



Postgraduate Handbook 2024-2025

An electronic copy of this handbook is available on the university website: www.sppu.ie

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FÁILTE / WELCOME

On behalf of the staff at the Pontifical University, Maynooth, I would like to extend a warm welcome to all our postgraduate students as we begin this new academic year.

The Pontifical University is proud of its culture and heritage, and of its long tradition of philosophical and theological research. Our research, teaching, and learning is how we serve the church, society and the common good, both locally and globally. As postgraduate students, you are following in that long tradition, furthering our common journey towards wisdom, knowledge, and practical service.

Postgraduate students at SPPU comprise a diverse, international community, bound together by a shared respect for theology, philosophy, and pastoral leadership in the Catholic tradition. It is a tradition that is renewed with each successive generation of practitioners.

At the heart of the postgraduate experience is the relationship between academic staff and postgraduate students. The academic and administrative staff at the Pontifical University are committed to providing the relevant supports that will advance your research, and we work towards ensuring that your studies is an enjoyable, fulfilling and rewarding experience. St Patrick's Pontifical University, along with offices at Maynooth University, provide supports for postgraduate students, and I strongly encourage you to become familiar with the Graduate Studies Office (John Hume floor 3) and its website, and to participate in the various professional and personal development activities it offers.

This Handbook provides practical information that will be helpful as you undertake study here at the Pontifical University. It also outlines aspects of the ethos and culture that we expect our students to adhere to. Please read this Handbook carefully.

I wish you every success for this academic year. I hope it will be fruitful and rewarding.

Andrew Meszaros

Dean of Postgraduate Studies
Lecturer in Systematic Theology

MANDATE

The apostolic constitution of St Patrick's Pontifical University, *Veritatis Gaudium* (2018) states:

This vast and pressing task requires, on the cultural level of academic training and scientific study, a broad and generous effort at a radical paradigm shift, or rather – dare I say – at “a bold cultural revolution”. In this effort, the worldwide network of ecclesiastical universities and faculties is called to offer the decisive contribution of leaven, salt and light of the Gospel of Jesus Christ and the living Tradition.

Our Values and Higher Purpose

Animated by the Gospel and the Catholic tradition the Faculties of Theology and Philosophy value

- achievement of the highest standards in teaching and learning, research, and vocational formation, marked by academic accountability, critical reflection, experience, and flexibility;
- respect towards the uniqueness of each individual, responding to the diversity of backgrounds and need;
- relationships which are mutually beneficial with students, alumni, professions, government, higher education institutions, NGO's, the Catholic Church, other Christian denominations, and world religions, at local, national and international levels, and contribute to the common good characterised by a special concern for people who are marginalised and the natural environment.

Upholding our values and mission are

- expertise as the largest theological and philosophical institute in the Catholic tradition in Ireland, offering a complete range of theological disciplines delivered by a highly qualified staff, sustained by resources, publication, dialogue, innovation, and mutual support;
- rootedness in a rich Catholic intellectual tradition and community, and commitment to ethical and academic values;
- collaboration characterised by attentiveness to students, engagement with the wider academic community, and constructive interaction with church, society, and culture.

In summary these values translate into a Higher Purpose: ‘To serve society and the ecclesial community, and to promote the common good, by inspiring an inclusive community of learning to search for meaning in the Catholic tradition.’

The Purpose of this Handbook

This handbook is intended to offer basic guidance to the postgraduate students of St Patrick's Pontifical University (SPPU).

Importantly, it draws together, in summary form only, the various provisions and arrangements affecting postgraduate students of the SPPU. It must be read in conjunction with:

- The Pontifical University *Kalendarium*: <https://sppu.ie/student-life/kalendarium>
- The Pontifical University Module Descriptors:
<https://sppu.ie/postgraduate/postgraduate-modules>

In addition, please refer to the relevant Pontifical University policies and regulations, including those on the examination of postgraduate degrees, available from Registry.

All students of the Pontifical University are entitled to the services of available on campus. This includes the services provided to Maynooth University. The MU Graduate Studies Office has a wide range of supports in place for postgraduate students through Postgraduate Forum events, the Postgraduate Feedback Council and the student Induction programmes. Please consult the Graduate Studies Office website for details. Full details are to be found at: <https://www.maynoothuniversity.ie/graduate-studies>

STAYING CONNECTED

Key to an enjoyable experience and successful programme is communication. There are several ways to ensure effective communications between staff and students.

Taught Master's

For students taking a Taught Master's programme, the first person to contact with any questions or issues that may arise is the Co-ordinator for that particular programme. The following is a list of the MA Co-ordinators:

- MTh – Bible and Spirituality: Dr Jessie Rogers
- MTh – Contemporary Ethics: Dr Tobias Winright
- MPhil – Dr Gaven Kerr

Research Master's

Structured Research Postgraduate programmes

- STL – Dr Michael Shortall
- MTh / Pure Research – Dr Michael Shortall
- MTh / Structured Research
 - Biblical Theology – Prof Seamus O'Connell
 - Moral Theology – Prof Tobias Winright
 - Systematic Theology – Dr Joshua Furnal
 - Pastoral Liturgy – Dr Neil O'Donoghue
- MPhil Structured Research and Pure Research – Dr Gaven Kerr

Professional Masters

- MTh – Pastoral Theology
 - Healthcare Chaplaincy – Dr Aoife McGrath
 - Parish Leadership – Dr Aoife McGrath
- MLM
 - Dr John O'Keefe / Dr Neil O'Donoghue

Doctoral Programmes

The primary contact person will be your Mentor / Supervisor. For more systemic issues that might arise, contact the Dean of Postgraduate Studies.

Postgraduate Administration

Ms Sandra Norgrove

- Email: postgraduate@spcm.ie
- Phone: [+353 \(0\)1 708 3391](tel:+353017083391)
- Office: Pontifical University Office
- Office hours: By appointment

Please Note: the first port of call for your questions should be the programme coordinator.

The Website

The postgraduate website aims to provide postgraduates with as much information as possible. It is continually being updated. Please get in touch if there are practical ways in which it can be improved.

Email

All communication with students is through St Patrick's email addresses. It is vital that you check your email regularly and respond in a timely manner when necessary. Your email will most likely be used for urgent communication, or to provide instructions or information related to teaching.

Access to staff

You are encouraged to consult with staff on academic or other matters concerning your postgraduate studies and your general progress as a student. All full-time lecturers have consultation times set aside to meet with students. These times are posted on their office doors and on the departmental website. You can also ask for an appointment to see the lecturer at another mutually convenient time. Importantly, email communication is not a substitute for face-to-face student-staff consultation.

Moodle

Many lecturers use Moodle, the University's virtual learning environment, to provide on-line support for their modules including uploading study materials, posting notices or announcements regarding classes, assignments, etc.

Social Media

St Patrick's Pontifical University has a presence on social media. Postgraduate events are publicised on social media among students, staff and alumni. Please do subscribe, follow and like.

Community Life

Postgraduate Facilities

Postgraduate students of SPPU have their own common room in Dunboyne House. Students also have access to a kitchen also located in Dunboyne House (the building on your left as you come through the archways into St. Joseph's Square). You will need your student card in order to access the building as well as the kitchen – if your card does not work on these doors, please contact Teresa who looks after SPPU student cards as she can update your card's permissions: studentcard@spcm.ie.

The Common Room

The Common Room has several shelves that students may claim in order to keep some of their books and belongings on campus. The code to gain entry to this room is: C1960X. As the name suggests, this room functions as a social-study space and is often the heart of the postgraduate community that live in Maynooth, or come to campus frequently. Thus the room is used for study, group study, and discussions about research and course work. However, given the limited spaces in the library and elsewhere on campus, this room may be used for quiet study (although in such cases please make others in the room aware you are looking to do some quiet study).

Kitchen

The kitchen is also on the ground floor of Dunboyne House (at the very end of the corridor). The room has some shelves for storage, as well as communal items (e.g. mugs, plates, cutlery, etc.). Regarding facilities, there is a toaster, microwave, kettle, and minifridge. There are no stove or hot plate cooking facilities due to health and safety requirements.

Tea & Coffee in Pugin Hall

Pugin Hall is the dining hall on South Campus and is often a meeting place for both undergraduate and postgraduate students between classes or for lunch. As students at St. Patrick's Pontifical University (SPPU), you are entitled to free tea, coffee, and biscuits each morning (Monday to Thursday) from 10:45 to 11:15. More information about Pugin Hall (including the daily menu) can be found on their [Facebook page](#).¹

Mass On Campus

Mass is celebrated on campus from Monday to Friday each week during term time at 13:05 in St. Joseph's Oratory. If coming onto South Campus through the main gates, the Oratory is through the doorway in the right-hand archway that leads into St. Joseph's Square. If you would like to volunteer to be a help out as a lector, with music, or as sacristan, please contact Fr. Neil – neilxavier.odonoghue@spcm.ie

¹ <https://www.facebook.com/puginhall.maynooth/>

Postgraduate Student Representation

The Postgraduate Community is invited to elect a representative from among themselves to sit on the relevant Faculties. The representative can also speak to general issues with the Dean of Postgraduate Studies. Postgraduate Assemblies will be held regularly to provide a forum for students to share concerns and experiences.

John Paul II Library

Students are urged to make the most of the excellent facilities of the John Paul II University Library. It offers a variety of study spaces, exhibitions on the ground floor, sleep pods, and (with its coffee shop) a place to meet between classes. It is open from early to late, with additional opening hours coming up to examination times. The staff are renowned for their helpfulness and expertise.

The Library Portal is by way of the Maynooth University Website. The portal provides a vast collection of resources in print and online – books, e-books, journal articles, e-journals, electronic dictionaries, subject databases, encyclopaediae, and more – which can be identified through the catalogue, ‘LibrarySearch’. Your library card (student card) entitles you to borrow material from the Library (even laptops). Most of the e-journals are in full-text format and allow you to print/save/share/e-mail the article.

The library homepage www.maynoothuniversity.ie/library has information, training, materials, supports and services that will help you in your studies. Your attention is drawn in particular to the following:

- MU Library offers popular online training sessions that you can follow at your own pace, see LIST Online (Library & Information Skills Training) <http://nuim.libguides.com/list> or you can attend one of the interactive LIST sessions in the library on a variety of information topics and critical skills. Dates and times of LIST training sessions are advertised at the entrance to the Library and online at: <http://nuim.libguides.com/list>.
- MU Library has a dedicated theology and philosophy subject pages (<http://nuim.libguides.com>); it is recommended that you bookmark this page, as it is used to highlight new subject-specific material acquired by the Library, as well as a range of useful resources. Note that you can access the library catalogue on or off campus and note also the usefulness of the “Advanced Search” option.

Library Support

The SPPU is fortunate to have dedicated subject librarian. Please contact Dr Áine Ní Bharáin for any of your needs:

- Dr Áine Ní Bharáin
Teaching & Learning Librarian
Teaching and Research Development
Liaison Librarian for St Patrick’s Pontifical University
Maynooth University Library

- Email: Aine.NiBharain@mu.ie>

It is also possible to utilise the resources of other university libraries. This may be useful to those who need very specific resources not available at the John Paul II Library or may have to travel significant distances. For further information see:

<https://conul.ie/alcid-cooperative-access-scheme/>

CODE OF CONDUCT

As outlined in the Pontifical University's Code of Discipline in the *Kalendarium*, every student is expected and required to respect the rights of fellow students and the authority of the University academic and other staff in the performance of their duties. All are expected and required, at all times, to observe the criminal laws of the State as well as to conduct themselves in a manner conducive to the academic environment of the University.

Activities such as using a mobile phone during class, recording lecturing staff without permission, or sharing inappropriate comments about fellow students or lecturers on Facebook or other media may be in breach of this code of discipline.

(See also Ethos and Dignity at Work section below)

Attendance

Pontifical University regulations outlined in the *Kalendarium* state that if your attendance is unsatisfactory, you may be debarred from examinations. **All postgraduate students are expected to have full attendance.** At the discretion of the lecturer, an individual module may have additional specifications in this regard, which will be indicated in the Module Descriptor.

Failure to attend classes, without a very good reason, is taken seriously. When you have to miss a class, you are expected to explain this in advance to the lecturer/tutor or, if that is impossible, to explain as soon as possible afterwards. In either case there should also be a written explanation. Any medical certificates submitted by you are kept on a confidential file in the Pontifical University Office and are referred to at examination time.

If you have missed a class/lecture or tutorial, you are responsible for securing all information - both in terms of course work and administration details - conveyed by lecturers and tutors at your scheduled classes and tutorials.

In addition to pedagogical reasons, there are also practical grounds for SPPU monitoring attendance: the State has the right to request attendance records from SPPU to ensure compliance with international student visas.

Feedback on Assignments and Grades

Meeting with your lecturers to receive feedback on your assignment is strongly encouraged. Nothing compares to learning from experience before you move on to another assignment, module or academic year. There is no real substitute for one-to-one office consultation. Furthermore, students should not expect detailed guidance on the preparation of course work/assignments, or feedback on assignments via email. *Please call to see your lecturers in person at their advertised office hours.*

There are also two consultation days arranged for February and June one week after the relevant exam board of that semester.

Student Evaluation of Learning Experience

Students will be invited to complete a survey evaluating various aspects of a module at the end of the semester. Please engage with these surveys as fully as you can. Lecturers are pleased to have the benefit of your comments in helping them to review their teaching and assessment and to integrate improvements.

Ethos and Dignity at Work

The Pontifical University is committed to the advancement, promotion and dissemination of knowledge and understanding through critical research, teaching, and learning in the Catholic tradition. In order to achieve these aims, it is necessary that a professional, inclusive, and respectful academic environment be maintained at all times. SPPU therefore seeks to foster values among staff and students that promote the dignity, rights and wellbeing of all persons.

Dignity at Work

SPPU recognises the right of all members of the University community to work and study in an environment free of inappropriate behaviour. "Inappropriate behaviour" includes, but is not limited to: all forms of harassment, including sexual harassment; bullying; lack of respect; any form of verbal or physical conduct which has the purpose or effect of violating a person's dignity and creating an intimidating, hostile, degrading, humiliating or offensive environment for the person.

Everyone has a right to be treated with respect and should not be discriminated against on the basis of their gender, sexual orientation, religion, race, colour, ethnicity, citizenship, age, marital status, family status, membership of the Traveller Community, or disability. The Faculties of Theology and Philosophy will not tolerate discriminatory language or other types of inappropriate behaviour that undermine the dignity of the person.

If a member of staff deems a student to have violated the above policy, the student will be subject to academic penalties (including marks deduction), or, in cases deemed serious enough, the matter will be referred to the Committee of Discipline.

If students deem a member of staff to have violated the above policy they may bring their complaint to the Dean of Postgraduate Studies and/or the Dean of the Faculty. In addition,

a Designated Person – appointed by the Trustees – would consider the concerns of students in relation to any inappropriate behaviour by a member of the University community and resolve the matter according to the guidelines stipulated in the *Kalendarium*.

Writing with Academic Integrity

All students are to use respectful language in their writing and research. It is best practice to use bias-free language in all academic papers, dissertations and presentations. “Academic integrity” describes the values held to be essential in academic study and research. The five core values are:

- *Accuracy*: Making sure that your work is free from errors.
- *Honesty*: Being truthful about which ideas are your own and which are derived from others, and about the methods and results of your research.
- *Fairness*: Not trying to gain an advantage by unfair means (e.g. passing off others’ work as your own).
- *Responsibility*: Taking an active role in your own learning.
- *Respect*: for your fellow students, your tutors, and the work of other scholars.

RESEARCH

Research Seminar

One of the important elements of postgraduate study at the Pontifical University is the Research Seminar, which meets fortnightly during most of the academic year. The Research Seminar aims to build up a community of learning and thus avoid the danger of isolation sometimes felt by postgraduates. It also offers wide-ranging reflection on various theological areas to develop a breadth of knowledge. Moreover, it can enable postgraduates to gain experience in making oral presentations—useful for future teaching and viva exams. The seminars normally meet on alternate Wednesdays 1.30–2.55pm in Middle Loftus. Sometimes a guest scholar will speak.

Participating in the Research Seminar

Whereas Master’s students are encouraged to attend the Research Colloquium, STL and doctoral candidates are invited not only to attend but also to make occasional seminar presentations. Within some STL modules, there is a requirement to make an oral presentation in a seminar forum; please speak to your course teacher for advice on the specific requirements. Postgraduate presenters normally have a total of 30 minutes. If so, the postgraduate is invited to speak for about 15-20 minutes and then allow 10-15 minutes for discussion. If the total time allocation for a postgraduate is 30 minutes, the text of the research paper should not be longer than 1500 words. It is highly recommended to provide a one-page handout for each member of the audience, and in some cases, it may also be

useful to use PowerPoint. The postgraduate is requested to test the actual timing of the paper beforehand by practising the presentation. Wherever possible, the postgraduate is requested to ask the supervisor to comment on the text of the paper in advance.

Research Support

The SPPU has a dedicated subject librarian at the John Paul II library. For any of your needs, please contact Dr Áine Ní Bharáin

- Dr Áine Ní Bharáin
Teaching & Learning Librarian
Teaching and Research Development
Liaison Librarian for St Patrick's Pontifical University
Maynooth University Library
- Email: Aine.NiBharain@mu.ie>

Plagiarism

Plagiarism, as stated in the relevant policy in the *Kalendarium*, “is a form of academic dishonesty and will be treated with the utmost seriousness wherever discovered.” All students are advised to consult the University’s policy document on plagiarism in the *Kalendarium* and on the website. The policy sets out why the use of another’s work without due acknowledgement is deemed to be serious academic misconduct deserving of academic penalties.

Copying another’s work, either verbatim or with only minor changes of wording, and presenting the results as if it were your own work, is both unethical and illegal under copyright laws. It reveals an unwillingness to think for oneself, and so is opposed to the spirit of university studies.

The direct copying of passages (including illustrations) from a book, an article or any other source, whether in hardcopy or found online, without adequate references (that is, footnotes and bibliography)² will be heavily penalised and may lead to the rejection of the entire piece of work. *All significant pieces of work must be uploaded through Turnitin, where plagiarism will be identified.*

A module lecturer, tutor or thesis supervisor who finds plagiarism in an essay, thesis chapter or other assignment is obliged to report it. The penalty can extend beyond loss of marks for the essay or project in question to exclusion from the final examinations for that year. Cases may also be sent on to the Academic Discipline Board, which has its own rigorous procedures and can impose penalties up to and including expulsion from the University.

² This statement does not exhaust the possible examples of plagiarism. Also included, for example, are translating passages without due reference and following another’s argument or thought-structure without acknowledgment.

If you are in any doubt about the correct use of sources in any given situation, please consult a lecturer/supervisor for advice.

THESIS SUPERVISION

Every research student works with a thesis supervisor (or supervisors). At first, you may be appointed a mentor as you consider your area of research. Every attempt will be made to match a supervisor with expertise to your topic of interest. However, research may need to be tailored to the resources and the expertise available on the faculty.

The exchange between you and your supervisor(s) is one of the defining characteristics of university life. Your supervisor(s), on the basis of knowledge and experience, will provide perspective, direction and information, but the initiative in researching and writing a thesis must come from you. It is the duty of the supervisor(s) to warn you if you are making mistakes or failing to produce work to the required scholarly standard. However, the production of a thesis of the necessary quality is ultimately your own responsibility. You should note that it is not the supervisor's role to act as copy editor or proof reader, but supervisors should always alert students to weaknesses in language, presentation and/or layout.

Role and Responsibilities of Candidates and Supervisors³

What is a dissertation supervisor?

A dissertation – be it at doctoral, licence, or masters level – is a significant undertaking. The dissertation supervisor is the academic nominated by a Faculty to guide a candidate through the various stages of the dissertation journey. While a doctorate, STL, or research masters may be an individual research project, a candidate cannot complete it successfully entirely on his or her own. The supervisor will have an expertise in the dissertation area, if not in the actual dissertation topic. Essentially, and possibly more importantly, the supervisor will know what it takes to complete an extended postgraduate research project.

Choosing a supervisor

In the Pontifical University, a candidate chooses a dissertation supervisor in consultation with the Director of Postgraduate Studies. The candidate is expected to ensure that contact is made with the possible supervisor. When contacting a potential supervisor, it is important that the student clearly indicates the type of dissertation they are undertaking (Research Masters, Taught Masters, Doctorate, etc.).

Only members of the Council of the Faculty may supervise doctoral dissertations, and dissertations for the Masters (Mode B). Dissertations for Masters (Mode A) and the shorter dissertations in the Taught Masters and Professional Masters programmes may be directed

³ Agreed by the Faculty of Theology, FT 2017-18 73

by a lecturer (permanent or contract) with the necessary competence. On rare occasions it may be desirable, in consultation with the Postgraduate Board, to request a co-supervisor to supervise a dissertation (or part thereof). In the event that the dissertation is written with a co-supervisor, agreements should be made at the beginning of the supervision process concerning the level of cooperation between supervisor and co-supervisor, e.g. who will take on what responsibilities and who will be the primary contact concerning different aspects of the dissertation.

The supervisor will guide the student in choosing a research topic and assessing the feasibility and suitability of the proposed project. The supervisor and the student agree on the perspective and method of the project at the beginning of the supervision process. Students may also conduct intra- and interdisciplinary research, with the additional supervision of a co-supervisor where necessary. The challenges of interdisciplinary research, especially at doctoral level, are to be noted.

On the basis of their dialogue, the student and supervisor decide upon a specific research area. Doctoral candidates work in this area during the second semester of the Doctoral Foundation Year, and present an outline of their research results to two members of the PG Board, at the end of the semester, as outlined in the *Kalendarium*. Should candidate and supervisor agree to work together towards the dissertation, they undertake the writing of the doctoral proposal, following the guidelines outlined in this *Postgraduate Handbook*.

The supervisor and the student will also make agreements concerning the frequency of future contact and how texts will be delivered (email, mailbox, etc.), how corrections and suggestions will be communicated and integrated, the period of time between the submission of drafts and discussions of them, etc. Agreements will also be made concerning the submission of final texts (within the timeframes published by the Faculty of Theology).

The Supervisor's Responsibilities

Supervisors provide the following support in researching and writing dissertations:

- they create a stimulating learning environment that is tailored to the particular candidate;
- they meet the candidate a minimum of three times (and a maximum of six) in each semester;
- they are involved in the student's topic and writing process, provide suggestions for improvement and encourage the student, offering him or her opportunities to achieve the best possible outcome. From the beginning of the project, they provide clarity with regard to the dissertation's objectives, the way in which those objectives might be met, and the structure of argument. They assist the student in drawing up, keeping to, or revising plans and schedules.
- they foster and safeguard the scientific character of the written composition. They provide support for the methodological development of the project, and indicate possible difficulties over the course of the process. If necessary for the research methodology, they refer the student to somebody with the relevant expertise, for example, with regard to empirical research.

- they provide suggestions for relevant literature and advice on finding and integrating bibliography. They also draw the candidate's attention to the originality requirements of scientific compositions and to the ways in which the incorrect use of sources (including plagiarism) is to be avoided.
- they inform students of the evaluation criteria and evaluate the quality of the written dissertation. They primarily provide content-related comments and suggestions, in addition to suggestions related to language and writing style.

The supervisor is expected to prepare meetings related to the dissertation. It is recommended that supervisors keep an account of each meeting. In the case of doctoral dissertations, at the end of the second and subsequent years, the supervisor and candidate shall together prepare a Doctoral Supervision Report. This report is to be submitted on or before October 1 of any given year.

In the event that a supervisor deems a student's work unacceptable, the student must be informed, in writing, as soon as possible. It is therefore important that the student submits drafts of text as early as possible. This will facilitate the provision of additional assistance, if necessary.

In the event that the supervisor is absent for an extended period of time, he/she will notify the student as soon as possible, and will, in consultation with the Director of Postgraduate Studies, attempt to find an acceptable alternative with the student and the coordinator of the research unit (co-supervisor or temporary replacement).

Regular meetings with various students working on related subjects and advised by the same supervisor may create a stimulating learning environment in which students learn to engage in dialogue on related subjects and exchange ideas. Preferably, these meetings take place on the initiative and with the guidance of the supervisor.

The Candidate's Responsibilities

The responsibility for initiating contact during the supervision process lies primarily with the candidate. In this regard, the following basic principle applies: the dissertation is the responsibility of the student and not of the supervisor; the supervisor provides guidance. The student is responsible for submitting a work that meets the quality demands stipulated in the guidelines of the PU and in the more general norms of the Faculties of Theology and Philosophy. The student strictly adheres to the agreements made with the supervisor.

It is recommended that the student regularly submits shorter pieces of work to the supervisor, in order for timely adjustments to be made, if necessary. The student is expected to submit pieces of writing in grammatically correct, academic language. The supervisor must be given sufficient time to read the material.

The candidate is expected to prepare meetings related to the dissertation, and engage with the supervisor's suggestions and corrections. The candidate is expected to keep texts with the supervisor's comments written on them or copies of electronically corrected files until he or she submits the final version of the dissertation. It is also recommended that every

time a new version of text is submitted, the student also re-submits the last version with commentary. This will help to clarify quickly what has changed, what is new, and the extent to which the student has taken previous observations, comments, and recommendations into account.

The candidate is expected to start writing in a timely fashion, so that there is sufficient time for advice and guidance. It is recommended that the student does not submit too many new sections of text after the end of the period allotted to writing. Students need to be aware that supervisors may have multiple dissertations to supervise. The student should of course adhere strictly to the agreements made with the supervisor, as stipulated in the electronic form for the submission of subjects of essays and (Research) Masters theses. In the event that the student intends to submit the final essay/thesis in the September examination period, the student must inform the supervisor of this fact in a timely fashion.

It is recommended that the student keeps copies of the written work in various places and formats, for example on a USB stick, an (external) hard disk, or online via Google Drive, Dropbox, etc. The student will thus have a back-up in the event that computer problems occur.

Contact and Agreements between the Supervisor and the Student

At the PU, it is expected that a conversation will occur between the supervisor and student on the following occasions:

- when the **research topic** has been agreed and before the electronic form is submitted;
- before the **dissertation proposal** is submitted to the Postgraduate Board;
- when a **work plan schedule** has been drawn up or when **large structural changes** appear necessary;
- when **extensive sections** of the dissertation are complete;
- when the dissertation as a whole is **complete**.
- During the writing and research process, a candidate shall meet their supervisor **a minimum of three times per semester**.

Some form of written submission is to accompany each meeting, and notes of each meeting are to be kept by both supervisor and candidate. It is recommended that the number of meetings per semester not exceed six. While infrequent meetings may indicate a lack of engagement or progress on the part of the candidate, meetings which are too frequent may raise questions about the independence of the candidate's research. That said, genuine research may encounter difficult phases or questions where more intense dialogue and direction is both necessary and desirable. This is particularly true of the initial and final phases of the dissertation, where the discernment of an initial research trajectory, or the ironing out of enduring issues may need increased contact and scrutiny.

Dissertations where the candidate fails to contact their supervisor for more than two months, shall be considered as showing signs of distress. Regular contact with one's supervisor is one central component in bringing a dissertation to a successful conclusion.

The basic principle governing agreements related to thesis supervision is mutual respect. This is expressed in answering emails within a reasonable period of time, the punctuality both of the supervisor and the student, providing constructive feedback, reading the student's submissions within a reasonable and agreed time, critical and constructive

openness to each other's perspective on, and contributions to, a submission's content, etc.

Conflict Resolution

Conflicts may occur between the candidate and their supervisor. In such cases, it is desirable that the parties concerned attempt to solve the conflict themselves first. If such attempts are unsuccessful, the parties must initially contact the Director of Postgraduate Studies who will attempt to mediate. In certain circumstances it may be desirable to change supervisor. In such cases, the Postgraduate Board must be informed and, in consultation with them, a new proposal must be submitted to the Faculty.

Annual Review and Progression

You will meet with your supervisor(s) regularly during the academic year and your academic progress is formally reviewed at least once per academic year through an end-of-year Supervisory Report. The template of this report is found in the appendix of this Handbook, and on the website. If you cannot find it, contact the Postgraduate Administrative Office in the PU Office (postgraduate@spcm.ie). You must return this form to your supervisor(s) who adds comments and then passes the report to Dean of Postgraduate Studies who will review the forms with the relevant Dean only. The information contained in this report is extremely important as it informs the committee's deliberations and recommendation for progression / non progression in the case of each research student, whether part-time or full-time. The return of the student report form is obligatory even if you are on track to submit your thesis in the summer or autumn of that year. It is your responsibility to complete the form and forward it to your supervisor by the deadline specified.

Conferences and Travel

It is desirable that during the course of doctoral research, the postgraduate will attend any relevant conference in Ireland. In addition, it is useful if doctoral candidates seek to attend relevant conferences overseas, perhaps one per year. For doctoral candidates who have already completed one year of doctoral study, there may be the possibility of some modest grant funding from the Pontifical University for attending conferences. The candidate is asked to complete the form, get it signed by the supervisor, and return it normally six months before the conference to the Director of Postgraduate Studies for consideration by the Scholarships and Grants Board. (The Board may sometimes exercise discretion if a form is submitted with less than six months' notice.) The form is available from the Postgraduate Administrative Officer.

Tutoring

The Department appreciates the benefit that postgraduates can gain from tutoring and also acknowledges the contribution of postgraduate tutors to its work. Postgraduates are invited to indicate in writing if they would like to be considered for tutoring in the Department. Postgraduate tutors are normally paid on an hourly basis.

APPENDIX

End-of-Year Supervisory Report Template



Annual Doctoral Dissertation Supervision Report for Year: _____

(To be submitted to postgraduate@spcm.ie by the end of June. The Dean of PG Studies may discuss the signed report with the supervisor, the candidate, and the relevant Dean of Faculty)

Candidate: _____

PhD Year: _____

Research Area/Thesis Topic:

Meetings with Director in the Academic Year (Dates/Duration):

Estimated Completion Timeframe:

Candidate's Remarks:

Director's Remarks:

Signature:

Signature:

(Candidate)

(Director)

Date: _____

Guidelines for the Composition of a Doctoral Proposal

- A. *Introduction*
- B. *Choosing Your Topic*
- C. *Survey of Research [Status Quaestionis] and Compiling a Bibliography*
- D. *Research Question(s)*
- E. *Research Hypothesis*
- F. *Method (and Methodology)*
- G. *Submission and Approval of Doctoral Proposal*
- H. *Thesis Format*

A. *Introduction*

A doctoral proposal is a document whose component parts together describe a research project to be pursued by that doctoral candidate. Its purpose is to demonstrate the viability of a certain line of research. The doctoral proposal is written by the doctoral candidate. Readers of the proposal would seek to confirm:

1. That the candidate has a sufficient grasp of the field of investigation.
2. That the candidate has identified a viable area worthy of examination.
3. That the proposed topic is feasible for a doctorate.
4. That the candidate is aware of, and able to fulfil, the steps necessary to complete the doctorate.

The length of doctoral proposals varies; they can be anywhere from 7-20 pages. For the supervisor and postgraduate board, a length of around 20 pages is useful (with an extended bibliography), but then when the proposal is sent to the Faculty Meeting, a shorter version is prudent (e.g., with an indicative bibliography of one or two pages).

The major challenge in writing a doctoral proposal is to move beyond a general research topic or area towards formulating a precise research question. (See below.) A typical doctoral proposal will include the following sections:

- I. Survey of Research [Status Quaestionis]
- II. Research Question
- III. Research Hypothesis
- IV. Method
- V. Bibliography

B. *Choosing Your Topic*

A research topic is a general area of potential academic interest. E.g., “Augustine on the Trinity,” “Friendship in Sirach,” or “Vatican II and world religions,” are potential research topics. A topic should enjoy some level of personal interest that will sustain your efforts throughout your years of the doctorate. In choosing a topic, it is worth considering whether enough sources (e.g., library books, online resources, etc.) are at hand to successfully identify a potential research question and eventually complete the

doctorate. The doctoral proposal is one instrument that will help you move from a general research topic to a focused and pointed research question.

C. *Survey of Research [Status Quaestionis] and Compiling a Bibliography*

While your supervisor will offer specific guidance, the following paragraphs describe the typical process involved. In order to write a doctoral proposal, you must first compile a bibliography, or an organized list of literature relevant for your research. This bibliography will appear last in the proposal, but any research undertaking normally *begins* with collecting sources. The initial list that gets you started might be quite short. The initial list should focus on sources that will assist you in composing a Survey of Research, or what the academy has come to call a *Status Quaestionis*. These sources are typically “secondary sources” because you are seeking to identify and evaluate contemporary research in your area. Throughout the writing of the proposal, your bibliography should be evolving and growing: add titles that are relevant, and archive titles that are not so relevant in case you need them later. By the time you finish writing the proposal (and then the dissertation itself), the bibliography should have grown to be several pages long. The longer form would be needed to convince your supervisor and postgraduate board. The longer form, moreover, would provide the basis for your final bibliography to be included in the final dissertation. The short form (i.e., 1-2 pages), in contrast, is for the official doctoral proposal to be submitted to the faculty.

A bibliography is often divided between primary sources (i.e., the literature most proximate to the object of your research, e.g., Augustine’s *Confessions* for a dissertation on Augustine; Rahner’s *The Trinity* for a dissertation on Rahner) and secondary literature (i.e., the literature that is more remotely related to your research topic, or literature that comments upon or analyses the primary). The secondary literature will often include general background works as well as studies about your chosen author or topic. (E.g., for a dissertation on Augustine, Peter Brown, *Augustine of Hippo: A Biography* and for a dissertation on Karl Rahner, Declan Marmion, ed., *The Cambridge Companion to Karl Rahner*.)

Primary sources can be organized either alphabetically or chronologically, while secondary sources are typically organized alphabetically. The sources should be documented in proper bibliographical form. N.B. Bibliographical form is not the same as footnote form. (See the Chicago Manual of Style.)

A good bibliography allows you to proceed towards writing your Survey of Research (*Status Quaestionis*). A *Status Quaestionis* or ‘state of investigation’ is a survey of the research heretofore conducted in your field. It informs the reader about what research has already been done on a given topic and summarizes the different approaches, arguments, and research findings in a given field. The *Status Quaestionis* not only summarizes and assesses the current state of research, but also, by doing so, shows the *raison d’être* of your research. In showing what others have already researched, argued, and considered, you also can point out what they have not yet researched, argued, and considered. It is out of an identifiable ‘gap’, ‘lacuna’, or ‘shortcoming’ that your research question frequently arises. Sometimes, however, research questions do not arise out of some clear

“gap,” but arise out of the obvious novelty of the potential contribution (e.g., a doctoral project that is heavily empirical or on a virtually unknown figure). Perhaps there are sources that researchers have not yet examined, approaches that have yet to be employed, or assumptions that have remained unchallenged, or dimensions of an issue that have been ignored. In the *Status Quaestionis*, you must tell the reader what has been done in order to claim with credibility what has yet to be done. The pursuit of your doctoral research is an academic response to your *Status Quaestionis*.

One very practical way of getting started with a *Status Quaestionis* is to read scholarly articles in your area (which you have already assembled in a bibliography!) and write a précis or oneparagraph summaries of each article. If you read and summarize five articles a week for one month, you will have summarized 20 articles; with this, you are on your way towards acquiring an ever-more detailed picture of what is happening in your field and can begin composing your *Status Quaestionis*. Of course, continual reading is key for an accurate and useful *Status Quaestionis*.

On the one hand, the Survey of Research should not omit any important works in your field. On the other hand, it is never possible to read exhaustively and therefore, composing a *Status Quaestionis* involves a discernment or prudential judgment as to whether you have engaged with a sufficient amount of literature to identify a relevant research question and ultimately commence the actual doctoral research. It is a matter of identifying and engaging with the key sources and authors in a given research topic.

D. Research Question(s)

A doctoral dissertation is designed to make a contribution to your field, either by establishing previously unknown facts and/or by setting known facts in a new relationship. The way you make this contribution ultimately lies in adequately answering a Research Question worth pursuing. A Research Question is a question you set out to answer in your dissertation. A good *Status Quaestionis* is crucial for formulating a viable Research Question; it is impossible to know what question should be asked in a given topic without first knowing what questions have already been asked and how they have been approached and answered. If the *Status Quaestionis* adequately documents research already conducted, then your Research Question can avoid redundancy. If the *Status Quaestionis* assesses the quantity and quality of research heretofore conducted, then you and your reader can be more confident in the relevance and value of your Research Question. After you have formulated the Research Question, you state why the question is of interest and of relevance in your field.

A Research Question is not simply a “research topic” or an “area of research,” which is broad and undefined. In contrast, a research question is a focused and specific question. “Karl Barth on Justification” is a research topic or area. “What is the nature of Karl Barth’s reception of medieval scholastics in his writings on justification” is a research question. Notice that you can place the above sample Research Question about Barth into the interrogative voice; “Barth on Justification” is not a question. It is quite normal for a dissertation to have subsidiary questions that serve to help answer the primary research question.

The importance of identifying and accurately formulating the Research Question cannot be understated. The research question not only indicates to your readership what your dissertation is investigating, but it also helps you stay on task throughout your years of doctoral research. All of your dissertation research – the sources you read, the chapters you write, the way you structure your dissertation – should be conducted with a view towards answering your Research Question.

E. Research Hypothesis

In many cases – but not always – a dissertation proposal will pose a research hypothesis. (Certain dissertations that are empirical in nature or surveys of some field might not need a hypothesis because you might not have any means of making an informed prediction of the results.) Your hypothesis is the *preliminary* answer you give to your Research Question. After you have conducted your research, however, your original hypothesis might be confirmed or amended, at which point your argument is no longer on the level of a hypothesis, but of a thesis. A doctoral proposal contains a hypothesis. A doctoral dissertation provides evidence for a thesis. For example:

Research Topic: Karl Barth on Justification

Research Question: What is the nature of Barth’s reception of medieval scholastics in his writings on justification?

Research Hypothesis: The nature of Barth’s reception of medieval scholastics is novel in the Reformed theological tradition, as well as creative and apologetic.

Dissertation Thesis: [The Thesis does not appear in your doctoral proposal because you have yet to conduct the research necessary for executing the project. The Thesis, however, will become relevant when you are composing the dissertation itself. It is a proposition (or series of propositions) that is either identical to, similar to, or amended from the hypothesis, depending on your research findings. The Thesis is what you are arguing throughout your dissertation.]

F. Method (and Methodology)

If the Research Question asks the “WHAT” (*What* am I researching?), and the Status Quaestionis states the “WHY” (*Why* am I researching it?), then the research method explains “HOW.” In the section on method, you are to show the reader *how* you are going to go about pursuing the answer to your Research Question. Research methods are the concrete ways in which you pursue the answer to your Research Question. The academy employs many methods, ranging from empirical observation and conducting interviews to the reading of texts. In theology, the latter is most common. What sources are you going to read? In what order are you going to read them? Will you be surveying authors, analysing texts, comparing and/or contrasting documents, or all of the above?

One's methodology explains or justifies the methods that are used. With what assumptions are you working? Are there any philosophical, theological, or confessional presuppositions that would better explain your approach? (E.g., the normativity of certain texts within the Christian tradition varies in different confessional traditions.) Are you researching a given author from a historical or a systematic-dogmatic point of view? (E.g., would you be reading Augustine's texts with a view towards understanding Augustine's thought better, or with a view towards identifying whatever is relevant for a contemporary theological debate or pastoral issue?) Are you engaging in source-criticism, or is such criticism irrelevant to the research question at hand? (E.g., how necessary is it for you to point out the inaccuracies of various appeals made by Augustine to certain authors? In exegetical work on Augustine, it would be necessary; in a contemporary systematic theological application of Augustine, it would not be.) Your methodology tells the reader how – or with what suppositions – you are approaching your sources.

It is often useful in a section on Method to include a preliminary outline or structure of the dissertation itself, with a summary of the chapters and the research objectives of each. One should note, for example, not only what each chapter will be about, but also what major sources will be examined and, importantly, to what ends. In other words, what is the objective or goal of each chapter? Does it aim to survey something, establish something, compare something? Etc. For your dialogue with your supervisor, it might also be useful to draw up a year-by-year (or semester-by-semester) research plan that indicates to both the supervisor and yourself what you need to accomplish by when in order to successfully complete the dissertation in a timely manner.

It might be sensible for the student to consider certain obstacles to or risks involved in pursuing the particular line of research. For example, is your research topic such that it might lead to a lack of focus? Is your research method unique and, as such, liable to being abandoned by you or usurped by other methods more commonly practiced in your area?

G. Submission and Approval of Doctoral Proposal

1. The doctoral proposal will typically have two forms: the Long Form and Short Form.
 - i. The Long Form (e.g., 10-20 pages) is intended for the supervisor and Postgraduate Board, including full text and extended bibliography.
 - ii. The Short Form (e.g., 5-7 pages) is a distilled version of the Long Form and is intended for the full Faculty's approval. It contains a short summary of the proposal and an indicative bibliography.
2. The proposal should first be agreed upon between the candidate and the supervisor.
3. Given this agreement, the candidate sends the Long Form proposal electronically to the Director of Postgraduate Studies, who then brings it to the Postgraduate Board, which generally meets monthly during semester time.

4. The PG Board either approves (often with minor modifications) or will send the proposal back to the candidate for improvement (major modifications needed).
5. When the PG Board has accepted the proposal, the candidate then sends electronically the Short Form of the accepted (and perhaps modified) proposal to the Director of Postgraduate Studies, who brings it to the Faculty, which generally meets monthly during semester time.
6. The supervisor will inform the candidate of the Faculty's decision.

F. Thesis Format

Theses shall be presented in a permanent and legible form in typescript or print on A4 size paper. The margins at the binding edge shall be not less than 40 mm and other margins not less than 20 mm. Double or one-and-a-half spacing is recommended in typescripts, excepted for indented quotations and footnotes, where single spacing may be used. The recommended font is Times New Roman 12 point for the main text and Times New Roman 10 point for footnotes. The single-sided pages shall be numbered consecutively through the thesis, including appendices. Besides the printed copy, an exact electronic copy (as a *Microsoft Word Document*) shall be submitted to the Postgraduate Administrative Officer (postgraduate@spcm.ie).

Guidelines for the Formatting of a Major Dissertation (Masters—Modes A and B; PhD, DD)

Introduction

The submission of a dissertation is a complicated process, with many factors to consider. What follows are some of the major stylistic aspects to be followed in the submission of a dissertation.

Practicalities

Times New Roman is the font type used throughout the dissertation. The 12 point font is used on the major body of the work, with 10 point employed for footnotes; headings may use a larger font (e.g., 14 point). Line spacing is to be 1.5 with the notable exception of block quotations which are single-spaced.

For ring bound dissertations, a page margin of one inch (or 2.5 cm) all around is sufficient. For the hardbound copy of the dissertation, a left margin of 1.25 inches (3.2 cm) or 1.5 inches (3.8 cm) may be needed. This will be determined by the type of cover one wishes to use and by the guidelines of the printer one engages.

As regards page numbering, front matter (title page, table of contents, abstract, list of tables, list of figures, acknowledgements, and abbreviations) are given roman numerals, usually footed and centred. It is important to note that although the title page is page i, this number is never seen. Throughout the rest of the work, the pages are given arabic numerals and these are usually footed and centred.

Indent all paragraphs of a section, with the exception of the first of each section. For headings and sub-headings, the key is to be consistent. One may choose from a number of styles. However, having chosen one, it essential to maintain this style throughout the dissertation. For example, chapter headings may be spelled entirely in capitals in 14 point. First level sub-headings may be centred, 12 point, with headline-style capitalisation. Second level sub-headings may be flush left, 12 point, boldface or italic type, and headline-style capitalisation. Subsequent sub-headings may be indented with sentence-style capitalisation. The styles are many and varied, and unless a style is specified, one is free to develop one's own style for headings. It is to be noted that underlining is never to be used at any point.

Having developed and saved one's headings (according to one's own style), a table of contents may be formulated in a particular style that suits the work. The table of contents should format itself automatically, but changes to your document (such as headings moving to a new page), will require the table of contents to be saved separately. As an operating principle to make this process easier, it would be advisable to format the headings and table of contents from the outset. Please note: a dissertation is not an essay – it does not carry a word count.

St Patrick's
Pontifical University
Maynooth

Title of thesis goes here

Your name
Under the direction of Supervisor's name

A dissertation submitted to the Faculty of Theology in partial fulfilment of the
requirements for the degree of Master in Theology

Month and Year (e.g. June 2022)

St Patrick's
Pontifical University
Maynooth

Title of thesis goes here

Your name

A dissertation submitted to the Faculty of Theology in partial fulfilment of the
requirements for the degree of Doctor in Theology

Supervisor: name

Month and Year (e.g. June 2022)

[Sample Title Page]

St Patrick's Pontifical University
Maynooth
Co. Kildare
Ireland

**A Narrative-Critical Reading of the Accounts of the Reigns of
Abijah and Asa in the Biblical Books of Kings and Chronicles and
in Josephus' Antiquities of the Jews John Paul Leslie**

A thesis submitted to the Faculty of Theology
in partial fulfilment of the requirements for the
Degree of Doctor in Theology

Supervisor: Rev. Dr. Jeremy Corley

November 2018

Research Interests of Academic Staff

See www.sppu.ie/staff for further details.

Prof. Michael A Conway

The dialogue between Faith and Culture as evidenced in the so-called theological turn in contemporary Franco-German phenomenology. Maurice Blondel – the relevance of his thought to contemporary debates in Fundamental Theology with a particular emphasis on dialogue with recent developments in Phenomenology, Pragmatism, Philosophy of Science, Hermeneutics, and Philosophy of Religion. Theology and the natural sciences – the structure and philosophical foundations of the sciences, with a particular emphasis on the critical validation of their achievement and a dialogue with a religious worldview. The changing nature of Irish culture in its relationship to religion, spirituality, and faith.

Prof. Declan Marmion

Trinitarian Theology; The Theology of Karl Rahner; The Synodal Vision of Pope Francis; The Relationship between Theology and Spirituality; Theological Anthropology

Prof. Séamus O’Connell

Identification and exploration of redactional features in the Gospel of Mark as keys to the Gospel’s composition history and theology. Narrative Pneumatology in the Synoptic Gospels, in particular the Gospel of Mark. Lectio Divina and Scripture in the Pastoral Life of the Church. The Synoptic Problem and its significance for the Gospel Interpretation

Prof. Salvador Ryan

Popular religion and ritual in late medieval and early modern Europe, and especially Gaelic Ireland. Medieval Gaelic Irish devotional poetry and its relationship with English and European medieval religious lyrics. Theology of Christ’s Passion and its devotional manifestations in the middle ages. Medieval and early modern hagiography. Popular reception of biblical material in late medieval and early modern Ireland. The Catholic Reformation. The implementation of the Council of Trent in early modern Ireland. The catechetical and devotional writings of the Irish Franciscan friars at St Anthony’s College, Louvain in the seventeenth century. The history of preaching. Nineteenth and twentieth-century popular devotion.

Prof. Liam Tracey

Method in the study of Liturgical actions. Liturgy in Early Christian Ireland. The role of liturgy in the Jewish Christian Encounter

Prof Tobias Winright

Fundamental Moral Theology (History, Methods, Theories). Catholic Social Thought and Teaching. Ethics, War, and Peace. Bioethics and Health Care Ethics. Eco-theology and Environmental Ethics. Liturgy and Ethics. Theology and Criminal Justice Ethics

Dr Pdraig Corkery

Contemporary issues in Bioethics. Fundamental Moral Theology. Synodality. Moral Method. Catholic Social Doctrine. Sexual Ethics.

Dr Jeremy Corley

Book of Sirach (Ben Sira). Second Temple Jewish literature.

Dr Joshua Furnal

Postgraduate and PhD students (at any stage of interest or application) are invited to contact me via email to supervise research projects in Fundamental and Dogmatic Theology or the following areas: The theology of Søren Kierkegaard, The philosophical theology of Cornelio Fabro, Ressourcement Theology and The Second Vatican Council, Christian Doctrine and Theologians in the history of Christian Theology, The intersection of Existentialism and Thomism in the 20th century

Dr Gaven Kerr

St Thomas Aquinas. Medieval Philosophy. Metaphysics (ancient, medieval, and contemporary). Epistemology. Ethics. Logic. History of Philosophy. Philosophy of Religion

Dr Aoife McGrath

Discipleship and Ministry. Lay Pastoral Ministry. Marriage and the Family. Experience as a source of Theological Understanding.

Dr Luke Macnamara

Paul in the Acts of the Apostles. The Holy Spirit in the Acts of the Apostles. Women in Luke-Acts. The Bridegroom Motif in the Gospels

Dr Andrew Meszaros

19th-20th historical-systematic theology. These include but are not limited to: the development of Catholic theology in the nineteenth and twentieth centuries; Aquinas and his interpreters and influence in the same period; pre-conciliar movements and debates on ecclesiology, eschatology, and fundamental theology (e.g., doctrinal development); Neo-scholasticism and the *nouvelle théologie*; and the thought of John Henry Newman and the Oxford Movement.

Dr Neil Xavier O'Donoghue

Pastoral Liturgy. New Evangelization. Early Liturgy. Liturgy in Early Christian and Medieval Ireland. Christian Anthropology. 20th Century Liturgical Renewal

Dr Jessie Rogers

Specialises in: Ancient and modern readings of the book of Job; Synodality; Biblical Spirituality (Psalms and Prophets); Godly Play and the theology and spirituality of childhood; Scripture and Social Justice; Biblical themes in Irish Stained Glass.

Dr John Paul Sheridan

Catholic Education and Schools. Student Teacher Religious Identity. Student Teacher Education. Teacher Identity. Primary Religious Education & Catechesis. Liturgical Catechesis & Sacramental Preparation. Spirituality of the Primary School Child.

Dr Michael Shortall (Dean of Theology)

Human Rights at an intersection of Political Philosophy and Theology; Foundational Concerns for Ethics in the Catholic Tradition (Natural Law, Moral Theories, Theological Anthropology); Ministerial and Pastoral Ethics, including a Catholic Social Ethic of Leadership