

MARYVALE HIGHER INSTITUTE OF RELIGIOUS SCIENCES



LICENCE IN RELIGIOUS SCIENCES (LICENCE IN DIVINITY)

MODULE DESCRIPTORS

PATHWAY IN CATECHETICAL SCIENCES

PLAN OF STUDIES

This programme is intended for those in leadership positions in catechetics and in other positions of responsibility, for example those in diocesan positions of catechetics or adult faith formation, those involved in the creation, or oversight, of catechetical resources, those involved in work related to the new evangelization, and those in Catholic chaplaincy or Catholic school leadership positions

Admission to the programme is available for all those who have the Ecclesiastical B.Div., or an equivalent qualification.

To gain the Licence, students first complete the modules and the dissertation of the two-year Maryvale Institute Master of Arts in Catholic Applied Theology (Religious Education and Catechesis Pathway) or possess an equivalent qualification and then spend a year studying three specialist modules focusing on a classic text in the area of catechetics, a key figure in the area of catechetics, and a contemporary debate in catechetics. Three residential weekends at the Institute support these three modules of study and prepare the students for an oral defence of their developed MA dissertation, which occurs at the end of the Licence year.

The module descriptors for the MA, which is validated by the Open University, are given below for information. The content of the ecclesiastical degree programmes comes under the jurisdiction of the Holy See and that the current recognition of these modules as an adequate preparation for the Licence is not intended to cede any of this jurisdiction.

The name of the staff member currently responsible for teaching each module is given below.

YEAR	MODULES	
MA 1	Christian Anthropology God and Salvation in Jesus Christ Catechesis: Purpose, Nature, Method Scripture for RE and Catechesis	Ms Mary Killeen Dr Jeremy Pilch Mrs Ausra Cane Rev Dr Robert Letellier
MA 2	The Church <i>Either</i> Liturgy and Sacraments <i>Or</i> Prayer and the Spiritual Life Moral Formation Research Methods	Dr Jeremy Pilch Fr Guy Nicholls Dr Stephen Yates Dr John Murray Dr Stephen Yates
Licence	Analysis of primary texts in Catechetics Research into a prominent figure in Catechetics Research into a contemporary debate in Catechetics Oral Defence of the MA Dissertation	Dr Birute Briliute Mrs Ausra Cane & Dr Birute Briliute Dr Birute Briliute, Mrs Ausra Cane Dr Birute Briliute

MA YEAR 1

1. Christian Anthropology

Module title	Christian Anthropology
Level	M
Credit value	15 (ECTS 7.5)
Module type	Taught
Notional learning hours	150
Pre-requisite modules or specified entry requirements	None.

Indicative Content

1. Historical overview of the main Catholic anthropological traditions
2. Biblical tradition: Image of God and human dignity
3. Classical tradition: Human nature, Body and Soul
4. Personalist tradition: the human person in a modern philosophical perspective
5. Anthropological foundations for an understanding of values and spirituality
6. Mind, Will and Freedom
7. Death, Eternal life, Happiness

Indicative Bibliography

- BROWN, Hunter, HUDECKI, Dennis L., KENNEDY, Leonard A. and SNYDER, John J. (Eds) (1995) *Images of the Human: The Philosophy of the Human Person in a Religious Context*. Loyola Press, Chicago.
- DAVIES, Brian (1992) *The Thought of St Thomas*. OUP, Oxford.
- HARAK G. Simon S.J. (1993) *Virtuous passions, The formation of Christian Character*. Paulist Press, New York.
- HILL, Edmund (1984) *Being Human*. Geoffrey Chapman, London.
- MARTIN, Francis (1994) *The Feminist Question*. T&T Clark, Edinburgh.
- REICHMANN, James B., (2007) 'Aquinas, Scotus and the Christological Mystery: Why Christ is not a Human Person?' *The Thomist* 71.3, July, 2007, 451-74.
- SPAEMANN, R., (2006) *Persons: the difference between 'someone' and 'something'*. OUP, Oxford.

2. God and Salvation in Jesus Christ

Module title	God and Salvation in Jesus Christ
Level	M
Credit value	15 (ECTS 7.5)
Module type	Taught
Notional learning hours	150
Pre-requisite modules or specified entry requirements	None.

Indicative Content

1. the Scriptural basis of the central Christian doctrines, showing in particular how the Mystery of the Holy Trinity is richly manifested in the New Testament, especially when it is read in the light of the Old.
2. the development of the Doctrine of the Holy Trinity, with special emphasis on the Patristic period, but also covering the teaching of Thomas Aquinas & some modern issues.
3. the life of grace, presented as a pilgrimage to glory energised by the Holy Spirit.
4. the development of Christology, with special emphasis on the Patristic period, but also covering the teaching of Thomas Aquinas & some modern issues.
5. soteriology, covering the various models for how Christ saves us.

Indicative Bibliography

- BEZANCON, FERLAY and ONFRAY 1987 *How to Understand the Creed* SCM London
- EMERY, Gilles 2006 *Trinity in Aquinas* Sapientia Press, Ave Maria University Florida
- FATULA, Mary Ann 1990 *The Triune God of Christian Faith* Liturgical Press Collegeville
- KELLY, J.N.D. 1977 *Early Christian Doctrines* A&C Black Edinburgh
- MCGUCKIN, John 2004 *Saint Cyril of Alexandria and the Christological Controversy* St Vladimir's Seminary Press New York:
- MURPHY, Francesca Aran 2007 *God is not a Story: Realism Revisited* Oxford University Press
Oxford
- NEUNER, J., and DUPUIS, J. 1996 *The Christian Faith Theological Association of India* Bangalore
- O'COLLINS, G. 1983 *Interpreting Jesus* Chapman London
- O'COLLINS, G. *The Tri-Personal God*
- PELIKAN, J. 1971 *The Christian Tradition, Vol.1* University of Chicago Press Chicago
- RUSSELL, Norman 2006 *The Doctrine of Deification in the Greek Patristic Tradition* Oxford Early Christian Studies, Oxford University Press Oxford

3. Catechesis: Purpose, Nature, Method

Module title	Catechesis: Purpose, Nature, Method
Level	M
Credit value	15 (ECTS 7.5)
Module type	Taught
Notional learning hours	150
Pre-requisite modules or specified entry requirements	None.

Indicative Content

1. Nature and purpose of catechesis.
2. Nature and purpose of catechesis in a historical context
3. Pedagogy of God, Pedagogy of Revelation
4. Methodology in the Church's teaching
5. Person oriented methodology, inculturation
6. Practical implications: Catechumenal model, systematic catechesis, liturgy
7. Practical approaches: Purnell, Kelly, Groome

Indicative Bibliography

- Bouley, A 1992 *Catholic Rites Today* Liturgical Press Collegeville MN
- Congregation for the Clergy 1997 *General Directory for Catechesis* CTS London
- De Cointet, P; Morgan, B; Willey, P. 2008 *The Catechism and the Craft of Catechesis* Ignatius Press San Francisco
- Groome, Thomas 1980 *Christian Religious Education* Harper & Row New York
- Groome, Thomas 1998 *Sharing Faith* Wipf and Stock Publishers New York
- Groome, Thomas 2006 'Le Catechese Fidele Dans un Monde de Dissidents' *Lumen Vitae*, Vol 61, March 2006, 101-117
- Kelly, F 1999 *The Mystery We Proclaim* Our Sunday Visitor Huntington IN
- Saward, John 1997 *The Beauty of Holiness The Holiness of Beauty* Ignatius Press San Francisco
- Viladesau, R 2000 *Theology and the Arts* Paulist Press New Jersey

4. Scripture for RE and Catechesis

Module title	Scripture for RE and Catechesis
Level	M
Credit value	15 (ECTS 7.5)
Module type	Taught
Notional learning hours	150
Pre-requisite modules or specified entry requirements	None.

Indicative Content

1. Introduction to Catechesis and Religious Education as rooted in Divine Revelation. Seeing the Wood for the Trees – establishing a number of frameworks to contextualise the use of Scripture within the broader frame of Revelation and Mission of the Church.
2. The Literal and the Spiritual Sense of Scripture; the history and the mystery– Contemporary issues relating to the interpretation of Scripture – Enlightenment, scientific and historical-critical methods, subjectivism. The Church’s response.
3. The Unity of the Old and New Testaments – Paul’s Conversion, The Transfiguration, the Road to Emmaus.
4. The Allegorical Sense – the basic Gospel Message, the Church and the Liturgy.
5. The Moral Sense of Scripture. Anthropological Considerations – The Human Person as a new creation in Christ. The Communication of Idioms in Christ, the Church and the Individual Member of the Church
6. The Anagogic Senses of Scripture, the Church and the Individual. Faith, Love and Hope in the world today.
7. Mary, the Bearer of the Word of God and Model for Teachers and Catechists.

Indicative Bibliography

- Austin Flannery (ed) 1987 *Constitution on Divine Revelation (Dei Verbum)*, Second Vatican Council, in Vatican II Costello Publishing Company New York
- José Granados, Carlos Granados and Luis Sánchez-Navarro (eds) 2008 *Opening up the Scriptures: Joseph Ratzinger and the Foundations of Biblical Interpretation* Eerdmans Publishing Company Grand Rapids, Michigan / Cambridge UK
- Frank Sadowski SSP (ed) 1987 *The Church Fathers on the Bible (Selected Readings)* Alba House New York
- Dean P. Béchard (edited and translated by) 2002 *The Scripture Documents: An Anthology of Official Catholic Teachings* The Liturgical Press Collegeville, MN
- Henri de Lubac 1998 *Medieval Exegesis*, Vols. 1 & 2 Eerdmans Publishing Co. & T. & T. Clarke Grand Rapids, MN & Edinburgh
- Johnson Leonard 1964 *The History of Israel* Sheed and Ward Stagbooks London
- Joseph Ratzinger/ Pope Benedict XVI 2007 *Jesus of Nazareth* Bloomsbury New York and Berlin

MA YEAR 2

5. The Church

Module title	The Church
Level	M
Credit value	15 (ECTS 7.5)
Module type	Taught
Notional learning hours	150
Pre-requisite modules or specified entry requirements	None.

Indicative Content

1. the Church and Lumen Gentium
2. the Kingdom and the Church
3. the Church as the Body of Christ and the Bride of Christ
4. the People of God
5. the sacramentality of the Church
6. the Church as communion
7. the Pastoral Office
8. infallibility
9. Perfect and imperfect communion with the One Church
10. Our Lady and the Church

Indicative Bibliography

- Avery Dulles 1988 *Models of the Church* (Second Edition) Gill and MacMillan Dublin
- Henri de Lubac 1986 *The Splendour of the Church* Ignatius Press San Francisco
- P. Haffner 2007 *The Mystery of the Church* Gracewing Leominster
- C. Journet 2004 *The Theology of the Church* Ignatius Press San Francisco
- R.C. Koerpel 2008 'The Form and Drama of the Church: Hans Urs von Balthasar on Mary, Peter, and the Eucharist' *Logos*, Vol.11, No.1, pp.70-99
- M. Schmaus 1972 Dogma Vol. 4: *The Church* Sheed and Ward London
- F. Sullivan 1988 *The Church We Believe In* Paulist Press New Jersey
- Vatican II 1965 Dogmatic Constitution on the Church CTS London

6. Liturgy and Sacraments

Module title	Liturgy and Sacraments
Level	M
Credit value	15 (ECTS 7.5)
Module type	Taught
Notional learning hours	150
Pre-requisite modules or specified entry requirements	None.

Indicative Content

Through a study of liturgical texts, the module aims to show how Liturgy is a key *locus* of Christian formation. In doing so it will lead to a fuller and more conscious, more *actuosa* Liturgical participation, and will encourage those students who are asked to do so, to prepare Liturgies for school or parish in a more sympathetic way. This study of liturgical texts is complemented by a systematic study of the more important theological and practical principles involved in the understanding of Liturgy and Sacraments, of participation in them, and of preparing others for them. It covers also the ways in which the Liturgy and the Sacraments should nourish and inform our private prayer and our Christian ministry.

Indicative Bibliography

- S. Caldecott 2006 *The Seven Sacraments* Crossroad New York
- J. Corbon 2005 *The Wellsprings of Worship* Ignatius Press San Francisco
- P. Haffner 1999 *The Sacramental Mystery* Gracewing Leominster
- A. A.Ganockzy 2008 *An Introduction to Catholic Sacramental Theology* Wipf and Stock Publishers Orlando
- K. Irwin 1994 *Context and text: Method in Liturgical Theology* Liturgical Press Collegeville MN
- J. Ratzinger 2000 *The Spirit of the Liturgy* Ignatius Press San Francisco
- A.Nichols 1997 *The Service of Glory* T&T Clark Edinburgh
- Vatican II 1965 Dogmatic Constitution on the Church CTS London
- H. Vorgrimler 1992 *Sacramental Theology* Liturgical Press Collegeville MN

7. Prayer and the Spiritual Life

Module title	Prayer and the Spiritual Life
Level	M
Credit value	15 (ECTS 7.5)
Module type	Taught
Notional learning hours	150
Pre-requisite modules or specified entry requirements	None.

Indicative Content

1. Introduction to the study of spirituality
2. The nature of spiritual theology
3. Grace and the indwelling Trinity
4. The Holy Spirit and the virtues
5. The stages of the spiritual life
6. Prayer in the Christian life
7. Spirituality and the Mystical Body of Christ

Indicative Bibliography

Aumann, J 1982 *Spiritual Theology* Sheed & Ward London

Congregation for the Doctrine of the Faith 1989 *Christian Meditation* CTS London

Corbon, J 2005 *The Wellsprings of Worship* Ignatius Press San Francisco

Cunningham L S and Egan K J 2004 *Christian Spirituality: Themes from the Tradition* Paulist Press New York

MacIntosh, M A 1998 *Mystical Theology: The Integrity of Spirituality and Theology* Blackwell Oxford

McGrath, A E 1999 *Christian Spirituality: An Introduction* Wiley-Blackwell New Jersey

O'Donnell, C. in Billy, D.J & Orsuto, D.L. (Eds): pp. 67-79 1995 'Listening to God Within', in *Spirituality and Morality: Integrating Prayer and Action* Paulist Press International New York

Orsuto, D L in Billy D J and Orsuto D L (Eds): pp.127-140 1996 'The Saint as Moral Paradigm', in *Spirituality and Morality: Integrating Prayer and Practice* Paulist Press International New York

Sheldrake, P 2006 *A Brief History of Spirituality* Wiley-Blackwell New Jersey

8. Moral Formation

Module title	Moral Formation
Level	M
Credit value	15 (ECTS 7.5)
Module type	Taught
Notional learning hours	150
Pre-requisite modules or specified entry requirements	None.

Indicative Content

1. The contemporary context of moral education
2. Morality and the question of method
3. The renewal of moral education according to Vatican II
4. Christ as the centre of Catholic morality
5. Commandments, love, laws, beatitudes
6. Freedom and conscience
7. The morality of acts
8. Proportionalism
9. Natural law
10. Magisterium

Indicative Bibliography

- B. Ashley 1996 *Living the truth in love* Alba House Canfield OH
- G Grisez and R. Shaw 1991 *Fulfilment in Christ* University Notre Dame Notre Dame IN
- P, Kreeft 1992 *Back to Virtue* Ignatius Press San Francisco
- R. Spaeman 1989 *Basic Moral Concepts* RKP London
- A. Bloom 2008 *The Closing of the American Mind* Penguin Hammondsworth
- F.M. Walsh 2008 'The Return of the Naturalistic Fallacy: A Dialogue on Human Flourishing' *The Heythrop Journal* London

9. Research Methods

Module title	Research Methods
Level	M
Credit value	15 (ECTS 7.5)
Module type	Taught
Notional learning hours	150
Pre-requisite modules or specified entry requirements	None.

Indicative Content

1. Stages of dissertation production.
2. Setting up of bibliographies.
3. Literature review.
4. Methodologies.
5. Presentation and citation.
6. This module is taught across two years: Part A focuses on how to gather and analyse resources, Part B works towards the Dissertation Proposal.
7. Postgraduate certificate exiting students have an adapted assessment pattern as do those exiting with a Postgraduate Diploma at the end of two years.

Indicative Bibliography

The Modern Language Association of America Style Manual

L. Yaghjian 2006 *Writing Theology Well. A Rhetoric for Theological and Biblical Writers* Ashgate Aldershot

LICENCE YEAR

10. Analysis of Primary Texts in Catechetics

Module Code: LIC / CT-1

CATS level M, 14 (ECTS 7) / offered for the first time in 2015

Status: compulsory for the Licence in Catechetics

Study hours: 200

Evaluation: Essay of 6000-8000 words.

Synopsis

In this module students will engage in autonomous, guided research investigation in to a classic text in catechetics. In this task the student will receive structural guidance and advice from an academic tutor.

Learning Outcomes

Students who successfully complete this module will:

- Have learned how to engage in advance analysis of original theological resources;
- Have demonstrated appreciation of the historical educational, historical and cultural context from which catechetical text emerged;
- Have developed a thorough understanding of the historical changes in the development of catechetical methodology;
- Have related to academic fields of knowledge relating to the study of the catechetic text.

List of the classic catechetical texts:

1. The catechumenate (2nd–4th century):

- St. Clement of Alexandria, (150–215), *Paedagogus* (A tutor).
- St. Cyril of Jerusalem, (313–386). *Catecheses mystagogicae*, (The Mystagogic Catecheses).
- St. Ambrose (340–397) *Explanatio symboli*, (Commentary on the Symbol).
- St. Gregory of Nyssa, (335–395), *Oratio catechetica* (Catechetical teaching).

2. Early Catechisms (5th–6th century)

- St. Augustine of Hippo, (c. 354–430), *De catechizandis rudibus*, (*How to Catechise the Ignorant*).

3. Contemporary classic text in Catechetics (20th to 21st century):

- Pope John Paul II, (1920–2005), Apostolic exhortation *Catechese tradendae*, (Catechesis in Our Time).
- Pope Francis, (1936–), Encyclical letter *Lumen Fidei* (Light of Faith).

Indicative Bibliography

Bradshaw, P., B., (2010), *The History of the Catechism of the Catholic Church*,

http://frben.com/documents/history_of_the_catechism_of_the_catholic_church.pdf

Fox, R.J., *A Catechism of Church History: 2,000 Years of Faith and Tradition*. Fatima Family Apostolate: Franciscan University of Steubenville, Ohio. <http://catholic-history.excerptsofinri.com/index.html>

Livingstone, E. A. (ed.), (2006), *Clement of Alexandria* (c.150–c.215) in *The Concise Oxford Dictionary of the Christian Church*, Second ed., Oxford University Press.

Catholic Encyclopedia, *Christian Doctrine*: <http://www.newadvent.org/cathen/05075b.htm>

Titus Flavius Clement of Alexandria (150-215), in *Learning from the Church Fathers*, <http://www.reformedreflections.ca/articles/cf-7-titus-flavius-clement.html>

Kelly, L., *Catechesis Revisited*, (2000) Darton, Longman & Todd, London, UK.

Pope Benedict XVI (Ratzinger, J., Card.), (1997) *Gospel, Catechesis, Catechism*, Ignatius Press, St. Francisco, US.

Pope Benedict XVI, (Ratzinger, J., Card.), (2007), *Saint Cyril of Jerusalem*, General Audience, 27 June.

Pope Benedict XVI, (Ratzinger, J. Card.), *Schonborn*, C., (1994), *Introduction to The Catechism of The Catholic Church*, Ignatius Press, St. Francisco, US.

11. Research into a Prominent Figure in Catechetics

Module Code: LIC / RFCht-2

CATS level M, 14 (ECTS 7) / offered for the first time in 2015

Status: compulsory for the Licence in Catechetics

Study hours: 200

Evaluation: Essay of 6000-8000 words.

Synopsis

In this module students will engage in autonomous, guided research into a prominent theologian, a philosopher or academic from the list offered who made a significant impact upon the catechetical and religious education ministry in the church history. In this task the student will receive structural guidance and advice from an academic tutor.

Learning Outcomes

Students who successfully complete this module will:

- Have learned how to engage in advance analysis of one of the key figures in catechetics;
- Have demonstrated appreciation of the historical educational, historical and cultural context from which one of the key figures in catechetics emerged;
- Have developed a thorough understanding of significance of the prominent figure in catechetics in the development of catechetical methodology;
- Have developed ability to link the methodology developed by the prominent figure in catechetics to their own pastoral work.
 - St. Thomas Aquinas (1225 –1274)
 - Ignatius of Loyola (1491-1556)
 - St. John Baptist de la Salle (1651 –1719)
 - St. John Bosco (1815 –1888)
 - Maria Montessori (1870 – 1952)
 - Pope St. John Paul II (1920-2005)
 - Pope Benedict XVI (1927 -)
 - Lawrence Kohlberg (1927–1987)
 - Pope Francis (1936 -)
 - James W. Fowler (1940 -)
 - Thomas H. Groome (1941 -)

Indicative Bibliography

Catholic Bishops' Conference of England and Wales, (1999), *The Priority of Adult Faith Formation*, London.

Congregation for the Clergy, (1997), *General Catechetical Directory*, Vatican.

Fowler, J. W. (1995), *Stages of Faith: The Psychology of Human Development and the Quest for Meaning*, HarperOne.

Krebs, D. L., Denton, K. (2005), [Towards a More Pragmatic Approach to Morality: A Critical Evaluation of Kohlberg's Model](#), in *Psychological Review*, vol. 112, no.3.

Lombaerts, H., Pollefeyt, D., (eds.), (2004), *Hermenentics and Religious Education*, Leuven University Press Uitgeverij Peters, pp.1-176.

Merriam, Sh.,B., Bierema, L. (2013), *Adult Learning: Linking Theory and Practice*, John Wiley & Sons, San Francisco.

Pontifical Council for Culture, (1999). *Towards a Pastoral Approach to Culture*, Vatican.

Pope Benedict (2004) *Apostolic Exhortation Sacramentum Caritatis*, Vatican.

Pope Francis (2013) *Apostolic Exhortation Evangelii Gaudium*, Vatican.

Pope Francis (2013) *Encyclical Letter Lumen Fidei*, Vatican.

Pope John Paul II (1997) *Apostolic Exhortation Catechesi Tradendae*, Vatican.

Pound, L. (2011) *Influencing Early Childhood Education: Key Figures, Philosophies and Ideas*, Open University Press, Maidenhead.

The Heythrop Institute for Religion, Ethics and Public Life, (2005), *On the Way to Life: Contemporary Culture and Theological Development as a Framework for Catholic Education, in Catechesis and Formation*, London.

http://www.google.co.uk/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&ved=0CCMQFjAA&url=http%3A%2F%2Fwww.cbcew.org.uk%2Fcontent%2Fdownload%2F36156%2F270154%2Ffile%2Fon-the-way-to-life-2005.pdf&ei=HW1KVNjRFozD7gbp3IDICQ&usq=AFOjCNFWQOJYcD9kRzpP3IE0GfeVpO_UIQ&bvm=bv.77880786,d.ZGU

12. Research into a Contemporary Debate in Catechetics

Module Code: LIC / CDb-3

CATS level M, 14 (ECTS 7) / offered for the first time in 2015

Status: compulsory for the Licence in Catechetics

Study hours: 200

Evaluation: Essay of 6000-8000 words.

Synopsis

In this module students will engage in autonomous, guided research investigation in to one of the major debates, which occurred during the 20th and 21st century, and which are associated with the thinkers who had a major influence. In this task the student will receive structural guidance and advice from an academic tutor.

Learning Outcomes

Students who successfully complete this module will have:

- Developed robust understanding of the historical background to the chosen debate;
- Demonstrated an ability to evaluate and comment on the range of different and even opposing theories on methodology for Catechesis and RE in the debate;
- Presented a critical independent historical, educational and theological evaluation of the chosen debate;
- Shown understanding of the significance of the chosen debate for the catechetical practices in the Church.

The appropriate readings are related to the chosen author. The student can chose one of the following debates:

- Catholic identity, religious education and catechesis;
- Definition of aims and purpose of evangelisation, catechesis and religious education;
- Vatican II: catechetics, religious education and hermeneutics of continuity;
- Psychology of faith and human development in evangelisation, catechetics and RE;
- Faith development and catechetical methods;
- Human experience, Tradition and catechesis;
- Scripture, tradition and catechesis;
- Modern sacred art, music and architecture in catechesis and RE.
- Sacred spaces and its use for the purpose of Catechesis and RE.

Indicative Bibliography

Boeve, L., *Interrupting Tradition. An Essay on Christian Faith in a Postmodern Context* (Louvain Theological and Pastoral Monographs 30), Leuven, Peeters, 2002

Bernstein, B., (ed.), *Social Class, Language and Communication*, London, 1970, Id., *Class, Codes and Control*, Vol. I, London, 1971, and Id., *Class, Codes and Control*, Vol. 2, London, 1973.

Boeve, L., *The Identity of a Catholic University in Post-Christian European Societies: Four Models*, in *Louvain Studies* 31 (2006), 238-258.

Boeve, L., *Beyond Correlation Strategies. Teaching Religion in a Detraditionalised and Pluralized Context*, in H. Lombaerts & D. Pollefeyt (ed.), *Hermeneutics and Religious Education* (BETL 180), Leuven, Peeters, 2004, 233-254.

Boeve, L., *God Interrupts History: Theology in a Time of Upheaval*, London - New York, Continuum, 2007.

Crawford M.L. and Rossiter, G.M. *The Future of Holistic Education: The Recession: We had to have?*, in *Curriculum Perspectives*, vol. 13, no. 1, 1993.

Crumlin, R. (2011), *The Blake Book: Art, Religion and Spirituality in Australia*, Macmillan – Melbourne, Australia.

Duriez, B., & Hutsebaut, D. (2001). *A slow and easy introduction to the Post-Critical Belief Scale. Internal structure and external relationships*. In D. M. Wulff (Ed.), *Handbook of the Psychology of Religion*. Oxford University Press.

Erricker, C. & Erricker J., (eds.), (2000), *Reconstructing Religions, Spiritual and Moral Education*. New York: Routledge Falmer.

[GESIS: European Values Study; http://www.gegis.org/en/services/data-analysis/survey-data/european-values-study](http://www.gegis.org/en/services/data-analysis/survey-data/european-values-study)

Glatz, C., (ed.), Pope Francis-Notredame, (Jan-30-2014), *Catholic Identity Must be Clear & Uncompromising*, in *Catholic News. Service*. www.catholicnews.com/data/stories/cns/1400408.htm

- Grace, G.R., O'Keefe, J. (eds.), (2007), *International Handbook of Catholic Education: Challenges for School Systems in the 21st Century*, Springer: Science & Business Media, U.S.
- Franchi, L. & McKinney, S. (eds.), (2011), *A Companion to Catholic Education*, Action Publishing Technology, Ltd.
- Fowler, J. (1985), *Stages of Faith: The Psychology of Human Development and the Quest for Meaning*, San Francisco: Harper and Row.
- Fowler, J. (1985), *Becoming Adult, Becoming Christian: Adult Development and Christian Faith*. San Francisco: Jossey-Bass Inc.
- Inglehart, R. (1997), *The Silent Revolution: Changing Values and Political Styles in Advanced Industrial Society*. Princeton: Princeton University Press.
- Kohlberg, L. , (1984), *The Psychology of Moral Development. Moral Stages and the Idea of Justice*. San Francisco: Harper and Row.
- Lumsdaine, A.A. & Glaser, R., *Teaching machines and programmed learning: a source book*, Washington, 1962.
- Lombaerts, H., Pollefeyt, D., (eds.) (2004), *Hermeneutics and Religious Education*, Leuven University Press Uitgeverij Peters, pp.1-176.
- Lombaerts, H., *Readers of a Century*, from *the Living Light*, 1987, vol 23/2, 158-173;
- Lombaerts, H., *An International Perspective on Catechetics, with a Special Emphasis on Europe and Latin America*, in *The Living Light*,1990, vol 26/4, 304-323;
- Lombaerts, H., *Religious Education Today and the Catechism*, Mount Oliver Review, 1 (Summer 1984) 3-15.
- Merriam, Sh.,B., Bierema, L., (2013), *Adult Learning: Linking Theory and Practice*, John Wiley & Sons, San Francisco, U.S.
- Osewska E. & Stala, J. (eds.), (2010), *Religious Education/Catechesis in the Family: A European Perspective*, ADAM, Warszawa.
- Pollefeyt, D., & Bouwens, J. (2010). *Framing the identity of Catholic schools: Empirical methodology for quantitative research of the Catholic identity of an education institute. International Studies in Catholic Education*, 2(2), 193-211.
- Rest, J. (Ed.) (1988), *Special Issue, The Legacy of Lawrence Kohlberg*, in *Counseling and Values*, vol. 32, no.3.
- Roebben, B. & Warren, M., (eds), *Religious Education as Practical Theology*, Petters, Leuven-Paris-Sterling, VA, 2001.
- Roebben, B., (2001), *The Vulnerability of the Postmodern Educator as Locus Theologicus. A Study in Practical Theology*, in *Religious Education*, No. 96.
- Roebben, B. & Warren, M., (eds), (2001), *Religious Education as Practical Theology*, Petters, Leuven-Paris-Sterling, VA,Technology, Ltd.
- Schrader, D. (ed.) (1990), *The Legacy of Lawrence Kohlberg*, in *New Directions for Child Development*, vol.47.
- The Heythrop Institute for Religion, Ethics and Public Life, (2005), *On the Way to Life: Contemporary Culture and Theological Development as a Framework for Catholic Education, Catechesis and Formation*.
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13. Oral Defence of the Dissertation

Module Code: LIC / OrDf

CATS level M, 18 (ECTS 9) / offered for the first time in 2015

Status: compulsory for the Licence in Catechetics

Study hours: 200

Evaluation: Oral defence/oral examination.

Synopsis

The purpose of this final part of the Licence degree programme is to evaluate the strengths and weaknesses of the MA dissertation research and also to assess its potential relevance and impact on particular groups of research users (dioceses, deaneries, parishes, pastoral ministry centres, schools, hospitals, prisons, etc). Students are expected to design an appropriate and realistic strategy for the dissemination of their findings to the groups of research users they identified. Candidates are required to produce a summary of the potential relevance and impact of the dissertation of about 300–500 words or 3–7 PW presentation slides with comments of 300–500 words of evaluation for submission two weeks before the date of the presentation/defence.