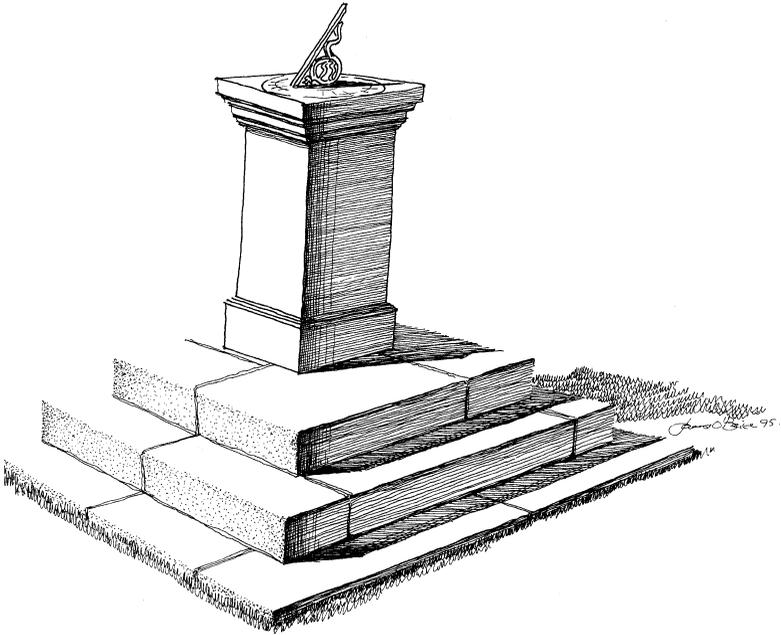
Sundial at Stoyte House in *Saint Patrick's College,* Maynooth

President

Reverend Thomas Hussey, DD, FRS 25 6 1795
Reverend Peter Flood, DD 17 1 1798
Reverend Andrew Dunne, DD 24 2 1803
Reverend Patrick Byrne, DD 27 6 1807
Reverend Patrick Everard, DD.. 29 6 1810
Most Reverend Daniel Murray, DD
   (Coadjutor to the Archbishop of Dublin) 29 6 1812
Reverend Bartholomew Crotty, DD... 13 11 1813
Reverend Michael Slattery.. 19 6 1832
Reverend Michael Montague, DD 25 6 1834
Reverend Laurence Renehan, DD.. 25 6 1845
Reverend Charles W Russell, DD 20 10 1857
Reverend William J Walsh, DD... 22 6 1880
Reverend Robert Browne, DD 7 10 1885
Rt Reverend Monsignor Denis Gargan, DD 9 10 1894
Reverend Daniel Mannix, DD 13 10 1903
Rt Reverend John F Hogan, DD 8 10 1912
Rt Reverend Monsignor James MacCaffrey, PhD 8 10 1918
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Master

W J Smyth, BA, PhD, LLD 22 6 1994

The title of *Master* was discontinued on the establishment of the *National University of Ireland, Maynooth* - 16 June 1997.

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Anglade, Reverend Francis (Logic, Metaphysics and Ethics) 24 2 1802
Barrett, Reverend Michael (Logic, Metaphysics and Ethics) 3 10 1893
Bastable, Reverend James D, MA, PhD
    (Logic Metaphysics and Ethics) 10 10 1944
Beecher, Reverend Patrick, MA, DD
    (Pastoral Theology, Sacred Eloquence and Elocution) 11 10 1904
Behan, Reverend Joseph (Logic, Metaphysics and Ethics) 13 9 1845

Bewerunge, Reverend Henry (Church Chant and Organ)....................... 26 6 1888
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Birch, Reverend Peter, MA, PhD (Education) 23 6 1953
Blowick, Reverend John, BD (Dogmatic and Moral Theology)............. 26 6 1914
Boylan, Reverend Christopher H (Hebrew) 27 6 1816
    (English Rhetoric)... 25 6 1818
    (English and French)... 23 6 1820
Boylan, Reverend Patrick, MA (Sacred Scripture) 10 10 1905
Brenan, Reverend Martin, MA, PhD (Education)................................. 13 10 1931
Browne, Reverend James (Sacred Scripture).. 7 2 1817
    (Hebrew) 25 6 1818
Browne, Reverend Michael, DD, DCL
    (Dogmatic and Moral Theology and Canon Law) 11 10 1921
Browne, Reverend P J, MA, DSc
    (Mathematics and Natural Philosophy)... 14 10 1913
Callan, Reverend Nicholas, DD
    (Mathematics and Natural Philosophy)... 15 9 1826
Carew, Reverend P J (Humanity) 9 2 1826
    (Dogmatic and Moral Theology) 30 8 1828
Carr, Reverend Thomas (Dogmatic and Moral Theology) 13 10 1874
Casey, Reverend Michael, OP, MSc, PhD (Chemistry).......................... 21 6 1960
Clancy, Reverend John (English)... 21 6 1887
Clancy, Reverend Thomas, OFM, DD (Sacred Scripture)...................... 27 6 1795
Cleary, Reverend Patrick, DD
    (Dogmatic and Moral Theology and Canon Law) 26 6 1914
Clinch, James B (Humanity)... 27 6 1795
    (Rhetoric) 17 1 1798
Coffey, Reverend Peter, STL, DPh (Logic, Metaphysics and Ethics) 24 6 1902
Coghlan, Reverend Daniel (Dogmatic and Moral Theology) 7 9 1886
Collins, Reverend Joseph, OP, DD (Logic, Metaphysics and Ethics) 19 1 1951
Comerford, Richard V, MA, PhD (Modern History) 1 10 1989
Connolly, Reverend Hugh, BA, DD (Moral Theology)........................... 1 1 2007
Connolly, Reverend Peter, MA (Oxon), (English)................................ 12 10 1954
Conway, Reverend Michael, MSc, STL, DTheol (Faith & Culture) 1 10 2006
Conway, Reverend William, DD, DCL
    (Dogmatic and Moral Theology and Canon Law) 12 10 1943
Coolahan, John, MA, MEd, PhD, HDE (Education) 1 10 1987
Corbett, Reverend Thomas, BSc, DD, DipScMed (Dogmatic Theology)1 12 1986
Corish, Reverend Patrick, MA, DD (Ecclesiastical History) 7 10 1947
    (Ecclesiastical History) 8 10 1968
    (Modern History) 11 6 1975
Cotter, Thomas, BSc, DPhil (Associate Professor of Biology)............... 1 10 1993
Cosgrove, Brian, BA, BLit (English).. 1 10 1992
Cremin, Reverend Patrick F, DD, JUD

Logue, Reverend Michael, DD (Irish Language)................................... 17 10 1876
  (Dogmatic & Moral Theology) 25 6 1878
Long, Reverend Edward, DCL (Canon Law) 12 10 1943
Lovelock, Reverend Charles (Humanity) 27 6 1795
  (Rhetoric) 31 7 1802
Lucey, Reverend Cornelius, MA, DD, DPh (Innsbruck)
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  (Sacred Scripture) 22 6 1854
McCarthy, Reverend John, DD, DCL (Dogmatic & Moral Theology)... 21 6 1938
  (Canon Law) 7 10 1947
McCone, Kim R, MA, DPhil (Oxon) (Sean agus Meán-Ghaeilge)......... 16 6 1982
McConnell, Reverend James, MA, DScMat (Rome)
  (Mathematics and Natural Philosophy).. 9 10 1945
McDonagh, Reverend Michael E, BSc, LPh, DD, DCL
  (Dogmatic & Moral Theology) 14 10 1958
  (Director of Postgraduate Studies in Theology)................................ 12 10 1970
McDonald, Reverend Walter (Dogmatic & Moral Theology) 27 9 1881
  (Prefect and Professor Dunboyne Scholars)...................................... 26 6 1888
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  (Pastoral Theology, Sacred Eloquence and Elocution) 10 10 1939
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M'Guinness, Reverend Francis (Dogmatic & Moral Theology)............... 3 2 1830
McHale, Reverend John (Dogmatic Theology) 22 6 1820
McKenna, Reverend Patrick (Canon Law) 8 10 1807
McKenna, Reverend Patrick (Dogmatic & Moral Theology) 11 10 1904
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  (Catholic Sociology and Catholic Action) 12 10 1937
McLaughlin, Reverend Patrick, MSc, DesSc (Paris)
  (Mathematics and Natural Philosophy)... 16 10 1928
McMackin, Reverend John, MA (English) 8 10 1935
McMahon, Reverend James, MSc, PhD (Mathematics) 21 6 1960
McNally, Reverend Charles (Logic, Metaphysics and Ethics) 25 1 1815
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McNamara, Reverend Kevin, DD (Dogmatic and Moral Theology).... 12 10 1954
M'Nicholas, Reverend Patrick (Humanity) 27 6 1806
  (Logic, Metaphysics and Ethics).. 11 11 1812

O'Donnell, Reverend Michael, DD
  (Dogmatic & Moral Theology and Canon Law) 12 10 1909
  (Prefect and Professor of Dunboyne Scholars) 19 10 1920
O'Donnell, Reverend Patrick (Dogmatic & Moral Theology)................. 7 9 1880
  (Prefect and Professor of Dunboyne Scholars) 1 7 1884
O'Donoghue, Reverend Dermot, MA, DPh (Louvain),
  (Logic Metaphysics and Ethics)... 24 6 1952
O'Farrell, Anthony G, MSc, PhD (Mathematics) 11 6 1975
Ó Fiaich, An tAthair Tomás, MA (Modern History) 13 10 1959
Ó Fiannachta, An tAthair Pádraig, MA, MRIA
  (Early and Medieval Irish and Welsh) 20 6 1960
  (Nua-Ghaeilge) 17 6 1981
Ó Floinn, An tAthair Donnchadh, MA (Irish Language)....................... 8 10 1940
O'Flynn, Reverend John A, BD, LSS (Sacred Scripture) 13 10 1936
O'Growney, Reverend Eugene (Irish Language)................................. 15 10 1891
Ó Háinle, An tAthair Cathal G, MA (Irish Language)........................... 20 6 1967
O'Hanlon, Reverend John (Dogmatic & Moral Theology) 30 8 1828
  (Prefect and Professor of Dunboyne Scholars) 16 11 1843
O'Hickey, Reverend Michael P (Irish Language)............................... 13 10 1896
Ó hUiginn, Ruairí, MA, PhD (Nua-Ghaeilge) 1 10 1993
Olden, Reverend Michael G, BA, BD, DHistEccl
  (Ecclesiastical History) 15 6 1976
O'Loan, Reverend Daniel (Ecclesiastical History) 21 6 1892
O'Neill, Reverend John, DPh (Logic, Metaphysics and Ethics)........... 13 10 1908
O'Neill, Reverend John G, MA, PhD (Rhetoric) 16 10 1928
O'Neill, Reverend Patrick, DD, DCL
  (Dogmatic & Moral Theology and Canon Law) 8 10 1918
O'Nolan, Reverend Gerald, MA (Irish Language) 12 10 1909
Ó Nualláin, An tAthair Seosamh, BA, DD
  (Director of Pastoral Training)... 28 9 1971
O'Reilly, Reverend Edmund, DD (Dogmatic & Moral Theology)........... 7 9 1848
O'Rourke, Reverend Hugh B (English and French) 25 6 1862
Ó Súilleabháin, An Br Séamus V, CFC, BA (London), PhD (QUB), M.Ed.
  (QUB), MPsychSc (UCD), ABPsS (Education) 18 6 1968
Owens, Reverend Richard (Dogmatic & Moral Theology) 1 7 1884
Philbin, Reverend William, DD (Dogmatic & Moral Theology).......... 13 10 1936
Pierse, Reverend Garrett, DD (Dogmatic & Moral Theology) 26 6 1914
  (Prefect and Professor of Dunboyne Scholars) 18 6 1923
Power, Reverend Francis, DD (French Language) 30 7 1802
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Slevin, James A, MSc, PhD (Experimental Physics) 30 9 1985
Smyth, William J, MA, PhD (Geography) 1 10 1978
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Surlis, Reverend Paul, DD (Dogmatic & Moral Theology) 7 10 1969
Toner, Reverend Patrick, DD (Dogmatic & Moral Theology) 11 10 1904
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Usher, Mark (English Elocution) 27 6 1797
   (French Languages) 25 6 1818
Vernon, David, MA, BAI, PhD, CEng, MIEI (Computer Science) 1 10 1995
Walsh, James, MA (Geography) 1 10 1995
Walsh, Reverend Paul, MA, BD (Ecclesiastical History) 21 10 1919
Walsh, Reverend Reginald, OP (Sacred Scripture) 21 6 1898
Walsh, Reverend William J (Dogmatic & Moral Theology) 22 10 1867
Watson, Reverend Gerard, MA, STL, PhD (Ancient Classics) 13 10 1959
Watson, Reverend Noel, BA, BMus, BCG, LTCL, LRAM (Music) 18 6 1968
Whittaker, Peter A, BSc, PhD (Biology) 1 10 1978
Williams, Reverend Cornelius, OP, DD
   (Dogmatic & Moral Theology) 12 10 1976
Williams, William J, MA (Education) 1 10 1926

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Notes