

Professional Master's Degree Catholic Education





Professional Master's Degree Catholic Education

- » Modality: **online**
- » Duration: **12 months**
- » Certificate: **TECH Technological University**
- » Dedication: **16h/week**
- » Schedule: **at your own pace**
- » Exams: **online**

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

Index

01

Introduction

p. 4

02

Objectives

p. 8

03

Skills

p. 14

04

Structure and Content

p. 18

05

Methodology

p. 30

06

Certificate

p. 38

01

Introduction

The bonds that unite Catholicism and philosophy are very close because of the strong connection between faith and metaphysics. The significance of this area has led it to be present in many countries to the point of being part of the academic curriculum of pre-school, primary and secondary education. This is why professionals in this field who are interested in teaching the keys of religion to society are opting to work in the academic sector, transmitting philosophical thought to children and young people in the school environment. And to get up to date on the most effective and innovative teaching strategies in the classroom, TECH has developed a comprehensive, multidisciplinary and 100% online program through which you will be able to explore the most relevant fundamentals of theology and phenomenology through 1,500 hours of the best theoretical, practical and additional content.





“

A Professional Master's Degree that will allow you to understand the workings and foundations that govern Catholicism and its philosophical thought to help you grow personally and professionally”

Philosophical knowledge and the Catholic faith are intimately related. Philosophical thought's constant search for the effects of things, as well as the origin of the universe and man has established very strong ties with theology, which is in charge of studying the nature of God, His attributes and society's concept of divinity. In addition, it is an area framed within the world's largest religion, Christianity, professed by more than 2 million believers around the world.

These aspects have made Catholicism present also in the school context, with tens of thousands of schools around the world including it as an indispensable part of their academic syllabus. For this reason, the philosophy professional can find in this sector a successful professional outlet, thanks to which they could contribute to teaching through the metaphysics of religion. And for this you can count on this Professional Master's Degree in Catholic Education, a complete and comprehensive 100% online program that gathers the latest and most effective information to carry out a quality, dynamic and interesting teaching for children.

The program is made up of 1,500 hours of study with the best theoretical, practical and additional content through which the graduate will be able to study the most important aspects of the phenomenology of religion, review the Old and New Testament, delve into the values of the church and acquire the best guidelines for the teaching of the faith. All this over 12 months of studying in which you will not have to attend face-to-face classes or follow fixed schedules, but will be able to expand your knowledge and improve your teaching skills from anywhere in the world, using any device with an internet connection.

This **Professional Master's Degree in Catholic Education** contains the most complete and up-to-date educational 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 self-assessment can be used 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



A program through which you will obtain the knowledge required to work as a teacher of Catholic education in the school and ecclesiastical environment based on the best teaching strategies"

“

The perfect program to bring you up to date on the latest trends of the Catholic doctrine and to be able to adapt them to the academic field”

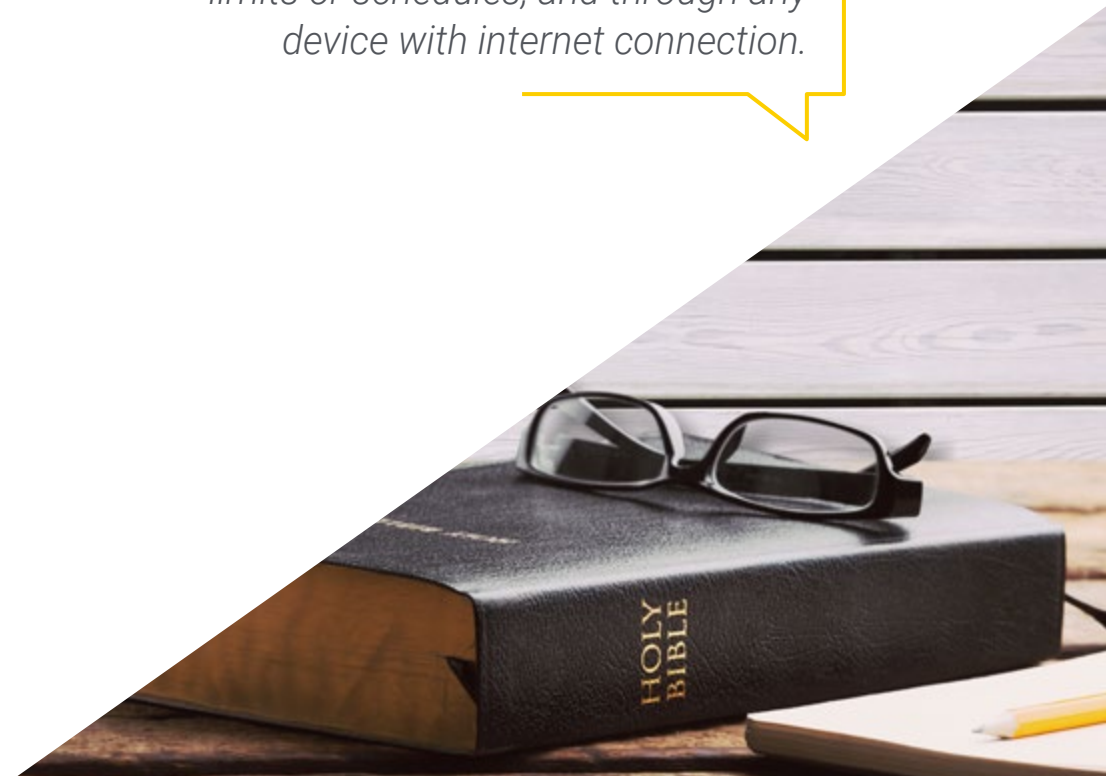
The teaching staff of this program includes professionals from the industry, who contribute the experience of their work to this program, in addition to recognized specialists from reference societies and prestigious universities.

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.

An academic experience with which you will be able to improve your confidence as a teacher through the knowledge of the best and most effective educational guidelines.

You will have access to the Virtual Campus whenever you want, without limits or schedules, and through any device with internet connection.



02

Objectives

The program has been designed with the aim that the philosophy professional can acquire the tools required to develop in the specific area of teaching this subject, knowing the latest educational trends and gaining deeper knowledge of those issues that make up the forefront of this field of knowledge. Only with the appropriate preparation, will the graduate be able transmit knowledge with an methodology adapted to each age group and each context.





“

A program designed to help you achieve even your most ambitious goals through an experience tailored to you and the requirements of today's academic sector”



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



If your objectives include acquiring a solid awareness of the idiosyncrasies of Christian eschatology, this program is perfect for you. What are you waiting for?"





Specific Objectives

Module 1. Philosophy and Phenomenology of Religion

- ♦ Identify the different theories (positivism, evolutionism, 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 the 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 all the evaluations of this Professional Master's Degree in Catholic Education, the Philosophy professional will have acquired the professional competencies required to carry out an exhaustive analysis of the religious context that will allow them to contribute to its teaching, based on the highest academic quality requirements. In addition, it will serve to accredit your specialized knowledge in this field through a program endorsed by a major international university such as TECH.





“

Position yourself as a specialist in Catholic Education and acquire the competencies provided 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



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"





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, 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 primary 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

04

Structure and Content

Developing this program has been a real challenge for TECH and its team of experts, who, despite being versed in the field of Theology, have had to carry out exhaustive research to create a complete program that is up-to-date and adapted to the educational criteria that define and differentiate this university. In addition, with an emphasis on the multidisciplinary factor that characterizes all the programs of this center, they have also included in their content hours of additional material in audiovisual format, research articles, dynamic summaries and complementary readings so that the graduate can take full advantage of this academic experience and delve into the most relevant aspects of the syllabus for their professional performance.



“

In the virtual campus you will find detailed videos, research articles, complementary readings and diverse educational material that you can use in your classes”

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
 - 1.6.1. 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
 - 1.10.1. Concept and Realization of this Opening Experience
 - 1.10.2. Religious Experience and the Complexity of Attitudes Involved: Existence and Explanation, Characteristics and Essential Notes
 - 1.10.3. The Discovery of the Absolute on the Horizon of Religious Attitude
 - 1.10.4. 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
 - 3.5.1. The Nicene Creed
 - 3.5.2. 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 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. The 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. Early 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
 - 9.3.1. General Aspects of Learning
 - 9.3.2. Appropriate Procedures and Strategies for Catholic Religion Teaching
 - 9.3.3. The Evaluation of Learning in Religion and Morale
 - 9.3.4. 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

05

Methodology

This academic program offers students 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"

Case Study to contextualize all content

Our program offers a revolutionary approach to developing skills and knowledge. Our goal is to strengthen skills in a changing, competitive, and highly demanding environment.

“

At TECH, you will experience a learning methodology that is shaking the foundations of traditional universities around the world"



You will have access to a learning system based on repetition, with natural and progressive teaching throughout the entire syllabus.



A learning method that is different and innovative

This TECH program is an intensive educational program, created from scratch, which presents the most demanding challenges and decisions in this field, both nationally and internationally. This methodology promotes personal and professional growth, representing a significant step towards success. The case method, a technique that lays the foundation for this content, ensures that the most current economic, social and professional reality is taken into account.

“*Our program prepares you to face new challenges in uncertain environments and achieve success in your career*”

The student will learn to solve complex situations in real business environments through collaborative activities and real cases.

The case method has been the most widely used learning system among the world's leading Humanities schools for as long as they have existed. The case method was developed in 1912 so that law students would not only learn the law based on theoretical content. It consisted of presenting students with real-life, complex situations for them to make informed decisions and value judgments on how to resolve them. In 1924, Harvard adopted it as a standard teaching method.

What should a professional do in a given situation? This is the question we face in the case method, an action-oriented learning method. Throughout the program, the studies will be presented with multiple real cases. They will have to combine all their knowledge and research, and argue and defend their ideas and decisions.

Relearning Methodology

TECH effectively combines the Case Study methodology with a 100% online learning system based on repetition, which combines 8 different teaching elements in each lesson.

We enhance the Case Study with the best 100% online teaching method: Relearning.

In 2019, we obtained the best learning results of all online universities in the world.

At TECH you will learn using a cutting-edge methodology designed to train the executives of the future. This method, at the forefront of international teaching, is called Relearning.

Our university is the only one in the world authorized to employ this successful method. In 2019, we managed to improve our students' overall satisfaction levels (teaching quality, quality of materials, course structure, objectives...) based on the best online university indicators.



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. With this methodology we have trained more than 650,000 university graduates with unprecedented success in fields as diverse as biochemistry, genetics, surgery, international law, management skills, sports science, philosophy, law, engineering, journalism, history, markets, and financial instruments. 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 training, developing a critical mindset, defending arguments, and contrasting opinions: a direct equation for success.

From the latest scientific evidence in the field of neuroscience, not only do we know how to organize information, ideas, images and memories, but we know that the place and context where we have learned something is fundamental for us to be able to remember it and store it in the hippocampus, to retain it in our long-term memory.

In this way, and in what is called neurocognitive context-dependent e-learning, the different elements in our program are connected to the context where the individual carries out their professional activity.



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



Study Material

All teaching material is produced by the specialists who teach the course, specifically for the course, so that the teaching content is highly 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.



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.



Practising Skills and Abilities

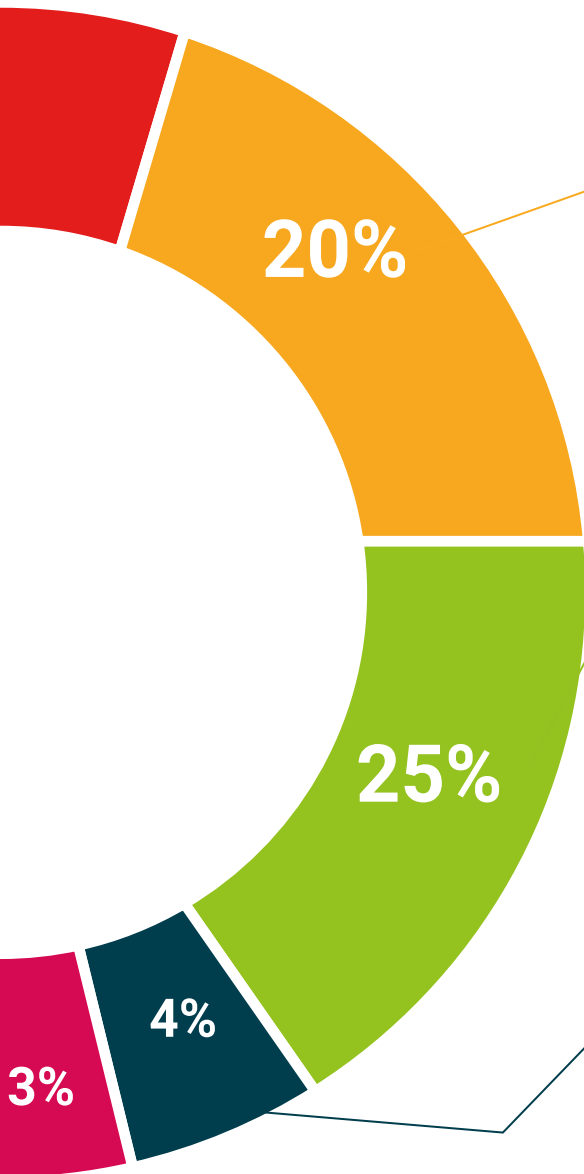
They will carry out activities to develop specific skills and abilities in each subject area. Exercises and activities to acquire and develop the skills and abilities that a specialist needs to develop in the context of the globalization that we are experiencing.



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.





Case Studies

Students will complete a selection of the best case studies chosen specifically for this program. Cases that are presented, analyzed, and supervised by the best specialists in the world.



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 educational system for presenting multimedia content was awarded by Microsoft as a "European Success Story".



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 their goals.



06

Certificate

The Professional Master's Degree in Catholic Educational guarantees students, in addition to the most rigorous and up-to-date education, access to a Professional Master's Degree diploma issued by TECH Technological University.





“

Successfully complete this program and receive your university qualification without having to travel or fill out laborious paperwork”

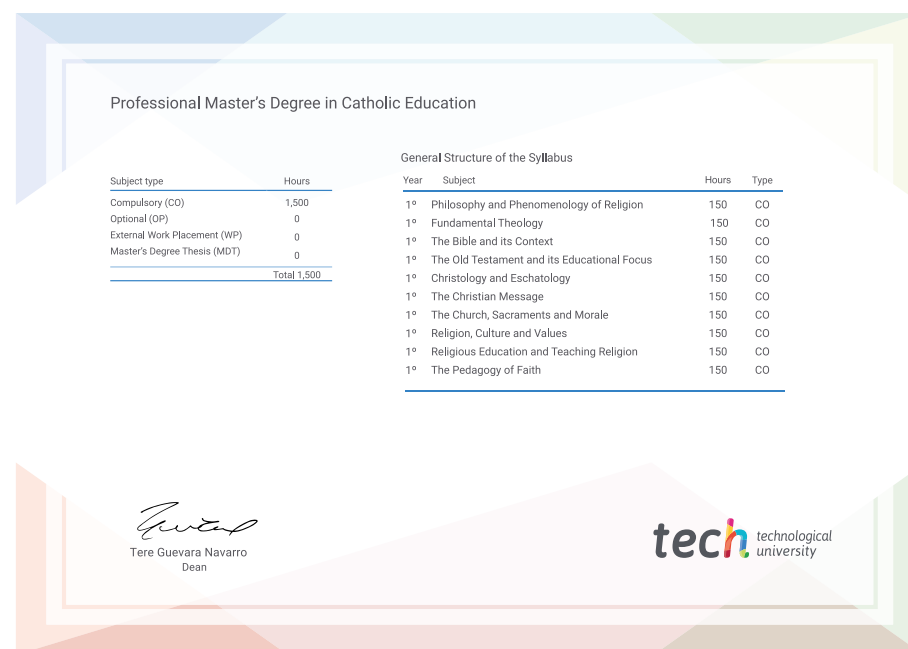
This **Professional Master's Degree in Catholic Education** contains the most complete and up-to-date program on the market.

After the student has passed the assessments, they will receive their corresponding **Professional Master's Degree** diploma issued by **TECH Technological University** via tracked delivery*.

The diploma issued by **TECH Technological University** will reflect the qualification obtained in the Professional Master's Degree, and meets the requirements commonly demanded by labor exchanges, competitive examinations, and professional career evaluation committees.

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

Official N° of hours: **1,500 h.**



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

future
health confidence people
education information tutors
guarantee accreditation teaching
institutions technology learning
community commitment
personalized service innovation
knowledge present quality
development language
virtual classroom



Professional Master's
Degree
Catholic Education

- » Modality: **online**
- » Duration: **12 months**
- » Certificate: **TECH Technological University**
- » Dedication: **16h/week**
- » Schedule: **at your own pace**
- » Exams: **online**

Professional Master's Degree Catholic Education