

UNIVERSITY DIPLOMA IN CATECHETICAL COORDINATION

Main Language of Instruction:

French ☒ English ☐ Arabic ☒

The content of the courses in the French and Arabic sections is identical, with one notable difference in the codes assigned to the courses.

Campus Where the Program Is Offered: CSH

OBJECTIVES

This program aims to respond to the pedagogical and cultural turning point we are experiencing today, as well as to the diversity of catechesis programs, where catechetical coordination has become urgent within the school environment. It ensures complementarity between catechesis, liturgy, and spiritual life on one hand, and the sciences of education on the other.

PROGRAM LEARNING OUTCOMES (COMPETENCIES)

- **DUCC.1.** Ensure the continuity and coherence of the catechetical mission within an institutional environment.
- **DUCC.2.** Adopt the posture of a practical theologian within an institutional framework by applying theological and catechetical discernment tools.
- **DUCC.3.** Develop a catechetical team and strengthen its skills.
- **DUCC.4.** Collaborate with various institutional bodies in fulfilling the mission.

ADMISSION REQUIREMENTS

- Application file
- Bachelor in Religious Studies

PROGRAM REQUIREMENTS

45 Credits: Required Courses (45 credits)

Required Courses (45 Cr.)

Pedagogical Choice in Catechesis (2 Cr.), Complexity and Pastoral Action: Comprehensive Pastoral Care (4 Cr.), Teaching Based on Learning Outcomes (1 Cr.), Aesthetics, Symbol and Transmission of Faith (2 Cr.), Ethics and Responsibility (4 Cr.), Use of Didactic Supports in Catechesis (2 Cr.), Foundations of Catechesis in our Eastern Context (4 Cr.), Human Resource Management (4 Cr.), Pedagogical Management of a Classroom (3 Cr.), Integration of Active Methods in Teaching (3 Cr.), The Coordinator's Profession and Curricular Development (3 Cr.), Humanist Posture of Educational Actors (3 Cr.), Practical Theology (4 Cr.), Portfolio and Final Report (6 Cr.).

COURSE DESCRIPTION

018CPCA11	Pedagogical Choice in Catechesis	2 Cr.
This course examines the methodological challenges of catechesis by exploring the current tension between content and method. It highlights the importance of methodology in ensuring greater fidelity to both divine pedagogy and human pedagogy.		

018CAPPI1	Complexity and Pastoral Action: Comprehensive Pastoral Care	4 Cr.
This seminar examines the pastoral challenges facing the Church in a rapidly changing world. It explores how social, cultural, and institutional developments shape the Church's mission and call for renewed pastoral approaches. Students reflect on the complexity of pastoral management, including leadership, relationships, governance,		



conflict management, and stewardship of resources. The seminar also provides practical tools and frameworks to discern and respond to contemporary pastoral challenges in light of the Church's mission and the guidance of the Holy Spirit.

070ERAPF1	Teaching Based on Learning Outcomes	1 Cr.
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This course introduces students to the competency-based approach in higher education, in line with international standards such as the European Credit Transfer and Accumulation System (ECTS). It examines how competency-based education enables higher education to prepare students to address current and future societal challenges. The course explores the definition of competencies and intended learning outcomes and emphasizes a student-centered approach to teaching and learning.

018ESTFI2	Aesthetics, Symbol and Transmission of Faith	2 Cr.
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This course explores beauty from a Trinitarian perspective, presenting it as originating in the communion and love of the Father, the Son, and the Holy Spirit. It examines how beauty springs from the perfect unity of the three divine Persons in the diversity of their persons. In the incarnate Word, the Splendor of the Father, and through the Holy Spirit, the Light of the Word, uncreated Beauty is revealed in an inexpressible act of self-emptying, making itself visible to humanity and inviting us to participate in it. The course examines how divine beauty makes itself seen and heard through forms and symbols such as creation, the human face, art, and liturgy. It then explores the spiritual and pedagogical implications of beauty by asking how to encounter it, cultivate a contemplative gaze and attentive listening, help young people welcome beauty, and enable them, in the words of Pierre Emmanuel, to "learn these exterior forms, a learning that corresponds to the learning of the inner being." Finally, it reflects on how to become bearers of beauty and creators of signs that lead others to beauty.

018ETREI2	Ethics and Responsibility	4 Cr.
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This seminar examines responsibility as an ethical competence that extends beyond legal frameworks and becomes central to human action in both design and execution. It raises key questions: What is the human person responsible for? Before whom is this responsibility exercised, and how can it be accounted for? How does responsibility relate to dignity and to values, and who defines these relationships, under what authority? It also explores whether and how religious affiliation enters into processes of accountability, and what this implies in contexts shaped by the Christian faith. Within this perspective, a coordinator of catechetical training in an ecclesial institution (school or otherwise) is called to ensure ethical engagement rooted in Christian principles. This seminar identifies the main references guiding this responsibility and examines how they can be revisited and actively integrated in practice. Through a continuous and interactive pedagogical approach, the seminar addresses these questions while remaining open to emerging contextual issues.

018ESDCI1	Use of Didactic Supports in Catechesis	2 Cr.
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This course takes place in a world where the religious question occupies a very important place in each person's life, religious teaching in Christian schools does not have the same requirements as scientific subjects, both for students and management. Several questions then arise to take this essential subject seriously in everyone's life: How to prepare, manage, and evaluate the catechesis course? How to also use new pedagogy and technology to motivate students to take the catechesis session seriously? Finally, how to prepare to be a catechesis teacher in school?

018FCCOI2	Foundations of Catechesis in our Oriental Context	4 Cr.
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This course aims to help the student develop theological discernment in both theological reflection and catechetical practice. It seeks to understand the catechetical act in its fundamental theology dimension, in its historical development in order to distinguish between stable and evolving forms of catechesis, and in its practical theology dimension, with a focus on its contextual inculturation within the Antiochian Oriental tradition.

018GRHUI2	Human Resource Management	4 Cr.
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This course is situated within a strategic vision of organizational management, particularly within ecclesial institutions such as parishes, chaplaincies, movements, and committees. In this context, human resources constitute a key asset for achieving institutional objectives, ensuring sustainability, and supporting development.





This course therefore aims to introduce students to the key concepts, as well as the fundamental practices and tools of human resource management, enabling them to better understand and effectively manage the human capital for which they are or will be responsible, as well as the human relationships they engage in within their professional context.

070EDY5M1	Pedagogical Management of a Classroom	3 Cr.
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This course develops strategic classroom management skills, including the ability to mobilize learning projects, foster learner autonomy and motivation, manage conflicts and behavioral issues, and apply appropriate principles, processes, and tools of educational intervention. Students will be able to explain the theories and stakes of classroom management and analyze problematic learning situations to prevent and/or remedy them. This course also emphasizes that the management of human relations is grounded in stress management, affective factors, and emotional intelligence. It ultimately aims to develop students' capacity to observe group dynamics and to master techniques for facilitating and leading a class or a working team.

070INMAM1	Integration of Active Methods in Teaching	3 Cr.
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This course develops students' critical thinking through metacognitive exercises that foster vigilance and awareness of the pedagogical choices made when implementing classroom activities. By the end of this course, students will appropriate different active teaching methods during a learning sequence, including concept-based learning, interactive lecturing, cooperative learning groups, the Group-Guided Integration Method (MIGG), oral presentations, problem-based learning, project-based teaching, error-based learning (AEE), and the use of ICT tools.

070MCDCM1	The Coordinator's Profession and Curricular Development	3 Cr.
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This course equips students with the necessary skills to effectively carry out their duties as coordinators. It also introduces the curriculum development process and initiates students into curriculum evaluation as a tool for development and continuous improvement. This course is designed for coordinators expected to adopt a leadership posture. It provides them with the principles and methods for supervising, implementing, and evaluating curricula.

070PHUMM3	Humanist Posture of Educational Actors	3 Cr.
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This course equips students with personal and social skills that support the learning of each individual learner, taking into account their profile. This course also fosters awareness of human values and develops a respectful attitude toward the dignity of the learners entrusted to them.

018TPRAM1	Practical Theology	4 Cr.
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This course offers pastoral agents a reflective and critical approach to pastoral practice. It provides methodological and conceptual tools for the development of pastoral projects adapted to their specific context.

018PORTF2	Portfolio and Final Report	6 Cr.
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This course includes a portfolio component intended for DUCC students whose academic background includes multiple prior training programs completed in different contexts.

I – Student Presentation: This section provides an overview at the time of enrollment (1–3 pages).

II – Achievement of Competencies: This section highlights students' progress throughout the program, as well as their personal engagement in managing and taking ownership of their learning (10 pages).

III – Program Assessment: This section presents students' academic achievements and their perspective on the training (2–3 pages).

