Professional Master's Degree

Catholic Education

tech global university

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Professional Master's Degree
Catholic Education

- Modality: **online**
- Duration: **12 months**
- Certificate: **TECH Global University**
- Credits: **60 ECTS**
- Schedule: **at your own pace**
- Exams: **online**

Website: **www.techtitute.com/us/education/professional-master-degree/master-catholic-education**

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01

Introduction

Catholic Education has always been present in the school curriculum of many centers, with special importance in those more in line with the Church itself. This is a key and indispensable point for teachers with an interest in this branch of education to be able to make the leap to religious teaching in prestigious schools and institutions. This has motivated TECH to create this program, which brings together the most important precepts for teachers in Catholic Education. The program includes an extensive review of the four core areas of knowledge of the DECA, as well as annexed modules in which the Old Testament, the phenomenology of religion and the pedagogy of faith are reviewed. All this in a 100% online program, flexible and compatible with the most demanding professional or personal responsibilities.

Enhance your teaching skills and update your knowledge thanks to a comprehensive curriculum and audiovisual content that will bring out the best version of your professional self"

As teachers in an educational center, it is essential to develop skills that allow them to function in school environments with a certain degree of fluency. This fluency is obtained from two key pillars: knowledge, as a tool that provides security and confidence in what is being taught, and wisdom, as a set of acquired skills to be able to perform in any situation, context and in front of any person. Every teacher must have continuous and up-to-date instruction, since it is not enough to know the fundamentals of Catholic teachings, but it is essential to incorporate educational and teaching skills when delivering classes in order to share this knowledge.

This in-depth understanding required in Catholic Education has given rise to this program, in which the student will review all the theoretical concepts and will gain deeper understanding in the new ones from different perspectives. The student will find high-quality multimedia materials that cover both the historical context of the Bible and the modern educational approach of Fundamental Theology. Likewise, complementary readings have been added to this Professional Master's Degree for all the subjects, so that the educator can delve deeper into the teaching and learning of religion, connecting it with the people themselves and their education. The theoretical set, added to an eminently practical vision, will give educators the impulse required to position themselves in prestigious positions related to Catholic Education.

For all these reasons, and due to the demand for constant improvement that teaching entails, this Professional Master's Degree is the best investment that a Catholic Education teacher can make to review all the essential contents, learning to present them from a more dynamic perspective, in different concepts and for people of different school ages. Thanks to the 100% online methodology, students can balance their daily commitments with their studying. Likewise, with supplementary materials, case studies and additional readings, they will acquire skills and competencies that will position them among the elite in their profession.

This **Professional Master's Degree in Catholic Education** contains the most complete and up-to-date program on the market. Its most notable features are:

- The development of case studies presented by experts in Catholic Education
- The graphic, schematic, and practical contents with which they are created, provide exhaustive and practical information on the disciplines that are essential for professional practice
- Practical exercises where the self-assessment process can be carried out to improve learning
- Special emphasis on innovative methodologies
- Theoretical lessons, questions to the expert, debate forums on controversial topics, and individual reflection assignments
- Content that is accessible from any fixed or portable device with an Internet connection

It explores in depth the most important teaching skills in Catholic Education, delving into the most relevant theological reflections and modern educational applications of Bible teaching"

Access a library of high-quality multimedia content, with in-depth videos on the Christian message and Christology"

Discover the latest trends in Catholic Education teaching and improve the pedagogical processes with your students in different school stages.

This Professional Master's Degree is the best investment you can make if you are looking to achieve excellence in your teaching practice as a modern catholic educator who is up to date with the latest teaching trends.

The teaching staff of this program includes professionals from the industry, who contribute the experience of their work to this program, in addition to recognized specialists from reference societies and prestigious universities.

The multimedia content, developed with the latest educational technology, will provide the professional with situated and contextual learning, i.e., a simulated environment that will provide immersive learning programmed to learn in real situations.

This program is designed around Problem-Based Learning, whereby the professional must try to solve the different professional practice situations that arise throughout the program. For this purpose, the student will be assisted by an innovative interactive video system created by renowned and experienced experts.

02

Objectives

This Professional Master's Degree is aimed at teaching professional specializing in the Catholic religion, so that they can acquire the tools required to develop in this specific educational field, learning about the latest trends and delving into the issues that are at the forefront of this subject. Precisely for this reason, this program offers an in-depth information on all aspects of Catholic Education, and after finishing the course, the graduate will be in a position to educate others with the new skills and knowledge acquired.

TECH has one main objective: To create high level professionals Your goal is to take this educational journey and perfect your educational skills in a Catholic environment"

General Objective

» Gain in-depth knowledge in the area of teaching Catholic religion, in order to achieve teaching and learning skills in the religion classroom in the different school stages

You will be the most specialized teacher with the best resources in the sector. Make the most of this unique opportunity and become an expert with this Professional Master's Degree in Catholic Education"

Specific Objectives

Module 1. Philosophy and Phenomenology of Religion

- Identify the different theories (positivism, evolutionism, etc.) that have confronted the Religious Fact, and their conclusions
- Know the specific questions that make us "Fact" in religions: myths and beliefs, symbols and rituals, revelation and sacred texts
- Have the ability to analyze and synthesize texts, as well as to select the most significant elements in them
- Understand the answers that man has been giving, from different geographical and cultural situations, to the relationship with divinity

Module 2. Fundamental Theology

- Frame fundamental theology as a specialized part of Theology that seeks to understand the mystery of God in its totality
- Obtain a general and global vision of fundamental theology in its different stages
- Know the development of theological reflection on revelation during the modern period
- Understand man's capacity, as a being open to God, in the face of the fact of revelation
- Know the content and characteristics of faith as man's response to God who reveals himself
- Valuing the reasonableness and human dimension of faith
- Understand the role of both Tradition and the Church in the transmission of revelation

Module 3. The Bible and its Context

- Understand the Bible
- Address the cultural and religious influence of the Bible
- Understand the value of the Bible as a literary work
- Understand and know the influence of cultures on the configuration of the Bible
- Understand biblical thought
- Analyze historical contexts

Module 4. The Old Testament and its Educational Focus

- Know part of the sacred writing
- Discover God's revelation to the people of Israel
- Know the teaching of the apostles and the fathers of the Church
- Discover the Old Testament through the history of Israel

Module 5. Christology and Eschatology

- Acquire an awareness of the idiosyncrasies of Christian eschatology
- Know the fundamental data and the tradition of eschatology
- Know the hot topics of eschatology throughout the ages
- Gain critical, rigorous, up-to-date and contextualized knowledge of fundamental theological categories of Christology
- Gain knowledge of the Christological dogmas, as well as the historical context in which they were formulated
- Gain knowledge of the most significant Christological questions

Module 6. The Christian Message

- Discover the essence of Christianity
- Know the preparation of the gospels
- Situate the most relevant events in the life of Jesus
- Acquire critical awareness of the religious fact
- Interpret the proclamation of the good news and the signs of the Kingdom of God
- Understand the meaning of the resurrection
- Analyzing the human and divine nature of Christ

Module 7. The Church, Sacraments and Morale

- Know and be able to understand theological language
- Discover the foundation of the Church in God's plan
- Discovering God's work of salvation
- Understand, analyze and discover the sacraments
- Interpret man's action in the life of Christ

Module 8. Religion, Culture and Values

- Know the religious fact in different cultures, as well as its social, ethical and cultural influence
- Know the essential contents of the Christian faith
- Gain the ability to identify religious education from its own peculiarity in the educational activity of the school as a whole
- Gain a deeper understanding of the importance and universality of religion in different cultures
- Link Christianity with other religions

Module 9. Religious Education and Teaching Religion

- Situate school religious education in the overall educational activity of the school
- Know the contents of the syllabus in the area of Catholic religion
- Know the figure of the Catholic religion teacher
- Know the current lines of research in terms of school religious education

Module 10. The Pedagogy of Faith

- Know the concept of 'school' and 'education'
- Analyze the social reality and the challenges in education
- Identify the connection between the person and religiousness
- Value the evangelical mission of the Church
- Know the main pedagogical lines in the teaching of Catholic education

03

Skills

After passing the evaluations of the Professional Master's Degree in Catholic Education, the professional will have acquired the skills required for quality teaching practice. By gaining appropriate knowledge of the sector, the professional will be able to take a more specialized approach in teaching all Catholic content, based on the most profound education in this field. Students will review concepts and acquire new materials to apply in their own work. During the program, the student will learn to apply what they have learned in different environments and contexts, as well as to appropriately create, with certain originality, written compositions or motivated arguments, to write plans, work projects, scientific articles or to formulate reasonable hypotheses in the field of teaching.

Position yourself as a specialist in Catholic Education and acquire the necessary competencies offered by this program in order to stand out with professional excellence"

General Skills

- Learn to apply the concepts, principles, theories or models related to cultural communication to new or unfamiliar environments, within broad or multidisciplinary contexts
- Appropriately create, with certain originality, written compositions or motivated arguments, to write plans, work projects or scientific articles or to formulate reasonable hypotheses in the field of teaching
- Publicly present ideas, procedures or research reports, conveying emotions or advising individuals and organizations, especially in the field of cultural journalism

Specific Skills

- Understand and interpret reality, based on rational and critical skills and procedures
- Possess the necessary skills to handle sources, treat and manage information, as well as organizing and planning projects and, in general, gain the ability to apply research methods to solve problems
- Communicate with colleagues, with the academic community as a whole and with society in general about the specific area of knowledge
- Transmit and promote, in academic and professional contexts, technological, social or cultural progress within a knowledge-based society
- Know and interpret social diversity
- Promote the transforming value of knowledge in society
- Identify the different theories (positivism, evolutionism, etc.) that have confronted the Religious Fact, and their conclusions
- Analyze texts and extract the most significant elements from them
- Identify fundamental theology as a specialized part of theology that seeks to understand the mystery of God in its totality
- Approach the Bible as a literary work
- Understand biblical thought
- Discover God's revelation to the people of Israel
- Discover the Old Testament through the history of Israel
- Identify the Christological dogmas, as well as the historical context in which they were formulated

- Approach the most significant Christological questions
- Have a critical awareness of the existence of a transcendence and its experience in the religious fact
- Have the ability to ask questions about the ultimate meaning of life
- Know the systematic handling of religious fact in different cultures, as well as its social, ethical and cultural influence
- Develop an awareness of respect for the religions of other cultures
- Be able to read and understand the Bible in its various books, especially those of the Old Testament
- Know the biblical theology of the Old Testament
- Identify and understand the meaning of religious language as a way of expressing the ineffable
- Prepare future teachers of religious education in the field of early childhood and elementary education, to guarantee quality Catholic religious and moral instruction
- Present basic biblical theology through the major themes of the history of salvation and assist in the understanding of the progressive revelation of God culminating in Jesus Christ, the Incarnate Word
- Describe the manifestations of Christianity in our culture
- Offer an up-to-date synthesis of the essential contents of the Christian faith
- Provide an appropriate articulation of faith with the body of knowledge
- Gain in-depth knowledge of the moral dimension of man in the light of the Christian message, and propose education in civic and ethical values from a Christian perspective
- Clarify religious education from its own specific characteristics in the educational activity of the school as a whole
- Possess critical awareness of the inextricable relationship between a belief and its practice

Thanks to this Professional Master's Degree, you will master the ability to transmit your knowledge of Catholic Education to students, with up-to-date teaching methodology, adapted to any age group, environment or situation"

04

Structure and Content

Through the innovative online educational methodology and with high-level contents in all its programs, TECH selects specific quality materials that are created by the most specialized professionals in the field, in order to offer an unparalleled learning opportunity, and therefore, to achieve a great opportunity to project the educational career towards the most prestigious Catholic/religious institutions. All of this is reinforced by additional audiovisual content, such as complementary readings and practical exercises that have been designed to facilitate learning and the integration of the knowledge acquired.

Don't miss this unique opportunity to specialize in Catholic Education through an educational course designed by experts, with the most up-to-date contents on the market"

Module 1. Philosophy and Phenomenology of Religion

1.1. Basic Principles in the Development of the Sciences and Explanation of Some of Them
- 1.1.1. Paradigms and Research Traditions
- 1.1.2. Laudan and Research Traditions
- 1.1.3. Problem-Solving Models
- 1.1.4. Scientific Change

1.2. Philosophical Reflection on Religion
- 1.2.1. Interrelations Between Philosophy
- 1.2.2. Religion Throughout the Centuries

1.3. Phenomenology
- 1.3.1. The Birth of Science
- 1.3.2. Phases, People and Configuration Ideas
- 1.3.3. The Phenomenological Method

1.4 Etymology of Religion
- 1.4.1. Modern Interpretations
- 1.4.2. Theories on Religion

1.5. Theories on the "First Form" of Religion
- 1.5.1. Type of Different Religions in Human History

1.6. The Religious Fact in the History of Humanity
- 16.1. Components that Shape the Religious Fact

1.7. Mystery, a Reality that Qualifies the Realm of the Sacred
- 1.7.1. Mediations Manifestations of the Mystery: Hierophanies, Sacred Spaces and Sacred Times
- 1.7.2. Meanings Common to all Religions and Particular Notes of Judaism, Islam, Hinduism and Buddhism

1.8. The Revelation of the Divinity: Source of all Religion
- 1.8.1. Sacred Texts or Sacred Scriptures of Religions

1.9. The Language of Faith: Religious Language
- 1.9.1. Characteristics and Forms
- 1.9.2. Symbolic Language of the Religious Experience: Functions of the Symbol in Religions
- 1.9.3. Mythical Expression
- 1.9.4. Nature of Beliefs
- 1.9.5. Characteristics, Function and Types of Myths
- 1.9.6. Philosophical and Theological Elaborations and Religious Tradition

1.10. Human Experience, Path Towards the Religious Experience
- 10.1.1. Concept and Realization of this Opening Experience
- 10.1.2. Religious Experience and the Complexity of Attitudes Involved: Existence and Explanation, Characteristics and Essential Notes
- 10.1.3. The Discovery of the Absolute on the Horizon of Religious Attitude
- 10.1.4. The Response of Man and Religious Maturity: Definition, Characteristics of the "Mature" Man

Module 2. Fundamental Theology

2.1. Theology: Reflection on Faith, in the Church and from the Church
- 2.1.1. What is Theology?
- 2.1.2. Starting Point of Theology: The Revelation
- 2.1.3. Faith and Theology
- 2.1.4. Sources of the Topic of Faith Experience

2.2. Towards the Definition of Fundamental Theology
- 2.2.1. In Search of Identity
- 2.2.2. The Path of Apologetics
- 2.2.3. The Conciliation Shift
- 2.2.4. Definition of Fundamental Theology

2.3. The Revelation of God
- 2.3.1. The Question and the Human Search of God
- 2.3.2. The Revelation of God Throughout History
- 2.3.3. The Revelation in the Origins and Revelation in the Schaton
- 2.3.4. Relationship between the Salvation, Creation, Natural Manifestation and Revelation

2.4. Theological and Magisterial Reflection on the Revelation
- 2.4.1. From the First Centuries to the Council of Trent (16Th Century)
- 2.4.2. The Council of Trent (First Period: 1545-1547)
- 2.4.3. The Vatican Council I (1869-1870)

2.5. Theological Reflection During the 20th Century
- 2.5.1. 20Th Century: Modernism and the Catholic Response
- 2.5.2. The Vatican Council II: The Dei Verbum Dogmatic Constitution (1965)
- 2.5.3. Philosophical and Theological Reflection on the Revelation of Christ

2.6. The Possibility of Response to Revelation
- 2.6.1. Man as a Religious Being: Man's Openness to God
- 2.6.2. Man as Capax Dei
- 2.6.3. Man in Contradiction. Difficulties in Believing

2.7. Faith as Man's Response to the Revelation
- 2.7.1. Analogy of Faith: Human Faith and Christian Faith
- 2.7.2. Faith in the Light of Scripture
- 2.7.3. The Rationality of Faith: Vatican Council I and Vatican Council II
- 2.7.4. Faith: Gift of God and Act of Man
- 2.7.5. The Life of Faith in the Ecclesial Community

2.8. The Credibility of Faith
- 2.8.1. Credibility in its Objective and Subjective Dimensions
- 2.8.2. Only Love is Worthy of Faith
- 2.8.3. Testimony
- 2.8.4. Signs of Credibility

2.9. Transmission of the Revelation
- 2.9.1. Origin, Foundation and Nature of the Church in the New Testament
- 2.9.2. Magisterial Teaching and Theological Reflection on the Transmission of the Revelation
- 2.9.3. Indefectibility and Infallibility of the Church
- 2.9.4. Sensus Fidei and Magisterium

2.10. Christianity and Religions
- 2.10.1. The Christian Theology of Religions
- 2.10.2. Historical Treatment
- 2.10.3. Systematic Reflection

Module 3. The Bible and its Context

3.1. History
- 3.1.1. Writing of the Bible
- 3.1.2. Constitution of the Bible
- 3.1.3. What is the Bible for Christians?
- 3.1.4. Old and New Testament

3.2. Structure
- 3.2.1. Parts of the Bible
- 3.2.2. The Hebrew Bible
- 3.2.3. The Jewish Bible
- 3.2.4. The Christian Bible

3.3. Biblical Canons
- 3.3.1. What Does Canon Mean?
- 3.3.2. Books in the Bible

3.4. The Christian Bible in History
- 3.4.1. Second Temple Judaism. Galilee and Judea
- 3.4.2. The Historical Figure of Jesus in Second Temple Judaism
- 3.4.3. The Literary Impact in the First Generation
- 3.4.4. The Literary Impact in the Second Generation

3.5. Integrity of the Bible
- 3.6.1. The Nicene Creed
- 3.6.2. Findings that Reject the Idea that the Bible Hasn't Been Changed

3.6. Archeology
- 3.6.1. What is Biblical Archaeology?
- 3.6.2. Historical Testimony
- 3.6.3. Events Corroborated by Archaeology

3.7. Biblical Criticism
- 3.7.1. What is Biblical Criticism?
- 3.7.2. Criticism of the Old Testament
- 3.7.3. Criticism of the New Testament
- 3.7.4. The Synoptic Gospels
- 3.7.5. The Critical Movement within the Church
- 3.7.6. Reaction Against Criticism

3.8. The Bible and Different Languages
- 3.8.1. The Hebrew Bible
- 3.8.2. The Greek Bible
- 3.8.3. The Latin Bible
- 3.8.4. Translations of the Bible

3.9. The Bible in Current Cultures
- 3.9.1. The Feelings of the Bible. The Biblical Interpretation in the Christianity of the Past
- 3.9.2. Use and Abuse of the Biblical Interpretation until the 19th Century
- 3.9.3. Theory of Reading and the Meaning of Texts (Semiotic Analysis and Interpretation of the Bible)
- 3.9.4. Meaning and Truth of the Biblical Text
- 3.9.5. Symbolic Hermeneutics and the Bible: Universal Symbols and Archetypes in Biblical Texts
- 3.9.6. The Survival of the Bible in Western Culture
- 3.9.7. The Bible in Literature and the Bible in Cinema

3.10. The Land of the Bible
- 3.10.1. Fundamental Features of the Physical Geography of the Syro-Palestinian Zone
- 3.10.2. Fundamental Features of the Human Geography of the Area in the Different Historical Periods
- 3.10.3. History of the Archeological Discipline of the Region
- 3.10.4. Main Archeological Sites and their Contribution to the History of the Area as a Contextual Framework for Understanding the Biblical Text
- 3.10.5. Travel and Pilgrimage in the Past. Ancient Testimonies of the First Travelers and Other Authors

Module 4. The Old Testament and its Educational Focus

4.1. The Memory of Population
- 4.1.1. History of the People of Israel
- 4.1.2. Intervention of God in the History of Israel
- 4.1.3. The Revelation of God

4.2. Patriarchal Stage: 18th to 17th Century B.C.
- 4.2.1. The Patriarchs: Abraham, Isaac and Jacob
- 4.2.2. Important Historical Places

4.3. Mosaic Stage, 13th Century B.C.
- 4.3.1. Liberation of the People
- 4.3.2. The Easter Dinner
- 4.3.3. The Exodus: Parting the Red Sea
- 4.3.4. The Alliance at Sinai

4.4. The Judges: 12th-11th Century B.C.
- 4.4.1. The Judges and the Theological Keys of the Book

4.5. The Kings: David and Solomon
- 4.5.1. Changes in the States
- 4.5.2. Key Characters
- 4.5.3. New Prophecies

4.6. The Prophets: 870-722 B.C.
- 4.6.1. Who are the Prophets?
- 4.6.2. Most Notable Prophets

4.7. Exile: 597-538 B.C.
- 4.7.1. The Big Crisis of Israel
- 4.7.2. Deuteronomy

4.8. Judaism: 538-167 B.C.
- 4.8.1. Stage of Judaism
- 4.8.2. Writing of Sapiential Literature

4.9. Formation of the Pentateuch (Torah)
- 4.9.1. What is the Pentateuch (Torah)?
- 4.9.2. Five Traditions

4.10. Hellenistic Stage: 333-164 B.C.; The Maccabees. Independence: 167-63 B.C.; Roman Domination: 63 B.C.
- 4.10.1. Stage of Diffusion of Greek Culture
- 4.10.2. Translation of the Bible
- 4.10.3. Religious Persecution by Antiochus IV Epiphanes
- 4.10.4. Independence of the Maccabees
- 4.10.5. Conquest of Rome
- 4.10.6. The Book of Wisdom: The Last Book of the Old Testament

Module 5. Christology and Eschatology

5.1. Waiting for the Savior
- 5.1.1. Sources for the Historical Study of Jesus
- 5.1.2. On the Historicity of the Gospels

5.2. Origins of Christology
- 5.2.1. Jesus in the Origins of Christology
- 5.2.2. Identity and the Mission of Jesus According to the New Testament

5.3. Historical-Dogmatic Christology
- 5.3.1. The Formulation of the Christological Dogma
- 5.3.2. Christological Theology

5.4. Systematic Christology
- 5.4.1. Fundamental Christology
- 5.4.2. Jesus, True Man and True God
- 5.4.3. The Salvation, Work of Christ

5.5. Diverse Christological Questions
- 5.5.1. The Incarnation of the Son of God
- 5.5.2. Human Knowledge of Christ
- 5.5.3. The Human Will and the Suffering of Christ
- 5.5.4. The Holiness of Jesus
- 5.5.5. Hypostatic Union
- 5.5.6. In-Depth Knowledge of Jesus

5.6. The Horizons of Christian Hope
- 5.6.1. Eschatology from Yesterday to Today

5.7. Eschatological Hope in the Bible and in Tradition
- 5.7.1. Eschatology in the Old Testament
- 5.7.2. Eschatology in the New Testament
- 5.7.3. Eschatology in the Tradition of the Church

5.8. The Hope that Ferments in History
- 5.8.1. Christ the Church's Hope for the World

5.9. Collective Eschatology
- 5.9.1. The Christological Horizon of Human Existence and the Cosmos

5.10. Individual Eschatology
- 5.10.1. Death and Life After Death
- 5.10.2. The Idea of Paradise
- 5.10.3. The Idea of Hell
- 5.10.4. Purgatory

Module 6. The Christian Message

6.1. The Gospels
- 6.1.1. The Formation of the Gospels
- 6.1.2. Jesus of Nazareth: The Gospel Incarnate
- 6.1.3. The Four Gospels: The Written Gospel
- 6.1.4. Apostolic Preaching: The Preached Gospel
- 6.1.5. The First Communities: The Lived Gospel
- 6.1.6. Historical Reading of the Life of Jesus
- 6.1.7. Historical Context and Religion
- 6.1.8. The Expectation of the Moment
- 6.1.9. The Incarnation of Jesus and the Divine Motherhood of Mary

6.2. The Message of Jesus: The Proclamation of the Good News and the Signs of the Kingdom of God
- 6.2.1. The Parables
- 6.2.2. Jesus' Performance: Authority, Signs of Salvation
- 6.2.3. The Prayer of Jesus
- 6.2.4. Values of the Kingdom, the Beatitudes
- 6.2.5. Kingdom Requirements: Conversation and Follow-Up
- 6.2.6. The Message of Jesus Expressed in the Classes of Young People Today

6.3. Death and Resurrection
- 6.3.1. Jesus' Death According to the Scriptures
- 6.3.2. The First Testimonies of the Resurrection
- 6.3.3. The Encounter of the First Believers with the Resurrected One
- 6.3.4. The Christian Sense of Death and Suffering
- 6.3.5. The Resurrection, the Living Presence of Jesus Christ
- 6.3.6. The Ascension of Jesus into Heaven

6.4. Theological Reading of the Life of Jesus
- 6.4.1. True God and True Man
- 6.4.2. Awareness of His Divinity
- 6.4.3. The Incarnation of the Son of God
- 6.4.4. The Human Will of Christ
- 6.4.5. Theological Difficulties

6.5. The Mystery of the Holy Trinity
- 6.5.1. Affirmations about God
- 6.5.2. Jesus, Revealer of the Trinity
- 6.5.3. The Holy Spirit and its Vitality
- 6.5.4. The Unity of God

6.6. Foundation and Grounding of the Church in Jesus Christ
- 6.6.1. Sacrament, Communion, Mystical Body
- 6.6.2. Ways of Life
- 6.6.3. Jesus is the Son of God

6.7. The Church's Faith in Jesus Christ
- 6.7.1. Jesus is the Lord
- 6.7.2. Jesus is the Revelation of God
- 6.7.3. Jesus is the Son of God

6.8. Christian Meaning of Death
- 6.8.1. Physical Death as a Rupture
- 6.8.2. The Presence of the Judge of Life
- 6.8.3. Eternal Death

6.9. New Skies and New Earth
- 6.9.1. The Fate of the Righteous
- 6.9.2. New Skies
- 6.9.3. New Earth

6.10. Meaning of the Profession of Faith "I Believe in Eternal Life"
- 6.10.1. The Creed
- 6.10.2. I Believe in Eternal Life

Module 7. The Church, Sacraments and Morale

7.1. The Church, the New People of God
- 7.1.1. The Beginning of the Church: The Apostolic Church
- 7.1.2. The People of God Church of the New Covenant
- 7.1.3. Universality and Catholicism of the People of God
- 7.1.4. The Various Charisms and Ministries. The Hierarchical Constitution of the Church
- 7.1.5. The Mission of the Church

7.2. The Sacraments and the Worship of the Church
- 7.2.1. The Sacraments, Effective Signs
- 7.2.2. Signs of Supernatural Grace
- 7.2.3. Sacramental Character
- 7.2.4. The Sacraments of Christ
- 7.2.5. Confident Signs of the Church
- 7.2.6. The Sacraments of Eternal Life

7.3. The Sacraments of Christian Initiation
- 7.3.1. Theology of the Baptism
- 7.3.2. The Subject and the Minister of Baptism
- 7.3.3. The Celebration of Baptism
- 7.3.4. Theology on Confirmation
- 7.3.5. The Subject and the Minister of Confirmation
- 7.3.6. The Celebration of Confirmation
- 7.3.7. Theology on the Eucharist
- 7.3.8. The Celebration of the Eucharist

7.4. The Sacraments of Healing
- 7.4.1. Theology on Reconciliation
- 7.4.2. The Minister of Reconciliation
- 7.4.3. The Celebration of Reconciliation
- 7.4.4. Theology of the Anointing of the Sick
- 7.4.5. The Subject and the Minister of Anointing
- 7.4.6. The Celebration of Anointing

7.5. The Sacraments of Community Service
- 7.5.1. The Theology of Ordination
- 7.5.2. The Minister and the Subject of Ordination
- 7.5.3. The Theology of Marriage
- 7.5.4. The Celebration of Marriage

7.6. Gospel Morals, the Foundation of Christian Behavior
- 7.6.1. Biblical Foundation of Christian Ethics: Fundamental Morals and the Fundamental Option: Project of Christian Life
- 7.6.2. The Moral Act and the Formation of Conscience: The Development of Moral Judgment, the Formation of Conscience, and the Education of the Moral Sense
- 7.6.3. Moral Education as Key to the Formation of Personality: The Moral Dimension of Human Existence

7.7. Celebration in the Church
- 7.7.1. The Economy of Salvation
- 7.7.2. The Father, Origin and Purpose
- 7.7.3. Signs, Works, Songs and Images
- 7.7.4. Places of Celebration
- 7.7.5. The Work of the Son in the Liturgy

7.8. Moral Education
- 7.8.1. Moral Education as Key to the Formation of Personality: The Moral Dimension of Human Existence
- 7.8.2. Moral Criteria from the Christian Perspective in Current Topics

7.9. The Mission
- 7.9.1. The Community of Believers: Ecclesial Sense
- 7.9.2. Sending to Evangelize in the School: An Original Form of the Ministry of the Word
- 7.9.3. The Catholic Religion Teacher Makes the Church Present in the School
- 7.9.4. New Way of Life and of Human Relations

7.10. The Laws
- 7.10.1. Natural Law
- 7.10.2. The Importance of the First Alliance
- 7.10.3. The Law of the New Alliance

Module 8. Religion, Culture and Values

8.1. Identity of the Area of Catholic Religion and Morals
- 8.1.1. The Role of the School in the Formation of New Generations
- 8.1.2. Nature and Identity in the Catholic School
- 8.1.3. Teaching Religion in Schools
- 8.1.4. Educational Freedom, Religious Freedom and Catholic Education

8.2. Religious Fact: Anthropological Reality
- 8.2.1. Problem Statement
- 8.2.2. Concept of Religion
- 8.2.3. Contents that Cover Religion
- 8.2.4. Philosophical Explication of the Origin and Foundations of Religion
- 8.2.5. Types of Religions

8.3. Universality of Religious Fact
- 8.3.1. Types of Religions
- 8.3.2. Religion is a Universal Fact
- 8.3.3. Causes of Contemporary Unbelief
- 8.3.4. Religious Constants
- 8.3.5. Theories on the Historical Origin of Religion
- 8.3.6. Primitive Religious Monotheism
- 8.3.7. Origin Polytheism

8.4. Man Searching for God
- 8.4.1. Reality and Human Knowledge
- 8.4.2. Itinerary for Knowledge of God
- 8.4.3. Natural Knowledge of God
- 8.4.4. Supernatural Knowledge of God
- 8.4.5. Anthropological Reasoning
- 8.4.6. The Five Ways of St. Thomas

8.5. Man's Relationship with God
- 8.5.1. Man as a Relational Being
- 8.5.2. Fields of Human Relations
- 8.5.3. Relationship with God
- 8.5.4. Thought of the 20th Century
- 8.5.5. Foundations of Human Relations
- 8.5.6. Concupiscence and Benevolence
- 8.5.7. Praying: A Personal Relationship with God
- 8.5.8. The New and Eternal Alliance
- 8.5.9. Vocation to Blessedness

8.6. The Non-Christian Religious Fact
- 8.6.1. Introduction
- 8.6.2. Hinduism
- 8.6.3. Buddhism
- 8.6.4. Judaism
- 8.6.5. Islam

8.7. Nature and Interpretation of Writing
- 8.7.1. Structure and Books that Make Up the Bible
- 8.7.2. Importance of the Scripture
- 8.7.3. Nature of the Sacred Scripture
- 8.7.4. Divine Inspiration of the Written Scripture
- 8.7.5. Interpretation of the Sacred Scripture
- 8.7.6. Concepts on the Interpretation
- 8.7.7. Interpretation Errors
- 8.7.8. Exegetical Plans
- 8.7.9. Senses of the Scripture

8.8. Creation
- 8.8.1. Creation of the World
- 8.8.2. Creation of Man
- 8.8.3. Primordial Stories

8.9. Biblical Stories and Man's Rendition
- 8.9.1. First Biblical Story about the Creation of Man
- 8.9.2. Second Story
- 8.9.3. The Fall. Man Doesn't Want God
- 8.9.4. Deterioration of the Image of God
- 8.9.5. The Redemption

8.10. The Christian Religious Fact in Current Culture
- 8.10.1. Challenge and Analysis
- 8.10.2. A Little Imagination
- 8.10.3. Relationship Between Faith and Reason
- 8.10.4. Universities
- 8.10.5. Monks and Culture
- 8.10.6. Women

Module 9. Religious Education and Teaching Religion

9.1. Religious Education and Teaching Religion in School
- 9.1.1. The Religion Teacher: Identity and Mission
- 9.1.2. Aspects that Correspond to the Religion Teacher
- 9.1.3. The Teacher's Basic Competencies
- 9.1.4. Professional Profile of the Catholic Religion Teacher
- 9.1.5. Ecclesial Profile of the Catholic Religion Teacher

9.2. Religious Psychopedagogy
- 9.2.1. Religious Evolution and Moral of 3 to 12-Year-Old Children
- 9.2.2. Religious Awakening of 3 to 6-Year-Old Children
- 9.2.3. Religious Thought of 6 to 8-Year-Old Children
- 9.2.4. Religiousness of 8 to 12-Year-Old Children
- 9.2.5. The Influence of the Family Environment and the Sociocultural Context

9.3. Learn to Teach in the Area of Religion
- 9.2.1. General Aspects of Learning
- 9.2.2. Appropriate Procedures and Strategies for Catholic Religion Teaching
- 9.2.3. The Evaluation of Learning in Religion and Morale
- 9.2.4. Materials and Resources for Teaching Religion

9.4. Teaching Religious Education in School
- 9.4.1. The School Syllabus: Definition
- 9.4.2. The Basic Elements of the Syllabus
- 9.4.3. Syllabus Sources
- 9.4.4. Structure of the Syllabus Design

9.5. The Religion Syllabus for Pre-school and Primary Education
- 9.5.1. The Syllabus and Basic Competences
- 9.5.2. Contribution of Competencies to the Area of Religion
- 9.5.3. Basic Teaching Tool: The Teaching Unit
- 9.5.4. Methodology for Creating Teaching Units in the Area of Religion

9.6. Application of Teaching in the Bible
- 9.6.1. Purposes
- 9.6.2. Geographical and Historical References
- 9.6.3. Biblical Language
- 9.6.4. Biblical Message
- 9.6.5. Biblical References in the Syllabus
- 9.6.6. Basic Procedures for Teaching Biblical Content

9.7. Application in Teaching of the Sacraments
- 9.7.1. Purposes
- 9.7.2. References on the Sacraments in the Syllabus
- 9.7.3. Basic Procedures
- 9.7.4. Educational Resources

9.8. Application of Teaching in the Bible
- 9.8.1. Purposes
- 9.8.2. References to Catholic Morals in the Compulsory Education Syllabus
- 9.8.3. Theological Indicators
- 9.8.4. Basic Procedures

9.9. Teaching Applied to Education of Values
- 9.9.1. Foundations of Evangelical Values
- 9.9.2. Application of Values in Learning

9.10. Research in Teaching Religion
- 9.10.1. Current Lines of Research
- 9.10.2. Possible Areas of Research in the Future: About Religious Education Teachers. About the Students: What They Know and What They Learn. About Teaching Methodology

Module 10. The Pedagogy of Faith

10.1. The School
- 10.1.1. Approach to the Concept of "School"
- 10.1.2. Evolution throughout History
- 10.1.3. Types of Existing Schools

10.2. What Does it Mean to Educate?
- 10.2.1. Etymology and Senses of the Term "Education"
- 10.2.2. Analysis of the Different Ways of Educating and Education

10.3. Educational Process
- 10.3.1. Education as a Personal Building Process

10.4. Demands of Education in the World of Today
- 10.4.1. Analysis of the Current Social Reality
- 10.4.2. Challenges that this Reality Poses for Education
- 10.4.3. Pillars that Should Support Education

10.5. Religiousness in People
- 10.5.1. The Religious Dimension of the Human Being
- 10.5.2. The Shape that it Adopts in Christianity
- 10.5.3. The Connection between Religiousness of a Person and their Education

10.6. Divine Teaching
- 10.6.1. Characteristics of God's Teaching in His Revelation to Man
- 10.6.2. Contribution of Teaching to Human Educational Action

10.7. The Transmission of Faith: The Church's Permanent Task
  10.7.1. The Evangelic Mission of the Church
  10.7.2. The Main Forms of Evangelization
  10.7.3. Character of Religious Teaching in Schools
10.8. The Uniqueness of Christian Teaching
  10.8.1. Personalism as the Basis of the Christian Educational Model
  10.8.2. Mounier Personalism
10.9. A Teacher for the Teaching of Love
  10.9.1. Jesus and His Teaching of Love
10.10. Keys of the Christian Educational Model
  10.10.1. Main Teaching Lines of the Christian Educational Model

A unique, key, and decisive educational experience to boost your professional development"

05

Methodology

This training program offers a different way of learning. Our methodology uses a cyclical learning approach: **Relearning.**

This teaching system is used, for example, in the most prestigious medical schools in the world, and major publications such as the **New England Journal of Medicine** have considered it to be one of the most effective.

Discover Relearning, a system that abandons conventional linear learning, to take you through cyclical teaching systems: a way of learning that has proven to be extremely effective, especially in subjects that require memorization"

At TECH Global University we use the Case Method

In a given situation, what should a professional do? Throughout the program students will be presented with multiple simulated cases based on real situations, where they will have to investigate, establish hypotheses and, finally, resolve the situation. There is an abundance of scientific evidence on the effectiveness of the method.

With TECH, educators can experience a learning methodology that is shaking the foundations of traditional universities around the world.

It is a technique that develops critical skills and prepares educators to make decisions, defend their arguments, and contrast opinions.

Did you know that this method was developed in 1912, at Harvard, for law students? The case method consisted of presenting students with real-life, complex situations for them to make decisions and justify their decisions on how to solve them. In 1924, Harvard adopted it as a standard teaching method"

The effectiveness of the method is justified by four fundamental achievements:

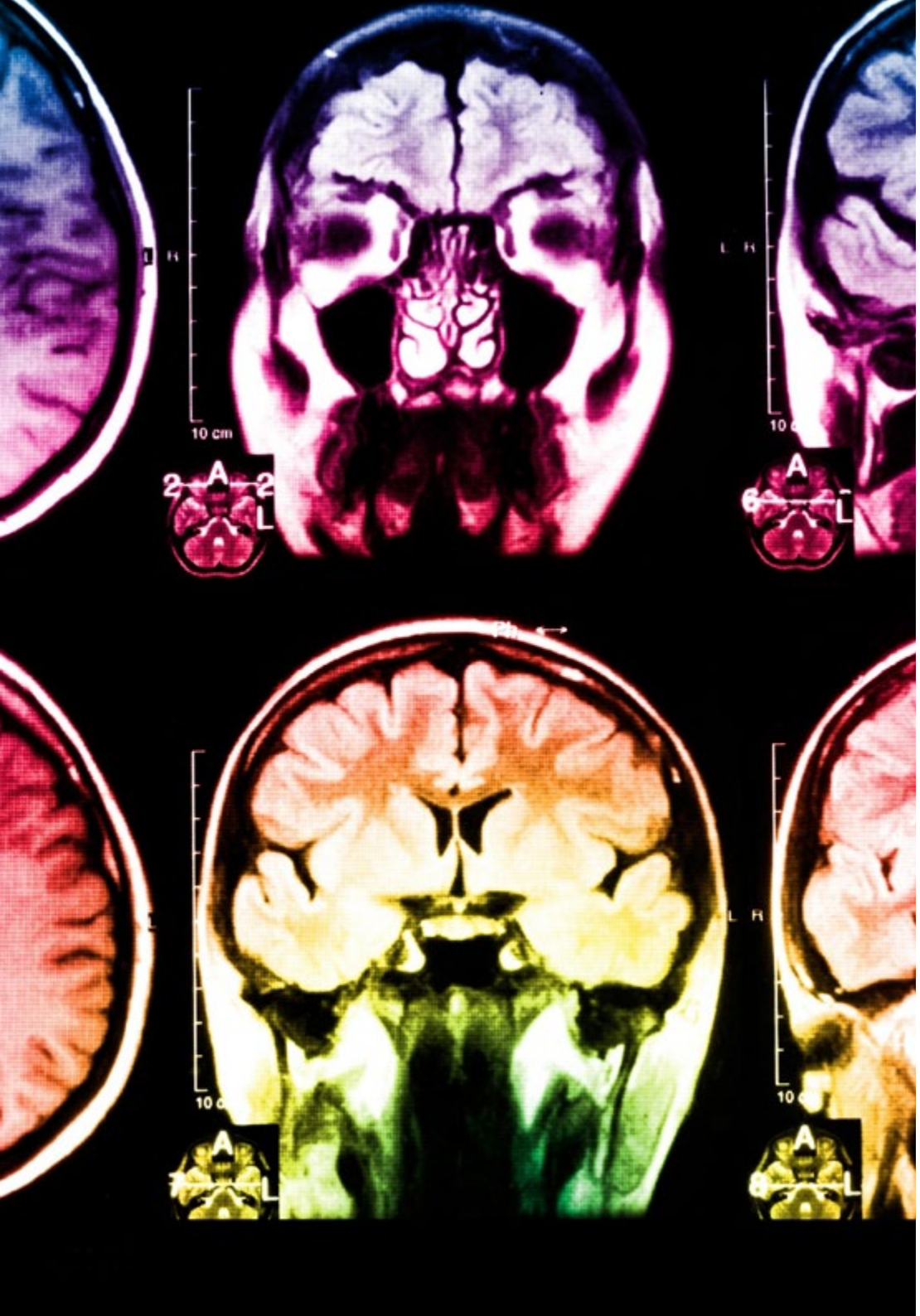
1. Educators who follow this method not only grasp concepts, but also develop their mental capacity, by evaluating real situations and applying their knowledge.
2. The learning process is solidly focused on practical skills that allow educators to better integrate the knowledge into daily practice.
3. Ideas and concepts are understood more efficiently, given that the example situations are based on real-life teaching.
4. Students like to feel that the effort they put into their studies is worthwhile. This then translates into a greater interest in learning and more time dedicated to working on the course.

Relearning Methodology

At TECH we enhance the case method with the best 100% online teaching methodology available: Relearning.

Our University is the first in the world to combine case studies with a 100% online learning system based on repetition, combining a minimum of 8 different elements in each lesson, which represent a real revolution with respect to simply studying and analyzing cases.

Educators will learn through real cases and by solving complex situations in simulated learning environments. These simulations are developed using state-of-the-art software to facilitate immersive learning.



At the forefront of world teaching, the Relearning method has managed to improve the overall satisfaction levels of professionals who complete their studies, with respect to the quality indicators of the best online university (Columbia University).

With this methodology we have trained more than 85,000 educators with unprecedented success in all specialties. All this in a highly demanding environment, where the students have a strong socio-economic profile and an average age of 43.5 years.

Relearning will allow you to learn with less effort and better performance, involving you more in your specialization, developing a critical mindset, defending arguments, and contrasting opinions: a direct equation to success.

In our program, learning is not a linear process, but rather a spiral (learn, unlearn, forget, and re-learn). Therefore, we combine each of these elements concentrically.

The overall score obtained by our learning system is 8.01, according to the highest international standards.

This program offers the best educational material, prepared with professionals in mind:

Study Material

All teaching material is produced by the specialist educators who teach the course, specifically for the course, so that the teaching content is really specific and precise.

These contents are then applied to the audiovisual format, to create the TECH online working method. All this, with the latest techniques that offer high quality pieces in each and every one of the materials that are made available to the student.

Educational Techniques and Procedures on Video

TECH introduces students to the latest techniques, with the latest educational advances, and to the forefront of Education. All this, first-hand, with the maximum rigor, explained and detailed for your assimilation and understanding. And best of all, you can watch them as many times as you want.

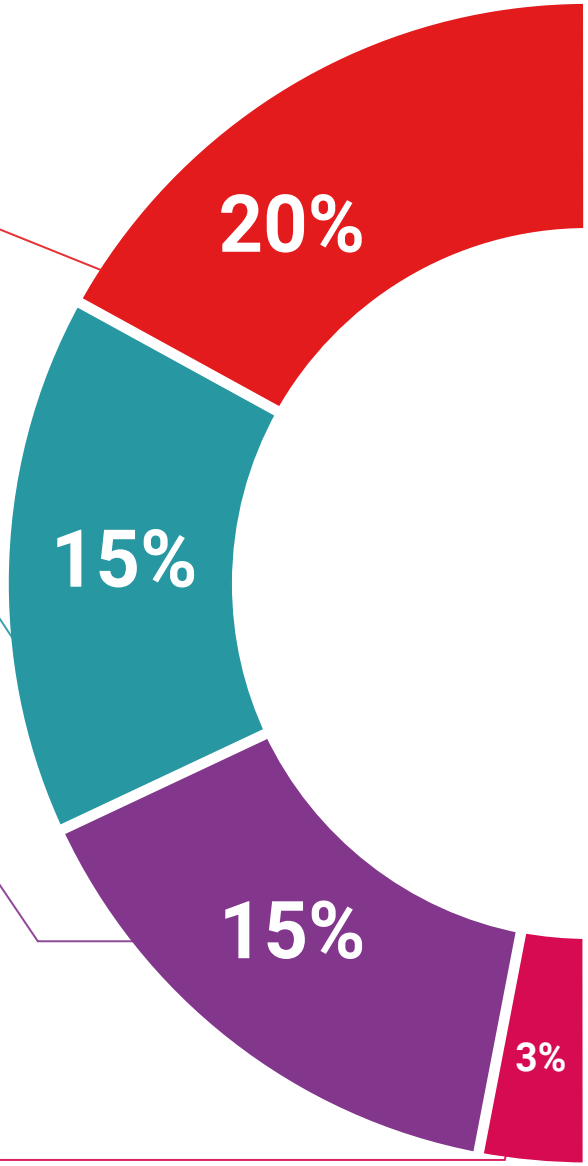
Interactive Summaries

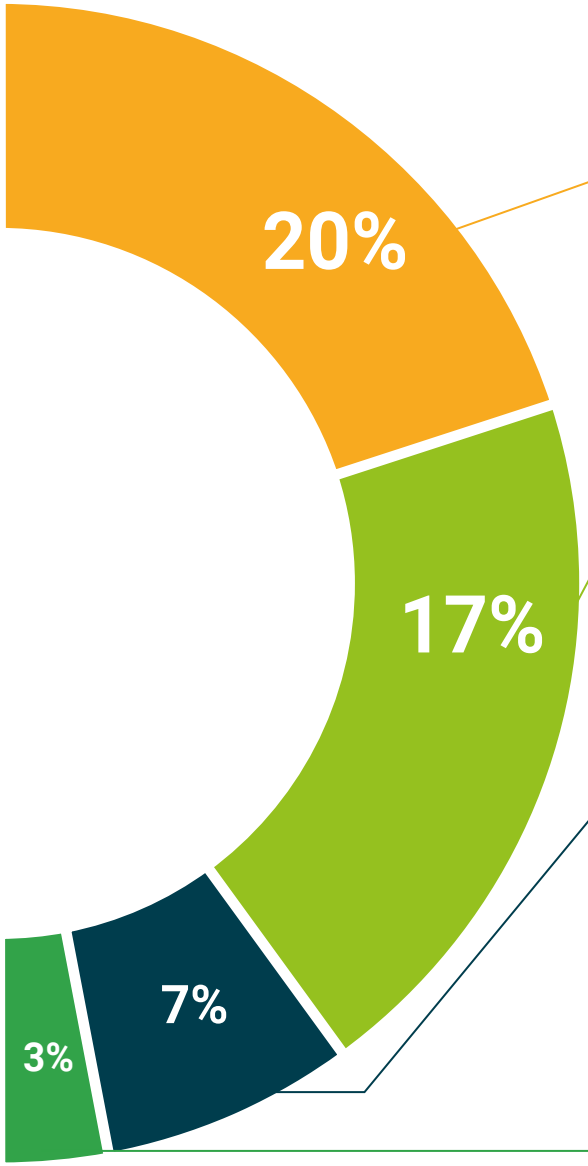
The TECH team presents the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

This exclusive multimedia content presentation training Exclusive system was awarded by Microsoft as a "European Success Story".

Additional Reading

Recent articles, consensus documents and international guidelines, among others. In TECH's virtual library, students will have access to everything they need to complete their course.





Expert-Led Case Studies and Case Analysis

Effective learning ought to be contextual. Therefore, TECH presents real cases in which the expert will guide students, focusing on and solving the different situations: a clear and direct way to achieve the highest degree of understanding.

Testing & Retesting

We periodically evaluate and re-evaluate students' knowledge throughout the program, through assessment and self-assessment activities and exercises: so that they can see how they are achieving your goals.

Classes

There is scientific evidence suggesting that observing third-party experts can be useful.

Learning from an Expert strengthens knowledge and memory, and generates confidence in future difficult decisions.

Quick Action Guides

TECH offers the most relevant contents of the course in the form of worksheets or quick action guides. A synthetic, practical, and effective way to help students progress in their learning.

06

Certificate

The Professional Master's Degree in Catholic Educational guarantees you, in addition to the most rigorous and up-da-ted training, access to a Professional Master's Degree issued by TECH Global University.

Successfully complete this program and receive your university degree without travel or laborious paperwork"

This program will allow you to obtain your **Professional Master's Degree diploma in Catholic Education** endorsed by **TECH Global University**, the world's largest online university.

TECH Global University is an official European University publicly recognized by the Government of Andorra (***official bulletin***). Andorra is part of the European Higher Education Area (EHEA) since 2003. The EHEA is an initiative promoted by the European Union that aims to organize the international training framework and harmonize the higher education systems of the member countries of this space. The project promotes common values, the implementation of collaborative tools and strengthening its quality assurance mechanisms to enhance collaboration and mobility among students, researchers and academics.

This **TECH Global University** title is a European program of continuing education and professional updating that guarantees the acquisition of competencies in its area of knowledge, providing a high curricular value to the student who completes the program.

Title: **Professional Master's Degree in Catholic Education**

Modality: **online**

Duration: **12 months**

Accreditation: **60 ECTS**

tech global university

Mr./Ms. _____, with identification document _____
has successfully passed and obtained the title of:

Professional Master's Degree in Catholic Education

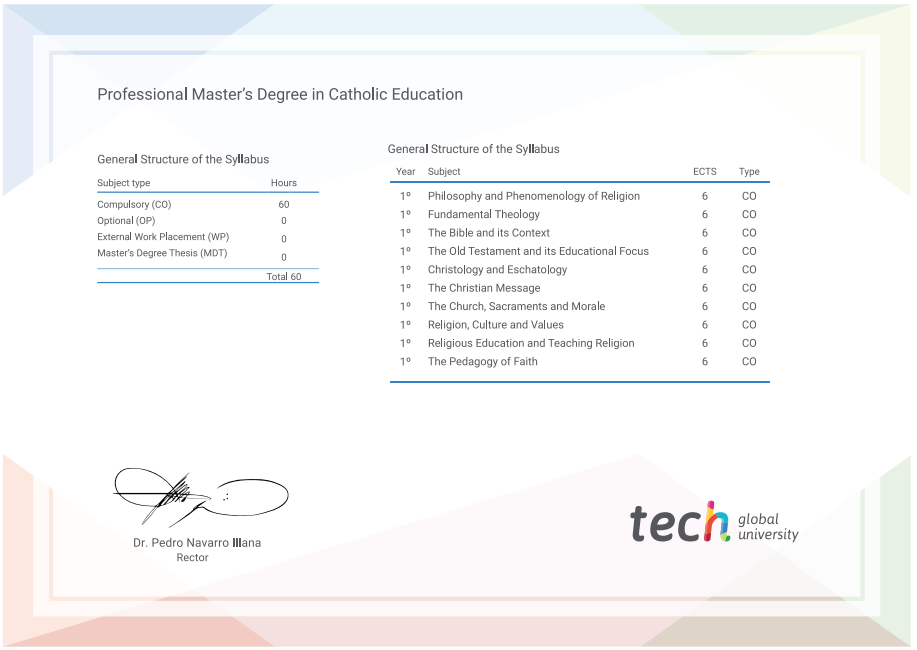
This is a program of 1,500 hours of duration equivalent to 60 ECTS, with a start date of dd/mm/yyyy and an end date of dd/mm/yyyy.

TECH Global University is a university officially recognized by the Government of Andorra on the 31st of January of 2024, which belongs to the European Higher Education Area (EHEA).

In Andorra la Vella, on the 28th of February of 2024

Dr. Pedro Navarro Illana
Rector

Unique TECH Code: AFWORD23S techtitute.com/certificates


Professional Master's Degree in Catholic Education

General Structure of the Syllabus

Subject type	Hours
Compulsory (CO)	60
Optional (OP)	0
External Work Placement (WP)	0
Master's Degree Thesis (MDT)	0
	Total 60

General Structure of the Syllabus

Year	Subject	ECTS	Type
1º	Philosophy and Phenomenology of Religion	6	CO
1º	Fundamental Theology	6	CO
1º	The Bible and its Context	6	CO
1º	The Old Testament and its Educational Focus	6	CO
1º	Christology and Eschatology	6	CO
1º	The Christian Message	6	CO
1º	The Church, Sacraments and Morale	6	CO
1º	Religion, Culture and Values	6	CO
1º	Religious Education and Teaching Religion	6	CO
1º	The Pedagogy of Faith	6	CO

Dr. Pedro Navarro Illana
Rector

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*Apostille Convention. In the event that the student wishes to have their paper diploma issued with an apostille, TECH Global University will make the necessary arrangements to obtain it, at an additional cost.

Professional Master's Degree

Catholic Education

- Modality: **online**
- Duration: **12 months**
- Certificate: **TECH Global University**
- Credits: **60 ECTS**
- Schedule: **at your own pace**
- Exams: **online**

Professional Master's Degree

Catholic Education

tech global university