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UNDERGRADUATE PROSPECTUS  
RÉAMHEOLAIRE



**MIC**  
MARY IMMACULATE COLLEGE  
COLÁISTE MHIURE GAN SMÁL

#HelloMIC

| Teaching | Liberal Arts | Early Childhood |  
| Psychology Degrees |





21%  
EDGE



79%  
EMBRACE

ATLANTIC EDGE

**LIMERICK**

EUROPEAN EMBRACE



Mary  
Immaculate  
College

**Undergraduate  
Prospectus**  
Réamheolaire

23

24

# General Information

## GENERAL ENQUIRIES

**T:** +353 61 204300  
**W:** [www.mic.ie](http://www.mic.ie)

## ADMISSION ENQUIRIES

Mary Immaculate College  
South Circular Road  
Limerick, Ireland.

**T:** +353 61 204348  
**E:** [Admissions@mic.ul.ie](mailto:Admissions@mic.ul.ie)

## NEWSLETTER

To stay up to date with all the latest news on undergraduate study at MIC subscribe to our newsletter at [www.mic.ie/CAO](http://www.mic.ie/CAO)

## ACADEMIC INFORMATION

The academic programme is semesterised and modularised. Each semester is comprised of 15 weeks: 12 weeks of lectures followed by one study week and two weeks of examinations. Each programme module lasts one semester and usually involves three hours of lectures/tutorials per week. Each programme module is equal to six ECTS credits. A full year's academic programme is assigned 60 academic ECTS credits and one semester's academic programme is assigned 30 ECTS credits in total.

## ACCREDITATION

The University of Limerick accredits BA, B Ed, Graduate Diploma and Postgraduate Degree programmes.

## MIC LIMERICK & MIC THURLES

### MIC Limerick

#### Open Days

Thursday 20 & Friday  
21 October 2022  
Saturday 21 January 2023

#### Hybrid Open Day

April 2023 (TBC)

### MIC Thurles

#### Open Day

Saturday 12 November 2022

#### Student Experience Day

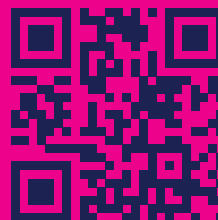
Saturday 22 April 2023

For more information see  
[www.mic.ie/CAO](http://www.mic.ie/CAO)

## CAREER FAIRS, SCHOOL VISITS & ACADEMIC ENQUIRIES

Our Student Recruitment  
Officer is Patrick Cosgrove


**T:** +353 61 774775  
**E:** [Patrick.Cosgrove@mic.ul.ie](mailto:Patrick.Cosgrove@mic.ul.ie)





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**Mary Immaculate College**, founded in 1898, is a university-level College of Education and the Liberal Arts, academically linked with the University of Limerick. The College is a multi-campus institution, with a student population of over 5,000, enrolled in undergraduate programmes in Primary and Post-Primary Education, Liberal Arts and Early Childhood Care and Education, as well as a range of postgraduate programmes at Diploma, MA and PhD levels.

Is Coláiste tríú leibhéal Oideachais agus na nDán ag leibhéal ollscoile é **Coláiste Mhuire Gan Smál**, Luimneach, a bunaíodh in 1898, atá nascaithe go hacadúil le hOllscoil Luimnigh. Is institiúid ilchampais é an Coláiste, le daonra de bheagnach 5,000 mac léinn cláraithe ar chláir a phléann le Bun-oideachas, le hIar-bhunoideachas, leis na Dána agus le Cúram agus le hOideachas na Luath-Óige, mar aon le réimse de chláir iarchéime ag leibhéal an Dioplóma, na Máistreachta agus na Dochtúireachta.









## LIMERICK

MIC Limerick is situated in the southern suburbs of Limerick City, the third largest city in the Republic of Ireland with a population of over 80,000. Our leafy campus with state-of-the-art facilities is within 10 minutes walking distance of the city centre, providing easy access to all cultural and social amenities, as well as the main rail and bus terminus.

With three institutions of higher education and a combined student population of almost 25,000, Limerick is a bustling, vibrant and exciting city. There are cinemas, nightclubs and a range of bars and restaurants to enjoy with friends. Limerick will provide you with plenty of opportunities for a great social life.

In 2014 Limerick was designated Ireland's first 'National City of Culture' and in 2016 was a

short-listed Irish candidate city for European Capital of Culture 2020. The city offers a variety of historical, artistic and theatrical activities. Indeed, the magnificent Lime Tree Theatre, in the College's TARA building, hosts a range of performances from national and international theatre, dance, opera and ballet companies, to live musical and comedy performances.

Limerick is also the sporting capital of the Munster region and is unique in having a strong tradition and success in both Gaelic games and rugby. Fans can tour the spectacular Thomond Park Stadium, which includes an interactive museum that showcases the proud history and heritage of Munster rugby.

Limerick City will provide you with the complete student experience.

[www.limerick.ie/study](http://www.limerick.ie/study)



## THURLES

MIC Thurles is located in the heart of Thurles town – a vibrant and prosperous town on the River Suir nestled in the heart of the beautiful Suir Valley. Our Thurles Campus offers undergraduate post-primary teacher education programmes, great facilities with en suite accommodation and sports grounds.

With a population of over 8,000 people, Thurles is a thriving hub of shops, businesses and cultural attractions with great transport links. As part of the Thurles Town Centre Renewal Strategy a suite of measures will be implemented at a community, local business and local authority level over the next decade. The revitalisation of the Thurles Market Quarter as an integrating community hub, supporting and promoting local business and producers, and third-level institutions like MIC Thurles, will be at the heart of the strategy.

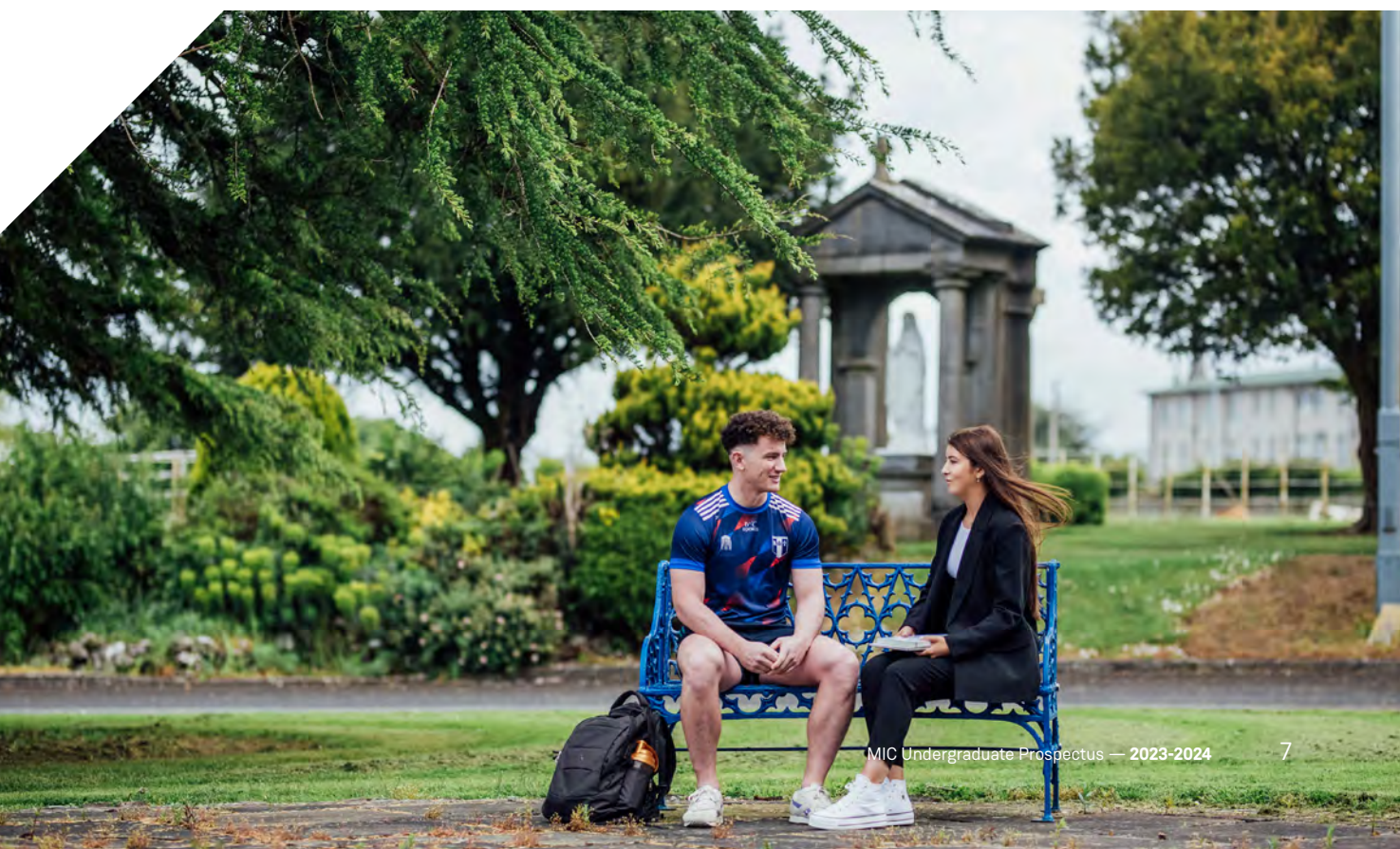
Thurles town offers a wide variety of facilities, including two historic museums – the Thurles

Famine and War Museum and Lár na Páirce Museum of the GAA and Gaelic Games.

Thurles is the birthplace of the Gaelic Athletic Association, founded in 1884 in Hayes Hotel. The town is also home to Semple Stadium, Ireland's second largest sports arena with a capacity for 60,000 people, second only to Croke Park Stadium, Dublin. Thurles boasts many excellent cultural and recreational facilities including The Source Arts Centre, Tipperary's most exciting cultural and entertainment venue presenting music, dance, comedy, film, children's events, visual art and more. Horse and greyhound racing, soccer, rugby, cycling, golf, angling, hockey and swimming are all catered for.

Live and learn in this great town in the heart of Tipperary that offers students a unique college experience.

[www.tipperary.com](http://www.tipperary.com)





## Mission Statement

Mary Immaculate College, founded in 1898, is a third-level Catholic College of Education and the Liberal Arts. The College community promotes excellence in teaching, learning and research at undergraduate and postgraduate levels. It seeks to foster the intellectual, spiritual, personal and professional development of students within a supportive and challenging environment that guarantees the intellectual freedom of staff and students.

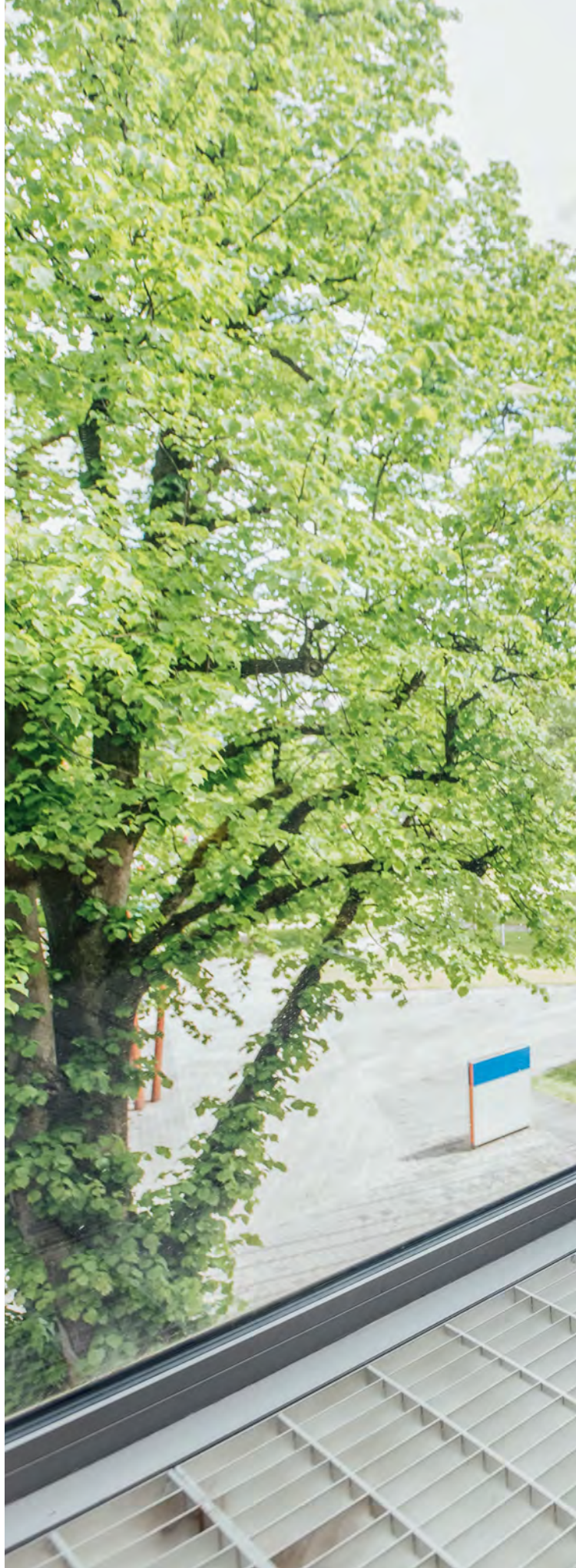
In particular, the College seeks to foster in its students a spirit of justice and compassion in the service of others, together with an openness to the religious tradition and values of each individual. The College promotes a sense of identity enriched by an awareness of its Catholic tradition, the cultures, languages and traditions of Ireland, and its special commitment to the Irish language. Mary Immaculate College respects cultural diversity. It strives to promote equity in society and to provide an environment where all have freedom and opportunity to achieve their full potential.

## Ráiteas Misin

Is Coláiste Caitliceach tríú leibhéal Oideachais agus Saorealaíon é Coláiste Mhuire Gan Smál, a bunaíodh in 1898.

Cuireann pobal an Choláiste ardchaighdeán feabhais chun cinn ó thaobh múinteoireachta, foghlama agus taighde ag an leibhéal céime agus iarchéime. Déantar iarracht forbairt intleachtúil, spioradálta, phearsanta agus ghairmiúil na mac léinn a chothú laistigh de thimpeallacht chabhrach agus dúshlánach a chuireann saoirse intleachtúil na foirne agus na mac léinn chun tosaigh. Tá sé mar aidhm ag an gColáiste, go háirithe, cothrom na féinne agus ómós a chothú ina chuid mac léinn, agus iad ag freastal ar dhaoine eile, chomh maith le bheith oscailte do na traidisiúin agus do na luachanna reiligiúnacha a bhíonn ag gach duine aonair.

Cuireann an Coláiste féinaithe chun cinn a bhfuil traidisiún Caitliceach an Choláiste mar chuid shaibhir di, chomh maith le cultúr, teangacha agus traidisiúin na hÉireann agus tiomantas speisialta an Choláiste don Ghaeilge. Tá omós ag Coláiste Mhuire gan Smál d'éagsúlacht cultúir. Oibríonn an Coláiste chun cothromaíocht a chur chun cinn sa tsochaí agus chun timpeallacht a chur ar fáil ina mbeidh an tsaoirse agus an deis ag gach duine a gcumas iomlán a bhaint amach.







# Students' Union

**Aontas na Mac Léinn**



## Mission Statement:

Giving you a voice, helping you to use it, enriching your college experience.

Mary Immaculate College Students' Union (MISU) provides support, representation and services to its members, the students of MIC.

Students are represented by the elected MISU Executive Committee Officers.

### MISU aims to:

- Give students a say in their own student/college life;
- Protect and represent students in academic and non-academic matters;
- Create a positive college experience for students;
- Help new students integrate into college life; and
- Facilitate extra-curricular activities for students.

### MISU works to achieve these aims by:

- Working together with all college departments to ensure that key relationships are developed and maintained;
- Providing assistance, information services, guidance, security and entertainment for the student population;
- Providing the best possible balance between academic and social experiences;
- Being an approachable and welcoming point of contact for students, even if it's just for a chat!
- Encouraging increased student participation in extra-curricular activities; and
- Improving the College's physical environment.

Some of the events organised by MISU include Orientation and Freshers' Week entertainments, weekly club nights during the semester, Rag Week, Clubs and Societies days, Clubs and Society Awards, as well as student gigs.

### CLUBS AND SOCIETIES

The running of clubs and societies at MIC forms a significant part of the work of the MISU. The Union promotes and coordinates the activities of clubs and societies and stimulates the growth of new societies. Clubs and societies are

a great way of meeting new people in college, providing an opportunity to mix with like-minded individuals. New members are always welcome and students are encouraged to set up new clubs and societies, ensuring there's something for everyone. There's a place for anyone who would like to get involved, whether you're a beginner or an expert. Some of the clubs and societies on offer in MIC are:

**Clubs:** Hurling, Camogie, Gaelic Football, Equestrian, Rugby, Soccer, Badminton, Basketball.

**Societies:** Cumann Gaelach gan Smál, Dramatic Arts (MIDAS), Creative Writing, Dance (MIDance), International Society, LGBTQ+, Trad Music, SVP, Positive Mental Health, Live Music, Traditional Irish Dance.

### FURTHER INFORMATION

**W:** [www.misu.ie](http://www.misu.ie)

**FB:** @maryistudentsunion

**IG:** @maryistudentsunion

**T:** @maryisu

**S:** @maryisu







# An Ghaeilge Neamhfhoirmiúil sa Choláiste

Tá cáil na Gaeilge ar Choláiste Mhuire gan Smál agus is cuid de shaol laethúil an Choláiste í ar an taobh acadúil agus ar an taobh sóisialta de. Tacaíonn polasaí dátheangach an Choláiste le deiseanna a chothú chun leas a bhaint as an nGaeilge mar ghnáth-theanga chumarsáide i measc phobal an Choláiste, idir bhaill foirne agus mhic léinn.

## AN SEOMRA CAIDRIMH – FOIRGNEAMH NA LEABHARLAINNE

*Ionad Cruinnithe, Ionad Ceoil  
agus Rince, Ionad Seolta  
Leabhar, Seomra Ranga...*

Is spás é seo inar féidir le foireann agus le mic léinn an choláiste teacht le chéile chun Gaeilge a úsáid ar bhonn neamhfhoirmeáilte; is féidir teacht isteach agus cupán tae/caifé a dhéanamh, labhairt le do chairde, éisteacht le ceol, agus mar sin de. Tá an Seomra Caidrimh i bhfoirgneamh na leabharlainne ar champas an Choláiste. Eagraítear clár cuimsitheach d'imeachtaí do bhaill foirne agus do mhic léinn. Ritheann mac léinn BA ar socrúchán oibre an seomra ar bhonn laethúil agus iad sásta aon chabhair gur féidir a thabhairt do chuairteoirí a thagann go dtí an seomra.

This informal space in the Library is used by the entire college community (both students and staff) to improve their language

skills, attend various social events and generally enjoy the strong Irish language and cultural tradition that exists in MIC. The room is run on a daily basis by a BA student on Year 3 placement who is only too happy to help all who visit An Seomra Caidrimh. Suíomh/Location: L213 sa leabharlann

Uaireanta Oscailte/Opening  
Hours: 9am-5pm (nó níos  
déanaí ag brath ar imeachtaí/  
or later when events are on)  
Déan teagmháil linn:

**T:** +353 61 204122  
**R:** SeomraCaidrimh@mic.ul.ie

Nó déan teagmháil le Caitríona  
Breathnach, Oifigeach na Gaeilge ag:  
**R:** Caitriona.Breathnach@mic.ul.ie  
**T:** +353 61 204548

## SEACHTAIN NA GAEILGE – GACH MÁRTA

Cuireann Seachtain na Gaeilge úsáid na Gaeilge agus an chultúir Ghaelaigh chun cinn mar chuid d'fhéile a reachtáiltear i mí na Márta gach bliain. Tagann Oifig each na Gaeilge, An Séiplíneacht, An Oifig um Chothú Sláinte, mar aon le hAontas na Mac Léinn agus Ranna Acadúla eile le chéile chun seachtain lán le ceol, craic agus comhlúadar a eagrú, leis an Seomra Caidrimh mar cheannáras na n-imeachtaí.



## CUMANN GAEILACH GAN SMÁL

Ní gá a bheith líofa chun a bheith linn - An Cumann aims to provide an opportunity and a meeting place for those students who have an interest in speaking, improving their knowledge of, or learning Irish.

## BORD NA GAEILGE

Tá Bord na Gaeilge sa Choláiste freagrach as moltaí a dhéanamh don Údarás Rialaithe maidir le forbairt a dhéanamh ar úsáid na Gaeilge sa Choláiste i gcoitinne i saol oifigiúil, acadúil agus i measc mic léinn an Choláiste, chomh maith le polasaí dháttheangach an Choláiste a chomh-líonadh. Tá ballraíocht ag idir mhic léinn agus bhaill foirne ar Bhord na Gaeilge agus reachtáiltear cruinnithe go rialta.



# Arts & Culture

## Na hEalaíona agus Cultúr

The College has a vibrant tradition in the performance and visual arts. There are numerous opportunities to participate in informal productions and public performances. The Mary Immaculate College Choral Society presents an annual concert and past highlights include performances of Haydn's *Heiligmesse*, *Theresienmesse* and *Stabat Mater*, Mozart's *Requiem*, Vivaldi's *Gloria* and Handel's *Acis and Galatea*. The Choral Society has also joined forces with the Limerick Choral Union to present Mendelssohn's *Elijah*, Puccini's *Gloria* and Beethoven's *Choral Fantasia* in the University Concert Hall, Limerick.

*Tá an ceol traidisiúnta agus an rince faoi bhláth sa Chólaíste agus is iomaí duais atá buaite ag na mic léinn i bhFéile an Oireachtais, i Slógadh agus i gcomórtais idirollscoileanna.*

The College has a particularly active drama society (MIDAS), which celebrated its 21st birthday in 2020 and has won multiple National BICS (Board of Irish College Societies) Awards for Best Society and Best Society Event. MIDAS produces plays and musicals, as well as organising workshops, cabarets and social events. Students also participate in the Irish Student Drama Awards (ISDA).

Recent MIDAS productions include: *A Chorus Line*, *Les Miserables*, *Celebration*, *Closer*, *Disco Pigs*, *Starlight Express*, *Godspell*, *Seussical the Musical* and *CATS*. The Lime Tree Theatre (510-seats) is situated on the Limerick campus with the Belltable (220-seats) 1km away. These professional venues play host to the best in local, national and international performing arts. Every season has wonderful surprises so make sure you check out [www.limetreetheatre.ie](http://www.limetreetheatre.ie) to see what performances will be on your doorstep.

### MIC THURLES

There is a very active local drama group and a Thurles Musical Society. The Source Arts Centre is adjacent to MIC Thurles.

Book your tickets online at [www.limetreetheatre.ie](http://www.limetreetheatre.ie) or call to the Box Office situated in the TARA building.





# Sport

## Spórt

Sport and recreation play an important role in the lives of students. Mary Immaculate College caters for a wide variety of sports and has an award-winning, state-of-the-art, multipurpose sports complex, Tailteann.

### **FACILITIES AT MIC LIMERICK INCLUDE:**

- Weights room
- 2 indoor soccer courts
- IBA approved basketball court
- 3 volleyball courts
- 6 badminton courts
- Table tennis facilities
- 2 teaching gyms/dance studios

### **OUTDOORS, MIC PROVIDES:**

- Full-size GAA pitch
- Floodlit training pitch
- 460 metre astro turf running track

### **THE ABC OF OPPORTUNITIES TO GET ACTIVE**

**Aerobics:** Aerobics/Boxercise/ Zumba classes take place every Monday, Tuesday and Wednesday in Tailteann. Check with Tailteann Reception for updated schedules.

**Badminton Club:** The thriving Badminton Club meet every Wednesday and are always on the lookout for new members.

**Basketball:** Basketball can be played at competitive or recreational level. The College's ladies team competes in the North Munster League and the Colleges' All-Ireland League. In 2017 they won the division 2 All-Ireland League final.

**Camogie:** Brian O'Boyle, who has coached Tipperary camogie teams at senior grade over the last number of years, coaches our camogie team. The College has won the Purcell Cup six times since its inauguration in 1977 and played in the Ashbourne Cup, reaching the semi-final in 2016 and again in 2022. The College currently has an intermediate camogie team and last won the Intermediate Championship in 2015. Fresher camogie players play in an All-Ireland blitz. Mary Immaculate College has played in the Ashbourne Cup for the last six years and will play in the Ashbourne Cup in 2023.

**Coach Education:** Mary Immaculate College is committed to giving access to GAA coach education courses to all students in the College. Courses are available at foundation and advanced levels. Details of Gaelic sports, teams, bursaries and the coach education programme are available from the Sports Office in Tailteann Sports and Leisure building at T: +353 61 204306, E: Tailteann.Reception@mic.ul.ie

**Gaelic Football:** MIC's Gaelic football team usually competes in the Trench Cup and has won the Trench Cup on two occasions, in 2008 and again in 2018. Our Freshers football teams have won









Mary Immaculate College is committed to giving access to GAA coach education courses to all students on both our Limerick and Thurles campuses



the Division 2 championship four times in the last seven years and have won the division 2 league twice in the same period. The College also plays in the Munster Junior Football Championship. The junior team reached the Munster Final in 2016. Former Limerick footballer Pat Galvin is coach to our football teams.

**Hurling:** Mary Immaculate College made history in 2016 when its senior hurling team beat UL in an epic final to secure the Fitzgibbon Cup for the first time ever. In 2017 MIC were victorious for a second year in a row, defeating IT Carlow in the final - a remarkable achievement for a college with a population of just over 5,000. In 2019 MIC once again reached the Fitzgibbon Cup final where they were beaten by a strong UCC team and in 2020 reached the semi-final. Many players who have played for Mary Immaculate College have gone on to successful careers on inter-county teams. The current coach, Jamie Wall, played in the 2013 Fitzgibbon Cup final with Mary Immaculate College. George Fitzgibbon is coach to the Freshers Hurling Team.

**Ladies Football:** The College fields two ladies football teams. In 2012 the first team won the Giles Cup and the Division 2 league, and regained the Giles Cup in 2014. After competing in the O'Connor Cup in 2015, they reached the Giles Cup final in 2016 and have been in the semi-finals every year since. In 2022, the Ladies First team won the Giles Cup for the third time. In 2023 they will play in the O'Connor Cup. The second team competes in the Division 4 league and Moynihan Cup, while the third team participates in the Donaghy Cup. MIC also takes part in the National Freshers Blitz each year. Dr Richard Bowles (Limerick) and Dr Anne O'Dwyer (Tipperary) are the ladies football coaches. Players of all standards are very welcome. We also encourage players to develop their own coaching skills through the organisation of blitzes involving local primary schools.

**Rugby:** The men's rugby team is a relatively new team in the College. They competed for the first time in the Colleges league in 2016 and in 2017 they won the Tier Two All-Ireland final.

**Soccer:** The senior men's soccer team compete in the Collingwood Cup. In 2012 they were Collingwood Cup finalists. They have won the Spillane Cup for the last three years.

The ladies soccer team compete in their respective intersarsity leagues and championships.

**Table Tennis:** There are four tables available in Tailteann to play table tennis.

**Tennis:** The tennis club in Mary Immaculate College is relatively new but is continuing to grow. It is a very inclusive club and welcomes all players irrespective of ability. Tennis training takes place weekly using facilities located close to the College. MIC has participated in the National College Championships and hopes to have an intersarsity team in the future. Tennis is a great way to meet other students, have fun and stay active.





**Walking:** One of the most utilised sports facilities in the College is the walking track around the GAA pitch. This is a 460m AstroTurf track and is used by students, staff, visitors and locals for jogging and walking.

**Weights Room:** There is a fully-equipped weights room in Tailteann.

Coaching is provided at introductory and advanced levels. You can compete in college and intervarsity competitions or you can play at recreational level. The following sports are catered for at both levels: hurling, gaelic football, ladies football, camogie, soccer, tennis and basketball. Badminton, volleyball and table tennis are catered for at a recreational level. Selected students have the opportunity to represent the College at international sporting events.

You will find that being involved in sport gives you the opportunity to develop friendships and to enjoy a social side of college life.

We, at Mary Immaculate College, would encourage all students to take part in sport and recreation at some point throughout their time in the College.

### MIC THURLES

Currently MIC Thurles participates in a range of sporting activities, such as hurling, football, camogie, rugby, ladies football and soccer. Some of these activities operate across both the Limerick and Thurles campuses. In recent years the camogie team have competed in and won the Corn Uí Mhaolagain. Also, our senior hurlers competed in the Fergal Maher Cup. The players in the MIC Thurles hurling team range from those with an interest in hurling to senior inter-county stars such as Dessie Hutchinson and Aaron Dunphy. Adjacent to the College and with pedestrian access are a gym and swimming pool with special rates for students.

### FURTHER INFORMATION

**T:** +353 61 204375

**E:** [Tailteann.Reception@mic.ul.ie](mailto:Tailteann.Reception@mic.ul.ie)

# Awards & Scholarships

Mary Immaculate College has a range of initiatives for incoming students, to provide financial and academic support. These include entrance and sports scholarships, and CAO concessions. Once students have been accepted to/are attending the College, there are bursaries and awards for undergraduates and postgraduates to provide financial and practical assistance, and aid them in pursuing further study. Some schemes are specific to, and funded by, MIC while others are funded by the Irish Government and the EU.

## MIC UNDERGRADUATE ENTRANCE SCHOLARSHIPS

Up to fifty undergraduate entrance scholarships, valued at €2,000 each, will be offered, for competition on the basis of results obtained in the Irish Leaving Certificate Examination, and will be allocated to students from amongst MIC's undergraduate programmes.

The scholarships are tenable only in MIC, for the first year of a full-time primary degree programme to be undertaken at MIC, in the academic year following the Leaving Certificate Examination on which the award is based.

To be eligible to receive a scholarship, a student must have met the normal entry requirements for the degree programme in question and have been validly registered for same. A student who has previously registered for a programme leading to a degree in any third-level college shall not be eligible for the award of an Undergraduate Entrance Scholarship. Scholarships shall be awarded in order of merit in accordance with the standard scoring system for Leaving Certificate results. Only performance in the six best subjects taken at the same sitting of the Leaving Certificate will be counted. If the holder of an Undergraduate Entrance Scholarship withdraws

from the programme for which they have registered, or fails to continue throughout the year to meet the attendance and other requirements for the programme, including examination entry, they may be required to repay to the College the whole or part of the scholarship. No special application form is required for Undergraduate Entrance Scholarships. Successful students will be notified directly.

## ASHLING MURPHY ENTRANCE SCHOLARSHIP

This scholarship is a memorial to Ashling Murphy, tragically killed in January 2022, who had graduated as a primary school teacher only three months previously from Mary Immaculate College. To cherish Ashling's memory this Entrance Scholarship will take account of her talents and love of traditional Irish music. This scholarship is jointly awarded by Mary Immaculate College and the Irish National Teachers' Organisation (INTO) to the amount of €4,000, which will be a bursary awarded to a first year Bachelor of Education student for their exceptional achievement (solo, ensemble and in the community) and talent in the field of traditional Irish music.



## AWARDS OF EXCELLENCE

Mary Immaculate College Foundation confers a number

of Awards for Excellence upon students who are registered in the College and who have achieved excellence in any field of endeavour such as music, arts, sport (with the exception of GAA sports which already receive College and Munster bursaries).

## UNIVERSITY SCHOLARSHIPS

These scholarships are for adult learners to acquire a bachelor's degree. Scholarships enable successful candidates to pursue a degree in any discipline in selected institutions on the island of Ireland. T: +353 1 6875998, E: [Apply@uversity.org](mailto:Apply@uversity.org)

## OTHER SCHOLARSHIPS

Easter Week Commemoration Scholarships, Gaeltacht University Scholarships and Irish Language Third-Level Scholarships have been replaced with a new single scheme of bursaries based on merit. Details of the new scheme are available from Higher Education - Equity of Access Unit, Department of Education and Skills, Tullamore, Co. Offaly. T: +353 57 9325317

## FURTHER INFORMATION

MIC is continually introducing new initiatives to provide financial and academic support to incoming students. For the most up to date information on all such schemes see [www.mic.ie/scholarships](http://www.mic.ie/scholarships) and keep an eye on our social media channels.



# Sport Schemes

Mary Immaculate College is delighted to offer two separate sport schemes in recognition of the sporting excellence amongst MIC students and in order to further develop the relationship between academic excellence, sports and well-being by providing additional supports to students whilst they pursue both their academic and sporting career.



## CAO POINTS CONCESSION SPORTS SCHEME

MIC's CAO Points Concession Sports Scheme is an academic entry scheme for high performance athletes applying for a full-time Level 8 undergraduate programme at MIC Limerick or MIC Thurles. Up to ten places across all undergraduate programmes will be reserved for outstanding candidates who have achieved a very high level of sporting performance and who are committed to continuing to develop their sporting and academic careers. Successful applicants who meet all the necessary entry requirements, and who also meet the sports assessment criteria, may be eligible for a points reduction of up to 40 points below the 1st Round CAO points cut-off for the programme they have applied for.

### To be considered for this entry scheme, applicants must:

- Have applied for their MIC programme/s of choice as normal through the CAO;
- Meet the minimum entry requirements of their desired Level 8 programme;
- Come within 40 points of 1st Round CAO points for their nominated programme;
- Be expected to act as ambassadors for MIC in terms of their participation in their chosen sport or other activities as requested by the College for the duration of the programme by which they entered;
- Participate in a sport recognised by the Irish Sports Council; and
- Be able to provide evidence that they are competing at the highest available level in their chosen sport and have identifiable potential for further improvement.

## MIC SCHOLARSHIPS IN MEMORY OF NOREEN LYNCH AND LEONARD ENRIGHT

MIC offers an Elite Scholarship Scheme open to those who have excelled in their chosen sport(s). The scheme, which is offered in memory of Noreen Lynch and Leonard Enright, is delivered through a bursary and additional benefits and is offered at three different levels as follows:

- One Gold Scholarship valued at €4,000 – applications invited from current and incoming students
- Two Silver Scholarships valued at €2,000 each – applications invited from current and incoming students
- Two Bronze Scholarships valued at €1,000 each – applications restricted to incoming CAO applicants only.



**Noreen Lynch** joined Mary Immaculate College as a lecturer in Physical Education in the early 70s and during her 35 year career with MIC she established and coordinated all of the sport and recreation programmes at the College. Noreen helped to establish the O'Connor Cup, the Ladies Football equivalent to the Fitzgibbon Cup, which was inaugurated in 1987. She was also involved in the establishment of national Third Level Ladies Football competitions in the mid-1980s. Indeed, the Lynch Cup, inaugurated in 1992, is named after her.



**Leonard Enright** was a member of the Maintenance & Buildings Services Team at MIC for over 22 years. Leonard played with the Limerick Senior Hurling team from the early 1970s to the late 1980s.



## Dessie Hutchinson

### Elite Sports Scholarship Recipient 2021/22

I am really proud and honoured to have been chosen for the Elite Sports Scholarship. It gives me the chance to put more dedication into my sport without having to worry about travel commitments or financial difficulty, so it has certainly had a positive impact on both my studies and on-pitch performances. This endorsement from MIC is also hugely appreciated and a valuable source of confidence in my own sporting abilities. I really enjoyed my role as a sporting ambassador and proving that achieving both academic and sporting success is possible.

Part of the Limerick panel in the 1973 All-Ireland final, Leonard won Munster titles in 1980 and 1981 and League titles in 1984 and 1985. He was the All-Star full-back in 1980, 1981 and 1983. Leonard was inducted into the GAA Hall of Fame in 2019.



## HOW TO APPLY TO BOTH SCHEMES

The following minimum standards of participation will apply to both schemes:

- **Gaelic Games:** Minor county level and capable of competing at a higher age level
- **Hockey:** Interprovincial/international representation
- **Athletics:** Schools/Celtic Games or Junior international representation
- **Rugby:** Schools/age grade international, provincial and/or international representation/provincial academy/sub-academy/overseas or UK equivalent
- **Soccer:** Schools/age grade international and/or provincial representation/emerging talent programme/overseas or UK equivalent
- **Basketball:** Super league level and/or national junior squad representation
- **Rowing:** Junior national representation
- **Other Sports:** As defined by the recognised sporting body and evidence of a strong competitive record at the highest level of their chosen sport

To be considered eligible for the Elite Scholarships you must clearly demonstrate that you have the potential to or have already performed at adult inter-county level with respect to Gaelic games; adult international or achieved the highest level of participation within the sport category.

Incoming undergraduate applicants should apply for their MIC programme/s of choice as normal through the CAO.

Applicants should also apply directly to MIC via an online application form, quoting their CAO number, programme of choice and personal statement to include sporting biography.

Application forms may be accessed at [www.mic.ie/scholarships](http://www.mic.ie/scholarships)

Applicants may apply for both the CAO Concession Scheme and the Elite Scholarship Scheme (Gold, Silver & Bronze level if eligible).

Deadline for receipt of applications is 1 May on year of entry.

### FURTHER INFORMATION

#### MIC Admissions Office

T: +353 61 204348

E: [Admissions@mic.ul.ie](mailto:Admissions@mic.ul.ie)

#### MIC Sports Office

T: +353 61 204375

E: [SportsSchemes@mic.ul.ie](mailto:SportsSchemes@mic.ul.ie)

#### Other Awards & Scholarships

Further information on all awards and scholarships available at [www.mic.ie/scholarships](http://www.mic.ie/scholarships)



## Róisín Howard

### Elite Sports Scholarship Recipient 2020/21

I am thrilled to have been acknowledged as a top sports person within the College and I really enjoyed representing MIC to the best of my ability both on and off the field of play. As a sportswoman who represents her club, college and county in both codes all year round I find it impossible to have a part-time job during the academic year. Therefore, this scholarship has provided me with the financial assistance necessary to assist me in performing in my sports to the best of my ability without having to worry about financial inconveniences.

# GAA Bursaries

In addition to these schemes, MIC continues to offer, in partnership with Munster GAA, a number of bursaries to students who have achieved county-level standard from minor grade upwards. Bursaries are awarded when students have registered in the College. A limited number of GAA Bursaries are also provided by MIC to such students.

## **FURTHER INFORMATION**

Joe Redington,  
Gaelic Games Development Administrator  
**E:** [Joe.Redington@mic.ul.ie](mailto:Joe.Redington@mic.ul.ie)  
**T:** +353 61 774705





## **RACHEL KENNELLY MEMORIAL AWARDS**

Munster LGFA funds bursaries, valued at €750 each, on an annual basis in memory of Rachel Kenneally, a Bachelor of Education graduate of MIC (class of 2013). Rachael was a member of the College team that won the Giles Cup in 2012 and also played inter-county football with Tipperary. She passed away after a long illness in March 2018.

The bursaries are awarded to current MIC students, undergraduate or full-time postgraduate, who are involved in ladies football in Munster (playing, coaching, administration etc).

Applicants must be a member of a LGFA club in a Munster county.

## **FURTHER INFORMATION**

Ciara Cregan,  
Sports Officer

**E:** [Ciara.Cregan@mic.ul.ie](mailto:Ciara.Cregan@mic.ul.ie)

**T:** +353 61 204375

# Wired 99.9FM

## Stáisiún Raidió Wired FM

The College radio station, Wired 99.9FM, is a non-profit partnership which broadcasts in Limerick City and suburban areas for 60 hours from Monday to Friday

Wired 99.9FM, Limerick's student radio station, located at Mary Immaculate College (MIC) and Technological University of the Shannon (TUS): Midwest, celebrated 27 years on air this college year.

The station, with studios in both MIC and TUS, provides a voice for the students of Limerick and gives them a chance to offer a real alternative for fans of great music and talk-based radio in the city. Genres such as R&B, rap, hip-hop, rock, metal, dance, punk, folk, traditional and so much more are catered for on the station. The station is particularly proud of its support of independent local music, and has won national awards for its promotion of artists from the local hip-hop scene. The station is a platform for all up and coming artists, and a space where several well-known DJs and other musical acts made their broadcasting debut. Besides eclectic music choices, the station broadcasts weekly film, literature, sports, Irish language and arts programmes, combined with student current affairs output to let students know what's going on and how it will affect them.

During each academic year, over 150 volunteers from MIC and TUS have availed of a free comprehensive training course in all aspects of radio broadcasting. Wired 99.9FM is always looking for volunteers with good ideas and who want to try their hand at student broadcasting. The

station has also been involved in a number of outreach programmes with the wider community, that has seen the station open up its airwaves to people with disabilities, secondary school students, disadvantaged youth, members of the Travelling Community, immigrants and asylum seekers, and many more.

In recent years the station has developed into a learning centre, running several QQI courses such as Media Expression and Communication courses at Levels 3, 4 and 5. These courses have allowed local older people, members of the Travelling Community, migrants, and former offenders develop communication skills and receive a qualification. The station is always developing its own unique outreach programmes, focusing on areas such as inequality, social justice and the right to communicate. In the summer of 2019 the station launched an advocacy and media expression course specifically for people living in Direct Provision and in 2020, the station launched Mincéir Media, a media expression course designed for members of the Travelling Community.

In 2017 the station signed a new 10-year licence with the BAI, and the studios have since been updated to top of the range digital consoles. This is part of the station's overall strategic plan to support reliable, high quality operations

in a constantly developing and evolving environment. The station has begun running live broadcasts and video streams from the Record Room, and other venues in Limerick city, allowing students to get experience in an even broader setting where they can learn about live sound and vision mixing.

Wired 99.9FM is constantly striving to produce innovative programming. The station gives students on campus a wide range of media production opportunities and experience. But you don't have to study Media & Communications to join - ANY student on ANY programme can become a radio station volunteer and student broadcaster. If you don't want to speak on air, there are plenty of jobs for researchers and technicians.

Notable alumni who have volunteered at Wired 99.9FM while studying at MIC include RTÉ sports broadcaster Jacqui Hurley; executive producer with RTÉ Children's and Young People programming, Eimear O'Mahony; producer, director and news editor with RTÉ and TG4, Áine Ní Dhúill; multimedia journalist with RTÉ News, Maria Flannery; and production coordinator and presenter with RTÉ Lyric FM, Ian McGlynn.

For more information go to [www.wiredfm.ie](http://www.wiredfm.ie)





# Accommodation

## Cóiríocht

Mary Immaculate College owns and operates on-campus residential accommodation for students. Choosing to live in college accommodation offers students the convenience of living on-campus, or within a short walking distance of it. It provides opportunities for making friends and for academic, social and cultural enrichment in a secure and comfortable environment.

### ACCOMMODATION OFFICE

The College's Accommodation Office provides assistance to students in finding accommodation in dedicated student residences or in private houses.

### COURTBRACK ACCOMMODATION

This purpose-built facility provides managed accommodation for students on a self-catering basis. Accommodation is available to all undergraduate and postgraduate students. Single and twin study bedrooms are available. Residents of the complex also have use of a self-catering kitchen and communal TV lounge. Private parking is available and there is a housekeeping service for the upkeep of communal areas.

Located on Courtbrack Avenue, this accommodation is less than a five-minute walk from the College's Limerick campus and is also within easy walking distance of all city amenities.

### MIC THURLES

There are 36 en-suite bedrooms conveniently located onsite at MIC Thurles. Spaced out over three floors, they provide accommodation for 36 students on a single room basis. Facilities and services provided include the following: bedrooms equipped with single bed, study desk, chair and plenty of storage. All bedrooms have bathrooms with a sink, toilet and shower. Wifi is available and there is a spacious, communal TV lounge and fully equipped, self catering kitchen area. The kitchen includes cooking facilities including stoves and microwaves as well as sinks, refrigerators, kettles and cupboards for storing food items.

**Please Note:** Students must provide their own bed linen and towels in all College accommodation outlets.

### METHOD OF BOOKING

Bookings are taken all year round. However, early booking is highly recommended. Students may only provisionally book one type of accommodation.

For costs and booking details please refer to our website, or contact the MIC Accommodation Office:

**T:** +353 61 302500

**E:** [Courtbrack@mic.ul.ie](mailto:Courtbrack@mic.ul.ie)

**W:** <https://www.mic.ul.ie/study-at-mic/accommodation>













# Programmes **Cláir**

#MICOpenDay

# OPEN DAYS

## 2022-23

### **MIC LIMERICK** **OPEN DAYS**

Thursday 20 & Friday 21 October 2022

Saturday 21 January 2023

### **HYBRID OPEN DAY**

April 2023 (TBC)

### **MIC THURLES** **OPEN DAY**

Saturday 12 November 2022

### **STUDENT EXPERIENCE DAY**

Saturday 22 April 2023



**MIC**  
MARY IMMACULATE COLLEGE  
COLÁISTE MHIURE GAN SMÁL

For more  
information see  
[www.mic.ie/CAO](http://www.mic.ie/CAO)



# Programmes

## Cláir

### LIMERICK CAMPUS

Bachelor of Arts  
**MI002** — Page 33

Bachelor of Science in  
Psychology  
**MI003** — Page 55

Bachelor of Education  
(Primary Teaching)  
**MI005/MI006** — Page 61

Bachelor of Education -  
International  
(Primary Teaching)  
**MI004** — Page 67

BA Early Childhood Care  
and Education  
**MI007** — Page 71

B Ed in Education  
and Psychology  
**MI008** — Page 79

### THURLES CAMPUS

BA in Education, Business  
Studies and Accounting  
**MI009** — Page 87

BA in Education, Business  
Studies and Religious Studies  
**MI010** — Page 93

BA in Education, Gaeilge  
and Religious Studies  
**MI011** — Page 101

BA in Education, Gaeilge  
and Business Studies  
**MI012** — Page 107

BA in Education,  
Mathematics and Gaeilge  
**MI013** — Page 115

BA in Education, Mathematics  
and Business Studies  
**MI014** — Page 123

BA in Education, Home  
Economics and Business Studies  
**MI015** — Page 129





# Bachelor of Arts

## **Baitsiléir Sna Dána**

The Bachelor of Arts is a four-year, full-time, honours degree (Level 8) available at MIC Limerick. The programme is flexible and wide-ranging allowing students to study four different major subjects in first year and then focus on two of these in second year, which they will then continue to study to degree level as joint honours.

## Why study the Bachelor of Arts at MIC?

Becoming an arts student and graduate is one of the best ways to develop vital skills for your career, for personal growth, and to make the fullest contribution to society. The flexibility of studying an arts degree at MIC means that you can study a combination of familiar arts subjects and try new ones in the first year before deciding on the two subjects you wish to gain your degree in.

Our arts students develop excellent communication and thinking skills that enable them to engage critically and analytically with the world around them. Subject-specific content is supported by general skills modules, elective modules and research.

### TEACHING, LEARNING AND ASSESSMENT

The Bachelor of Arts at MIC is taught by academics from 13 different subject departments, which ensures great diversity. A commonality for all however is that staff are excellent teachers, renowned subject experts and compassionate. Assessment methods vary greatly depending on the subject and the year. As a Bachelor of Arts student at MIC, you will be assessed in a variety of coursework, practical tasks, written examinations and by conducting your own research.

### SKILL DEVELOPMENT

Throughout each year, you will develop broad and specific skills to enhance both your personal and professional capacity. In Year 1, you will take a module in Skills for Study and Work, which includes the development of literary, computing, problem-solving and research skills.

In Year 2, you will further broaden your skill base by selecting elective modules. These include Gender Studies, Information Technology (IT), Teaching English as a Foreign Language (TEFL), Education and Liberal Arts in Action. The electives in Liberal Arts in Action encourage the development of transferrable skills including leadership, entrepreneurial thinking and communication skills, encompassing creativity, innovation and problem-solving. The aim is focused on translating ideas into actions through community and civic engagement.

In Year 3, you will have opportunities to develop specific skills through work, or travel, or studying abroad as part of the off-campus programme. You will submit your undergraduate dissertation, demonstrating your research skills and ability to work independently in your fourth and final year.

## What you will study

### COLLEGE SMARTS EXTENDED ORIENTATION PROGRAMME

College SmARTS is an extended orientation programme run over the first 6-8 weeks of Year 1. This is designed to provide Year 1 students in the Faculty of Arts with the relevant information and practical advice they need to successfully navigate their first year of college. It also introduces them to the many academic and personal supports available to students at MIC and to various social aspects, such as sports and recreation and clubs and societies. The programme is run in conjunction with a number of support services in the College, including the Academic Learning Centre, Counselling, the Students' Union and the Access and Disability Office. Some of the academic issues covered in the programme include subject choice, module registration, how to access college ICT services such as email and Moodle, time management, submission of assignments, academic regulations and exams. College SmARTS is the first such programme to be introduced in the College and the Faculty of Arts continue to pioneer new ways to support its students.

### ACADEMIC MENTORING

The Faculty of Arts has introduced an academic mentoring system for all Year 1 BA students to help and support them throughout their first year at MIC. Each Year 1 BA student will be assigned an academic mentor from within the faculty. The academic mentor will provide advice on academic issues such as studying at third-level, critical



thinking, assessments and grades, and transferable skills, and will also direct students to the appropriate college services for non-academic issues as required. Academic mentors will provide another level of support for Year 1 students to help them find their feet at third-level.

### SKILLS FOR WORK AND STUDY

All Year 1 arts students take a foundational course in Skills for Study and Work. This course comprises of two modules which will provide students with transferable skills in Academic Writing, Research and Information

Technology appropriate for undertaking a contemporary humanities programme. It provides students with the skills required to write an academic argument and communicate, collaborate and present ideas using a variety of digital formats. It builds on digital capabilities and instils a culture of digital innovation, creativity, critical thinking, communication, collaboration and lifelong learning in this evolving technological landscape. It also provides students with a practical understanding of various data collection methods and the skills to digitally analyse,

interpret and visualise data. These skills are required to succeed at third-level and are also transferable to multiple work environments. Overall, they benefit you both in the present as you undertake your degree programme and in the future as you look to enhance your employability.

## YEAR 1

In your first year, you can choose any four subjects from the Arts Subjects listed below. You can select any subject combinations from a choice of thirteen subjects. However, when choosing your subjects in Year 1, you should be mindful of the subject groupings in Year 2 (see below). It is essential to have at least two subjects from different Year 2 subject groups bearing in mind that those who choose Psychology in Year 1 may not be offered a place in Psychology in Year 2.

### Bachelor of Arts Subjects

Drama & Theatre Studies  
English Language & Literature  
French Studies  
Gaeilge  
Geography  
German Studies  
History  
Mathematics  
Media & Communication Studies  
Music  
Philosophy  
Psychology  
Theology & Religious Studies

## YEARS 2-4

Towards the end of Year 1, you will receive advice and guidance before selecting the subjects you will continue with from Years 2-4. At the beginning of Year 2 (Part II), you will choose two of the four subjects taken in first year. You will continue with these two subjects to degree level as joint honours. No more than one subject can be taken from any one of the following groups:

<b>Group 1</b>	Psychology <b>or</b> German (beginners or advanced)
<b>Group 2</b>	English <b>or</b> Mathematics
<b>Group 3</b>	Media & Communication Studies <b>or</b> Geography
<b>Group 4</b>	Gaeilge <b>or</b> Philosophy <b>or</b> Drama & Theatre Studies
<b>Group 5</b>	Music <b>or</b> Theology & Religious Studies
<b>Group 6</b>	History <b>or</b> French (beginners or advanced)

### OFF-CAMPUS PROGRAMME

In Year 3, you will participate in an off-campus programme. This typically consists of a study abroad placement in Europe, Australia or the USA and/or work placements in a wide variety of settings, in Ireland or abroad. International placements are highly valued and encouraged for the added cultural and linguistic benefits they offer. The off-campus programme provides students with a unique opportunity to discover the world and experience working environments which may also provide future employment for graduates. Typical work placement settings include educational, local government, media and Gaeltacht organisations.

Students of Gaeilge are required to spend a period of time in an approved Irish language setting. Whilst all BA students are encouraged to spend at least one semester in another country, students of French and/or German are required to complete at least one semester in an environment where the relevant language(s) is/are spoken.

This provides an opportunity to experience and understand other cultures, and, in the case of placements in continental Europe, to improve foreign language skills. Students are encouraged to make full use of the consequent opportunities for further travel, fostering adaptability and a global outlook to enable them to succeed in today's rapidly changing world of work.

*\*Students of Psychology undertake their off-campus placement in the Autumn Semester only and study modules at MIC in the Spring Semester.*

### UNDERGRADUATE DISSERTATION

In final year, you will complete an undergraduate dissertation in one of your major subjects. This is a unique opportunity to complete an extended piece of research and analysis in your chosen topic, designed with guidance and direction from an academic supervisor in your chosen subject. The undergraduate research dissertation will develop your research and analytical skills with a view to employment or further study.

*\*To meet professional accreditation requirements students of Psychology must undertake their undergraduate dissertation in Psychology, either singly or jointly with their other major subject.*

### PROGRAMME STRUCTURE

<b>Year 1</b>	<b>Semester 1</b> Skills for Study and Work 1 Major Subject A Major Subject B Major Subject C Major Subject D	<b>Semester 2</b> Skills for Study and Work 2 Major Subject A Major Subject B Major Subject C Major Subject D
<b>Part II Year 2</b>	<b>Semester 3</b> Major Subject 1 (2 modules) Major Subject 2 (2 modules) Elective	<b>Semester 4</b> Major Subject 1 (2 modules) Major Subject 2 (2 modules) Elective
<b>Year 3</b>	<b>Semester 5</b> Off-Campus Programme 1	<b>Semester 6</b> Off-Campus Programme 2 Students of Psychology are on campus for Semester 6 and take five Psychology modules
<b>Year 4</b>	<b>Semester 7</b> Major Subject 1 (2 modules) Major Subject 2 (2 modules) Undergraduate Dissertation 1	<b>Semester 8</b> Major Subject 1 (2 modules) Major Subject 2 (2 modules) Undergraduate Dissertation 2





# Bachelor of Arts **Subjects**

## Drama & Theatre Studies

### ABOUT YOU

You will be somebody who is intrigued by performance on stages and streets, perhaps as a performer yourself or as a viewer. You will be interested in reading plays and understanding how performance is related to society, particularly in Ireland. You will have an openness to learning about contemporary theatre forms such as site-specific, devised, applied and immersive theatres, and in understanding how drama can be a powerful social force as well as for entertainment. You will have an openness to creative and active engagement in your own learning, be a good communicator, like working with others and be open to new ideas and perspectives.

### WHY STUDY DRAMA AND THEATRE STUDIES AT MIC?

The Drama and Theatre Studies programme will equip you with a broad knowledge in drama and theatre studies and give you experience of a variety of forms of drama. It will equip you with the critical, analytical and literary skills necessary to analyse live performance and play-texts, and locate them within a socio-cultural context. It will give you rich creative and collaborative experiences. The programme has a special emphasis on contemporary theatre, applied theatre and the many ways in which performance is present in our everyday lives.

### CAREER OPPORTUNITIES

Graduates find work in a wide range of careers including:

- A performance-related career after further specialist training e.g. acting, directing, design
- Arts Administration
- Cultural Policy
- Community theatre
- Arts and health work
- Performing arts teaching
- Education (Post-Primary Teaching)
- Academic research and teaching in the Higher Education sector

### Follow on study opportunities at MIC include:

- MA in Drama & Theatre Studies (MIC – forthcoming)
- MA in Modern English Literature
- PME (Professional Master of Education)



### Gráinne Fitzgerald

#### Drama & Theatre Studies

I studied Drama and Theatre Studies as one of my BA subjects in MIC. I picked the subject due to my passion for Irish literature and creative writing and I found that the diverse modules perfectly suited my interests. Since the subject is mainly theory-based, I have found it less intimidating to learn about the world of theatre, and so many doors have opened for me since. The lecturers in the Department have been a massive help in guiding me through the subject and providing insight into how to build a career in the theatre industry.

### FURTHER INFORMATION

Dr Michael Finneran  
Head of Department  
**T:** +353 61 204976  
**E:** Michael.Finneran@mic.ul.ie



## English Language & Literature

### ABOUT YOU

Above all else, you love to read – novels, poetry, non-fiction, drama, magazines. You want to give yourself the opportunity to read great books and to learn more about the English language. You want to engage with the writings that have helped us to understand ourselves and the world that we live in. You want to know more about culture, in the broadest sense. You love film and music, and you want to understand how these art forms relate to fiction, drama and poetry. You love to write, and you want to express yourself as eloquently and effectively as possible. You are open to new ideas, and to the power of words and images to inform, influence and convince.

### WHY STUDY ENGLISH AT MIC?

English is a vital part of the cultural heritage of every Irish person. It links us with the North of Ireland, the United Kingdom and a worldwide international community. It is of central importance as a means of communication in the fields of commerce, media, law, science and technology. Having the ability to speak and write fluently and accurately in English is clearly an asset to anyone who wishes to follow a career in any of these fields.

English Language and Literature at MIC will enable you to develop critical and analytical skills through an appreciation of the English language and its literature, as well as through the study of the social, cultural and historical contexts in which that literature was produced. The programme is confined, for

the most part, to works produced in Ireland, the UK and the USA.

### WHAT YOU WILL STUDY

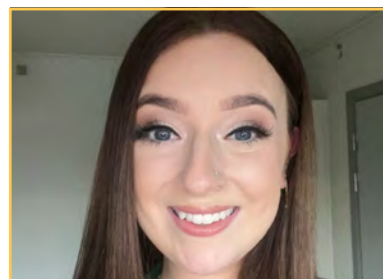
English at MIC covers a wide range of topics including modern drama, 20th century literature, literary interpretation, literature and society, Irish poetry and prose, romantic literature, Elizabethan-Jacobean theatre and literary modernism. The Year 1 programme is a complete introduction to literature and is aimed at any student who wants to read fiction, drama and poetry with perception and pleasure. It also provides the necessary foundation for those who wish to take English to degree level. English at MIC is challenging, disciplined and very worthwhile.

### CAREER OPPORTUNITIES

- Journalist
- Editor
- English Teacher (Professional Master of Education required)
- Communications and Public Relations
- Media Production
- Media Research
- Publishing and Advertising
- Research and Teaching at Third-Level
- Development and Research in Voluntary Organisations

### Follow on study opportunities at MIC include:

- MA in Modern English Literature (online)
- MA in Applied Linguistics (online/blended)
- Structured PhD in Applied Linguistics (online/blended)
- MA/PhD by Research



### Mary-Kate Flanagan

#### English Language & Literature

If you are considering taking English Language and Literature as a BA subject, I would strongly advise you to do so. It has been one of the best decisions that I have made. The wide variety of literature examined in the programme is something that I have particularly enjoyed. It has given me the opportunity to read and analyse texts that I had never encountered before. The staff at the Department are excellent. The rotation of lecturers throughout the semesters provides unique perspectives, which aids the expansion of student knowledge. Meanwhile, tutorials offer a smaller space to ask questions and to engage in deeper discussion. English is an extremely rewarding subject, and you will be certain to see your writing develop as the years progress.

### FURTHER INFORMATION

Dr Eugene O'Brien  
Head of Department  
**T:** +353 61 204989  
**E:** Eugene.O'Brien@mic.ul.ie

## French Studies

### ABOUT YOU

You are curious, open-minded and always eager to learn about other cultures and you are aware of the significant impact France has had throughout history in the shaping of the world and values that we share. You want to learn more about French and Francophone culture, and you know that studying French to degree level will give you a real edge on the Irish and international job market. If you want to work or simply travel abroad, your ability to speak French will make the world your oyster!

### WHY STUDY FRENCH AT MIC?

French can be studied in MIC at both beginners and advanced level. Students who did not do French for their Leaving Certificate can take French for beginners in Year 1 and Year 2, before joining other students of French in Year 4 of their degree. Like advanced students, beginners spend Year 3 abroad studying in one of our partner universities in France or in another French-speaking country. French is the fourth most spoken language in the world, with over 250 million speakers across all five continents, and is also one of the official languages of many international institutions, such as the United Nations. To communicate in French is to share in a vibrant and diverse cultural heritage whose presence is felt on every continent around the globe. You will learn about French society, literature and culture as well as improving your language skills. You will use a wide range of materials to aid your study, including textbooks, newspapers, film, radio, TV and internet.

### WHAT YOU WILL STUDY

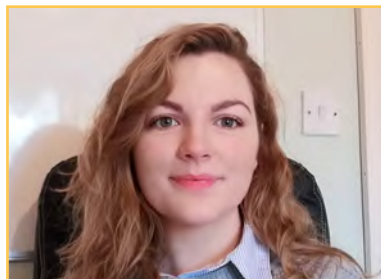
The programme is designed to consolidate and build upon students' existing language skills (or, for the beginners, to help them learn French from scratch) and to introduce them to various aspects of French culture, including history, society, media, cinema and literature. Coursework is conducted primarily through French (except in Year 1 and for beginners), with written assignments in French and English. Language work is a mix of formal lectures and tutorials, language laboratory practice and self-directed learning using multimedia resources and CALL (Computer-Assisted Language Learning). These activities are integrated with lecture modules on French history and society. Year 2 and Year 4 modules bring more detailed study of an eclectic mix of poetry, theatre, and novels from the 18th century to the present day. In Year 3, BA students will normally spend their off-campus year in a French-speaking country, either as an ERASMUS student at a French university or in a variety of work placements.

### CAREER OPPORTUNITIES

- International Business
- European and Irish Public Service
- Interpreting and Translating
- Journalism
- PR and Marketing
- Teaching (Professional Master of Education required)
- Tourism
- The Media and Information Industry

### Follow on study opportunities at MIC include:

- MA/PhD by Research
- Professional Master of Education (Modern Languages)



## Sarah Clancy

### French Studies

Since secondary school, I have always had a passion for the French language and knew that I wanted to continue studying it at college. At the MIC Open Day, the Department of French Studies was so welcoming. They spoke to me about the comprehensive programme available at MIC, the skills I would develop by undertaking a degree in French, and how it would open the door to a range of diverse career opportunities. Studying French at MIC allowed me to develop not only an understanding of the French language, but also of French culture, both of which progressed even further on my semester abroad in the wonderful city of Tours, France. Throughout my studies, the Department of French Studies could not have been more supportive and encouraging. They always wanted to see each student reach their full potential. They provided exceptional support links, including dedicated one-on-one support at the Franco-German House (located on campus), where students can practice and exercise their French language skills with the considerate and attentive language tutors.

### FURTHER INFORMATION

Dr Loïc Guyon

Head of Department

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## Gaeilge

### MAR GHEALL ORTSA:

Is duine tú ar breá leat an Ghaeilge agus a bhfuil suim mhór agat sa chultúr Gaelach. Tá fonn mór ort forbairt a dhéanamh ar do chumas teanga sa Ghaeilge agus ba mhaith leat go mbeadh an Ghaeilge mar dhlúthchuid de do shaol pearsanta, cultúrtha agus sóisialta feasta. Is maith leat cúrsaí léitheoireachta agus/nó tá suim mhór agat sa chultúr béil, sa bhéaloideas agus san amhránaíocht, agus tá an-spéis agat i gcás na Gaeilge sa tsochaí chomhaimseartha. Aithníonn tú an tábhacht thar meon a bhaineann le hoidhreacht na Gaeilge i stair na tíre seo agus i sochaí an lae inniu agus is mian leat tuiscint níos fearr a fháil ar an oidhreacht sin agus ar an gcomhthéacs sóisialta agus cultúrtha lena mbaineann sí. Tá meon oscailte agat, tá tú sásta tabhairt faoi smaointe nua, agus tá tú ag tnúth leis an spreagadh intleachtúil a thabharfaidh teanga, cultúr agus litríocht na Gaeilge duit agus leis na tuiscintí nua a bheidh agat ar an gcultúr agus ar an saol dá bharr.

### CAD CHUIGE STAIDÉAR A DHÉANAMH AR AN NGAEILGE I GCOLÁISTE MHUIRE GAN SMÁL?

Is dlúthchuid d'oidhreacht teanga agus chultúrtha na tíre seo í an Ghaeilge. Nuair a roghnaíonn tú an Ghaeilge mar ábhar léinn i gColáiste Mhuire gan Smál, tugtar deis duit tógáil ar an líofacht atá agat sa Ghaeilge, agus faigheann tú léargas ar litríocht, ar theanga agus ar shaíocht na Gaeilge, léargas nach foláir a bheith ag an té ar mian léi/leis tuiscint a fháil ar ár gcultúr agus ar ár bhféiniúlacht féin.

### CAD A BHEIDH FAOI STAIDÉAR AGAM?

Scrúdaítear teanga, litríocht agus cultúr na Gaeilge ina gcomhthéacsanna staire agus comhaimseartha. Cíortar comhthéacs na Gaeilge féin i sochaí na hÉireann. Bíonn prós, filíocht, drámaíocht, scannáin agus an litríocht bhéil á bplé i modúil éagsúla agus cuirtear béim ar an ábhar liteartha mar thaca do na scileanna teanga. Bíonn ceardlann teanga in aghaidh na seachtaine ag gach mac léinn agus cuirtear deis ar fáil dó/di ardchaighdeán a bhaint amach i labhairt agus i scríobh na Gaeilge.

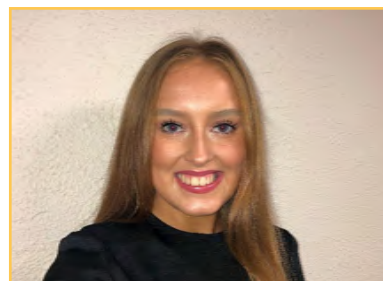
Baintear an-leas as acmhainní ilmheáin mar áiseanna teagaisc sna ceardlanna agus chun foghlaim féin-riartha a spreagadh. Bíonn deis ag fochéimithe na Roinne tréimhsí a chaitheamh ag obair i suíomhanna lán Ghaeilge agus an té nach nglacann leis an deis sin ní foláir dó/di tréimhse a chaitheamh sa Ghaeltacht.

### DEISEANNA FOSTAÍOCHTA

Bíonn deiseanna fostaíochta ar fáil do chéimithe Gaeilge i réimsí éagsúla, mar shampla: an mhúinteoireacht, an earnáil oidhreacht agus cultúir, na meáin Ghaeilge agus an iriseoireacht, an earnáil phoiblí.

#### Staidéar larchéime:

- MA múinte sa Ghaeilge
- MA taighde sa Ghaeilge
- PhD taighde sa Ghaeilge



### Sarah Stritch

#### Gaeilge

Shocraigh mé ar chéim sa Ghaeilge a dhéanamh i gColáiste Mhuire Gan Smál mar go dteastaíonn uaim a bheith i mo mhúinteoir bunscoile. Má tá suim agat i ngach gné d'ábhar na Gaeilge, tá an cúrsa seo oiriúnach duit. Ní duine mé a d'fhreastail ar ghaelscoil nó ar ghaelcholáiste, ach mar sin fhéin cuireadh fáilte Uí Cheallaigh romham. Bíonn na leachtóirí ar an gcúrsa Gaeilge chomh sásta chun cabhair a thabhairt duit agus tú a chur ar do shuaimhneas. Tá na ceardlanna go hiontach agus an-éifeachtach chun feabhas a chur ar do chuid gramadaí. Anuas ar sin, is acmhainn thar barr é an Seomra Caidrimh sa leabharlann don fhoireann agus do na mic léinn chun a gcuid Gaeilge a úsáid. Tagann go leor acu isteach le haghaidh comhrá agus cupán tae – bígí linn!!

#### EOLAS BREISE

An Dr Breandán Ó Cróinín  
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## Geography

### ABOUT YOU

You enjoy learning about places and the relationships between people and their environments. You have an interest in people, societies, economies, cultures and the environment. You are curious about how different cultures interact with the natural environment, and about the way that places are created by, and in turn influence, people. You are interested in how the world works, and want to understand where things are found, why they are there, and how they develop and change over time. You are keen to learn and develop a wide range of skills.

### WHY STUDY GEOGRAPHY AT MIC?

Geography is a fascinating subject, that has links to a wide range of other disciplines. It is a subject with great relevance in our modern world, where the relationship between people and their environment has become ever more complex, and sometimes problematical. The aim of the MIC Geography programme is to give students a holistic understanding of contemporary issues such as globalisation, urbanisation, increasing inequality, environmental degradation, climate change, and large-scale international migration and refugee flows. Of course, different students have different interests, and in MIC we cater for this by offering a wide range of choice within the Geography programme. Whichever path you follow, the study of Geography will help to develop a wide range of talents, and you will acquire specialist skills in the numerical and graphical analysis of information, including data analysis and computer

mapping, which are increasingly in demand in our knowledge economy.

### WHAT YOU WILL STUDY

The Geography programme includes modules in both physical and human geography. In physical geography we aim to provide students with a sound understanding of the processes at work in the natural world, and of environmental changes in both past and present times. The human geography programme focuses on the relationship between human societies and their environment, and how this relationship changes through time and across space. As well as lectures, learning is fostered through practical work, including laboratory work, tutorials, seminars and group work. You will also have an opportunity to participate in short fieldtrips to local destinations in the West and South West of Ireland, as well as an extended residential fieldtrip, which may be in Ireland or abroad.

### CAREER OPPORTUNITIES

Geography graduates find work in a wide range of careers including:

- Urban and Regional Planning
- Environmental Research and Consultancy
- Environmental Management
- Economic and Social Research and Consultancy
- Local Development Organisations
- Tourism
- Heritage Organisations
- Geomatics and Surveying
- Teaching (Professional Master of Education required)
- Civil Service
- Academic Research



## Matthew Leahy

### Geography

I have always had an interest in Geography. You get a chance to do field projects meaning that you get a break from lectures and get out and about. You also do computer assignments, such as computer mapping and excel datasheets, and graphing. This provides a good change from written based assignments. The lecturers are extremely helpful and you have an opportunity to get a lot more one-to-one tuition. So, if you are thinking of studying Geography on the BA programme at MIC, I could not recommend it highly enough.

Follow on study opportunities at MIC include:

- MA/PhD by Research

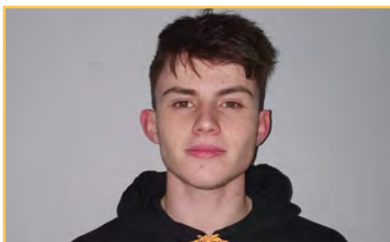
### FURTHER INFORMATION

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## Scott Fitzgerald

### German Studies

I feel that one of the best things about studying German at MIC is the close relationships that can be built between the lecturers and students. The classes are smaller than usual and that allows for active participation and extra support if anything is unclear. I took part in the Erasmus+ programme and studied in Augsburg for my off-campus year. This was an experience of a lifetime where not only did I improve my language level, but also met and became friends with people from all over the world. It goes without saying that I would strongly recommend future students to study German at MIC.

### ABOUT YOU

You are someone who enjoys learning about other cultures, who is interested in languages as well as literature, film, art, current affairs and history. You are curious to explore how German is taught at third-level, employing and reflecting on the latest language teaching and learning methodologies, which may differ from your experience at secondary level. Or you may want to pick German up as a beginner who is happy at last to get a chance to learn the language. Perhaps you are someone who wants to benefit from the excellent job prospects for anyone with a good knowledge of other EU languages and of German, in particular. And you know that German is one of the major languages of the European Union and the most common first language spoken by people within the European Union. This is also reflected in the Irish government strategy *Languages Connect 2017-2026*, which prioritises German over any other foreign language, highlighting the need in Ireland for graduates with German.

### WHY STUDY GERMAN AT MIC?

The Department of German Studies offers an exciting and wide-ranging language programme that enables students to excel in their language and intercultural skills, be it as beginners or advanced German students. The Department provides a friendly and supportive learning environment, which allows for small group work and innovative approaches to language teaching. German is the first language of more than 100 million people in Germany, Austria and parts of Switzerland, and is also spoken in Eastern Europe and Northern Italy. Studying German at MIC offers access to this rich and diverse cultural heritage of many countries at the heart of Europe and to a language that remains a very important medium of communication for international

business and trade. German can be studied at both beginner and advanced level at MIC. Students who did not do German for their Leaving Certificate can take German for Beginners (ab initio) in Year 1, before joining other German students in Year 2. Bridging tutorials are offered for ab initio students who decide to continue with German in Year 2.

### WHAT YOU WILL STUDY

Teaching and learning in the Department of German Studies has many facets from debates on current affairs and Teaching German workshops to film screenings and linguistics, and the German programme is concerned with both German language and culture. Substantial language practice, such as writing, oral, aural practice and

CALL (Computer Assisted Language Learning), and e-tivities, at basic and advanced levels, is provided throughout the programme. Students are introduced to aspects of history, social structure, contemporary culture and politics, as expressed in literature, film and print media. The theory and practice of second-language acquisition and language teaching methodology are integral parts of the Linguistics module. By learning German students gain access to diverse cultures and acquire intercultural/transnational communication skills that are needed in our multicultural and increasingly globalised society. Apart from language skills, students acquire a high level of much sought-after transferable skills, including digital literacy. Students who choose this subject are normally required to spend at least one semester during Year 3 in a German-speaking country.

### CAREER OPPORTUNITIES

- International Business
- European and Irish Public Service
- Journalism
- PR and Marketing
- Arts and Cultural Institutions
- Working with international documents as an Archivist, Historian, Geographer
- Translating and Interpreting
- Teaching (Professional Master of Education required)
- Tourism (Note: Graduating with a Foreign Language also means better career prospects in Ireland)

### Follow on study opportunities at MIC include:

- MA/PhD by Research

### FURTHER INFORMATION

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## History

### ABOUT YOU

You are curious about the world. You would like to understand the past and how it affects today's society. You realise that in order to understand today, you must look back. You want to develop a deeper understanding of our connection to the past and in so doing, develop a greater understanding of the present. This will mean understanding people, events and societies in the past. To accomplish this, you are open to working with original sources and to reading the works of leading historians. You are excited about engaging in research and participating in discussion and debate.

### WHY STUDY HISTORY AT MIC?

At MIC, the study of History is not just about discovering what happened in the past, it is also concerned with understanding and interpreting the past. What were the consequences of the invention of printing? Why were there so many witch trials in the 17th-century? What caused the American Revolution of the 1770s? How did the lives of women change in 19th-century Europe? Why did a world war break out in 1914? How should we interpret the 1916 Rising? History is exciting because historians rarely agree. So, History at third-level is about joining the debate. At MIC, a team of experienced historians will introduce you to the skills necessary to undertake historical research, to present your findings effectively, and to contribute to historical debates.

### WHAT YOU WILL STUDY

The Department of History offers

a range of modules with the main concentrations on Irish history from the medieval period to the present day, European history from the 16th-century to the late 20th-century, and North American history from the colonial era to the contemporary period. In addition to general survey modules, the Department offers specialist modules which draw directly on the research expertise of staff. These include modules in aspects of political, social and cultural history, including modules on the history of migration, death and the afterlife, kingship in medieval Ireland, unconventional warfare and film. Using a range of innovative teaching methods, from small-group discussions to larger lectures, we provide a student-centred environment in which critical thinking skills are encouraged and cultivated. Students also have the opportunity to undertake a dissertation in History. This involves working with primary sources and fostering the development of high-level research and analytical skills.

### CAREER OPPORTUNITIES

- Teaching at Primary and Post-Primary Levels
- Archives, Libraries and Museums
- Arts Administration
- Heritage and Tourism
- Publishing and Journalism
- Public Service
- Third-Level Teaching and Administration
- International and European Organisations
- Charity / NGO Sector

The skills acquired in the process



## Keith Ryan

### History

In studying History at MIC I gained a critical understanding of Irish and World History, while also developing skills in research, critical thinking and writing. I enjoyed a range of modules which allowed me to engage with primary sources at a practical level, as well as with the debates among historians themselves. Through the combination of lectures and tutorials, I was challenged as to how History itself should be approached, understood, and indeed carried out. Most enjoyable was the completion of my undergraduate dissertation, which provided the opportunity to pursue my own interests and complemented my other studies in Gaeilge.

of doing a History degree are widely applicable and are attractive to all kinds of employers - many History students have gone on to work in business, finance, management, politics, law and the arts.

### Follow on study opportunities at MIC include:

- MA in History
- MA in Local History
- MA/PhD by Research

### FURTHER INFORMATION

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## Mathematics

### ABOUT YOU

You have an interest in Mathematics and wish to study something interesting, stimulating and challenging. You want to improve your problem solving and logical reasoning skills. You wish to develop a range of skills such as independent thinking, data modelling and analysis, computer literacy and organisational ability. You wish to develop an appreciation of the essential links between theory and practice, insofar as to know Mathematics is to be able to do Mathematics and to do Mathematics well, one must understand what it is.

### WHY STUDY MATHEMATICS AT MIC?

The study of Mathematics has twin values: there is the intrinsic educational gain to be derived from the personal satisfaction of mastering a slightly elusive piece of theory, or from solving even a moderately difficult problem, and there is the extensive economic utility of Mathematics. The latter is particularly visible in the commercial and business world and in the great achievements of science and engineering.

At MIC we welcome students who have taken Ordinary Level Mathematics for their Leaving Certificate, as well as those who have taken it at Higher Level, so long as they have good grades and a keen interest in Mathematics. At the end of Year 1, the decision on whether or not to continue with Mathematics to degree level

can then be based on the Year 1 experience and examination grades, rather than on the student's pre-college background.

First Year Foundation courses are designed to take account of the mixed mathematical background of students. As such they are intended to be an appropriate introduction for students who wish to study Mathematics to degree level and provide a taste of the subject for students who wish to specialise in other subject areas.

### WHAT YOU WILL STUDY

The Mathematics programme includes several modules in the main branches of pure Mathematics: Analysis (calculus in one and in several variables), Algebra (elementary number theory, linear algebra and abstract algebra) and Geometry. Relevant applications of mathematical theory are included in programme modules, and there are complete modules on computational mathematics and on statistics.

### CAREER OPPORTUNITIES

Mathematics graduates find work in a wide range of careers including:

- Banking and Commerce
- Teaching (PME required)
- International and EU organisations
- Financial Services
- Management Services
- Statistics
- Civil Service
- Information and Communications Technology (ICT)



## Luke O'Gorman

### Mathematics

My experience with Mathematics on the Bachelor of Arts degree has been extremely positive. I decided to study Mathematics because I have an interest in the subject and I wish to study it further at postgraduate level. The lecturers are excellent at explaining topics and are always willing to answer any of your questions. The tutorials are a brilliant opportunity to work in small groups and get to know members of your class better. There are supports for students who may be struggling with certain topics in the Academic Learning Centre and there are always people there to lend a helping hand.

### Follow on study

#### opportunities include:

- MA/PhD by Research (MIC)
- M Sc Financial Mathematics (UL)
- M Sc Artificial Intelligence and Machine Learning (UL)

### FURTHER INFORMATION

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## Media & Communication Studies

### ABOUT YOU

Do you spend most of your time on your phone? Do you live a lot of your life online? Do you want to know how to have an impact on life and on others by creating your own content? Are you curious about people and about the world around you? If so, you will love studying Media and Communication Studies and you should be good at it!

### WHY STUDY MEDIA & COMMUNICATION STUDIES AT MIC?

Graduates of Media and Communication Studies are now working in every television station, radio station and newspaper in Ireland, for example, RTÉ, Newstalk and Spin South West. Other graduates work in the media further afield, in America, Australia, Great Britain and Europe. Many more are working in Public Relations, Marketing, Independent Production houses and for online content providers, for example, Google, LinkedIn and Facebook. The programme in Media and Communication Studies gives you a solid foundation in theory and in hands-on, production practice so that you are equipped to follow these graduates into the media industry in Ireland and beyond. The programme is designed to present a broad, integrated approach to the study and practice of media and communication systems, both old and new. Students develop a critical understanding of the nature of the media. We look at the development, structure and organisation of Irish and global media institutions, including the music industry, new media, radio, television and film. Students achieve technical competence and creative proficiency in the use of technologically advanced media equipment and resources. You will learn by hands-on production in the journalism MAC lab

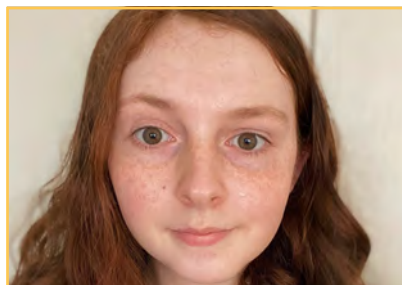
and television studio, with in-depth experience of scriptwriting, television production, writing for the press, desktop publishing and state-of-the-art video editing. All of our equipment and software is industry standard and our students do well on work experience and on graduation as a result. Most students get involved in the on-campus radio station, Wired FM, and work on independent productions, such as short films and features for the local press.

### WHAT YOU WILL STUDY

The Media and Communication Studies programme consists of both practical, production modules and modules that explain how the media influences us, how we use the media and how programmes and films work ideologically, commercially and as entertainment. Students learn to make their own advertisements, news programmes and documentary films, and they learn to script write, write newspaper articles, desktop publishing and audio editing, among other production skills. In Year 1, students take two introductory modules. Students who choose Media and Communication Studies as one of their two major subjects progress to take a variety of practical, production and theory based modules. This works out as 40% practical and 60% theory based modules and we find that this equips our students well for the work place, for further study and indeed for the challenges and demands that the changing times and industry make of them.

### CAREER OPPORTUNITIES

- AV and Film Production
- Radio Presenter, Producer
- Television Producer, Director, Researcher, Editor



## Áine Gleeson

### Media & Communication Studies

I chose to study Media and Communications Studies as I enjoy the combination of theoretical and practical learning. The small classes create a positive atmosphere and allow for good relationships to be formed with lecturers and fellow students. The programme so far has taught me many new skills such as essay writing, video production, teamwork, presentations and much more. I would recommend it to anyone who has an interest in both the analysis and creation of media.

- Journalism – Print, TV, Radio and Online Journalism
- Advertising
- Marketing
- Publishing
- Communications and Public Relations
- Technical Writing and Editing
- Media Production
- New Media Production
- Media Research and Analysis
- Public Relations

### Follow on study opportunities at MIC include:

- MA in Media Studies
- MA/PhD by Research

### FURTHER INFORMATION

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# Music

## ABOUT YOU

You enjoy music and are interested in understanding how music works. You want to develop your music writing skills, study music history and you appreciate a range of different kinds of music.

## WHY STUDY MUSIC AT MIC?

The Music programme at MIC explores the history and language of music and is designed to enable students to develop technical, analytical, critical, performing, aural and creative skills. The Department of Music has purpose-built music lecture rooms, practice rooms, a music technology studio and a comprehensive library. Performing ensembles include the MIC Choral Society, the University of Limerick Orchestra and Irish traditional music groups.

## WHAT YOU WILL STUDY

You will study harmony and counterpoint, choral arranging, string quartet writing, orchestration and composition alongside a survey of music history across a thousand years, musical analysis, Irish traditional music, popular music and music technology. Students also present each year for a short practical examination on their chosen instrument(s) and/or voice. There are various international off-campus study placements in Music for Year 3 available. Concert attendance, and choral and ensemble participation is expected. There is no formal entrance examination for Music but prospective students should have a satisfactory standard of music literacy and the ability to play an instrument and/or sing.

## CAREER OPPORTUNITIES

There are many careers in Music, such as performance, teaching (Professional Masters in Education required), broadcasting, journalism, librarianship, publishing, administration etc., but many employers also recruit Music graduates because of their transferable skills such as creativity, discipline, teamwork, presentation, critical reflection and cultural awareness.

### Follow on study opportunities at MIC include:

- MA in Music Education
- MA/PhD by Research



## Sarah O’Gorman

### Music

I really enjoyed my time studying Music on the Bachelor of Arts. What I found most exciting was the diversity of the music within the Department. I studied everything from classical and romantic music to rock and film music. My favourite module was the traditional Irish music module. Our class had ten students and as a result, we all became very close with both each other and the lecturers. The lecturers in the Department of Music are extremely helpful and I never hesitated to contact them if I was ever finding a section of a module challenging. The Department of Music has shaped me as a musician and opened my mind to the variety of music.

## FURTHER INFORMATION

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## Philosophy

### ABOUT YOU

You like to study life's most fundamental, meaningful, and challenging questions. You are rarely satisfied with other people's explanations and theories and enjoy examining and discussing questions from different perspectives in a friendly and collaborative environment. You want to become a creative problem-solver, a reflective thinker, an insightful writer, and a conscientious leader.

### WHY STUDY PHILOSOPHY AT MIC?

We provide students with a supportive and friendly environment, with a distinctive range of modules and extra-curricular activities. Our undergraduate programme consists of a broad, flexible and accessible introduction to Philosophy. The programme is structured to acquire the skills necessary to fully appreciate the central concerns of human existence and develop abilities in problem-solving, reflective communication, writing, and critical thinking. Philosophy can be humanistic or technical, historical or contemporary, theoretical or practical. The Department of Philosophy at MIC is committed to offering a programme that allows its undergraduates to engage in all of these facets of the subject.

### WHAT YOU WILL STUDY

Philosophy allows you to engage with the questions that the greatest minds in human history have grappled with, including long-lasting problems like:

- What is justice? Can we achieve it for all?
- What are our duties and responsibilities to ourselves and others?
- What sorts of political institutions are best, and why are they needed?
- To what extent are moral values absolute, and to what extent produced by cultural factors?
- What does it mean to say we are free?

- Can we prove that God exists, or not? What are the consequences of our answer to that question?
- How do experiences like emotions or empathy come about? What do they involve, and what do they mean?
- How can we achieve racial justice and gender equality?
- Should anger motivate political action?
- What is the nature of religious experiences?
- What ethical challenges arise with science and technology?

In our programme, you will study, analyse, and examine the most influential works of the ancient Greeks, Medieval and Modern philosophers. In addition, you will engage with the different approaches and traditions in contemporary Philosophy. You will acquire the following skills:

- Logical and analytical thinking and reasoning
- Problem-solving and decision-making
- Moral and ethical reasoning
- Ability to interpret, condense and clarify information
- Excellent written and oral communication
- Capacity to formulate your position and defend it with carefully constructed arguments
- Ability to contextualise and see the big picture
- Curiosity, creativity, and lateral thinking
- Openness to other people's points of view

Come and join our dynamic and intellectually stimulating Department. Our dedicated lecturers will make your time as a Philosophy student as enjoyable and educationally inspiring as possible.



## Eimear Collins

### Philosophy

Coming to college, from secondary school, I was unsure what to expect with a subject like Philosophy. I was quickly surprised to learn that it is a broad and interesting subject, that covers a variety of topics. All the lecturers are really helpful and very easy to approach. Every class is carried out in a fun, relaxed manner. I would highly recommend Philosophy here at MIC.

### CAREER OPPORTUNITIES

Philosophy is a valuable discipline no matter your career path, from academia to business to entertainment to government. Studying Philosophy will broaden your employment horizons and your capacity to think. It will prepare you for a rapidly changing world and the need to adapt to career changes and emerging opportunities. Philosophy students have become successful activists, tech leaders, journalists, entrepreneurs, judges, politicians, professors, clergy, award-winning writers, actors, comedians, and filmmakers. Other possible career options include education, human resources, advertising, marketing, the media, publishing, health care, and social services.

### Follow on study opportunities at MIC include:

- MA/PhD by Research

### FURTHER INFORMATION

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## Psychology

**Note:** Places are capped Year 2. In the event of competition for places in Year 2, examination performance in Psychology in Year 1 will be the determinant.

### ABOUT YOU

Almost everything we think, feel or do falls under the umbrella term of Psychology. To study Psychology is to enter a world where our thoughts, feelings and behaviour are explored from many perspectives. If you are interested in the answer to the following questions, then studying Psychology is for you.

- Why do we get depressed?
- Can you tell if another person is lying?
- Do physically attractive people have more fun?
- Is happiness good for your health?
- Do social networking sites encourage self-obsession?
- What motivates serial killers?

### WHY STUDY PSYCHOLOGY AT MIC?

Students enrolled in the BA programme in MIC have an option of taking first year modules in Introductory Psychology and Social Psychology. Students continuing Psychology in Year 2 will study the core modules that provide students with a range of psychological knowledge and experience, and form the basis for graduate membership of the Psychological Society of Ireland. At MIC, students studying Psychology have access to dedicated state-of-the-art facilities, including a dedicated computer lab, testing rooms, one-way observation facilities and an eye-tracking lab.

### WHAT YOU WILL STUDY

In Year 1, two modules provide students with the foundations for studying Psychology, one in each semester. The Introduction to



## Valerie Coonerty

### Psychology

Psychology is suited to those looking for a general education in the area or an introduction to the world of Psychology. The subject is approved by the Psychological Society of Ireland, which ensures that my degree will be recognised if I decide to pursue Psychology further. The programme is great because numbers are small and so you don't ever feel lost in a big lecture hall. You really get to know the lecturers, which is great.

Psychology module (Semester 1) provides students with an overview of many of the main areas of Psychology. Students will gain insight into many topics in Psychology including the biological basis of behaviour, the multiple layers of human development, and the different perspectives that underpin theories of human cognition, personality, and individual differences. Students will acquire basic skills in the scientific methods and the ethical research practices employed by psychologists in the study of human behaviour, and the critical capabilities for evaluating information and claims.

In Semester 2, students undertake a more in-depth look at social psychology, which is the study of the behaviour of individuals in groups. This fascinating area covers topics such as the self-concept, social identity, and the influences that individuals exert on each other as group members. The module looks at social relationships, both within a group and between groups,

and explores the impact of group dynamics on group performance in a variety of real life settings. Both Year 1 Psychology modules illustrate theoretical concepts and their applications with multiple examples drawn from everyday life and make first year Psychology a vibrant introduction to this fascinating subject.

Students who meet the special Year 2 entry requirements can go on to major in Psychology and will study, not only existing knowledge of the processes and factors that influence human and other animals' behaviour, but also the techniques that psychologists use to probe that behaviour, from unconscious thoughts to the most explicit of actions. The programme covers a wide range of areas including social psychology, cognitive psychology, developmental psychology, abnormal psychology, health psychology, and forensic psychology.

### CAREER OPPORTUNITIES

- Social or Community Service Management
- International Business
- Human Resources
- Training and Development
- Education
- Marketing
- Management
- Psychologist (postgraduate qualification required)

### Follow on study opportunities at MIC include:

- MA/PhD by Research
- Doctorate in Child & Educational Psychology

### FURTHER INFORMATION

Professor Niamh Stack  
Head of Department

**T:** +353 61 204913

**E:** Niamh.Stack@mic.ul.ie

## Theology & Religious Studies

### ABOUT YOU

Theology and Religious Studies entails an intellectual exploration of the belief systems that have played a vital role in the shaping of our world throughout the centuries. As a valid academic pursuit, this discipline focuses on ultimate questions, explores the human phenomenon of religion and provides for the development of critical thought.

Religion is a major force in shaping society and political life - but the reverse also holds - society and politics have a bearing on religion. If we want to understand religion today, we need to take into account its specific setting. Similarly, if you are interested in architecture, music, literature, or the world of painting you will find that some of humanity's most magnificent achievements are immediately linked to religion. Again, if you are interested in ethical issues, such as in the field of genetic engineering and bio-ethics, you will find that theologians have an interesting contribution to make. What should we think about stem-cell research? Is it wrong to clone human beings, and if so, why?

### WHY STUDY THEOLOGY AT MIC?

Theology is perhaps one of the most exciting subjects one can study in the Arts programme. The study of theology and religion entails an intellectual exploration of the belief systems that have played a vital role in the shaping of our world throughout the centuries. Human beings are in search of meaning, and an engagement with theology allows students to examine critically some of the most

profound answers given to the most fundamental questions about life.

There is hardly any significant aspect of life or society that has not been affected by religion, for better or worse, and this alone already justifies a study of religion. There are so many different exciting aspects to theology and the study of religion that it is difficult to think of another subject that covers such a diverse range of topics and ideas. Whether you are interested in the study of different cultures, history, art, ethics, spirituality and mysticism, you will find something that appeals to you in the curriculum of our Department.

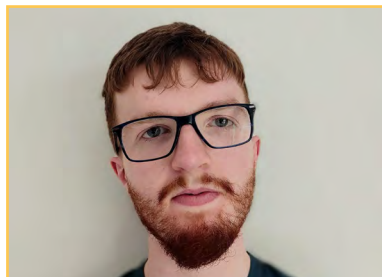
In the last few years, the number of students taking this subject has grown dramatically, in part due to the realisation that religious belief must be re-examined and re-imagined if it is to be influential in shaping the new Ireland. Religious Education is now offered as a subject for State Examination in many schools, especially those which are faith-based, and increasingly there is a demand for those who are qualified to teach it.

### WHAT YOU WILL STUDY

The Department of Theology and Religious Studies offers a wide-ranging perspective on the phenomenon of religion, and Christianity in particular. It does so by drawing on a great number of sub-disciplines, such as philosophy, history, literary criticism, sociology, the study of art, and so forth. Theology and Religious Studies at MIC covers a wide range of topics, including world religions, the world of the Bible, Christology, moral theology, and critical issues in modern religion.

### CAREER OPPORTUNITIES

Theology and Religious Studies graduates find work in a wide range of careers including:



## Eoin Coughlan

### Theology & Religious Studies

I would highly recommend Theology and Religious Studies to any prospective student of MIC. By studying Theology and Religious Studies at MIC, you gain a deeper understanding of your own faith and beliefs and the faith and beliefs of the world around you, which is an essential skill in today's globalised world. A critical examination of topical issues such as faith, ethics and scripture is encouraged in a welcoming environment by the lecturers, making Theology and Religious Studies an essential subject for any student curious about the fundamental questions of life.

- Teaching (Professional Master of Education required)
- Further/Higher Education
- Law
- Social Care
- Pastoral and Chaplaincy Work
- Community Work
- Development Work
- Voluntary/Charity Management and Co-ordination
- Guidance and Counselling
- Youth Work

### Follow on study opportunities include:

- MA/PhD by Research
- MA in Christian Leadership in Education

### FURTHER INFORMATION

**E:** [ArtsOffice@mic.ul.ie](mailto:ArtsOffice@mic.ul.ie)





## Entry Requirements

Applicants are required to hold the established Leaving Certificate (or an approved equivalent) with a minimum of six subjects which must include at least two H5 (Higher Level) and four O6 (Ordinary Level) or four H7 (Higher Level) grades. Subjects must include Mathematics, Gaelige or another language, and English. Minimum Grade F6 in Foundation Mathematics satisfies the minimum entry requirements. Foundation Mathematics is not reckonable for scoring purposes.

### Additional Programme Requirements:

- Students opting to study **Gaelige** are normally required to hold at least grade H5 in the Leaving Certificate or an approved equivalent.
- For **Music** there is no formal entrance examination but prospective students must have a satisfactory standard of music literacy and the ability to play an instrument and/or sing.

Additional special qualifications specific to individual subjects or disciplines may be determined by the respective Departments in accordance with Academic Council regulations.

### Language Waivers

Please contact the Access/Disability Officer on  
**T:** +353 61 204927 or  
**E:** AccessOffice@mic.ul.ie  
for information on Language Exemptions granted on disability grounds. Deadlines apply.

### LEAVING CERTIFICATE VOCATIONAL PROGRAMME (LCVP)

Link modules will be accepted for points purposes but they will not qualify as a subject for matriculation purposes.

### GCE/GCSE/BTEC APPLICANTS

For further information about minimum grades and entry requirements please contact the MIC Admissions Office at  
**E:** Admissions@mic.ul.ie

### MATURE STUDENTS

If you are at least 23 years old on the 1 January of the year of entry to college, you are considered as a mature applicant. All mature applicants who make an application to the College through the CAO for MI002 will be invited to attend for an interview and possible short written test. Mature students who do not meet the normal minimum entry requirements will be considered for admission if, having attended for interview and written test, they satisfy the College as to their ability to benefit from and sustain participation in the BA programme(s) applied for. Mature applicants who have completed an interview and written test will be contacted by the College to indicate whether or not they are being considered for a place and all places will then be offered by the CAO.

### FOUNDATION CERTIFICATE FOR MATURE LEARNERS

This programme is aimed at mature learners who wish to continue their education. Students achieving a merit on the Foundation Certificate will be offered a place on the Bachelor of Arts (MI002) in MIC, subsequent to completion of a CAO form and supplementary form before 1 February. Further information:

**T:** +353 61 204348

**E:** Admissions@mic.ul.ie

### SPECIAL ENTRY ROUTE INTO THE FIRST YEAR OF THE BACHELOR OF ARTS

Places will be available to QQI/FET/FETAC applicants who have obtained any of the following QQI Level 5 Certificates: Radio Production ERPXX or 5M4511, TV & Film Production ETFPX or 5M5158/5M18519, Print Journalism EPJXX or 5M2464, Media Production EMPXX. In order to gain entry students must possess distinctions in four modules in the QQI Level 5 qualification. The four distinctions must be gained from the following list:

- E20008 **or** 5N1298
- E20137 **or** 5N1379
- E20123 **or** 5N1458
- E20149 **or** 5N0637
- E20136 **or** 5N1900 **or** 5N1590
- E20131 **or** 5N1292 **or** E20003 **or** 5N0785
- E20151 **or** 5N0540
- E20013 **or** 5N2152 **or** E20078 **or** 5N2435
- B20132 **or** 5N1394 **or** N32751 **or** 5N1837
- E20077 **or** 5N2463 **or** E20076 **or** 5N2443

### OR

Any major award. Students must possess distinctions in five modules. As the number of places available is limited, those places will be



allocated on a competitive basis based on the student's score. Where more than one student has the same score, students will be ranked on a random basis.

Applicants who have obtained a Level 6 Advanced Certificate in Media Production EMPRO or 6M5130 / 6M18534 will also be eligible to apply for a place on the BA programme, provided they have gained three distinctions from the following list of modules:

- N32750 **or** 6N5505
- N32751 **or** 6N5453
- N32754 **or** 6N5455 **or** 6N18514
- N32755 **or** 6N5454 **or** 6N18515
- N32863 **or** 6N4981
- N32949 **or** 6N5433 **or** 6N18517 **or** 6N5427
- N32969 **or** 6N5425 **or** 6N18516
- N33014

#### **OR**

Any major award. Students must possess distinctions in five modules.

QQI/FET/FETAC applicants must apply through the CAO indicating on their application form that they have taken or are taking QQI/FET/FETAC examinations.

#### **Additional Requirements:**

For students wishing to take an advanced language option, distinctions must include a distinction in a language component/module. A Grade H5 in the required language from the Leaving Certificate will also satisfy the language requirement.

## Career Opportunities

With a MIC Bachelor of Arts degree, you will be a sought-after graduate with a range of knowledge and transferable skills. The list below demonstrates just some of the sectors in which our graduates find employment. Whether you want to pursue further study or just be a highly employable person, the Bachelor of Arts is an excellent choice:

- Academic Administration
- Psychology
- Arts Bodies
- Public Service
- Publishing
- Film Industry
- Social Services
- Financial Services
- Teaching
- International and EU Organisations
- Civil Service
- Television and Radio
- Linguistic and Translation Work
- Tourism
- Marketing and Public Relations
- Urban Planning
- Overseas Aid Work
- Professional Administration/Management
- Banking and Commerce
- Regional and Local Community Development

## Further Information

#### **Arts Faculty Office**

**T:** +353 61 204972

**E:** Rachel.Godfrey@mic.ul.ie

**W:** www.mic.ie





# Bachelor of Science in Psychology

## **Baitsiléir Eolaíochta i Síceolaíocht**

The BSc in Psychology is a four-year, full-time honours degree (Level 8). This unique programme provides a comprehensive undergraduate education in Psychology and includes learning in the workplace. This blend of scientific theory and real-world application gives students a chance to develop incredibly valuable critical thinking, problem-solving and communication skills.

## Why study the BSc in Psychology at MIC?

Psychology is an excellent choice for prospective students wishing to develop their understanding of why people think, feel and behave as they do. As a scientific endeavour, this research-led programme also encourages critical thinking, problem-solving and digital skills.

MIC's BSc in Psychology is a four-year programme which allows for a focus on research and the application of Psychology. This is invaluable for using the skills gained from a Psychology degree in real world settings. Research is included throughout every year of the programme, as we encourage students to aspire to be the creators, rather than merely consumers of knowledge.

The culmination of the research is the dissertation completed in the final year. Here, you will work under the supervision of experts in their field to design, carry out, and present your research. We place an emphasis on being able to communicate scientific research as a valuable skill, rather than leaving it in a document that is rarely seen. This further develops important research and communication skills. As a consequence, Psychology students from MIC have an enviable record of conducting award-winning research.

A distinctive feature of the BSc in Psychology programme is the calendar year spent studying Psychology in the workplace. The spring semester of Year 2 and the autumn semester of Year 3 are spent studying organisational psychology in practice. This means continuing to study Psychology, but in a more hands-on way. The placements are organised and supervised by the Department of Psychology. This can include any type of organisation, such as a business, an educational establishment, a sports organisation, a health setting, or a charity. This innovative approach to learning creates an opportunity to apply knowledge from the first part of the programme and develop a new perspective that will enhance skills and learning for the latter part of the programme.





## What you will study

The programme blends both the scientific subject of Psychology and application of Psychology. The scientific study of mind and behaviour addresses six core areas: personality and individual differences, cognitive psychology, biopsychology, social psychology, developmental psychology and research methods. Combined, these core areas provide graduates with the necessary psychological knowledge to pursue postgraduate studies in Psychology. We adopt a wide range of approaches to the delivery of the programme in order to maximise the skills you can develop. This will include learning

individually and as part of a team. Many modules include lectures and small group tutorials, some include significant laboratory time, and some adopt a more problem-based learning approach. This has been carefully considered to ensure you are developing a range of important skills throughout each stage of your degree. Throughout the programme, you will also learn about the application of Psychology in various contexts. This includes work, clinical, educational, sport, health and coaching. The largest application is rooted in the middle of the programme, taking up one calendar year where you will be

based in the workplace, exploring where Psychology could positively impact the performance and wellbeing of an organisation and individuals. There is also the potential for you to study abroad for a semester. The research strand of the programme firstly introduces you to basic research design and analyses. As you progress through the programme and your research skills and confidence in this area increase, you will begin to design your own research before carrying out a significant project in the final year and communicating your findings.



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## YEAR 1

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### Semester 1

- Individual and Developmental Influences on Behaviour
- Cognitive Psychology
- Introduction to Research
- Performance Psychology
- Skills for Study and Work 1

### Semester 2

- Historical and Social Influences on Behaviour
  - Developmental Psychology
  - Research Design and Analyses
  - Individuality, Difference and Psychological Science
  - Skills for Study and Work 2
- 

## YEAR 2

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### Semester 3

- Information Technology for Psychology
- Conceptual and Historical Issues in Psychology
- Work and Organisation Psychology
- Critical Perspectives in Research
- *Elective Arts module (x1)*

### Semester 4

- Organisational Psychology in Practice 1
- 

## YEAR 3

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### Semester 5

- Organisational Psychology in Practice 2

### Semester 6

- Biological Basis of Behaviour
  - Psychology of Applied Settings
  - Advanced Research Methods
  - Psychopathology
  - *Psychology Elective (x1) from:*
    - Health Psychology
    - Psychology of Motivation
    - Advanced Issues in Developmental Psychology
    - Advanced Issues in Educational Psychology
    - Sport Psychology
    - Coaching Psychology
- 

## YEAR 4

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### Semester 7

- Design and Ethics of Research
- Undergraduate Dissertation in Psychology 1
- Applied Social Psychology
- Advanced Cognitive Psychology
- *Elective Arts module (x1)*

### Semester 8

- Communicating Psychological Science
  - Undergraduate Dissertation in Psychology 2
  - *Psychology or Elective Arts module (x1)*
-



## Entry Requirements

Applicants are required to hold the established Leaving Certificate (or an approved equivalent) with a minimum of six subjects which must include at least two H5 (Higher Level) and four O6 (Ordinary Level) or four H7 (Higher Level) grades. Subjects must include Mathematics, Gaeilge or another language, and English.

### LEAVING CERTIFICATE VOCATIONAL PROGRAMME (LCVP)

Link modules will be accepted for points purposes but they will not qualify as a subject for matriculation purposes.

### GCE/GCSE/BTEC APPLICANTS

For further information about minimum grades and entry requirements please contact the MIC Admissions Office at E: [Admissions@mic.ul.ie](mailto:Admissions@mic.ul.ie)

### MATURE STUDENTS

If you are at least 23 years old on the 1 January of the year of entry to college, you are considered as a mature applicant. All mature applicants who make an application to the College through the CAO for MI003 will be invited to attend for an interview and a short written test. Mature students who do not meet the normal minimum entry requirements will be considered for admission if, having attended for interview and written test, they satisfy the College as to their ability to benefit from and sustain participation in the programme(s) applied for. Mature applicants who have completed an interview and written test will be contacted by the College to indicate whether or not they are being considered for a place and all places will then be offered by the CAO.

### SPECIAL ENTRY ROUTE FOR QQI/FET/FETAC APPLICANTS

A limited number of places per year will be awarded to applicants through the Higher Education Links Scheme (HELS), which gives learners the opportunity to use their QQI Level 5 or 6 major award to apply, through the CAO, for a place on a higher education programme:

- Within the context of the named major QQI Level 5 qualification awards, candidates must present a full award with a minimum credit value of 120 which must include a distinction (i.e. 80% or greater) in at least 5 component awards;
- Within the context of the named major QQI Level 6 qualification awards, candidates must present a full award with a minimum credit value of 120 which must include a distinction (i.e. 80% or greater) in at least 4 component awards.

### LANGUAGE WAIVERS

Please contact the Access/Disability Officer on T: +353 61 204927 or E: [AccessOffice@mic.ul.ie](mailto:AccessOffice@mic.ul.ie) for information on Language Exemptions granted on disability grounds. Deadlines apply.

### GARDA VETTING/CRIMINAL RECORDS BUREAU CHECK

Registration will be conditional upon successful completion of the Garda Vetting/CRB checking process.

## Career Opportunities

Psychology graduates enjoy some of the best career opportunities across the globe. Many will go on to study at postgraduate level and some will seek a career as a Psychologist in areas such as clinical, educational, coaching, counselling, forensic, health, academia, neuropsychology, work/organisational, or sport.

A majority of Psychology graduates will find rewarding careers in an allied profession. The understanding of people and development of inherently useful skills makes careers in healthcare, communications and marketing, human resourcing and development, management, and data analysis accessible options. As a graduate of this programme, you will be prepared for successfully entering the 21st-century workplace. You will have developed important cognitive skills, such as analytical and critical thinking, creativity and decision making. You will strengthen your communication, both oral and written. You will enhance your digital skills and social skills, including working collaboratively. Most importantly, you will develop personally, gaining a greater understanding of yourself and others.

## Further Information

**Dr Marek McGann**

**T:** +353 61 204326

**E:** [Marek.McGann@mic.ul.ie](mailto:Marek.McGann@mic.ul.ie)

**W:** [www.mic.ie](http://www.mic.ie)





## CAO CODES

# MI004

(with international study component)

CAO points 2022: **576**

# MI005

CAO points 2022: **509**

# MI006

(Gaeltacht Applicants)

CAO points 2022: **473**

LIMERICK CAMPUS

# Bachelor of Education

## Baitsiléir san Oideachas

The Bachelor of Education is a four-year, full-time, honours degree (Level 8) designed to qualify students to teach in primary schools.

## Why study the Bachelor of Education at MIC?

Do you want to become a primary school teacher? If so, our four-year Bachelor of Education programme seeks to equip participants with the competence to teach at all levels of the primary school.

The programme enables students to examine their role as a learner, a teacher, a researcher and a leader. Blending subject-specific pedagogies with modules which interrogate contemporary issues in education, in a context of campus-based and school-based learning opportunities, students are enabled to achieve deep insights into teaching and learning from the initial year of the programme.

Over the course of the programme, students take 55 modules. 47 modules are pre-defined and are taken by all students. These 47 modules form the core programme. As the programme is designed to facilitate student choice in pursuing areas of personal interest, each student selects the remaining eight modules from a broad suite of modules, three of which must be Liberal Arts modules. The final five modules chosen by the student determine whether the student graduates with a Multidisciplinary Bachelor of Education or a Bachelor of Education with a Specialism. These two pathways are of equal merit and are described under specialisms.





## What you will study

### Year 1 - Learner

During Year 1 of the programme the student will undertake a core programme of study designed around the theme of Learner. During the first semester the student will be introduced to academic life and will be enabled to fully engage in third-level education through a specific programme of study that complements the first suite of academic modules. This year comprises of on campus study and professional placement.

### Year 2 - Teacher

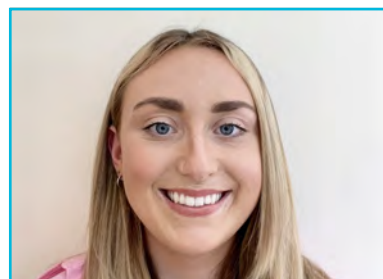
During Year 2 of the programme the student will undertake a core programme of study designed around the theme of Teacher. During this year a broad range of subject areas and disciplines will be explored by the student, including the study of Inclusive Education for Children with Special Educational Needs. The student will also complete the first of their Liberal Arts modules. This year comprises on campus study and professional placement.

### Year 3 - Researcher

During Year 3 of the programme the student will become more responsible for the direction of core elements of the degree. In this year the student will have the responsibility of choosing electives in both Education and Liberal Arts. In Year 3 a broad range of subject areas and disciplines will be explored by the student, including the study of Early Childhood Education.

### Year 4 - Leader

This final year comprises on campus study and extended school placement. The student will spend the first semester on school placement engaged in a wide variety of activities. These include being responsible for teaching various class groupings for prolonged periods of time, bringing a particular curricular focus to host schools and learning about aspects of school life outside of the classroom. Students will engage with the infant classes and a class of their choice. During this year, the student will compile a portfolio showcasing samples of work completed over the course of the degree to date. The student will complete a dissertation or a final suite of elective modules together with capstone modules that include a focus on leadership and policy in education.



## Niamh Coughlan

### Bachelor of Education

MIC is an enjoyable place to study both on and off campus. Not only is there a warm attitude to learning from lecturers, but there are also small class sizes, which enable you to get to know your classmates and make new friends each year. The Bachelor of Education so far has given me ample opportunities as an emerging young teacher, such as engaging with future teachers in Spain on my Erasmus semester abroad. The variety this programme brings is individual to each student, so each person will graduate with their own personal slant to their degree.

## Programme

### YEAR 1

#### Semester 1: Student as Learner

- Language and Literacy 1
- An Ghaeilge agus Múineadh na Gaeilge 1
- STEM 1: Introduction to Mathematics and its Teaching
- Schools and Society 1: Developing criticality around recent and contemporary issues in education
- Developmental Psychology
- Introduction to Technology and Educational Methodology
- Becoming a Student Teacher
- Professional Placement 1

#### Semester 2: Student as Learner

- Language and Literacy 2
- An Ghaeilge agus Múineadh na Gaeilge 2
- STEM 2 : Introduction to Mathematics and its Teaching 2
- STEM 3: Introduction to Science
- Supporting the Child as Learner 2
- Introduction to the Creative Arts 1
- Ethics, Religions and Beliefs
- Professional Placement 2
- Tréimhse sa Ghaeltacht 1

### YEAR 2\*

#### Semester 3: Student as Teacher

- Language and Literacy 3
- An Ghaeilge agus Múineadh na Gaeilge 3
- STEM 4: Introduction to Mathematics and its Teaching 3
- Social Studies 1: The Global Teacher
- Christian Religious Education 1 **or** Religious Education in Multi-Denominational Schools Module 1
- Social, Personal, Health and Physical Education 1
- Inclusive Education for Children with Special Educational Needs (SEN 1)
- Creating a Positive Classroom Climate
- Elective 1 (Liberal Arts)

#### Semester 4: Student as Teacher

- Language and Literacy 4
- STEM 5: Pedagogy of Maths and Teaching and Learning with ICT
- Social Studies 2: Teaching History and Geography in Primary Schools
- Christian Religious Education 2 **or** Religious Education in Multi-Denominational Schools Module 2
- Social, Personal, Health and Physical Education 2
- Schools and Society 2
- Creative Arts 2
- Professional Placement 3

### YEAR 3\*\*

#### Semester 5: Student as Researcher

- Early Childhood Education: Curriculum, Research and Pedagogy
- STEM 6: Teaching Mathematics and Science
- Research Methods - Ethical Foundations for Teaching and Research
- Creative Arts 3
- Christian Religious Education/Multi-Denominational Religious Education
- Assessment for and of Learning
- Elective 2 (Liberal Arts)
- Elective 3 (Liberal Arts)

#### Semester 6: Student as Researcher

- Research Methods 2
- Schools and Society 3
- Language and Literacy 5
- Early Primary Education and Advanced Educational Methodology
- Christian Religious Education/Multi-Denominational Religious Education
- Inclusive Education for Children with Special Educational Needs (SEN) 2
- Elective 4 (Liberal Arts)
- Elective 5 (Liberal Arts)

\*Semester 5 is dedicated to study abroad for students on the International Bachelor of Education (MI004)



**YEAR 4****Semester 7: Teacher as Leader**

- Professional Placement 4
- Professional Placement 5
- Professional Placement 6
- Portfolio

**Semester 8: Teacher as Leader**

- Policy and Leadership in Education
- Schools and Society 4
- Elective 6 (Education)
- Undergraduate Dissertation 1 or Taught Elective 7
- Undergraduate Dissertation 2 or Taught Elective 8

**\* At the end of Year 2 students will select whether to take the Multidisciplinary Bachelor of Education programme or to pursue a specialism in Liberal Arts or Education.**

**\*\* At the end of Year 3 students will select whether to take the Dissertation or Taught Elective option.**

Students taking the multidisciplinary programme may select their electives from a range of modules offered by the Faculty of Arts and the Faculty of Education. These lists will include many of the modules being offered to students on selected streams depending on the pre-requisites for each module and whether the module can cater for additional students. The provision of electives and specialisms will depend on the level of resources available. The full range of specialisms provided in any academic year cannot be affirmed until the resource allocation is confirmed.

### **BACHELOR OF EDUCATION WITH A SPECIALISM**

Students may pursue a Specialism in either Liberal Arts or Education. This means that students select eight modules, of which five modules are in a given subject/area. These five modules may comprise five taught modules or a combination of five

taught modules and two dissertation modules. This allows students to develop their personal interests and talents and to customise their own individual degree paths. These students gain expertise in a specific area of relevance to Primary Education. Examples of the Education Specialisms that are currently on offer include:

- Special Education
- Mathematics Education
- Technology Enhanced Learning
- SPHE
- Language and Literacy
- Primary Geography and Global Education
- Educational Disadvantage (DEIS)
- Early Childhood Studies
- Physical Education
- Teagasc i Suíomhanna Lán-Ghaeilge
- Theology/Religious Education (Joint Specialism with Liberal Arts)
- Visual Arts Education

Alternatively, students may elect to pursue a specialisation in one of the following Liberal Arts disciplines:

- Gaeilge
- Irish Heritage
- German Studies
- Mathematics
- History
- Music
- Theology/Religious Education (Joint Specialism with Faculty of Education)

Students may select to follow a multidisciplinary Bachelor of Education which means that they select any eight modules from across the range of modules on offer. Students may take modules from either Education or Liberal Arts. These eight modules may comprise eight taught modules or a combination of six taught modules and two dissertation modules. This allows students to develop their personal interests and talents and to customise their own individual degree paths. These students gain expertise across a range of areas of relevance to Primary Education.

### GAELTACHT COURSES - TRÉIMHSÍ FOGHLAMA SA GHAELTACHT

All Bachelor of Education students are required to attend two residential placements in the Gaeltacht as part of the programme – Tréimhse Foghlama sa Ghaeltacht 1 agus 2. Tréimhse Foghlama sa Ghaeltacht 1 is taken in Year 1 of the programme and Tréimhse Foghlama sa Ghaeltacht 2 in Year 3. Each placement lasts two weeks. The Department of Education covers the cost of this compulsory course and the cost is currently €750 per placement. Each of these modules is graded with an examination in oral Irish. Students will take an examination in oral Irish after completing the first placement at the end of their first year of Initial Teacher Education. Students must pass this examination in order to continue to the second year of the programme. A repeat of the examination in oral Irish test is provided by the College. All Bachelor of Education students must have completed the two Gaeltacht placements successfully before entering Year 4 of the programme.

### PROFESSIONAL PLACEMENT

The professional placement element of the programme is designed to meet the Teaching Council's requirements, and students will spend approximately 24 weeks in schools during the programme. This period will allow students to engage in observation, class-based and whole-school teaching and learning activities. Working in partnership with schools, the placements are designed to enable students to experience all class levels and a range of school types, and the student is guided and empowered along their learning-to-teach journey.

### STUDY ABROAD

Semester 5 of the Bachelor of Education programme offers students the opportunity to study abroad. Students can spend this semester in another country so that they can experience and understand the education systems and policies of other countries and, in the case of placements in continental Europe, improve their foreign language skills. Among the many benefits of studying abroad are:

- Enriching a primary degree with a global perspective;
- Developing independent thinking and resilience; and
- A distinctive CV displaying adaptability, cultural awareness, and risk-taking, all essential attributes in today's workplace.

Students can study abroad at one of MIC's partner universities, which is a safe and well-supported means of gaining valuable international experience. Financial assistance from the Erasmus+ programme is currently available to students who study in an EU State. European study destinations for Bachelor of Education students currently include universities in Austria, Belgium, the Netherlands and Spain. Study abroad opportunities at North American and Australian universities are also a very popular option. MIC has exchange partnerships with universities across the USA.



**Liam Callinan**

**Bachelor of Education**

I have really enjoyed my time so far in MIC. It's great to get into college and meet people and make friends for life. The programme is very enjoyable and hands on which I really like. The professional placement is an unbelievable experience and it's a memory I will treasure forever as it was my first time on the other side of the desk. Joining different teams, clubs and societies in the College was the highlight for me so far, as it has allowed me to meet new people and friends that you connect with.



# Bachelor of Education - International

(MI004)



Do you want to become a primary school teacher but also have the opportunity to spend some of your time at third-level studying abroad? If so, then the four-year Bachelor of Education - International programme, with its links to various institutions worldwide, is for you. The programme not only seeks to equip participants with the competence to teach at all levels of primary school in the Irish context, but it also allows you to turn your degree into an adventure of

a lifetime, where you can set your sights on a study abroad experience that will stay with you forever!

As a student on the programme you will study the same modules as your colleagues on the Bachelor of Education (MI005/MI006) except in Year 3, Semester 5, where you will spend the semester studying abroad. Not only will you explore teaching methodologies in a different context but the semester will also allow

you to experience and understand the education system and policies of another country. Every student on the Bachelor of Education - International programme will have the opportunity to study at one of MIC's many prestigious partner universities around the world. Subject to exchange balances, students may choose from universities such as the Australian Catholic University or universities in the USA, such as Boston College, Loyola University



## Bachelor of Education

Chicago, University of San Francisco, Salve Regina University, Rhode Island, Regis University, Denver and many others throughout the world.

Studying abroad at one of MIC's partner universities is a safe and well-supported means of gaining valuable international experience. MIC students only pay MIC tuition fees (not their host university's tuition) for that semester and have a once-in-a-lifetime opportunity to

experience life at a university campus in another country. While other costs such as airfare, travel insurance and accommodation are borne by the student, the International Office at MIC will always be on hand to answer any questions and to facilitate the exchange arrangements.

Not only will the programme enable you to explore a new corner of the world but you will also develop many new life skills, such as independent

thinking and resilience. Studying abroad will benefit both your personal and professional development, while also demonstrating to future employers that you are flexible, self-sufficient, culturally aware and can think outside the box; all desirable traits in the modern educational professional. So go on, enrich your primary degree with a global perspective and try the Bachelor of Education - International at MIC!





# Entry Requirements

CAO CODE **MI004/MI005/MI006**

Applicants must be at least 16 years old on 15 January of the year of entry and must have obtained the following minimum grades at a single sitting of the Leaving Certificate examination:

- Grade H5 on a Higher Level paper in not less than three subjects
- Grade O6/H7 in three other subjects (Higher or Ordinary Level)

Applicants must have obtained the following grades, at minimum, in subjects specified:

- Gaelige - Grade H4
- Mathematics - O4 or H7
- English - O4 or H7

Foundation Level Mathematics does not satisfy the entry requirement in Mathematics.

\*Minimum grades required in Gaelige, English and Mathematics can be obtained at different sittings of the Leaving Certificate Examination(s). The requirement to achieve a minimum of Grade H5 in three Higher Level papers and Grade O6/H7 in three other subjects (Higher or Ordinary Level) must be obtained in a single sitting of the Leaving Certificate Examination.

## GAELTACHT ENTRY ROUTE (MI006)

Up to 10% of places on the Bachelor of Education programme are reserved for applicants from the Gaeltacht, who normally reside in an official Gaeltacht designated area, and whose normal language of the home is Irish. From September 2022 applicants wishing to commence the B Ed through the Gaeltacht Entry Route must meet the following updated criteria in order to be eligible to apply for entry to the programme: A) Be resident in a Gaeltacht Language Planning Area and B) Must obtain at least a H3 in Leaving Certificate Irish. The Department of Tourism, Culture, Arts, Gaeltacht, Sport and Media will confirm to the CAO whether applicants are resident in a Gaeltacht Language Planning Area. In order to assist in this process in determining eligibility, applicants to this route are requested to provide their Eircode when applying through the CAO. The CAO will check that the applicant has met the entry requirements

for the programme, including H3 in Irish before points are calculated. Successful applicants will be notified through the normal CAO offer process. Gaeltacht Entry Route applicants may, if they wish, apply also under the normal MI005 code for the B Ed.

## LEAVING CERTIFICATE VOCATIONAL PROGRAMME (LCVP)

Link modules will be accepted for points purposes but they will not qualify as a subject for matriculation purposes.

## GCE/GCSE APPLICANTS

For further information about minimum grades and entry requirements please contact the MIC Admissions Office at **E: Admissions@mic.ul.ie**

## MATURE STUDENTS

If you are at least 23 years old on the 1 January of the year of entry to college, you are considered as a mature applicant. All mature applicants who make an application to the College through the CAO for MI004/MI005/MI006, and meet the eligibility criteria, will be invited to attend for an interview and an oral Irish test. Candidates are awarded a grade for their performance at the interview and an additional grade for the oral Irish test. The combined score determines the candidate's place on the order of merit list. Where places remain unfilled after the list of successful first preference applicants has been exhausted, offers may be made to other applicants in order of preference and in accordance with the order of merit. Applicants who get a 'fail' grade in either the interview or oral Irish test will be eliminated from the competition. Applicants who have failed the interview on two previous occasions are not eligible to re-apply. Mature applicants who have completed an interview and oral Irish test will be contacted by the College to indicate whether or not they are being offered a place and all places will then be offered by the CAO.

## TEACHER EDUCATION ACCESS PROGRAMME FOR MATURE LEARNERS

This programme is designed for mature students who do not hold the minimum entry requirements but who wish to gain entry to the Bachelor of Education. For further information please contact the MIC Admissions Office on **T: +353 61204348** **E: Admissions@mic.ul.ie**

## STUDENT FITNESS TO TEACH FORM

In order to establish students' fitness to teach, all incoming teacher education students are required to complete a Student Fitness to Teach Form.

## GARDA VETTING/CRIMINAL RECORDS BUREAU CHECK

Registration will be conditional upon successful completion of the Garda Vetting/CRB checking process.

# Career Opportunities

The Bachelor of Education Honours Degree is designed to qualify students to teach in primary schools. This University of Limerick accredited degree is an internationally recognised qualification and was the first programme of its kind to be accredited by the Teaching Council of Ireland. The programme promotes the personal and intellectual development of students, while providing the professional and academic foundation for a career in teaching.

## Further Information

### Education Faculty Office

**T: +353 61 204906**

**E: EducationOffice@mic.ul.ie**

**W: www.mic.ie**





# BA in Early Childhood Care and Education

## **BA i gCúram agus in Oideachas na Luath-Óige**

The BA in Early Childhood Care and Education is a full-time, four-year, honours degree (Level 8) designed to provide an exciting and challenging programme for those interested in working with young children (aged from birth to six years) in a range of educational settings.

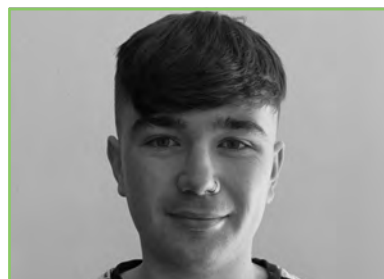
## Why study the BA in Early Childhood Care and Education at MIC?

Mary Immaculate College offers a four-year honours degree programme in Early Childhood Care and Education (BA ECCE) for those interested in gaining a highly-regarded qualification in this rewarding and challenging area. The BA ECCE degree has been approved by the Qualifications Advisory Board (QAB) for meeting the requirements of the *Professional Award Criteria and Guidelines for Initial Professional Education (Level 7 and Level 8) Degree Programmes for the Early Learning and Care (ELC) Sector in Ireland* (Department of Education and Skills, 2019).

The BA ECCE is a full-time programme designed to provide exciting and challenging educational opportunities for those interested in working with young children, from birth to six years of age, in a range of educational settings. Mary Immaculate College, with its long tradition of excellence in teaching and learning, has designed this honours degree programme in Early Childhood Care and Education in response to contemporary developments in the field of early years education, both in Ireland and internationally.

The College recognises that quality care and educational experiences in the early years is crucial in facilitating each child reaching their potential. According to *Síolta*, the National Quality Framework for Early Years' Education: "The

competencies, qualifications, dispositions and experience of adults, in addition to their capacity to reflect upon their role, are essential in supporting and ensuring quality experiences for each child. This demanding and central role in the life of the young child needs to be appropriately resourced, supported and valued" (Centre for Early Childhood Development and Education, 2006). The benefits accruing from quality early childhood care and education apply to all children, but as research shows, the benefits are particularly significant for children with additional needs and children from areas of socio-economic disadvantage. This programme focuses on the holistic care and education of young children in a variety of settings.



### Eibhin O'Dwyer

#### BA in Early Childhood Care and Education

I found the BA in Early Childhood Care and Education to be thought provoking, enjoyable and extremely interesting. From creating story sets in the Creative Arts module to learning about the child's brain structure in Child Development to exploring the importance of music in the early years, this programme really does have a lot to offer. You are given the opportunity to put theory to practice while out on work placement; which is a fun, exciting and unforgettable experience where you can increase your self-confidence as an Early Years Educator while working with bubbly and curious children. The campus itself has a warm and friendly atmosphere, with a wide variety of resources available to aid you throughout the programme. As a student who sees the importance of providing children with quality learning and care, I am glad that I chose to study this programme.



## What you will study

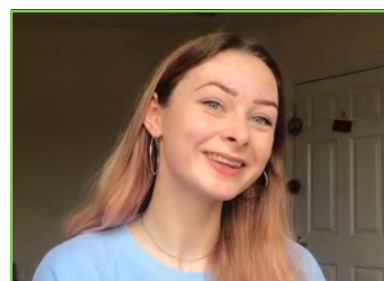
The programme is multi-disciplinary in design and offers students the opportunity to become specialists in the care and education of young children from birth to six years of age. Specialisation in the combined areas of care and education demands a deep knowledge of both theory and practice. Areas covered in the programme include:

- Child Health and Wellbeing
- Language Development in Early Childhood
- Child Development
- The Role of Play in Development
- Educational Psychology
- Child, Family and Community
- Creative Arts and Creative Music Making
- Language Acquisition and Early Literacy
- Cultural and Linguistic Diversity
- Curriculum and Pedagogy, including Children with Additional Needs in the Early Years
- Leadership and Management
- Professional Development
- Science, Technology, Engineering and Mathematics (STEM)

Throughout the programme, students will gain the knowledge, skills and competencies to support the inclusion of all children in the early years setting. Professional Practice Placement opportunities are provided for students in a variety of early years settings, enabling them to work with children under three years and with children of preschool age. These placements

allow students an opportunity to learn from experience and enhance their pedagogical practice through supervised work practice. Allied to experiential learning, professional practice placement provides a valuable opportunity for students to engage in reflective practice.

Additionally, in Semester 5, students have the opportunity to work in an international context or in a non-early childhood care and education setting, including early intervention services, primary schools, and a range of organisations working with or for young children and families. BA ECCE students who opt to undertake an Erasmus+ work placement in Europe can apply for financial assistance from the Erasmus+ programme.



### Lola Parsons

#### BA in Early Childhood Care and Education

As someone who has always wanted to work with children, choosing this programme was the best decision I ever made. When I think back on myself as a first year student starting this programme, I can't believe how much I have learned about the subject of Early Childhood and grown as a person. I have studied subjects like Child Psychology, Special Educational Needs and Creative Music, while I also got the opportunity to go on Erasmus in third year working in schools in Italy, which was the most amazing, life changing experience.

Being guided by helpful, passionate lecturers for these four years means that even though I started as a nervous, worried student, I finished this degree as a confident, caring Early Years practitioner.

## Programme

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### YEAR 1

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#### Semester 1

- Child Development
- Foundation Studies in Early Childhood Care and Education
- Child, Family and Community 1
- Language Development in the Early Years
- Child Health and Wellbeing 1

#### Semester 2

- Professional Development 1
- The Role of Play in Development
- Creative Music Making in the Early Years Curricula
- Child, Family and Community 2
- Curriculum and Pedagogy: Birth to 3 Years

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### YEAR 2

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#### Semester 3

- Professional Development 2

#### Semester 4

- Professional Development 3
- Educational Psychology
- Models of Curriculum, including Children with Special Needs in the Early Years
- Child Health and Wellbeing 2

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### YEAR 3

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#### Semester 5

- Sociological and Global Perspectives
- The Early Years: Historical and Philosophical Perspectives and Analysis
- Creative Arts in the Early Years
- Leadership in Early Childhood Education and Care
- STEM in the Early Years

#### Semester 6

- Language and Literacy in the Early Years
- Curriculum and Pedagogy: 3 to 6 years
- Research Methods
- Professional Development 4

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### YEAR 4

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#### Semester 7

- Professional Development 5

#### Semester 8

- Cultural and Linguistic Diversity: Implications for Professional Practice
  - Governance and Management in Early Childhood Education and Care Contexts
  - Advanced Studies in Play and Child Development
  - Dissertation
-



### STUDY ABROAD

In Semester 5 of the BA ECCE programme, students have the opportunity to expand their knowledge and skills through studying abroad at one of Mary Immaculate College's partner universities, which is a safe and well supported means of gaining valuable international experience. Through the Erasmus+ programme, BA ECCE students are provided with an opportunity to study in Denmark, Norway or Spain. Financial assistance from the Erasmus+ programme is currently available to such students. Study abroad opportunities at North American and Australian universities are also a popular option. MIC has exchange partnerships with universities across the USA.









## Entry Requirements

Applicants are required to hold the established Leaving Certificate (or an approved equivalent) with a minimum of six subjects which must include at least two H5 (Higher Level) and four O6 (Ordinary Level) or four H7 (Higher Level) grades. Subjects must include Mathematics, Gaeilge or another language, and English. Minimum Grade F6 in Foundation Mathematics satisfies the minimum entry requirements. Foundation Mathematics is not reckonable for scoring purposes.

### LANGUAGE WAIVERS

Please contact the Access/Disability Officer on T: +353 61 204927 or E: [AccessOffice@mic.ul.ie](mailto:AccessOffice@mic.ul.ie) for information on Language Exemptions granted on disability grounds. Deadlines apply.

### LEAVING CERTIFICATE VOCATIONAL PROGRAMME (LCVP)

Link modules will be accepted for points purposes but they will not qualify as a subject for matriculation purposes.

### GCE/GCSE/BTEC APPLICANTS

For further information about minimum grades and entry requirements please contact the MIC Admissions Office at E: [Admissions@mic.ul.ie](mailto:Admissions@mic.ul.ie)

### FURTHER EDUCATION ENTRY ROUTES

Places are available for eligible QQI applicants who wish to apply for entry to Year 1 or Year 2 of the BA in Early Childhood Care and Education. For further information about eligibility and entry requirements please contact the MIC Admissions Office at E: [Admissions@mic.ul.ie](mailto:Admissions@mic.ul.ie) T: +353 61 204348

### MATURE STUDENTS

If you are at least 23 years old on the 1 January of the year of entry to college, you are considered as a mature applicant. All mature applicants who make an application to the College through the CAO for MI007 will be invited to attend for an interview and a possible short written test. Mature students who do not meet the normal minimum entry requirements will be considered for admission if, having attended for interview and written test, they satisfy the College as to their ability to benefit from and sustain participation in the BA programme(s) applied for. Mature applicants who have completed an interview and written test will be contacted by the College to indicate whether or not they are being considered for a place and all places will then be offered by the CAO.

### GARDA VETTING/CRIMINAL RECORDS BUREAU CHECK

Registration will be conditional upon successful completion of the Garda Vetting/CRB checking process.

## Career Opportunities

There is a growing awareness in Ireland of the need for high calibre professionals to provide young children with the best possible care and education. Graduates may pursue leadership roles in both the private and public sector where high quality early learning and care (ELC) provision is required. As specialists in Early Childhood Care and Education, graduates of this programme may find employment as managers, directors, coordinators or facilitators in a wide range of early years settings. The first cohort of BA ECCE students graduated in October 2007 and they have since taken up employment in such areas as managerial roles in playschools, day care settings, Early Start units, family centres, as well as policy development roles and research roles within various Government bodies. Following the Irish Government's introduction of the Early Childhood Care and Education (ECCE) scheme, which provides all children with two years of free preschool education, job opportunities for graduates of this programme are expected to continue to increase.

## Further Information

### Education Faculty Office

T: +353 61 204906

E: [EducationOffice@mic.ul.ie](mailto:EducationOffice@mic.ul.ie)

W: [www.mic.ie](http://www.mic.ie)





# B Ed in Education and Psychology

## **B Oid san Oideachas agus sa tSíceolaíocht**

The B Ed in Education and Psychology is a four-year, full-time, honours degree (Level 8), which prepares primary-level teachers and which also provides opportunities for graduates to pursue a career in Psychology.

## Why study the B Ed in Education and Psychology at MIC?

MIC offers a four-year joint undergraduate honours degree in Primary Teaching and Psychology. This programme, which is awarded by the University of Limerick and accredited by the Teaching Council, is a unique venture in this country, which leads to both an academic and a professional qualification, allowing graduates to pursue careers either in Primary Teaching or in the field of Psychology. The programme would be particularly suitable for, though not confined to, students who might wish to undertake a postgraduate specialisation subsequently in the field of Educational Psychology. **This programme continues to be accredited by the Psychology Society of Ireland.**





## What you will study

### EDUCATION

The Education component of the programme seeks to equip participants with the competence to teach all levels of primary school (4-12 year olds). Given the structure of primary school provision, the teacher is required to have a mastery and competence in all the curricular areas of the primary school, inclusive of Art, Drama, English, Gaeilge, Mathematics, Music, Physical Education, Religious Education and Social and Environmental Studies (which includes Geography, History and Science). The foundation studies, professional studies, the school placement and the subject disciplines are carefully planned in light of changing understandings of the nature of learning and the theory-practice relationship. There is an appropriate balance in the programme provision for these areas and their inter-relationship is made explicit.

### PSYCHOLOGY

Psychology is studied throughout the four years. Modules will include Introduction to Psychology, Developmental Psychology, Psychological Perspectives on Behaviour, Social Psychology, Cognitive Psychology, Research Design and Methodology, Personality and Individual Differences, Information Technology in Psychology, Biological Basis of Psychology and Abnormal Psychology. In Year 4, students also undertake an elective in Psychology. Students are also required to undertake an undergraduate dissertation in Psychology in their final year.



## Peter Moore

### **B Ed in Education and Psychology**

Throughout my time in MIC I have thoroughly enjoyed the B Ed in Education and Psychology programme. The programme title speaks for itself - the classes cover all the different aspects of becoming a primary teacher along with several interesting modules in the field of Psychology. It is certainly a busy and challenging programme, but the programme content, pragmatic and practical lecturers, and most of all the great friends to be made have made it all worthwhile and a great experience.

## Programme

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### YEAR 1

#### Semester 1: Student as Learner

- Language and Literacy 1
- An Ghaeilge agus Múineadh na Gaeilge 1
- STEM 1: Introduction to Mathematics and its Teaching
- Schools and Society 1
- Psychology of Learning and Development
- Professional Placement 1
- Introduction to Psychology
- Research Methodology 1

#### Semester 2: Student as Learner

- Language and Literacy 2
- An Ghaeilge agus Múineadh na Gaeilge 2
- STEM 2: Introduction to Mathematics and its Teaching 2
- STEM 3: Introduction to Science
- Ethics, Religions and Beliefs
- Understanding the Child as Learner
- Introduction to the Creative Arts 1
- Professional Placement 2
- Tréimhse Foghlama sa Ghaeltacht 1
- Social Psychology 1

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### YEAR 2

#### Semester 3: Student as Teacher

- Language and Literacy 3
- An Ghaeilge agus Múineadh na Gaeilge 3
- STEM 4: Mathematics and its Teaching 3
- Social Studies
- A Bio-Psychosocial Approach to Inclusive Education for Children with Special Education Needs
- Social, Personal, Health and Physical Education 1
- Cognitive Psychology 1

#### Semester 4: Student as Teacher

- Language and Literacy 4
- Creative Arts 2
- Social, Personal, Health and Physical Education 2
- STEM 5: Pedagogy of Maths and Teaching and Learning with ICT
- Professional Placement
- Information Technology and Psychology
- Personality and Individual Differences

#### Semester 4A\*: Student as Learner

- Psychological Perspectives on Behaviour

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### YEAR 3

#### Semester 5: Student as Researcher

- STEM 6: Teaching Mathematics and Science
- Early Childhood Education: Curriculum, Research and Pedagogy
- Psychological and Educational Assessment
- Creative Arts 3
- Christian Religious Education 1 **or** Religious Education in Multi-Denominational Schools Module 1
- Cognitive Psychology 2
- Social Psychology 2

#### Semester 6: Student as Researcher

- Schools and Society 2
- Language and Literacy 5
- Early Primary Education and Advanced Educational Methodology
- Christian Religious Education 2 **or** Religious Education in Multi-Denominational Schools Module 2
- Research, Design and Methodology
- Biological Basis of Psychology
- Design and Ethical Evaluation in Psychological Research
- Tréimhse Foghlama sa Ghaeltacht 2

#### Semester 6A: Student as Researcher

- Professional Placement 4: Applied Placement - Two weeks in an alternative education setting in a placement of the student's choosing



**YEAR 4****Semester 7: Student as Leader**

- Professional Placement 5
- Professional Placement 6
- Portfolio
- Undergraduate Dissertation in Psychology 1

**Semester 8: Student as Leader**

- Schools and Society 3
- Policy and Leadership in Education
- Developmental Psychology 2
- Abnormal Psychology
- Advanced Issues in Educational Psychology
- Undergraduate Dissertation in Psychology 2

Students also select one elective from a range of options.

**PROFESSIONAL PLACEMENT**

The professional placement element of the programme is designed to meet the Teaching Council's requirements, and students will spend approximately 24 weeks in primary schools during the programme. This period will allow students to engage in observation, class-based and whole-school teaching and learning activities.

Working in partnership with schools, the placements are designed to enable students to experience all class levels and a range of school types, and the student is guided and empowered along their learning-to-teach journey.

**PROFESSIONAL PLACEMENT  
4: APPLIED PLACEMENT**

This placement provides students with an opportunity to apply their knowledge of Psychology to an educational environment other than a mainstream Irish national school, and to bring psychological insights to the professional experience.

**GAELTACHT COURSES - TRÉIMHSÍ  
FOGHLAMA SA GHAELTACHT**

All Bachelor of Education students are required to attend two residential placements in the Gaeltacht as part of the programme – Tréimhse Foghlama sa Ghaeltacht 1 agus 2. Tréimhse Foghlama sa Ghaeltacht 1 is taken in Year 1 of the programme and Tréimhse Foghlama sa Ghaeltacht 2 in Year 3. Each placement lasts two weeks. The Department of Education covers the cost of this compulsory course and the current cost is €750 per placement. Each of these modules is graded with an examination in oral Irish. Students will take an examination in oral Irish after completing the first placement at the end of their first year of Initial Teacher Education. Students must pass this examination in order to continue to the second year of the programme. A repeat of the examination in oral Irish is provided by the College. All students must have completed the two Gaeltacht placements successfully before entering Year 4 of the programme.



## Sarah Aherne

### **B Ed in Education and Psychology**

I chose the B Ed in Education and Psychology because I had a keen interest in pursuing primary school teaching and I was very intrigued by the Psychology component of this dual-degree. While at times, the programme was challenging, it was very rewarding, and the lecturers were very supportive and approachable. We covered a wide variety of Psychology modules, some related to Educational Psychology as well as cognitive and social perspectives in tandem with our education modules. During professional placements, I observed how a knowledge of Psychology can enhance my teaching.





## Entry Requirements

Applicants must be at least 16 years old on 15 January of the year of entry and must have obtained the following minimum grades at a single sitting of the Leaving Certificate examination:

- Grade H5 on a Higher Level paper in not less than three subjects
- Grade O6/H7 in three other subjects (Higher or Ordinary Level)

Applicants must have obtained the following grades, at minimum, in subjects specified:

- Gaeilge - Grade H4
- Mathematics - O4 or H7
- English - O4 or H7

Foundation Level Mathematics does not satisfy the entry requirement in Mathematics.

\*Minimum grades required in Gaeilge, English and Mathematics can be obtained at different sittings of the Leaving Certificate Examination(s). The requirement to achieve a minimum of Grade H5 in three Higher Level papers and Grade O6/H7 in three other subjects (Higher or Ordinary Level) must be obtained in a single sitting of the Leaving Certificate Examination.

### LEAVING CERTIFICATE VOCATIONAL PROGRAMME (LCVP)

Link modules will be accepted for points purposes but they will not qualify as a subject for matriculation purposes.

### GCE/GCSE APPLICANTS

For further information about minimum grades and entry requirements please contact the MIC Admissions Office at  
E: [Admissions@mic.ul.ie](mailto:Admissions@mic.ul.ie)

### MATURE STUDENTS

If you are at least 23 years old on the 1 January of the year of entry to college, you are considered as a mature applicant. All mature applicants who make an application to the College through the CAO for MI008 and meet the eligibility criteria will be invited to attend for an interview and an oral Irish test. Candidates are awarded a grade for their performance at the interview and an additional grade for the oral Irish test. The combined score determines the candidate's place on the order of merit list. Where places remain unfilled after the list of successful first preference applicants has been exhausted, offers may be made to other applicants in order of preference and in accordance with the order of merit. Applicants who get a 'fail' grade in either the interview or oral Irish test will be eliminated from the competition. Applicants who have failed the interview on two previous occasions are not eligible to re-apply. Mature applicants who have completed an interview and oral Irish test will be contacted by the College to indicate whether or not they are being offered a place and all places will then be offered by the CAO.

### STUDENT FITNESS TO TEACH FORM

In order to establish students' fitness to teach, all incoming teacher education students are required to complete a Student Fitness to Teach Form.

### GARDA VETTING/CRIMINAL RECORDS BUREAU CHECK

Registration will be conditional upon successful completion of the Garda Vetting/CRB checking process

## Career Opportunities

As the Education component of this programme retains all of the key elements of the main Bachelor of Education, graduates of this programme will be eligible to practise as primary school teachers in the normal way. Additionally, in view of their joint specialisation, graduates of this programme will have the option of pursuing postgraduate studies in Psychology.

## Further Information

### Education Faculty Office

T: +353 61 204906

E: [EducationOffice@mic.ul.ie](mailto:EducationOffice@mic.ul.ie)

W: [www.mic.ie](http://www.mic.ie)





# BA in Education, Business Studies and Accounting

## **BA san Oideachas, Staidéar Gnó agus Cuntasaíocht**

The BA in Education, Business Studies and Accounting programme (post-primary) is a four-year, full-time, undergraduate concurrent teacher education degree (Level 8), offered at MIC Thurles. Graduates are qualified to teach Business Studies and Accounting to honours Leaving Certificate level.

## Why study the BA in Education, Business Studies and Accounting at MIC?

The BA in Education, Business Studies and Accounting programme (post-primary) is a four-year, full-time undergraduate concurrent teacher education degree. Graduates are qualified to teach Business Studies and Accounting to Leaving Certificate honours level. Graduates of the programme will:

- Demonstrate subject knowledge, knowledge of curriculum content and process, and professional knowledge;
- Engage in critical and analytical thinking, problem-solving, reflection and self-evaluation;
- Engage in planning, teaching, learning, assessment, classroom management and organisation for the classroom, and the school as a learning organisation;
- Articulate a commitment to and vision for the development of the uniqueness of the pupil in all their dimensions;
- Integrate and apply knowledge skills, attitudes and values in complex and unpredictable educational settings;
- Exhibit strong interpersonal skills and a readiness to be leaders and innovators of curriculum change; and
- Demonstrate a commitment to lifelong personal and professional development and actively participate in professional learning communities.

## What you will study

Students are educated in the most current methodologies and technologies available to enhance the teaching of their subject areas at post-primary level. The degree programme includes four years of modules in Business Studies and Accounting. These are taken concurrently with education modules, which include theoretical, pedagogical and professional studies along with a number of school placement experiences.



### Josh Mullen

#### BA in Education, Business Studies and Accounting

MIC Thurles is a unique campus with an extremely close-knit community. We are extremely lucky to receive one-to-one support and encouragement from our lecturers due to smaller classes. In MIC Thurles you will be known by your name and not from being a face in the crowd. Choosing a subject such as Accounting can be daunting, especially with no prior experience. However, lecturers start with the basics and continue from there. If you are contemplating becoming a post-primary teacher, I would strongly encourage you to consider MIC Thurles. You will receive your teaching degree in four years with a huge focus on school placement, in a very unique setting.



# Programme

## YEAR 1

### Semester 1

- Becoming a Student Teacher
- Fundamental Accounting
- Regulatory Framework

**Two of the following modules will be offered:**

- Management Principles
- Business Mathematics
- Marketing

### Semester 2

- Teaching and Learning 1 - Planning to Teach
- Understanding Contemporary Schools and Society
- Adolescent Development - Understanding Young People and How they Learn
- Financial Accounting Principles

**One of the following modules will be offered (excluding the modules already offered):**

- Management Principles
- Business Mathematics
- Marketing

## YEAR 2

### Semester 3

- Teaching and Learning 2 – Planning for Differentiation
- Teaching Business Studies and Accounting 1
- Management Accounting Principles
- Financial Accounting 1

**One of the following modules will be offered:**

- Legal Environment of Business
- Economics

### Semester 4

- Inclusive Education: Contemporary Perspectives
- School Placement 1
- Management Accounting 1

**One of the following modules will be offered (excluding the modules already offered):**

- Legal Environment of Business
- Economics

## YEAR 3

### Semester 5

- Curriculum Studies: Assessment for and of Learning
- Diversity in Education – Ethics Interculturalism and Inclusive Classrooms
- Financial Accounting 2

**Two of the following modules will be offered:**

- Organisational Behaviour
- Entrepreneurship and New Enterprise Creation
- Business Information Systems
- Ireland and the Global Economy

### Semester 6

- Research Methods – Ethical Foundations for Teaching and Research
- School Placement 2
- Advanced Management Accounting
- Financial Management

**Two of the following modules will be offered (excluding the modules already offered):**

- Organisational Behaviour
- Entrepreneurship and New Enterprise Creation
- Business Information Systems
- Ireland and the Global Economy

## YEAR 4

### Semester 7

- Policy and Leadership in Education
- Dissertation 1
- Teaching Business Studies and Accounting 2
- Strategic Management
- Financial Reporting

### Semester 8

- School Placement 3
- E-Portfolio
- Dissertation 2

## SCHOOL PLACEMENT

The School Placement element is central to our programme and is designed to meet the Teaching Council's requirements, and students will spend approximately 23 weeks in schools during the programme. This period will allow students to engage in observation, class-based and whole-school teaching, and learning activities. Working in partnership with schools, the placements are designed to enable students to experience class levels from junior to senior cycle within a range of school types, where the student is guided and empowered along their learning-to-teach journey. The level and range of teaching and learning activities increases from School Placement 1 to School Placement 3 and the student is assisted by the placement tutors and cooperating teachers (*treoraithe*) to ensure that their practice is reflective of professional knowledge and their own personal commitment to the pupils' wellbeing and learning. There is an integrated focus on subject knowledge, and also inclusion and differentiation for each placement. Placements occur at four points in the programme:

### Teaching and Learning 1 Year 1, Semester 2

Students are given the opportunity to observe teaching in practice for one week in a senior primary classroom. This observation placement provides an opportunity for students to gain an insight into the interconnection between Primary and Post-Primary Education. The placement inducts student teachers into the practice of teaching and reflection.

### School Placement 1 Year 2, Semester 4

The focus for this six week school placement is on lesson planning

and preparation, scheme planning and developing effective teaching strategies in their subject areas. There is also a strong emphasis on the development of critical and reflective practice, and on developing an understanding of schools as organisations. Both observation and teaching elements are integrated into this placement which usually attends to junior cycle level and/or transition year level. Students may also be placed in pairs on this placement, facilitating team teaching with one another as well as with established teachers.

### School Placement 2 Year 3, Semester 6

In this two week placement students will work in special settings, including the possibility of an international placement. The purpose of this placement is to support the student in becoming an inclusive teacher and to develop their confidence and competence in responding to diverse needs in the classroom.

### School Placement 3 Year 4, Semester 8

School Placement 3 will run over 14 weeks. In School Placement 3 the student teachers will plan, prepare and implement schemes of work and lesson plans in their subject areas at junior and senior cycle level. There will be a strong emphasis on reflective practice throughout these modules.

### Study Abroad

A range of international locations are available in Year 3, including USA, Japan and other countries. Semester 6 also offers opportunities to study abroad, including Australia. Our relationships with post-primary schools in Australia also extend to being placed in these schools in the summer of Year 4.

## UNDERGRADUATE DISSERTATION

As part of their development as research-active teachers, students undertake an undergraduate dissertation. Students begin the preparation for the dissertation in Year 3 where they undertake their Research Methods module. The final dissertation is submitted in the last week of college in May.



### Melanie Markham

#### BA in Education, Business Studies and Accounting

Choosing MIC Thurles was undoubtedly one of the best decisions I have ever made. At first, I must admit I was skeptical of the small college size, but this is the one thing I have grown to love most about the college. MIC Thurles is a tight-knit community, where everybody looks out for one another. There is a positive relationship between students and staff, with lecturers being approachable and accommodating. The small class sizes, particularly with the accounting modules, means the lecturers know you personally by name and are eager to support you with any difficulties you may be having. Both the business and accounting modules are very much intertwined with the education aspect throughout, focusing in on topics that will be taught while out on school placement, which itself is a great opportunity to put all the theory learned in college into practice. For anyone considering this programme, I would say to go for it!

## Entry Requirements

Applicants must obtain the following minimum grades in the Leaving Certificate:

- Grade H5 on a Higher Level paper in not less than two subjects
- Grade O6/H7 in four other subjects (Higher or Ordinary Level), two of which must be Mathematics and English

### LEAVING CERTIFICATE VOCATIONAL PROGRAMME (LCVP)

Link modules will be accepted for points purposes but they will not qualify as a subject for matriculation purposes.

### GCE/GCSE/BTEC APPLICANTS

For further information about minimum grades and entry requirements please contact the MIC Admissions Office at E: [Admissions@mic.ul.ie](mailto:Admissions@mic.ul.ie)

### MATURE STUDENTS

If you are at least 23 years old on the 1 January of the year of entry to college, you are considered as a mature applicant. All mature applicants who make an application to the College through the CAO for MI009 and meet the eligibility criteria will be invited to attend for an interview. Candidates are awarded a grade for their performance at the interview. Where places remain unfilled after the list of successful first preference applicants has been exhausted, offers may be made to other applicants in order of preference and in accordance with the order of merit. Applicants who get a 'fail' grade in the interview will be eliminated from the competition. Applicants who have failed the interview on two previous occasions are not eligible to re-apply. Mature applicants who have completed an

interview will be contacted by the College to indicate whether or not they are suitable candidates for a place on the programme. Places are offered by the CAO based on the applicant's order of preference.

### STUDENT FITNESS TO TEACH FORM

In order to establish students' fitness to teach, all incoming teacher education students are required to complete a Student Fitness to Teach Form.

### FURTHER EDUCATION ENTRY ROUTES

MIC recognises certain QQI/ FE/FETAC Level 5 and Level 6 qualifications as pathways to this programme. Applications for admission are made through the CAO. In order to be considered applicants are required to have completed the requisite Level 5 or Level 6 course and hold the following minimum number of distinctions -

Within the context of the named major QQI Level 5 qualification awards below, applicants must possess distinctions (80% or greater) in five modules:

- 5M2468 (Business Administration)
- 5M2102 (Business Studies)
- 5M2069 (Marketing)
- 5M2111 (International Trade)
- 5M0828 (e-Business)

Within the context of the named major QQI Level 6 qualification award below, applicants must possess distinctions (80% or greater) in four modules:

- 6M5013 (Administration)
- 6M4985 (Business)
- 6M4587 (Management)

Additional requirements: H7/O6 in Leaving Certificate Mathematics or equivalent e.g. 5N2066 (Statistics) or 5N1833 (Mathematics).

### GARDA VETTING

Registration will be conditional upon successful completion of the Garda vetting process.

## Career Opportunities

This programme is accredited by the Teaching Council and has been developed in response to the growing need for excellence in teaching at post-primary level. The programme prepares graduates for their roles in all areas of professional life in Education.

The following list demonstrates just some of the careers our graduates have pursued:

- Post-Primary Teacher
- Accountant in Industry or Practice
- Accounting Technician
- Retail Management
- Procurement Management
- Inventory Management
- Fund Accounting
- Banking
- Marketing and PR
- Human Resource Management
- Training and Development
- Educational Management
- Sales
- Entrepreneurship

## Further Information

### MIC Thurles

**T:** +353 504 20535 / 21201

**E:** [Paula.Hourigan@mic.ul.ie](mailto:Paula.Hourigan@mic.ul.ie)

**W:** [www.mic.ie](http://www.mic.ie)





# BA in Education, Business Studies and Religious Studies

## **BA san Oideachas, Staidéar Gnó agus Léann Reiligiúnach**

The BA in Education, Business Studies and Religious Studies programme (post-primary) is a four-year, full-time, undergraduate concurrent teacher education degree (Level 8), offered at MIC Thurles. Graduates are qualified to teach Business Studies and Religious Studies to honours Leaving Certificate level.



## Why study the BA in Education, Business Studies and Religious Studies at MIC?

The BA in Education, Business Studies and Religious Studies programme (post-primary) is a four-year, full-time undergraduate concurrent teacher education degree. Graduates are qualified to teach Business Studies and Religious Studies to Leaving Certificate honours level.

Graduates of the programme will:

- Demonstrate subject knowledge, knowledge of curriculum content and process, and professional knowledge;
- Engage in critical and analytical thinking, problem-solving, reflection and self-evaluation;
- Engage in planning, teaching, learning, assessment, classroom management and organisation for the classroom, and the school as a learning organisation;
- Articulate a commitment to and vision for the development of the uniqueness of the pupil in all their dimensions;
- Integrate and apply knowledge skills, attitudes and values in complex and unpredictable educational settings;
- Exhibit strong interpersonal skills and a readiness to be leaders and innovators of curriculum change; and
- Demonstrate a commitment to lifelong personal and professional development and actively participate in professional learning communities.





## What you will study

Students are educated in the most current methodologies and technologies available to enhance the teaching of their subject areas at post-primary level. The degree programme includes four years of modules in Business Studies and Religious Studies. These are taken concurrently with education modules, which include theoretical, pedagogical and professional studies along with a number of school placement experiences.



### Chantelle Cawley

#### **BA in Education, Business Studies and Religious Studies**

At MIC Thurles I was always made aware of supports that I can avail of as an Irish Traveller but in a very subtle way, which is important for me as I do not feel that being an Irish Traveller causes me any inconveniences or barriers when it comes to Higher Education. There are many advantages to attending a college with smaller numbers, such as small lecture and tutorial numbers and one-to-one interaction with lecturers. As MIC Thurles only caters for those who wish to pursue a career in post-primary teaching, it means that everyone in the College is studying on similar programmes, which allows for a very supportive learning environment. The atmosphere here at MIC Thurles is really friendly and the staff are always helpful when it comes to any difficulties with programme work or any other aspect of college life.



## Programme

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### YEAR 1

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#### Semester 1

- Becoming a Student Teacher

**Two of the following modules will be offered:**

- Management Principles
- Introduction to Business Mathematics
- Marketing

**Two of the following modules to be offered:**

- Religion and World Religions
- Introduction to Systematic Theology
- Theology of the First Testament

#### Semester 2

- Teaching and Learning 1 – Planning To Teach
- Understanding Contemporary Schools and Society
- Adolescent Development – Understanding Young People and How they Learn

**One of the following modules will be offered (excluding the modules already offered):**

- Management Principles
- Introduction to Business Mathematics
- Marketing

**One of the following modules to be offered (excluding the modules already offered):**

- Religion and World Religions
- Introduction to Systematic Theology
- Theology of the First Testament

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### YEAR 2

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#### Semester 3

- Teaching and Learning 2 – Planning for Differentiation
- Teaching Business Studies and Religious Studies 1
- Business Studies Accounting

**One of the following modules will be offered:**

- Legal Environment of Business
- Economics

**Two of the following modules to be offered:**

- Theology of the Second Testament
- Christology
- Fundamental Moral Theology

#### Semester 4

- Inclusive Education: Contemporary Perspectives
- School Placement 1

**One of the following modules will be offered (excluding the modules already offered):**

- Legal Environment of Business
- Economics

**One of the following modules to be offered (excluding the modules already offered):**

- Theology of the Second Testament
  - Christology
  - Fundamental Moral Theology
-

**YEAR 3****Semester 5**

- Curriculum Studies: Assessment for and of Learning
- Diversity in Education – Ethics, Interculturalism and Inclusive Classrooms

**Two of the following modules will be offered:**

- Organisational Behaviour
- Entrepreneurship and New Enterprise Creation
- Business Information Systems
- Ireland and Global Economy

**One of the following to be offered:**

- Approaches to God
- Foundations and Approaches to Religious Education
- The Christian Church
- Ritual and Sacrament

**Semester 6**

- Research Methods – Ethical Foundations for Teaching and Research
- School Placement 2

**Two of the following will be offered (excluding the modules already offered):**

- Organisational Behaviour
- Entrepreneurship and New Enterprise Creation
- Business Information Systems
- Ireland and Global Economy

**Two of the following modules to be offered (excluding the modules already offered):**

- Approaches to God
- Foundations and Approaches to Religious Education
- The Christian Church
- Ritual and Sacrament

**YEAR 4****Semester 7**

- Policy and Leadership in Education
- Dissertation 1
- Teaching Business Studies and Religious Studies 2
- Strategic Management
- Selected Topics in Applied Moral Theology

**Semester 8**

- School Placement 3
- E-Portfolio
- Dissertation 2

**SCHOOL PLACEMENT**

The School Placement element is central to our programme and is designed to meet the Teaching Council's requirements, and students will spend approximately 23 weeks in schools during the programme. This period will allow students to engage in observation, class-based and whole-school teaching, and learning activities. Working in partnership with schools, the placements are designed to enable students experience class levels from junior to senior cycle within a range of school types, and where the student is guided and

empowered along their learning-to-teach journey. The level and range of teaching and learning activities increases from School Placement 1 to School Placement 3 and the student is assisted by the placement tutors and cooperating teachers (*treoraithe*) to ensure that their practice is reflective of professional knowledge and their own personal commitment to the pupils' wellbeing and learning. There is an integrated focus on subject knowledge, and also inclusion and differentiation for each placement. Placements occur at four points in the programme:

**Teaching and Learning 1  
Year 1, Semester 2**

Students are given the opportunity to observe teaching in practice for one week in a senior primary classroom. This observation placement provides an opportunity for students to gain an insight into the interconnection between Primary and Post-Primary Education. The placement inducts student teachers into the practice of teaching and reflection.



### **School Placement 1** **Year 2, Semester 4**

The focus for this six week School Placement is on lesson planning and preparation, scheme planning and developing effective teaching strategies in their subject areas. There is also a strong emphasis on the development of critical and reflective practice, and on developing an understanding of schools as organisations. Both observation and teaching elements are integrated into this placement which usually attends to junior cycle level and/or transition year level. Students may also be placed in pairs on this placement, facilitating team teaching with one another as well as with established teachers.

### **School Placement 2** **Year 3, Semester 6**

In this two week placement students will work in special settings, including the possibility of an international placement. The purpose of this placement is to support the student in becoming an inclusive teacher, and to develop their confidence and competence in responding to diverse needs in the classroom.

### **School Placement 3** **Year 4, Semester 8**

School Placement 3 will run over 14 weeks. In School Placement 3 the student teachers will plan, prepare and implement schemes of work and lesson plans in their subject areas at junior and senior cycle level. There will be a strong emphasis on reflective practice throughout these modules.

### **Study Abroad**

Opportunities to travel to the USA and Japan for short-stay school placements are available in Year 3. Semester 6 offers opportunities to study abroad, including Australia. Our relationships with post-primary schools in Australia also extend to being placed in these schools in the summer of Year 4.

### **UNDERGRADUATE DISSERTATION**

As part of their development as research-active teachers, students undertake an undergraduate dissertation. Students begin the preparation for the dissertation in Year 3 where they undertake their Research Methods module. The final dissertation is submitted in the last week of college in May.



## **Brian Cowhey**

### **BA in Education, Business Studies and Religious Studies**

Having always wanted to be a post-primary teacher, choosing to study at MIC Thurles was the best decision I could have made. The close-knit community made it really easy to get to know staff and students. The balance between the Business Studies, Religious Studies and Education modules is perfect for school placement, which is an ideal opportunity to put theory into practice. Added to this are the excellent facilities on campus. I was also one of four students who got to travel to Boston College in Year 3 for a short-stay-study scholarship. To anyone thinking of becoming a post-primary teacher, MIC Thurles is the ideal start to your teaching career.

## Entry Requirements

Applicants must obtain the following minimum grades in the Leaving Certificate:

- Grade H5 on a Higher Level paper in not less than two subjects
- Grade O6/H7 in four other subjects (Higher or Ordinary Level), two of which must be Mathematics and English

### LEAVING CERTIFICATE VOCATIONAL PROGRAMME (LCVP)

Link modules will be accepted for points purposes but they will not qualify as a subject for matriculation purposes.

### GCE/GCSE/BTEC APPLICANTS

For further information about minimum grades and entry requirements please contact the MIC Admissions Office at E: [Admissions@mic.ul.ie](mailto:Admissions@mic.ul.ie)

### MATURE STUDENTS

If you are at least 23 years old on the 1 January of the year of entry to college, you are considered as a mature applicant. All mature applicants who make an application to the College through the CAO for MI010 and meet the eligibility criteria will be invited to attend for an interview. Candidates are awarded a grade for their performance at the interview. Where places remain unfilled after the list of successful first preference applicants has been exhausted, offers may be made to other applicants in order of preference and in accordance with the order of merit. Applicants who get a 'fail' grade in the interview will be eliminated from the competition. Applicants who have failed the interview on two previous occasions are not eligible to re-apply. Mature

applicants who have completed an interview will be contacted by the College to indicate whether or not they are suitable candidates for a place on the programme. Places are offered by the CAO based on the applicant's order of preference.

### FURTHER EDUCATION ENTRY ROUTES

MIC recognises certain QQI/ FE/FETAC Level 5 and Level 6 qualifications as pathways to this programme. Applications for admission are made through the CAO. In order to be considered applicants are required to have completed the requisite Level 5 or Level 6 course and hold the following minimum number of distinctions -

Within the context of the named major QQI Level 5 qualification awards below, applicants must possess distinctions (80% or greater) in five modules:  
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5M2102 (Business Studies)  
5M2069 (Marketing)  
5M2111 (International Trade)  
5M0828 (e-Business)

Within the context of the named major QQI Level 6 qualification award below, applicants must possess distinctions (i.e. 80% or greater) in four modules:  
6M5013 (Administration)  
6M4985 (Business)  
6M4587 (Management)

Additional requirements: H7/O6 in Leaving Certificate Mathematics or equivalent e.g. 5N2066 (Statistics) or 5N1833 (Mathematics).

### STUDENT FITNESS TO TEACH FORM

In order to establish students' fitness to teach, all incoming teacher education students are required to complete a Student Fitness to Teach Form.

### GARDA VETTING

Registration will be conditional upon successful completion of the Garda vetting process.

## Career Opportunities

This programme is accredited by the Teaching Council and has been developed in response to the growing need for excellence in teaching at post-primary level. The programme prepares graduates for their roles in all areas of professional life in Education.

The following list demonstrates just some of the careers our graduates have pursued:

- Post-Primary Teacher
- Retail Management
- Banking
- Marketing and PR
- Human Resource Management
- Training and Development
- Educational Management
- Sales
- Entrepreneurship
- Administrative positions in faith-based organisations
- Parish and Diocesan Pastoral Assistants and Administrators

## Further Information

### MIC Thurles

T: +353 504 20535 / 21201

E: [Paula.Hourigan@mic.ul.ie](mailto:Paula.Hourigan@mic.ul.ie)

W: [www.mic.ie](http://www.mic.ie)





# BA in Education, Gaeilge and Religious Studies

## **BA san Oideachas, Gaeilge agus Léann Reiligiúnach**

The BA in Education, Gaeilge and Religious Studies programme (post-primary) is a four-year, full-time, undergraduate concurrent teacher education degree (Level 8), offered at MIC Thurles. Graduates are qualified to teach Gaeilge and Religious Studies to Leaving Certificate level.

## Why study the BA in Education, Gaeilge and Religious Studies at MIC?

The BA in Education, Gaeilge and Religious Studies programme (post-primary) is a four-year, full-time undergraduate concurrent teacher education degree. Graduates are qualified to teach Gaeilge and Religious Studies to Leaving Certificate honours level.

Graduates of the programme will:

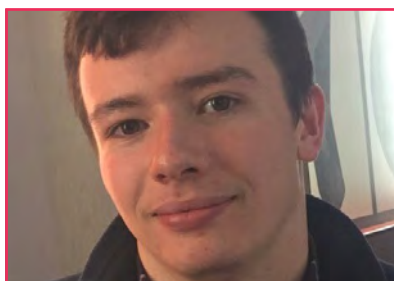
- Demonstrate subject knowledge, knowledge of curriculum content and process, and professional knowledge;
- Engage in critical and analytical thinking, problem-solving, reflection and self-evaluation;
- Engage in planning, teaching, learning, assessment, classroom management and organisation for the classroom, and the school as a learning organisation;
- Articulate a commitment to and vision for the development of the uniqueness of the pupil in all their dimensions;
- Integrate and apply knowledge skills, attitudes and values in complex and unpredictable educational settings;
- Exhibit strong interpersonal skills and a readiness to be leaders and innovators of curriculum change; and
- Demonstrate a commitment to lifelong personal and professional development and actively participate in professional learning communities.

## What you will study

Students are educated in the most current methodologies and technologies available to enhance

the teaching of their subject areas at post-primary level. The degree programme includes four years of modules in Gaeilge and Religious Studies. These are taken concurrently with education modules, which include theoretical, pedagogical and professional studies along with a number of school placement experiences. A Gaeltacht experience is a fundamental element of the programme for students, both as students of Gaeilge and as student

teachers. Prior to registering with the Teaching Council, Irish language teachers have to spend a period on residential placement in a designated Gaeltacht area. Details of programme requirements and Teaching Council requirements will be made available to students at the beginning of the academic year.



### Nathan Kelly

#### BA in Education, Gaeilge and Religious Studies

Is mise Nathan agus rinne mé staidéar ar Oideachas, an Ghaeilge agus Reiligiún. Tá mé tar éis am den scoth a chaitheamh sa choláiste go dtí seo. Is breá liom ár bpobal dlúth sa choláiste; tá aithne ag gach duine ar a chéile agus táid i gconaí ann chun cabhair agus teorú a thabhairt duit. Tá an fhoireann teagaisc cairdiúil, an-suáilceach agus tacúil. Lá i ndiaidh lae tagann feabhas ar mo chuid Gaeilge idir labhartha is scríofa. Tá na léachtóirí tharr barr agus ullmhaíonn siad muid dár ngairm múinteoireachta. Bíonn deis againn dul ar shocrúchán scoile gach bliain agus thar lear le linn bliain a trí más mian linn. Cuimsíonn an cúrsa ár ranganna teagaisc múinteoireachta agus ár dtréimhse ar shocrúchán scoile. Má tá tú ag smaoineamh faoi mhúinteoireacht, smaoinigh faoi Choláiste Mhúire Gan Smál i nDurlas!



### Jessica Brennan

#### BA in Education, Gaeilge and Religious Studies

At MIC Thurles you are offered a unique opportunity to become a post-primary teacher in four years. The close-knit community makes it easy to get to know staff and students. The class sizes are small and therefore allow for open discussions and also one-to-one support. The lecturers at MIC Thurles are all helpful and approachable and are available to offer guidance and support when needed. As part of the programme students are required to spend a period of time in the Gaeltacht. This is a great opportunity for students to develop and improve their Gaeilge outside of the classroom. Similarly, while on school placement, you are supported by the College and you get the opportunity to develop your teaching skills as well as your spoken Irish whilst also using material from the Gaeilge, Religious Studies and Education modules. This helps students to put theory into practice and is a great experience. I would highly recommend MIC Thurles to anyone who wishes to be a post-primary teacher.

# Programme

## YEAR 1

### Semester 1

- Becoming a Student Teacher
- Teanga agus Litríocht na Gaeilge 1
- An Fhiannaíocht agus Scéalaíocht Ár Sinsear

#### Two of the following modules to be offered:

- Religion and World Religions
- Introduction to Systematic Theology
- Theology of the First Testament

### Semester 2

- Teaching and Learning 1 – Planning To Teach
- Understanding Contemporary Schools and Society
- Adolescent Development – Understanding Young People and How they Learn
- Teanga agus Litríocht na Gaeilge 2
- Tréimhse Foghlama sa Ghaeltacht 1

#### One of the following modules to be offered (excluding the modules already offered):

- Religion and World Religions
- Introduction to Systematic Theology
- Theology of the First Testament

## YEAR 2

### Semester 3

- Teaching and Learning 2 – Planning for Differentiation
- Teaching Gaeilge and Religious Studies 1
- An Ghearrscéalaíocht agus an Béaloideas
- An Litríocht Chlasaiceach

#### Two of the following modules to be offered:

- Theology of the Second Testament
- Christology
- Fundamental Moral Theology

### Semester 4

- Inclusive Education: Contemporary Perspectives
- School Placement 1
- Litríocht an 17ú agus an 18ú hAois

#### One of the following modules to be offered (excluding the modules already offered):

- Theology of the Second Testament
- Christology
- Fundamental Moral Theology

## YEAR 3

### Semester 5

- Curriculum Studies: Assessment for and of Learning
- Diversity in Education: Ethics, Interculturalism and Inclusive Classrooms
- Logainmneacha agus Gnéithe den Teangeolaíocht

#### One of the following modules to be offered:

- Approaches to God
- Foundations and Approaches to Religious Education
- The Christian Church
- Ritual and Sacrament

### Semester 6

- Research Methods – Ethical Foundations for Teaching and Research
- School Placement 2
- Filíocht na Nua-Ghaeilge
- Na Mná sa Litríocht
- Tréimhse Foghlama sa Ghaeltacht 2

#### Two of the following to be offered

#### (excluding the modules already offered):

- Approaches to God
- Foundations and Approaches to Religious Education
- The Christian Church
- Ritual and Sacrament

## YEAR 4

### Semester 7

- Policy and Leadership in Education
- Dissertation 1
- Teaching Gaeilge and Religious Studies 2
- Prós na Gaeilge
- Selected Topics in Applied Moral Theology

### Semester 8

- School Placement 3
- E-Portfolio
- Dissertation 2



## SCHOOL PLACEMENT

The School Placement element is central to our programme and is designed to meet the Teaching Council's requirements, and students will spend approximately 23 weeks in schools during the programme. This period will allow students to engage in observation, class-based and whole-school teaching and learning activities. Working in partnership with schools, the placements are designed to enable students experience class levels from junior to senior cycle within a range of school types, and where the student is guided and empowered along their learning-to-teach journey. The level and range of teaching and learning activities increases from School Placement 1 to School Placement 3 and the student is assisted by the placement tutors and cooperating teachers (*treoraithe*) to ensure that their practice is reflective of professional knowledge and their own personal commitment to the pupils' well-being and learning. There is an integrated focus on subject knowledge, and also inclusion and differentiation for each placement. Placements occur at four points in the programme:

### Teaching and Learning 1 Year 1, Semester 2

Students are given the opportunity to observe teaching in practice for one week in a senior primary classroom. This observation placement provides an opportunity for students to gain an insight into the interconnection between Primary and Post-Primary Education. The placement inducts student teachers into the practice of teaching and reflection.

### School Placement 1 Year 2, Semester 4

The focus for this six week school placement is on lesson planning and preparation, scheme planning

and developing effective teaching strategies in their subject areas. There is also a strong emphasis on the development of critical and reflective practice, and on developing an understanding of schools as organisations. Both observation and teaching elements are integrated into this placement which usually attends to junior cycle level and/or transition year level. Students may also be placed in pairs on this placement, facilitating team teaching with one another as well as with established teachers.

### School Placement 2 Year 3, Semester 6

In this two week placement, students will work in special settings, including the possibility of an international placement. The purpose of this placement is to support the student in becoming an inclusive teacher, and to develop their confidence and competence in responding to diverse needs in the classroom.

### School Placement 3 Year 4, Semester 8

School Placement 3 will run over 14 weeks. In School Placement 3 the student teachers will plan, prepare and implement schemes of work and lesson plans in their subject areas at junior and senior cycle level. There will be a strong emphasis on reflective practice throughout these modules.

### Study Abroad

Opportunities to travel to the USA and Japan for short-stay school placements are available in Year 3. Semester 6 offers opportunities to study abroad, including Australia. Our relationships with post-primary schools in Australia also extend to being placed in these schools in the summer of Year 4.

## TRÉIMHSÍ SA GHAELTACHT

Cuid riachtanach den chlár céime is ea tréimhse/tréimhsí a chaitheamh sa Ghaeltacht. Trí thumadh sa Ghaeilge tá sé d'aidhm ag na tréimhsí Gaeltachta seo: Cur le heolas agus le tuiscint an mhic léinn ar shaol agus ar shaíocht na Gaeltachta; Cur le cumas cumarsáide an mhic léinn an Ghaeilge a úsáid mar theanga bheo sa phobal; Taithí thaitneamhach a bheith ag an mac léinn le tógáil ar an ngrá atá aige/aici don Ghaeilge mar theanga agus a m(h)uinín i labhairt na Gaeilge a threisiú. Beidh ranganna foirmeálta agus imeachtaí sóisialta agus cultúrtha san áireamh sna tréimhsí Gaeltachta.

## UNDERGRADUATE DISSERTATION

As part of their development as research-active teachers, students undertake an undergraduate dissertation. Students begin the preparation for the dissertation in Year 3 where they undertake their Research Methods module. The final dissertation is submitted in the last week of college in May.

## Entry Requirements

Applicants must obtain the following minimum grades in the Leaving Certificate:

- Grade H5 on a Higher Level paper in not less than two subjects, one of which must be Gaeilge
- Grade O6/H7 in four other subjects (Higher or Ordinary Level), two of which must be Mathematics and English

### LEAVING CERTIFICATE VOCATIONAL PROGRAMME (LCVP)

Link modules will be accepted for points purposes but they will not qualify as a subject for matriculation purposes.

### GCE/GCSE/BTEC APPLICANTS

For further information about minimum grades and entry requirements please contact the MIC Admissions Office at E: [Admissions@mic.ul.ie](mailto:Admissions@mic.ul.ie)

### MATURE STUDENTS

If you are at least 23 years old on the 1 January of the year of entry to college, you are considered as a mature applicant. All mature applicants who make an application to the college through the CAO for MI011 and meet the eligibility criteria will be invited to attend for an interview. Candidates applying for MI011 will have part of their interview conducted through Gaeilge. Candidates are awarded a grade for their performance at the interview.

Where places remain unfilled after the list of successful first preference applicants has been exhausted, offers may be made to other applicants in order of preference and in accordance with the order of merit. Applicants who get a

'fail' grade in the interview will be eliminated from the competition. Applicants who have failed the interview on two previous occasions are not eligible to re-apply. Mature applicants who have completed an interview will be contacted by the College to indicate whether or not they are suitable candidates for a place on the programme. Places are offered by the CAO based on the applicant's order of preference.

### FURTHER EDUCATION ENTRY ROUTES

MIC recognises QQI/FE/FETAC Level 5 and Level 6 qualifications as pathways to this programme. Applications for admission are made through the CAO. In order to be considered applicants are required to have completed a Level 5 or Level 6 course and hold the following minimum number of distinctions

Any major Level 5 award - within the context of the named major QQI Level 5 qualification awards, applicants must possess distinctions (80% or greater) in 5 modules.

Any major Level 6 award - within the context of the named major QQI Level 6 qualification awards, applicants must possess distinctions (80% or greater) in 4 modules.

Additional Requirements: H5 in Leaving Certificate Gaeilge.

### STUDENT FITNESS TO TEACH FORM

In order to establish students' fitness to teach, all incoming teacher education students are required to complete a Student Fitness to Teach Form.

### GARDA VETTING

Registration will be conditional upon successful completion of the Garda vetting process.

## Career Opportunities

This programme is accredited by the Teaching Council and has been developed in response to the growing need for excellence in teaching at post-primary level. The programme prepares graduates for their roles in all areas of professional life in Education.

The following list demonstrates just some of the careers our graduates have pursued:

- Post-Primary Teacher
- Researcher
- Irish Language Media
- Irish Language Promotion
- Translation
- Administrative positions in faith-based organisations
- Parish and Diocesan Pastoral Assistants and Administrators

## Further Information

### MIC Thurles

T: +353 504 20535 / 21201

E: [Paula.Hourigan@mic.ul.ie](mailto:Paula.Hourigan@mic.ul.ie)

W: [www.mic.ie](http://www.mic.ie)





# BA in Education, Gaeilge and Business Studies

## **BA san Oideachas, Gaeilge agus Staidéar Gnó**

The BA in Education, Gaeilge and Business Studies programme (post-primary) is a four-year, full-time, undergraduate concurrent teacher education degree (Level 8), offered at MIC Thurles.

Graduates are qualified to teach Gaeilge and Business Studies to honours Leaving Certificate level.

## Why study the BA in Education, Gaeilge and Business Studies at MIC?

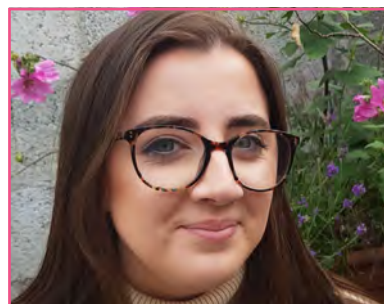
The BA in Education, Gaeilge and Business Studies programme (post-primary) is a four-year, full-time undergraduate concurrent teacher education degree. Graduates are qualified to teach Gaeilge and Business Studies to Leaving Certificate honours level.

Graduates of the programme will:

- Demonstrate subject knowledge, knowledge of curriculum content and process, and professional knowledge;
- Engage in critical and analytical thinking, problem-solving, reflection and self-evaluation;
- Engage in planning, teaching, learning, assessment, classroom management and organisation for the classroom, and the school as a learning organisation;
- Articulate a commitment to and vision for the development of the uniqueness of the pupil in all their dimensions;
- Integrate and apply knowledge skills, attitudes and values in complex and unpredictable educational settings;
- Exhibit strong interpersonal skills and a readiness to be leaders and innovators of curriculum change; and
- Demonstrate a commitment to lifelong personal and professional development and actively participate in professional learning communities.

## What you will study

Students are educated in the most current methodologies and technologies available to enhance the teaching of their subject areas at post-primary level. The degree programme includes four years of modules in Gaeilge and Business Studies. These are taken concurrently with education modules which include theoretical, pedagogical and professional studies along with a number of school placement experiences. A Gaeltacht experience is a fundamental element of the programme for students, both as students of Gaeilge and as student teachers. Prior to registering with the Teaching Council, Irish language teachers have to spend a period on residential placement in a designated Gaeltacht area. Details of programme requirements and Teaching Council requirements will be made available to students at the beginning of the academic year.



**Emily  
O'Shaughnessy**

**BA in Education, Gaeilge  
and Business Studies**

This concurrent programme is so unique. Not only have I been immersed in the Irish language and the world of business, but I have been given an invaluable, authentic insight into the life of a post-primary school teacher through school placement. The small class sizes, approachable lecturers and college staff, and the opportunities that have arisen for me as a result of studying Gaeilge and Business Studies at MIC Thurles are a constant reminder that I am on the right path. I have fallen further in love with my chosen subjects as a result of engaging modules and I know that I am surrounded by many passionate present and future educators.

## Programme

### YEAR 1

#### Semester 1

- Becoming a Student Teacher
- Teanga agus Litríocht na Gaeilge 1
- An Fhiannaíocht agus Scéalaíocht Ár Sinsear

#### Two of the following modules will be offered:

- Management Principles
- Introduction to Business Mathematics
- Marketing

#### Semester 2

- Teaching and Learning 1 – Planning to Teach
- Understanding Contemporary Schools and Society
- Adolescent Development – Understanding Young People and How they Learn
- Teanga agus Litríocht na Gaeilge 2
- Tréimhse Foghlama sa Ghaeltacht 1

#### One of the following modules will be offered (excluding the modules already offered):

- Management Principles
- Introduction to Business Mathematics
- Marketing

### YEAR 2

#### Semester 3

- Teaching and Learning 2 – Planning for Differentiation
- Teaching Gaeilge and Business Studies 1
- Business Studies Accounting
- An Ghearrscéalaíocht agus an Béaloideas
- An Litríocht Chlasaiceach

#### One of the following modules will be offered:

- Legal Environment of Business
- Economics

#### Semester 4

- Inclusive Education: Contemporary Perspectives
- School Placement 1
- Litríocht an 17ú agus an 18ú hAois

#### One of the following modules will be offered (excluding the modules already offered):

- Legal Environment of Business
- Economics

### YEAR 3

#### Semester 5

- Curriculum Studies: Assessment for and of Learning
- Diversity in Education: Ethics, Interculturalism and Inclusive Classrooms
- Logainmneacha agus Gnéithe den Teangeolaíocht

#### Two of the following modules will be offered:

- Organisational Behaviour
- Entrepreneurship and New Enterprise Creation
- Business Information Systems
- Ireland and the Global Economy

#### Semester 6

- Research Methods – Ethical Foundations for Teaching and Research
- School Placement 2
- Filíocht na Nua-Ghaeilge
- Na Mná sa Litríocht
- Tréimhse Foghlama sa Ghaeltacht 2

#### Two of the following modules will be offered:

- Organisational Behaviour
- Entrepreneurship and New Enterprise Creation
- Business Information Systems
- Ireland and the Global Economy

### YEAR 4

#### Semester 7

- Policy and Leadership in Education
- Dissertation 1
- Teaching Gaeilge and Business Studies 2
- Prós na Gaeilge
- Strategic Management

#### Semester 8

- School Placement 3
- Dissertation 2
- E-Portfolio



## SCHOOL PLACEMENT

The School Placement element is central to our programme and is designed to meet the Teaching Council's requirements, and students will spend approximately 23 weeks in schools during the programme. This period will allow students to engage in observation, class-based and whole-school teaching and learning activities. Working in partnership with schools, the placements are designed to enable students experience class levels from junior to senior cycle within a range of school types, where the student is guided and empowered along their learning-to-teach journey. The level and range of teaching and learning activities increases from School Placement 1 to School Placement 3 and the student is assisted by the placement tutors and cooperating teachers (*treoraithe*) to ensure that their practice is reflective of professional knowledge and their own personal commitment to the pupils' well-being and learning. There is an integrated focus on subject knowledge and also inclusion and differentiation for each placement. Placements occur at four points in the programme:

### Teaching and Learning 1 Year 1, Semester 2

Students are given the opportunity to observe teaching in practice for one week in a senior primary classroom. This observation placement provides an opportunity for students to gain an insight into the interconnection between Primary and Post-Primary Education. The placement inducts student teachers into the practice of teaching and reflection.



### **School Placement 1 Year 2, Semester 4**

The focus for this six week school placement is on lesson planning and preparation, scheme planning and developing effective teaching strategies in their subject areas. There is also a strong emphasis on the development of critical and reflective practice, and on developing an understanding of schools as organisations. Both observation and teaching elements are integrated into this placement which usually attends to junior cycle level and/or transition year level. Students may also be placed in pairs on this placement, facilitating team teaching with one another as well as with established teachers.

### **School Placement 2 Year 3, Semester 6**

In this two week placement, students will work in special settings including the possibility of an international placement. The purpose of this placement is to support the student in becoming an inclusive teacher and to develop their confidence and competence in responding to diverse needs in the classroom.

### **School Placement 3 Year 4, Semester 8**

School Placement 3 will run over 14 weeks. In School Placement 3 the student teachers will plan, prepare and implement schemes of work and lesson plans in their subject areas at junior and senior cycle level. There will be a strong emphasis on reflective practice throughout these modules.

### **Study Abroad**

Opportunities to travel to the USA and Japan for short-stay school placements are available in Year 3. Semester 6 offers opportunities to study abroad including Australia.

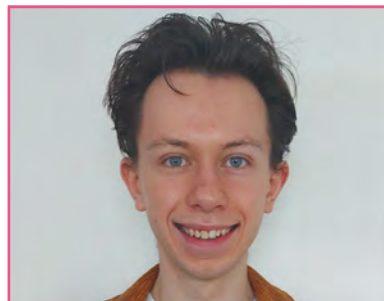
Our relationships with post-primary schools in Australia also extend to being placed in these schools in the summer of Year 4.

### **TRÉIMHSÍ SA GHAELTACHT**

Cuid riachtanach den chlár céime is ea tréimhse/tréimhsí a chaitheamh sa Ghaeltacht. Trí thumadh sa Ghaeilge tá sé d'aidhm ag na tréimhsí Gaeltachta seo: Cur le heolas agus le tuiscint an mhic léinn ar shaol agus ar shafocht na Gaeltachta; Cur le cumas cumarsáide an mhic léinn an Ghaeilge a úsáid mar theanga bheo sa phobal; Taithí thaitneamhach a bheith ag an mac léinn le tógáil ar an ngrá atá aige/aici don Ghaeilge mar theanga agus a m(h)uinín i labhairt na Ghaeilge a threisiú. Beidh ranganna foirmeálta agus imeachtaí sóisialta agus cultúrtha san áireamh sna tréimhsí Gaeltachta.

### **UNDERGRADUATE DISSERTATION**

As part of their development as research-active teachers, students undertake an undergraduate dissertation. Students begin the preparation for the dissertation in Year 3 where they undertake their Research Methods module. The final dissertation is submitted in the last week of college in May.



## **Niall O'Brien**

### **BA in Education, Gaeilge and Business Studies**

I chose the BA in Education, Gaeilge and Business Studies as it will equip me with the necessary skills, knowledge and expertise to become a teacher in Gaeilge and Business Studies. MIC balances the theoretical and practical aspects of teacher training, allowing student teachers to put the theory they study into meaningful practice. MIC provides a range of helpful supports to assist students academically and personally. Particularly, the library staff have been an invaluable support, helping me to review assignments as well as helping me find literature and resources to improve my learning and teaching.







## Entry Requirements

Applicants must obtain the following minimum grades in the Leaving Certificate:

- Grade H5 on a Higher Level paper in not less than two subjects, one of which must be Gaeilge
- Grade O6/H7 in four other subjects (Higher or Ordinary Level), two of which must be Mathematics and English

### LEAVING CERTIFICATE VOCATIONAL PROGRAMME (LCVP)

Link modules will be accepted for points purposes but they will not qualify as a subject for matriculation purposes.

### GCE/GCSE/BTEC APPLICANTS

For further information about minimum grades and entry requirements please contact the MIC Admissions Office at E: [Admissions@mic.ul.ie](mailto:Admissions@mic.ul.ie)

### MATURE STUDENTS

If you are at least 23 years old on the 1 January of the year of entry to college, you are considered as a mature applicant. All mature applicants who make an application to the College through the CAO for MI012 and meet the eligibility criteria will be invited to attend for an interview. Candidates applying for MI012 will have part of their interview conducted through Gaeilge. Candidates are awarded a grade for their performance at the interview. Where places remain unfilled after the list of successful first preference applicants has been exhausted, offers may be made to other applicants in order of preference and in accordance with the order of merit. Applicants who get a 'fail' grade in the interview will be eliminated from the competition. Applicants who have failed the interview

on two previous occasions are not eligible to re-apply. Mature applicants who have completed an interview will be contacted by the College to indicate whether or not they are suitable candidates for a place on the programme. Places are offered by the CAO based on the applicant's order of preference.

### FURTHER EDUCATION ENTRY ROUTES

MIC recognises QQI/FE/FETAC Level 5 and Level 6 qualifications as pathways to this programme. Applications for admission are made through the CAO. In order to be considered applicants are required to have completed the requisite Level 5 or Level 6 course and hold the following minimum number of distinctions:

Within the context of the named QQI Level 5 qualification award below applicants must possess distinctions (80% or greater) in 5 modules:  
5M2468 (Business Administration)  
5M2102 (Business Studies)  
5M2069 (Marketing)  
5M2111 (International Trade)  
5M0828 (e-Business)

Within the context of the named major QQI level 6 qualification award below, applicants must possess distinctions (80% or greater) in 4 modules:  
6M5013 (Administration)  
6M4985 (Business)  
6M4587 (Management)

Additional Requirements:  
H5 in Leaving Certificate Gaeilge AND  
H7/O6 in Leaving Certificate Mathematics or equivalent  
e.g. 5N2066 (Statistics) or 5N1833 (Mathematics)

### STUDENT FITNESS TO TEACH FORM

In order to establish students' fitness to teach, all incoming teacher education students are required to complete a Student Fitness to Teach Form.

### GARDA VETTING

Registration will be conditional upon successful completion of the Garda vetting process.

## Career Opportunities

This programme is accredited by the Teaching Council and has been developed in response to the growing need for excellence in teaching at post-primary level. The programme prepares graduates for their roles in all areas of professional life in Education.

The following list demonstrates just some of the careers our graduates have pursued.

- Post-Primary Teacher
- Retail Management
- Banking
- Marketing and PR
- Human Resource Management
- Training and Development
- Educational Management
- Sales
- Entrepreneurship
- Researcher
- Irish Language Media
- Irish Language Promotion
- Translation

## Further Information

### MIC Thurles

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# BA in Education, Mathematics and Gaeilge

## **BA san Oideachas, Matamaitic agus Gaeilge**

The BA in Education, Mathematics and Gaeilge programme (post-primary) is a four-year, full-time, undergraduate concurrent teacher education degree (Level 8), offered at MIC Thurles. Graduates are qualified to teach Mathematics and Gaeilge to honours Leaving Certificate level.



## Why study the BA in Education, Mathematics and Gaeilge at MIC?

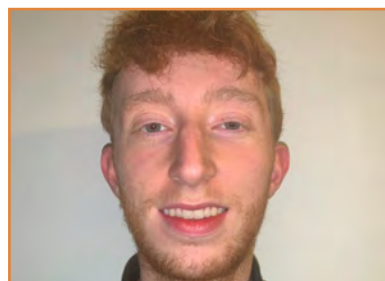
The BA in Education, Mathematics and Gaeilge (post-primary) programme is a four-year, full-time, undergraduate concurrent teacher education degree. Graduates are qualified to teach Mathematics and Gaeilge to Leaving Certificate honours level.

Graduates of the programme will:

- Demonstrate subject knowledge, knowledge of curriculum content and process and professional knowledge;
- Engage in critical and analytical thinking, problem-solving, reflection and self-evaluation;
- Engage in planning, teaching, learning, assessment, classroom management and organisation for the classroom, and the school as a learning organisation;
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- Integrate and apply knowledge skills, attitudes and values in complex and unpredictable educational settings;
- Exhibit strong interpersonal skills and a readiness to be leaders and innovators of curriculum change;
- Demonstrate a commitment to lifelong personal and professional development and actively participate in professional learning communities.

## What you will study

Students are educated in the most current methodologies and technologies available to enhance the teaching of their subject areas at post-primary level. The degree programme includes four years of modules in Gaeilge and Mathematics. These are taken concurrently with education modules which include theoretical, pedagogical and professional studies along with a number of school placement experiences. A Gaeltacht experience is a fundamental element of the programme for students, both as students of Gaeilge and as student teachers. Prior to registering with the Teaching Council, Irish language teachers have to spend a period on residential placement in a designated Gaeltacht area. Details of programme requirements and Teaching Council requirements will be made available to students at the beginning of the academic year.



### Eoghan O'Mahony

#### BA in Education, Mathematics and Gaeilge

MIC Thurles is a welcoming college with students and lecturers who are friendly, approachable and willing to help. MIC Thurles provides the unique opportunity of securing a BA in two subjects while at the same time becoming a highly regarded and fully qualified teacher in just four years. With small classes and tutorial groups, it allows for increased student input and discussions that may not happen in larger settings. Due to the small numbers, each student is known by not only their fellow students, but also their lecturers. The balance between Gaeilge, Mathematics and Education modules is perfect with each playing off the other. We also get multiple school placement opportunities throughout the duration of the four years, including the option to travel abroad. I would certainly recommend this programme for anyone who is interested in a career in post-primary teaching.

# Programme

## YEAR 1

### Semester 1

- Becoming a Student Teacher
- Teanga agus Litríocht Na Gaeilge 1
- An Fhiannaíocht agus Scéalaíocht Ár Sinsear
- Elementary Number Theory
- Calculus 1: Differentiation

### Semester 2

- Teaching and Learning 1 - Planning to Teach
- Understanding Contemporary Schools and Society
- Adolescent Development – Understanding Young People and How they Learn
- Teanga agus Litríocht Na Gaeilge 2
- Introduction to Geometry
- Tréimhse Foghlama sa Ghaeltacht 1

## YEAR 2

### Semester 3

- Teaching and Learning 2: Planning for Differentiation
- Teaching Mathematics and Gaeilge 1
- Linear Algebra
- An Ghéarrscéalaíocht agus Béaloideas
- An Litríocht Chlasaiceach

### Semester 4

- Inclusive Education: Contemporary Perspectives
- School Placement 1
- Litríocht an 17ú Agus an 18ú hAois
- Calculus II: Integration

## YEAR 3

### Semester 5

- Curriculum Studies: Assessment for and of Learning
- Diversity in Education: Ethics, Interculturalism and Inclusive Classrooms
- Logainmneacha agus Gnéithe Den Teangeolaíocht
- Multivariable Calculus

### Semester 6

- Research Methods - Ethical Foundations for Teaching and Research
- School Placement 2
- Filíocht Na Nua-Ghaeilge
- Na Mná Sa Litríocht
- Tréimhse Foghlama sa Ghaeltacht 2
- Introduction to Probability and Statistical Inference
- Abstract Algebra

## YEAR 4

### Semester 7

- Policy and Leadership in Education
- Dissertation 1
- Teaching Mathematics and Gaeilge 2
- Prós na Gaeilge
- Computational Mathematics
- Euclidean and Non-Euclidean Geometry

### Semester 8

- School Placement 3
- E-Portfolio
- Dissertation 2

## SCHOOL PLACEMENT

The school placement element is central to our programme and is designed to meet the Teaching Council's requirements, and students will spend approximately 23 weeks in schools during the programme. This period will allow students to engage in observation, class-based and whole-school teaching and learning activities. Working in partnership with schools, the placements are designed to enable students experience class levels from junior to senior cycle within a range of school types, and that the student is guided and empowered along their learning-to-teach journey. The level and range of teaching and learning activities increases from School Placement 1 to School Placement 3 and the student is assisted by the tutors and cooperating teachers (*treoraithe*) to ensure that their practice is reflective of professional knowledge and their own personal commitment to the pupils' wellbeing and learning. There is an integrated focus on subject knowledge and also inclusion and differentiation for each placement. Placements occur at four points in the programme:

### Teaching and Learning 1 Year 1, Semester 2

Students are given the opportunity to observe for one week in a senior primary classroom. This observation placement provides an opportunity for students to gain an insight into the interconnection between Primary and Post-Primary Education. The placement inducts student teachers into the practice of teaching and reflection.

### School Placement 1 Year 2, Semester 4

The focus for this six week school placement is on lesson planning and preparation, scheme planning and developing effective teaching strategies in their subject areas. There is also a strong emphasis on the development of critical and reflective practice, and on developing an understanding of schools as organisations. Both observation and teaching elements are integrated into this placement which usually attends to junior cycle level and/or transition year level. Students may also be placed in pairs on this placement, facilitating team teaching with one another as well as with established teachers.

### School Placement 2 Year 3, Semester 6

In this two week placement, students will work in special settings including the possibility of an international placement. The purpose of this placement is to support the student in becoming an inclusive teacher and to develop their confidence and competence in responding to diverse needs in the classroom.

### School Placement 3 Year 4, Semester 8

School Placement 3 will run over 14 weeks. In School Placement 3 the student teachers will plan, prepare and implement schemes of work and lesson plans in their subject areas at junior and senior cycle level. There will be a strong emphasis on reflective practice throughout these modules.

### Study Abroad

Opportunities to travel to the USA and Japan for short-stay school placements are available in Year 3. Semester 6 offers opportunities to study abroad including Australia. Our relationships with post-primary schools in Australia also extend to being placed in these schools in the summer of Year 4.



### TRÉIMHSÍ SA GHAELTACHT

Cuid riachtanach den chlár céime is ea tréimhse/tréimhsí a chaitheamh sa Ghaeltacht. Trí thumadh sa Ghaeilge tá sé d'aidhm ag na tréimhsí Gaeltachta seo: Cur le heolas agus le tuiscint an mhic léinn ar shaol agus ar shaíocht na Gaeltachta; Cur le cumas cumarsáide an mhic léinn an Ghaeilge a úsáid mar theanga bheo sa phobal; Taithí thaitneamhach a bheith ag an mac léinn le tógáil ar an ngrá atá aige/aici don Ghaeilge mar theanga agus a m(h)uinín i labhairt na Gaeilge a threisiú. Beidh ranganna foirmeálta agus imeachtaí sóisialta agus cultúrtha san áireamh sna tréimhsí Gaeltachta.

### UNDERGRADUATE DISSERTATION

As part of their development as research-active teachers, students undertake an undergraduate dissertation. Students begin the preparation for the dissertation in Year 3 where they undertake their Research Methods module. The final dissertation is submitted in the last week of college in May.



### Róisín Byrne

**BA in Education,  
Mathematics and Gaeilge**

I chose this programme as I have always aspired to be a teacher. I have a passion for both Mathematics and Gaeilge and the modules that I have undertaken have unlocked a deeper interest. I have studied a range of modules including An Béaloideas and Elementary Number Theory, both of which I particularly enjoyed. This programme is well structured and sparks motivation. Undertaking modules in Education alongside academic subjects is a benefit as you learn about the skills required for good teaching. All the lecturers are approachable and have inspired me to pursue my interests.



## Entry Requirements

Applicants must obtain Grade H5 on a Higher Level paper in not less than two subjects and Grade O6/H7 in three other subjects, which must include English (at Higher or Ordinary Level). The following minimum grades must be obtained:

- Gaeilge - Grade H5
- Mathematics - Grade O1/H5

### LEAVING CERTIFICATE VOCATIONAL PROGRAMME (LCVP)

Link modules will be accepted for points purposes but they will not qualify as a subject for matriculation purposes.

### GCE/GCSE/BTEC APPLICANTS

For further information about minimum grades and entry requirements please contact the MIC Admissions Office at E: [Admissions@mic.ul.ie](mailto:Admissions@mic.ul.ie)

### MATURE STUDENTS

If you are at least 23 years old on the 1 January of the year of entry to college, you are considered as a mature applicant. All mature applicants who make an application to the College through the CAO for MI013 and meet the eligibility criteria will be invited to attend for an interview. Candidates applying for MI013 will have part of their interview conducted through Gaeilge. Candidates are awarded a grade for their performance at the interview. Where places remain unfilled after the list of successful first preference applicants has been exhausted, offers may be made to other applicants in order of preference and in accordance with the order of merit.

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### FURTHER EDUCATION ENTRY ROUTES

MIC recognises QQI/FE/FETAC Level 5 and Level 6 qualifications as pathways to this programme. Applications for admission are made through the CAO. In order to be considered applicants are required to have completed a Level 5 or Level 6 course and hold the following minimum number of distinctions:

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Any major Level 6 award - Within the context of the named major QQI Level 6 qualification awards, applicants must possess distinctions (80% or greater) in 4 modules.

Additional Requirements:  
H5 in Leaving Certificate Gaeilge AND  
H5/O1 in Leaving Certificate Mathematics

### STUDENT FITNESS TO TEACH FORM

In order to establish students' fitness to teach, all incoming teacher education students are required to complete a Student Fitness to Teach Form.

### GARDA VETTING

Registration will be conditional upon successful completion of the Garda vetting process.

## Career Opportunities

This programme is accredited by the Teaching Council and has been developed in response to the growing need for excellence in teaching at post-primary level. The programme prepares graduates for their roles in all areas of professional life in Education.

The following list demonstrates just some of the careers our graduates have pursued.

- Post-Primary Teacher
- Irish Language Media
- Irish Language Promotion
- Translation
- Civil Service
- Financial Services
- Information Technology

## Further Information

### MIC Thurles

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# BA in Education, Mathematics and Business Studies

## **BA san Oideachas, Matamaitic agus Staidéar Gnó**

The BA in Education, Mathematics and Business Studies programme (post-primary) is a four-year, full-time, undergraduate concurrent teacher education degree (Level 8), offered at MIC Thurles. Graduates are qualified to teach Mathematics and Business Studies to honours Leaving Certificate level.

## Why study the BA in Education, Mathematics and Business Studies at MIC?

The BA in Education, Mathematics and Business Studies programme (post-primary) is a four-year, full-time, undergraduate concurrent teacher education degree. Graduates are qualified to teach Mathematics and Business Studies to honours Leaving Certificate level.

Graduates of the programme will:

- Demonstrate subject knowledge, knowledge of curriculum content and process, and professional knowledge;
- Engage in critical and analytical thinking, problem-solving, reflection and self-evaluation;
- Engage in planning, teaching, learning, assessment, classroom management and organisation for the classroom, and the school as a learning organisation;
- Articulate a commitment to and vision for the development of the uniqueness of the pupil in all their dimensions;
- Integrate and apply knowledge skills, attitudes and values in complex and unpredictable educational settings;
- Exhibit strong interpersonal skills and a readiness to be leaders and innovators of curriculum change; and
- Demonstrate a commitment to lifelong personal and professional development and actively participate in professional learning communities.

## What you will study

Students are educated in the most current methodologies and technologies available to enhance the teaching of their subject areas at post-primary level. The degree programme includes four years of modules in Mathematics and Business Studies. These are taken concurrently with education modules, which include theoretical, pedagogical and professional studies along with a number of school placement experiences.



### Mateusz Kluczynski

#### BA in Education, Mathematics and Business Studies

I have always wanted to be a post-primary teacher, which is why this programme is ideal for me. It is a four-year teaching degree where at the end you are a fully qualified Mathematics and Business Studies teacher. All the staff and lecturers are extremely friendly and helpful, they all have an open-door policy, and you can go to them with any problems that you have. The small class sizes allows the lecturers and students to get to know each other on a personal basis. The programme incorporates school placement, as well as loads of teaching practice within the lectures and tutorials, which allows you to build your confidence in teaching.



# Programme

## YEAR 1

### Semester 1

- Becoming a Student Teacher
- Elementary Number Theory
- Calculus 1: Differentiation

**Two of the following modules will be offered:**

- Management Principles
- Marketing
- Introduction to Business Mathematics

### Semester 2

- Teaching and Learning 1 - Planning to Teach
- Understanding Contemporary Schools and Society
- Adolescent Development: Understanding Young People and How they Learn
- Introduction to Geometry

**One of the following modules to be offered (excluding the modules already offered):**

- Management Principles
- Marketing
- Introduction to Business Mathematics

## YEAR 2

### Semester 3

- Teaching and Learning 2: Planning for Differentiation
- Teaching Mathematics and Business Studies 1
- Linear Algebra
- Business Studies Accounting

**Two of the following modules will be offered:**

- Legal Environment of Business
- Economics

### Semester 4

- Inclusive Education: Contemporary Perspectives
- School Placement 1
- Calculus II: Integration

**One of the following modules to be offered (excluding the modules already offered):**

- Legal Environment of Business
- Economics

## YEAR 3

### Semester 5

- Curriculum Studies: Assessment for and of Learning
- Diversity in Education: Ethics, Interculturalism and Inclusive Classrooms
- Multivariable Calculus

**Two of the following modules will be offered:**

- Entrepreneurship and New Enterprise Creation
- Business Information Systems
- Ireland and Global Economy
- Organisational Behaviour

### Semester 6

- Research Methods - Ethical Foundations for Teaching and Research
- School Placement 2
- Introduction to Probability and Statistical Inference
- Abstract Algebra

**One of the following modules to be offered (excluding the modules already offered):**

- Entrepreneurship and New Enterprise Creation
- Business Information Systems
- Ireland and Global Economy
- Organisational Behaviour

## YEAR 4

### Semester 7

- Policy and Leadership in Education
- Dissertation 1
- Teaching Mathematics and Business Studies 2
- Strategic Management
- Euclidean and Non-Euclidean Geometry
- Computational Mathematics

### Semester 8

- School Placement 3
- E-Portfolio
- Dissertation 2

## SCHOOL PLACEMENT

The school placement element is central to our programme and is designed to meet the Teaching Council's requirements, and students will spend approximately 23 weeks in schools during the programme. This period will allow students to engage in observation, class-based and whole-school teaching and learning activities. Working in partnership with schools, the placements are designed to enable students experience class levels from junior to senior cycle within a range of school types, and where the student is guided and empowered along their learning-to-teach journey. The level and range of teaching and learning activities increases from School Placement 1 to School Placement 3 and the student is assisted by the placement tutors and cooperating teachers (*treoraithe*) to ensure that their practice is reflective of professional knowledge and their own personal commitment to the pupils' well-being and learning. There is an integrated focus on subject knowledge and also inclusion and differentiation for each placement. Placements occur at four points in the programme:

### Teaching and Learning 1 Year 1, Semester 2

Students are given the opportunity to observe teaching in practice for one week in a senior primary classroom. This observation placement provides an opportunity for students to gain an insight into the interconnection between Primary and Post-Primary Education. The placement inducts student teachers into the practice of teaching and reflection.

### School Placement 1 Year 2, Semester 4

The focus for this six week school placement is on lesson planning

and preparation, scheme planning and developing effective teaching strategies in their subject areas. There is also a strong emphasis on the development of critical and reflective practice, and on developing an understanding of schools as organisations. Both observation and teaching elements are integrated into this placement which usually attends to junior cycle level and/or transition year level. Students may also be placed in pairs on this placement, facilitating team teaching with one another as well as with established teachers.

### School Placement 2 Year 3, Semester 6

In this two week placement, students will work in special settings including the possibility of an international placement. The purpose of this placement is to support the student in becoming an inclusive teacher and to develop their confidence and competence in responding to diverse needs in the classroom.

### School Placement 3 Year 4, Semester 8

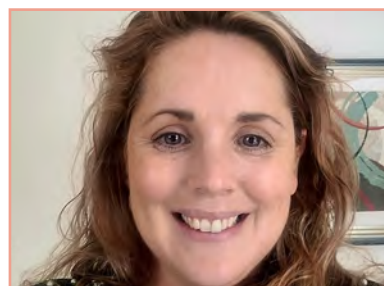
School Placement 3 will run over 14 weeks. In School Placement 3 the student teachers will plan, prepare and implement schemes of work and lesson plans in their subject areas at junior and senior cycle level. There will be a strong emphasis on reflective practice throughout these modules.

### Study Abroad

Opportunities to travel to the USA and Japan for short-stay school placements are available in Year 3. Semester 6 offers opportunities to study abroad including Australia. Our relationships with post-primary schools in Australia also extend to being placed in these schools in the summer of Year 4.

## UNDERGRADUATE DISSERTATION

As part of their development as research-active teachers, students undertake an Undergraduate Dissertation. Students begin the preparation for the Dissertation in Year 3 where they undertake their Research Methods module. The final dissertation is submitted in the last week of college in May.



### Sarah Maher

**BA in Education, Mathematics  
and Business Studies**

As a mature student, going back to college seemed like a daunting task. As a mother of three children, managing a home and family is challenging enough, but it has always been a dream of mine to teach. MIC Thurles opened its doors to me in September 2020 and it has been such a great experience for me that I find it hard sometimes to put it into words. Since the first day at orientation, I knew that I belonged. Although this year has been like no other my lecturers could not have done enough. They were very supportive and helped guide me through each step, building my confidence so much that I cannot wait until September.

## Entry Requirements

Applicants must obtain the following minimum grades in the Leaving Certificate:

- Grade H5 on a Higher Level paper in not less than two subjects
- Grade O1/H5 in Mathematics
- Grade O6/H7 in four other subjects which must include English (at Higher or Ordinary Level)

### LEAVING CERTIFICATE VOCATIONAL PROGRAMME (LCVP)

Link modules will be accepted for points purposes but they will not qualify as a subject for matriculation purposes.

### GCE/GCSE/BTEC APPLICANTS

For further information about minimum grades and entry requirements please contact the MIC Admissions Office at E: [Admissions@mic.ul.ie](mailto:Admissions@mic.ul.ie)

### MATURE STUDENTS

If you are at least 23 years old on the 1 January of the year of entry to college, you are considered as a mature applicant. All mature applicants who make an application to the College through the CAO for MI014 and meet the eligibility criteria will be invited to attend for an interview. Candidates are awarded a grade for their performance at the interview. Where places remain unfilled after the list of successful first preference applicants has been exhausted, offers may be made to other applicants in order of preference and in accordance with the order of merit. Applicants who get a 'fail' grade in the interview will be eliminated from the competition.

Applicants who have failed the interview on two previous occasions are not eligible to re-apply. Mature

applicants who have completed an interview will be contacted by the College to indicate whether or not they are suitable candidates for a place on the programme. Places are offered by the CAO based on the applicant's order of preference.

### FURTHER EDUCATION ENTRY ROUTES

MIC recognises QQI/FE/FETAC Level 5 and Level 6 qualifications as pathways to this programme. Applications for admission are made through the CAO. In order to be considered applicants are required to have completed the requisite Level 5 or Level 6 course and hold the following minimum number of distinctions

Within the context of the named major QQI Level 5 qualification awards, applicants must possess distinctions 80% or greater) in 5 modules:  
5M2468 (Business Administration)  
5M2102 (Business Studies)  
5M2069 (Marketing)  
5M2111 (International Trade)  
5M0828 (e-Business)

Within the context of the named major QQI Level 6 qualification awards, applicants must possess distinctions (80% or greater) in 4 modules:  
6M5013 (Administration)  
6M4985 (Business)  
6M4587 (Management)

Additional Requirements:  
H5/O1 in Leaving Certificate Mathematics

### STUDENT FITNESS TO TEACH FORM

In order to establish students' fitness to teach, all incoming teacher education students are required to complete a Student Fitness to Teach Form.

### GARDA VETTING

Registration will be conditional upon successful completion of the Garda vetting process.

## Career Opportunities

This programme is accredited by the Teaching Council and has been developed in response to the growing need for excellence in teaching at post-primary level. The programme prepares graduates for their roles in all areas of professional life in Education.

The following list demonstrates just some of the careers our graduates have pursued.

- Post-Primary Teacher
- Retail Management
- Banking
- Marketing and PR
- Human Resource Management
- Training and Development
- Educational Management
- Sales
- Entrepreneurship

## Further Information

### MIC Thurles

T: +353 504 20535 / 21201

E: [Paula.Hourigan@mic.ul.ie](mailto:Paula.Hourigan@mic.ul.ie)

W: [www.mic.ie](http://www.mic.ie)





# BA in Education, Home Economics and Business Studies

## **BA san Oideachas, Eacnamaíocht Bhaile agus Staidéar Gnó**

The BA in Education, Home Economics and Business Studies programme (post-primary) is a four-year, full-time, undergraduate concurrent teacher education degree (Level 8), currently offered at MIC Thurles. Graduates are, subject to Teaching Council approval, qualified to teach Home Economics and Business Studies to honours Leaving Certificate level.

## Why study the BA in Education, Home Economics and Business Studies at MIC?

The BA in Education, Home Economics and Business Studies programme (post-primary) is a four-year, full-time, undergraduate concurrent teacher education degree (Level 8), currently offered at MIC Thurles. Graduates are, subject to Teaching Council approval, qualified to teach Home Economics and Business Studies to honours Leaving Certificate level. Graduates of the programme will:

- Demonstrate subject knowledge, knowledge of curriculum content and process, and professional knowledge
- Engage in critical and analytical thinking, problem-solving, reflection and self-evaluation
- Engage in planning, teaching, learning, assessment, classroom management and organisation for the classroom and the school as a learning organisation
- Articulate a commitment to and vision for the development of the uniqueness of the pupil in all his/her dimensions
- Integrate and apply knowledge, skills, attitudes and values in complex and unpredictable educational settings
- Exhibit strong interpersonal skill and a readiness to be leaders and innovators of curriculum change
- Demonstrate a commitment to lifelong personal and professional development and actively participate in professional learning communities.

## What you will study

Students are educated in the most current methodologies and technologies available to enhance the teaching of their subject areas at post-primary level. The degree programme includes four years of modules in Home Economics and Business Studies. These are taken concurrently with education modules, which include theoretical, pedagogical and professional studies along with a number of school placement experiences.



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**YEAR 1**

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**Semester 1**

- Becoming a Student Teacher
- Food Science, Sustainability and Culinary Skills I
- Family and Society

**Two of the following modules will be offered:**

- Management Principles
- Introduction to Business Mathematics
- Marketing

**Semester 2**

- Teaching and Learning 1 - Planning to Teach
- Understanding Contemporary Schools and Society
- Adolescent Development - Understanding Young People and How They Learn
- Textiles Science, Sustainability and Textile Skills

**One of the following modules to be offered (excluding the modules already offered):**

- Management Principles
  - Introduction to Business Mathematics
  - Marketing
- 

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**YEAR 2**

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**Semester 3**

- Teaching and Learning 2 - Planning for Differentiation
- Teaching Home Economics and Business Studies 1
- Food Science, Resource Management and Culinary Skills II
- Business Studies Accounting

**Two of the following modules will be offered:**

- Legal Environment of Business
- Economics

**Semester 4**

- Inclusive Education: Contemporary Perspectives
- School Placement 1
- Home, Family and Society - Leadership, Management & Sustainability 1

**One of the following modules to be offered (excluding the modules already offered):**

- Legal Environment of Business
  - Economics
- 

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**YEAR 3**

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**Semester 5**

- Curriculum Studies and Assessment for and of Learning
- Diversity in Education - Ethics, Interculturalism and Inclusive Classrooms
- Textile Science, Fashion and Design

**Two of the following modules will be offered:**

- Entrepreneurship and New Enterprise Creation
- Business Information Systems
- Organisational Behaviour
- Ireland and the Global Economy

**Semester 6**

- Research Methods - Ethical Foundations for Teaching and Research
- School Placement 2
- Home, Family and Society (Leadership, Management & Sustainability) II
- Food Technology and Culinary Skills

**One of the following modules to be offered (excluding the modules already offered):**

- Entrepreneurship and New Enterprise Creation
  - Business Information Systems
  - Organisational Behaviour
  - Ireland and the Global Economy
- 

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**YEAR 4**

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**Semester 7**

- Policy and Leadership in Education
- Research Project 1
- Teaching Home Economics and Business Studies 2
- Strategic Management
- Creativity, Innovation and Enterprise in Food Studies
- Home Economics Specialism

**Semester 8**

- School Placement 3
- E-Portfolio
- Research Project 2

## **SCHOOL PLACEMENT**

The school placement element of the programme is designed to meet the Teaching Council's requirements, and students will spend approximately 23 weeks in schools during the programme. All placements are supported by college personnel. This period will allow students to engage in observation, class-based and whole-school teaching and learning activities. Working in partnership with schools, the placements are designed to enable students experience class levels from junior to senior cycle within a range of school types, and that the student is guided and empowered along his/her learning-to-teach journey. The level and range of teaching and learning activities increases from School Placement 1 to School Placement 3 and the student is assisted by the tutors and co-operating teachers (treoraithe) to ensure that her/his practice is reflective of professional knowledge and her/his own personal commitment to the pupils' wellbeing and learning. There is an integrated focus on subject knowledge and also inclusion and differentiation for each placement. Placements occur at four points in the programme.

### **Teaching and Learning 1 Year 1, Semester 2**

Students are given the opportunity to observe teaching in practice for one week in a senior primary classroom. This observation placement provides an opportunity for students to gain an insight into the interconnection between primary and post-primary education. The placement inducts student teachers into the practice of teaching and reflection.

### **School Placement 1 Year 2, Semester 4**

The focus for this six-week school placement is on lesson planning and preparation, scheme planning and developing effective teaching strategies in their subject areas. There is also a strong emphasis on the development of critical and reflective practice, and on developing an understanding of schools as organisations. Both observation and teaching elements are integrated into this placement which usually attends to Junior Cycle level and/or Transition Year level. Students may also be placed in pairs on this placement, facilitating team teaching with one another as well as with established teachers.

### **School Placement 2 Year 3, Semester 6**

In this two-week placement, students will work in special settings including the possibility of an international placement. The purpose of this placement is to support the student in becoming an inclusive teacher and to develop their confidence and competence in responding to diverse needs in the classroom.

### **School Placement 3 Year 4, Semester 8**

School Placement 3 will run over 14 weeks. In School Placement 3 the student teachers will plan, prepare and implement schemes of work and lesson plans in their subject areas at Junior and Senior Cycle level. There will be a strong emphasis on reflective practice throughout these modules.

## **Study Abroad**

Opportunities to travel to, for example, the USA and Japan for short-stay school placements are available in Year 3 and more countries are being accessed of late. Semester 6 offers opportunities to study abroad including Australia and a range of other locations. Our relationships with post-primary schools in Australia also extend to being placed in these schools in the summer of Year 4.

## **UNDERGRADUATE DISSERTATION**

As part of their development as research-active teachers, students undertake an undergraduate dissertation. Students begin the preparation for the dissertation in Year 3 where they undertake their Research Methods module. The final dissertation is submitted in the last week of college in May.

## Entry Requirements

Applicants must have obtained the following minimum grades in the Leaving Certificate examination:

- Grade H5 on a Higher Level paper in not less than two subjects
- Grade O6/H7 in four other subjects, including English (Higher or Ordinary Level)

Applicants must have obtained the following grades, at minimum, in the following subjects:

Home Economics H5

Or

Science subject (Biology, Chemistry, Physics, Chemistry/Physics, Agri-Science)

### LEAVING CERTIFICATE VOCATIONAL PROGRAMME (LCVP)

Link modules will be accepted for points purposes but they will not qualify as a subject for matriculation purposes.

### GCE/GCSE/BTEC APPLICANTS

For further information about minimum grades and entry requirements please contact the MIC Admissions Office at **E: Admissions@mic.ul.ie**

### MATURE STUDENTS

If you are at least 23 years old on 1 January of the year of entry to College, you are considered as a mature applicant. All mature applicants who make an application to the College through the CAO for MI015 and are meeting the eligibility criteria, will be invited to attend for an

interview. Candidates are awarded a grade for their performance at the interview. Where places remain unfilled after the list of successful first preference applicants has been exhausted, offers may be made to other applicants in order of preference and in accordance with the order of merit. Applicants who get a 'fail' grade in the interview will be eliminated from the competition.

Applicants who have failed the interview on two previous occasions are not eligible to re-apply. Mature applicants who have completed an interview will be contacted by the College to indicate whether or not they are suitable candidates for a place on the programme. Places are offered by the CAO based on the applicant's order of preference.

### SPECIAL ENTRY ROUTE FOR QQI/FET/FETAC APPLICANTS

The programme seeks to attract a diverse range of students and a number of places per year will be awarded to applicants through the Higher Education Links Scheme (HELS), which gives learners the opportunity to use their QQI Level 5 or 6 major award to apply, through the CAO, for a place on a higher education programme. For further information please contact the MIC Admissions Office at **E: Admissions@mic.ul.ie**

### STUDENT FITNESS TO TEACH FORM

In order to establish students' fitness to teach, all incoming teacher education students are required to complete a Student Fitness to Teach Form.

### GARDA VETTING

Registration will be conditional upon successful completion of the Garda vetting process.

## Career Opportunities

The programme prepares graduates for their roles in all areas of professional life in education. While teaching is the main focus, the following list demonstrates just some of the alternative careers our graduates may wish to pursue:

- Agri-business
- Educational Management
- Entrepreneurship
- Food and fashion industry
- Human Resource Management
- Marketing and PR
- Retail Management
- Mentoring, Training and Development

## Further Information

**MIC Thurles**

**T: +353 504 20535 / 21201**

**E: Paula.Hourigan@mic.ul.ie**

**W: www.mic.ie**



# Student Support Services

## Seirbhísí Tacaíochta na Mac Léinn

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## Academic Learning Centre (ALC)

In 1997, the Academic Learning Centre (ALC) was established with the aim of providing academic support to all undergraduate students undertaking a degree programme in MIC.

The Academic Learning Centre offers the following services:

**One-to-one academic support and tutoring:** Students are welcome to call to the ALC for one-to-one advice on aspects of learning at third-level. The ALC team is available to advise on essay writing (independent and confidential advice is given on how to improve the structure and writing style of essays and essay planning), study skills, time management and exam techniques.

The ALC offers **subject-specific support** in areas of critical need, namely Gaeilge and Mathematics.

**Pre-exam planning:** The ALC offers help in planning individual study programmes, especially in the lead up to exams. This helps students make the most of their time and assist in future study planning.

**The Academic Learning Centre Handbook:** This comprehensive handbook includes chapters on study skills, academic reading, time-management, structuring essays, referencing academic essays (Harvard and Footnoting systems) and preparing for exams.

The ALC is also concerned with encouraging mature learners, whose educational experiences and opportunities in their earlier years may have been limited, to consider returning to education.

The ALC delivers both the Pre-University Programme (PUP) and the Foundation Certificate for Mature Learners for those who are considering embarking on third-level education. These programmes are delivered on a part-time basis to facilitate those who wish to sample university-level education but who are in employment, and/or have families and other care responsibilities.

### FURTHER INFORMATION

**T:** +353 61 204373

**E:** [Alc@mic.ul.ie](mailto:Alc@mic.ul.ie)

## Access & Disability Service

The Access and Disability Office coordinates the services available for access students and students with disabilities. Prospective students from under-represented groups in third-level, including socio-economically disadvantaged students, students from a minority background, students with a disability, and mature students are encouraged to contact the Access/Disability Officer to become familiar with the supports available. The office is located in G01 on the ground floor of the Foundation Building at MIC Limerick.

We offer a wide range of supports to school leavers from socio-economically disadvantaged backgrounds who enter college through **HEAR** (Higher Education Access Route) and **DARE** (Disability Access Route to Education) admissions schemes.

MIC reserves a quota of reduced points places for eligible HEAR and DARE applicants who do not achieve the points in their Leaving Certificate for their chosen programme. In order to compete for one of these places, applicants must meet all the admissions criteria, achieve a minimum of 300 CAO points and come within a differential of 40 points below the CAO cut-off.

Higher Institutes of Education participating in these schemes have agreed to prioritise DARE students with physical and sensory disabilities, and students who are eligible for both schemes. Further details are available on the MIC website.



## **OVERVIEW OF THE ACCESS & DISABILITY SERVICE:**

### **PRE-ENTRY**

Advice and information for prospective students on Access issues.

### **DAILY DROP-IN SUPPORT**

Personal support for students facilitated by an open door policy. Information, advice and advocacy assistance provided where appropriate. Provision of college related practical supports such as an Access Book Library Scheme.

### **NEEDS ASSESSMENTS**

Evaluation of students' needs to determine the supports that may arise because of a disability or significant on-going illness. All students with disabilities, regardless of their admission route are encouraged to meet with the Access/Disability Officer.

### **FINANCIAL ASSISTANCE**

Information on the Student Assistance Fund and other sources of financial assistance available to eligible students to help with the costs of attending college.

### **THE QUIET ZONE**

A number of Quiet Zones have been created around the Limerick Campus to support the health and well-being of students. Our Sensory Room is located in T101B and we have two Silent Booths, one outside the SU Office in the TARA Building and the other outside the Library.

## **THE ASSISTIVE TECHNOLOGY ROOM**

MIC has opened an Assistive Technology Room, complete with technology designed for use by people with a range of disabilities, so that more students can access college programmes without barriers. The Assistive Technology Room has height adjustable desks and desktop computers with software to accommodate students with literacy, processing, physical and sensory difficulties. Students using the Assistive Technology Room will be assessed to establish their needs and trained to use the right technology to become more independent learners.

## **LANGUAGE EXEMPTION ON DISABILITY GROUNDS**

A language exemption is only applicable where a specific language is not a requirement for that programme, such programmes in MIC include the BA programmes MI002 and MI007.

Students granted a language exemption in accordance with the DES rules for secondary schools should complete the Language Exemption Application Form and return it to the Access Office with a copy of their Certificate of Exemption by 1 July.

Where students have a language exemption, the language subject can be substituted with another subject to meet the six subject entry requirement.

Language Exemption Application Forms and full details are available on the Access and Disability section of the MIC website.

### **FURTHER INFORMATION**

**T:** +353 61 204927/204510  
**E:** AccessOffice@mic.ul.ie

Students at MIC Thurles are encouraged to contact Paula Hourigan in the first instance:

**T:** +353 504 20535  
**E:** Paula.Hourigan@mic.ul.ie

## Fees & Grants

### There are three elements to fees:

- Tuition fees
- Student contribution charge
- College levies

### 1. TUITION FEES

Tuition fees are paid by the Higher Education Authority (HEA) in respect of full-time undergraduate students entering third-level for the first time who are EU nationals ordinarily resident in an EU Member State, subject to certain conditions. Tuition Fees may not be paid for students who are pursuing a second undergraduate programme, repeating a year of study or hold a postgraduate qualification. Students are advised to read the Eligibility for Free Tuition Fees which can be found on the following site: [www.studentfinance.ie](http://www.studentfinance.ie)

### 2. STUDENT CONTRIBUTION CHARGE

This is an annual fee (subject to change) and must be paid by all students. Students in receipt of a grant will have this paid directly by Student Universal Support Ireland (SUSI). Please refer to [www.susi.ie](http://www.susi.ie) to determine your eligibility for a grant and instructions on how to apply. In 2021/22 the Student Contribution Charge was €3,000.

### 3. COLLEGE LEVIES

College levies are payable by all students and are not covered by the SUSI grant. Levies vary per programme and per year of programme registered for. For a full listing of levies per programme see: [www.mic.ie/fees](http://www.mic.ie/fees)

### HOW DO I CALCULATE WHAT FEES I OWE?

A full listing of all programme fees can be found on: [www.mic.ie/fees](http://www.mic.ie/fees)

### NON-PAYMENT OF STUDENT FEES

Students are advised to familiarise themselves with College Regulations regarding underpayment/non payment of programme fees. These regulations are found on the Student Handbook.

### WHEN ARE FEES DUE?

Fees can be paid in a single transaction or alternatively, fees may be paid in two instalments. Full fees/first instalment of fees are payable at registration of semester 1. The second instalment of fees are payable at registration of semester 2. College levies are payable in full in semester 1. Specific payment deadlines will be communicated to all registered students and will also be published on the Fees, Charges and Grants section of the MIC website: [www.mic.ie/fees](http://www.mic.ie/fees) Please note that all communications with regards fees will be sent to the student's MIC student email address or via SMS to the mobile number provided by the student on enrolment.

### GRANTS

SUSI (Student Universal Support Ireland - [www.susi.ie](http://www.susi.ie)) is Ireland's single national awarding authority for all higher and further education grants. SUSI offers funding to eligible students in approved full-time third-level education in Ireland and in some cases funding for students studying outside the State. SUSI offers support to all types of students, from school leavers to mature students returning to education. Before applying for your grant however, we would encourage you to review the eligibility criteria by using the Eligibility Reckoner at [www.susi.ie](http://www.susi.ie) where you can quickly and easily self-assess whether you may be entitled to a full or partial grant depending on your circumstances.

You must have an online account with SUSI before you can make your grant application.

Please ensure that you provide complete and accurate information (e.g. on dates of birth and PPS numbers) as failure to do this will delay processing of your application. Supply the documentation requested of you, correctly first time and on time. Make your application as early as possible after the April opening date.

### FURTHER INFORMATION

**W:** [www.mic.ie/fees](http://www.mic.ie/fees)

## Curriculum Development Unit

The Curriculum Development Unit (CDU), which was established in 1986, is a nationally recognised centre of excellence in terms of curricular design and innovation. It promotes high standards in teaching and learning by undertaking research into curriculum and methodology in Education. This research informs the development of resource materials that are embedded in the latest thinking and ideas about Education. There are a wide range of educational resources for sale in the CDU. Many of these books, DVDs, resource packs and software packages are designed to complement particular aspects of the Bachelor of Education, B Ed in Education and Psychology and BA in Early Childhood Care and Education programmes. All MIC students receive a 10% discount when purchasing resources from the CDU.

### FURTHER INFORMATION

Curriculum Development Unit

**T:** +353 61 204355

**E:** [cdu@mic.ul.ie](mailto:cdu@mic.ul.ie)

**W:** [curriculumdevelopmentunit.com](http://curriculumdevelopmentunit.com)

## Libraries

We have a branch library on each campus - the Limerick campus library is situated in the Áras an Phiarsaigh building, and the O'Dwyer Library in Thurles is situated in the Mercy Wing; both libraries are at the centre of academic life on campus. Our libraries provide a comprehensive range of information services and resources to support student learning and research. Library staff members are on hand to provide students with high quality on-demand help, and training in finding and using the information that they need to succeed at college and into their future careers, in a friendly, student-centred environment.

### OUR COLLECTIONS

MIC Libraries have a combined collection of over 150,000 print books, as well as a growing eBook collection, covering a variety of subjects. We hold over 250 print journal titles and provide access to more than 50,000 full text journals online. The library on the Limerick campus houses a primary school textbook collection, an extensive children's literature collection, and a realia collection in the Audio Visual Library, all of which are used by our student teachers while on school placement. We also hold an extensive microfilm collection. The O'Dwyer Library in Thurles houses a secondary school textbook collection, as well as the impressive Croke Library which contains an extensive range of Irish history, literature, and theology titles. All our study

spaces are powered, and Wi-Fi is available throughout both libraries.

### Library facilities and services include:

- Information queries
- Bibliography and reference support
- Easy access to reading list material
- Self-service borrowing and returns
- Information skills programmes
- Ordering library resources
- Interlibrary loans
- Photocopying/printing
- Individual and group study spaces

The library website [www.mic.ie/library](http://www.mic.ie/library) is where you can access all our electronic resources, see our opening hours, check the catalogue for books, check your account and renew loans.

### FURTHER INFORMATION

**W:** [www.mic.ie/library](http://www.mic.ie/library)

**T:** @LibraryMIC

**I:** @miclibrarylimerick



## Careers Service

The Careers Service provides information and guidance to undergraduate students and recent graduates in respect of subject choice, postgraduate study and career planning matters. Services provided include:

- Group careers information seminars;
- One-to-one confidential careers advice;
- Assistance with postgraduate study applications;
- Assistance with employment applications.

### FURTHER INFORMATION

Maeve Sullivan  
Careers Service Manager  
**T:** +353 61 204307  
**E:** [Careers.Service@mic.ul.ie](mailto:Careers.Service@mic.ul.ie)

## Healthy Campus

MIC is the first third-level institution in Ireland to be designated a 'Health Promoting College' and has had this service in place since 1996. The service aims to promote the health and well-being of all members of the College community through policy development, the provision of programmes and activities, and the implementation of specific health promotion strategies. The team includes a Student Health Promotion Officer and we work together with many of the other services and departments to highlight health related issues and events. Students are welcome to drop in to the office for advice and information on health-related topics such as healthy eating, physical activity, mental health, quitting smoking, sexual health, and alcohol and other drugs. We stock educational resources that may be useful for students planning for school and work placements. The Healthy Campus Office is also the campus contact point for the Smarter Travel Campus national initiative.

### Programmes & events we have organised include:

- Meet & Train running group;
- 10,000 steps and cycle challenge events;
- Cookery demonstration;
- Skin care awareness;
- Yoga classes;
- Mindfulness meditation;
- safeTalk and ASIST training (suicide awareness and prevention workshops);
- Physical massage therapy and reflexology;
- Coping with exam pressure activities;
- Awareness days/weeks on different health topics throughout the year.

**Services are provided free or at a low cost to students.**

### FURTHER INFORMATION

The Healthy Campus Office is located in Room G06 in the Foundation Building.  
Opening Hours: 9.30am-4.30pm, Monday to Friday.

**T:** +353 61 204922

**E:** [Health.Promotion@mic.ul.ie](mailto:Health.Promotion@mic.ul.ie)

## Student Parent Support Service

The College has a part-time Student Parent Support Service offering practical information, guidance and signposting of services and supports to the following students:

- Students who are parents;
- Expectant students;
- Students experiencing an unexpected or crisis pregnancy.

MIC is the only Irish third-level college with a specific service for this cohort of students, which has been in existence since 2007, supporting expectant students and student parents of all ages and backgrounds. The Student Parent Support Coordinator (SPSC) provides a confidential and non-judgemental space for students to discuss their queries and concerns, in order to help identify the support(s), guidance or information they require in order to continue and complete their studies. This may include the following:

- Academic queries;
- College options (I grades, leave of absence);
- Placement and college related concerns;
- Personal and practical guidance e.g. financial assistance, social welfare entitlements; childcare issues, unforeseen or changed circumstances;
- Signposting and referral to the appropriate student support service or external support, if necessary.

The key objective is to ensure students are aware of, and able to access, all of the supports that are available within MIC and externally.

Students may access this service throughout their studies. Individual support is available, by appointment, on Monday and Tuesday during semester time, and there is a drop-in option on Wednesday mornings for general queries and an informal chat.

### FURTHER INFORMATION

Nicola Hurley  
Student Parent Support  
Coordinator

**T:** +353 87 9501160

**E:** Nicola.Hurley@mic.ul.ie

## Medical Centre

The Medical Centre provides an emergency triage service for MIC students. We offer a private and confidential service weekdays during term time. It is a triage service for acute illnesses only. Students are advised to register with a local GP for the duration of their stay in Limerick or Thurles. A list of local GPs is available from the Students' Union Office.

- Location: Room T.3 on the third floor of the TARA building
- Opening hours: Monday to Thursday 9am to 4pm and Friday 9am to 3pm
- Appointments can be arranged by  
**T:** +353 61-204343 or  
**E:** Medical.Centre@mic.ul.ie
- There is a charge of €10 payable by card only

If all the appointments are filled at the MIC Medical Centre, a doctor will see MIC students in the Ashdown Medical Centre for a fee of €30 with their MIC student card. Call +353 61 301200 for an appointment.

There is no charge for Medical Card/ GP Visit Card and European Health insurance Card holders.

### OUT OF HOURS SERVICE

Weekend and after-hours service is not provided by the MIC Medical Centre. However, Dr James Fehily, Ashdown Medical Centre, will see students out of hours in an emergency. **T:** +353 61 301200

## Chaplaincy Service

Students who need to see a doctor out of hours should contact Shannon Doc

**T:** +353 1850 212999.

This is a GP service which covers Limerick, North Tipperary and surrounding areas.

Students who need urgent medical attention should proceed to the Accident & Emergency Department at the University Hospital Limerick which provides 24 hour cover.

**T:** +353 61 301111

### MIC THURLES

The following GP Service is available for students:

Dr Liam Collins, Fianna Road, Thurles.

Opening Hours:

Monday, Tuesday, Thursday and Friday 9am - 12pm & 3pm - 4.45pm  
Wednesday 9am - 11.15am

Another doctor is on call on Wednesday afternoons.

**T:** +353 504 21155

Students should contact Shannon Doc for out of hours service or in an emergency. **T:** 1850 212999

The College has a full-time Chaplaincy Service, which works in close cooperation with other student support services on the College campus. The Chaplaincy team is here to help any member of the College community to survive, develop their full potential and enjoy their years in college. The Chaplaincy service is available to and welcomes students and staff of all faiths and none. If you wish for some help and you ask, the team is willing to help you with the ups and downs of college life.

The role of the Chaplaincy service is to provide a supportive and challenging environment that fosters a spirit of inclusiveness on campus: valuing spiritual and cultural diversity and offering a chance to live and think through one's faith. The service networks with other agencies, which promote holistic development and a sense of justice for all.

The Chaplaincy team strives to promote the spiritual development of the entire College community, staff and students. The team facilitates the discussion of social, spiritual and theological issues. It is possible to discuss issues of concern in confidence.

The College Chaplain, Fr Michael Wall, provides religious services, according to the Roman Catholic rite, in the College Chapel. Arrangements are in place to provide services for non-Catholic students.

The Chaplaincy service strives to support students during times of bereavement, illness and during occasions of personal or family upheaval. We also honour students' joys and celebrations.

We do fun things as well in cooperation with the Students' Union and various societies. Don't miss our coffee mornings and evenings.

Opportunities for faith sharing exist for those who wish to avail of them. The Chaplaincy team will arrange retreats and pilgrimages for students wishing to partake in such spiritual exercises. Mass is celebrated in the College Chapel daily. The College Chapel and the Meditation Room (behind the Chapel) are always open to students who wish to pray, reflect or just be in a quiet place. The Chaplaincy service also provides a symbol free meditation room in G33B. This is available for prayer to those who desire such a space.

You are welcome to drop into the Chaplaincy Room (T.108) at any time. It is a relaxed, comfortable, friendly and social community space. You may come in to socialise, to have a cup of tea or just to meet other students. In each semester two third year Bachelor of Arts students take up work placements with the Chaplaincy team. Being students themselves, they can easily empathise with your needs and concerns. These students are based in the Chaplaincy Room.



## Counselling Service

### Further Information

**T:** + 353 61 204339

**E:** Chaplaincy.Team@mic.ul.ie

**W:** [www.mic.ul.ie/about-mic/college-services/chaplaincy?index=0](http://www.mic.ul.ie/about-mic/college-services/chaplaincy?index=0)

Fr Michael Wall

Chaplain

Office G48

**T:** +353 61 204331 /

+353 86 2550436

**E:** Michael.Wall@mic.ul.ie

### MIC THURLES

MIC Thurles also has a vibrant Liturgy team that organises various Liturgical celebrations during the academic year, including programmes for the preparation of Extraordinary Eucharistic Minister and Lector.

### FURTHER INFORMATION

Fr Joe Walsh

Chaplain

**T:** +353 86 7714888

**E:** Joe.Walsh@mic.ul.ie

Fr Joe Walsh is available on campus on Monday, Tuesday, Thursday and some Wednesdays from approximately 11.00am to 2.30pm. He is also available for emergency contact.

Mary Immaculate College provides a professional Counselling Service available to all students, free of charge during the academic year. We offer both on-campus and online therapy sessions, tailored to the circumstances and needs of each student. A counselling relationship is one of warmth and safety, where a student feels supported and listened to.

Confidential support is provided for many issues, such as stress, panic/anxiety attacks, crisis pregnancy, eating disorders, bereavement, exam stress, post-abortion, depression, relationships, sexual/emotional/physical abuse, gender issues, bullying, confidence/self-esteem issues, feeling suicidal, family issues, addictive behaviours, and others.

### FURTHER INFORMATION

#### MIC Limerick

Dr Paula Seth (Mon-Fri)

**T:** +353 85 8775827

**E:** Paula.Seth@mic.ul.ie

Bríd O'Connell (Mon & Tues)

**T:** +353 89 2342244

**E:** Brid.OConnell@mic.ul.ie

Nessa Breen (Thurs & Fri)

**T:** +353 86 0664920

**E:** Nessa.Breen@mic.ul.ie

#### MIC Thurles

Fiona O'Dwyer (Mon-Fri)

**T:** +353 87 9088710

**E:** Fiona.ODwyer@mic.ul.ie





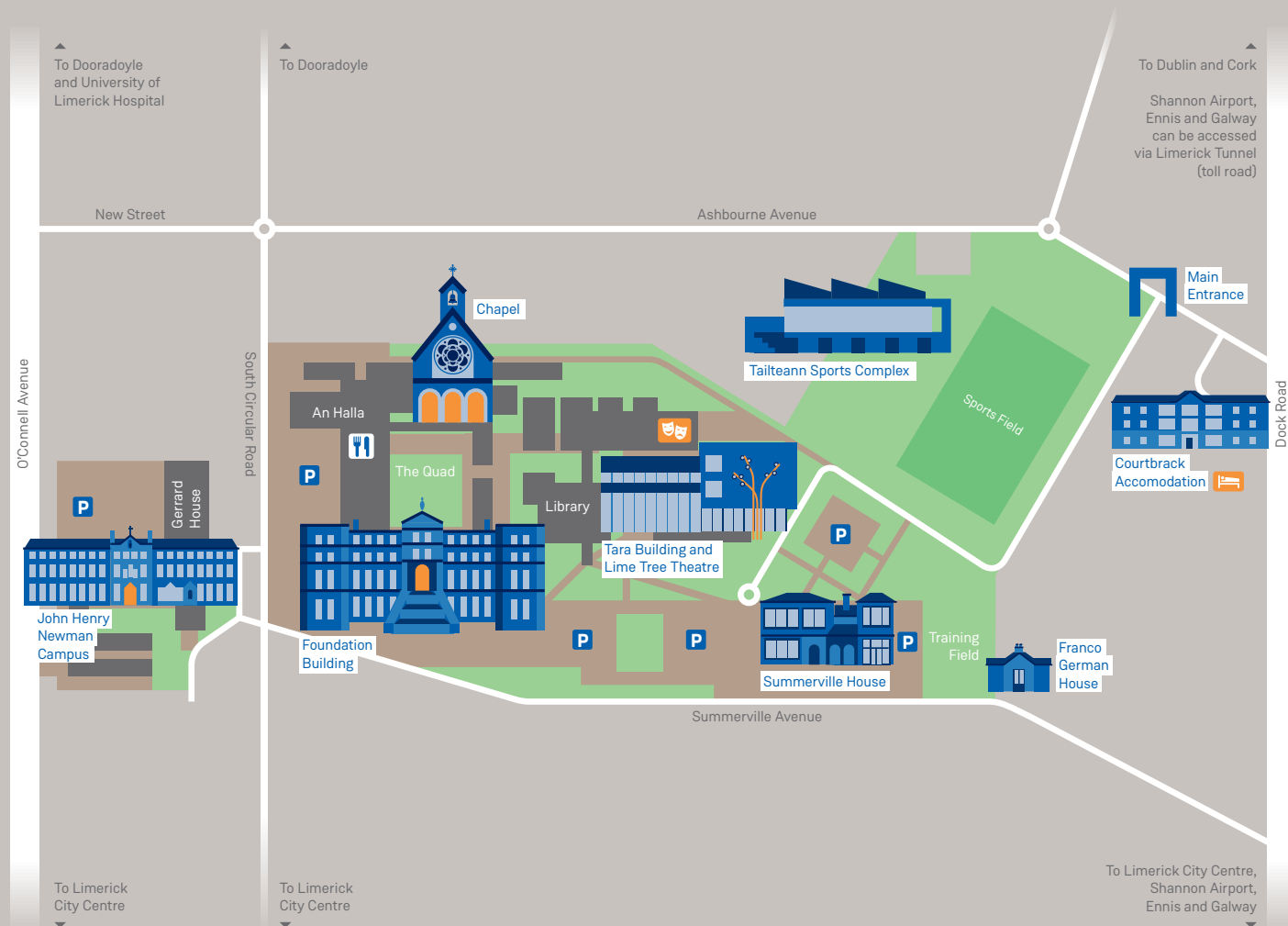
# Our Campuses

## Ár gCampais



Teamhair  
TARA  
Amharclann Chrann Teile  
Lime Tree Theatre  
Aontas na Mac Léinn  
Students' Union





## GERARD HOUSE

### Ground Floor

M1, M2, M3 Lecture Rooms  
N1, N5, N6, N7 Lecture Rooms  
N2 - N4 and N8 Faculty Offices  
N9 Microscope Lab  
N10 & N11 Offices  
N13 - N14 Offices  
N15 - N16 Geography Laboratories  
N17 - N18 Offices  
N20 - N26 Offices  
N27 Office  
N29 - N39 Offices  
Exit to Mount St. Vincent's Building

### 1st Floor:

N101 Research Office  
N102, N104 and N105 Offices

## JOHN HENRY NEWMAN CAMPUS

### Ground Floor

JHN 16 - JHN 28 RGSO

### 1st Floor

JHN100 - JHN112

## LIBRARY BUILDING

### Ground Floor:

Reception/Foyer  
LG1 Library Reception  
LG2 Main Library Ground Floor  
LG3 Librarian's Office  
LG4 Philosophy/Psychology/Theology Room  
LG5 Oversize Books/Short-term Loan Section  
LG6 - LG8 Sta Offices

Disabled Toilets  
LG9 Ceann Córa (Lecture Theatre)

**1st Floor:**

L102 - L111 Sta Offices  
L112 Seomra Caidrimh  
L113 TV Studio

**2nd Floor:**

L2a Storage and Office  
L203 Main Library 2nd Floor  
L203a & b Library Offices  
L203c & d Library Storage Microfilm Storage  
L204a: 2 Psychology Labs & Focus Room  
Disabled Toilet  
Edit Rooms 1 - 4  
Viewing Rooms  
Studio  
Control Room  
L205 Audio Visual Store  
L206 Office  
L207 Technician's Office

**3rd Floor:**

L301 Office  
L302 Comms Room  
Library Office

**4th Floor:**

L401 Library Acquisitions Office

**MOUNT BUILDING**

M1, M2, M3 Lecture Rooms

**TARA BUILDING**

**Level 0:**

T0.01 Lounge  
T0.02 Meeting Room  
T0.03 SU Kitchen  
T0.04 - T0.08 SU Offices  
T0.11 Bank  
T0.12 An Siopa

**Level 1:**

Reception  
T1.01 Simulated Classroom  
T1.04 Classroom  
T1.05 Classroom  
T1.06 Classroom  
T1.07 Classroom  
T1.08 Chaplaincy Hospitality Room  
T1.09 Classroom  
T1.11 Meeting Room  
T1.13B Lime Tree Theatre Green Room  
T1.13C Green Room

T1.13D Green Room  
T1.15 Lecture Theatre  
T1.16 Lecture Theatre  
T1.17 Lecture Theatre  
T1.18 Lecture Theatre

**Level 2:**

T2.01 Lecture Room  
T2.02 Lecture Room  
T2.03 Lecture Room  
T2.04 Lecture Room  
T2.05 Lecture Room  
T2.06 Lecture Room  
T2.07 Lecture Room  
T2.08 Lecture Room  
T2.11 Lecture Room  
T2.12 Language Lecture Room  
T2.13 Lecture Room  
T2.14 Lecture Room

**Level 3:**

T3.01 Computer Laboratory  
T3.02 Computer Laboratory  
T3.04 Computer Laboratory  
T3.05 Computer Laboratory  
T3.06 Lecture Room  
T3.13 Lecture Room  
T3.14 Lecture Room  
T3.15 Lecture Room

**TAILTEANN**

**First Floor:**

Reception  
TN1 Teaching Gym  
Staff Changing Room (Female)  
Staff Changing Room (Male)  
Toilets (Disabled)  
Balcony  
Kitchenette  
AV Room  
Cleaning Store  
Weights Room  
Sports Offices  
PE Office

**Ground Floor:**

TN2 Teaching Gym  
Toilets (Disabled)  
Store Room  
Equipment Store  
Toilets (Disabled)  
TN3 Sports Hall  
TN3 Store Room  
Dressing Rooms 1-10

Sports Gear  
Store Room  
Cleaning Store  
Outdoor Equipment Store  
(access from outside the building)

**Facilities include:**

- Weights Room
- 2 indoor soccer courts
- IBA approved basketball court
- 3 volleyball courts
- 6 badminton courts
- Table tennis tables
- 2 teaching gyms/dance studios

**SUMMERVILLE HOUSE**

**Ground Floor:**

SG1 - SG3 Lecture Rooms  
SG4 Storage  
SG6 - SG7 Computer Rooms  
SG8 Disabled Toilets  
SG9 Kitchenette  
SG10 Lecture Room  
SG11 Computer Room  
SG12 & SG13 Faculty Offices

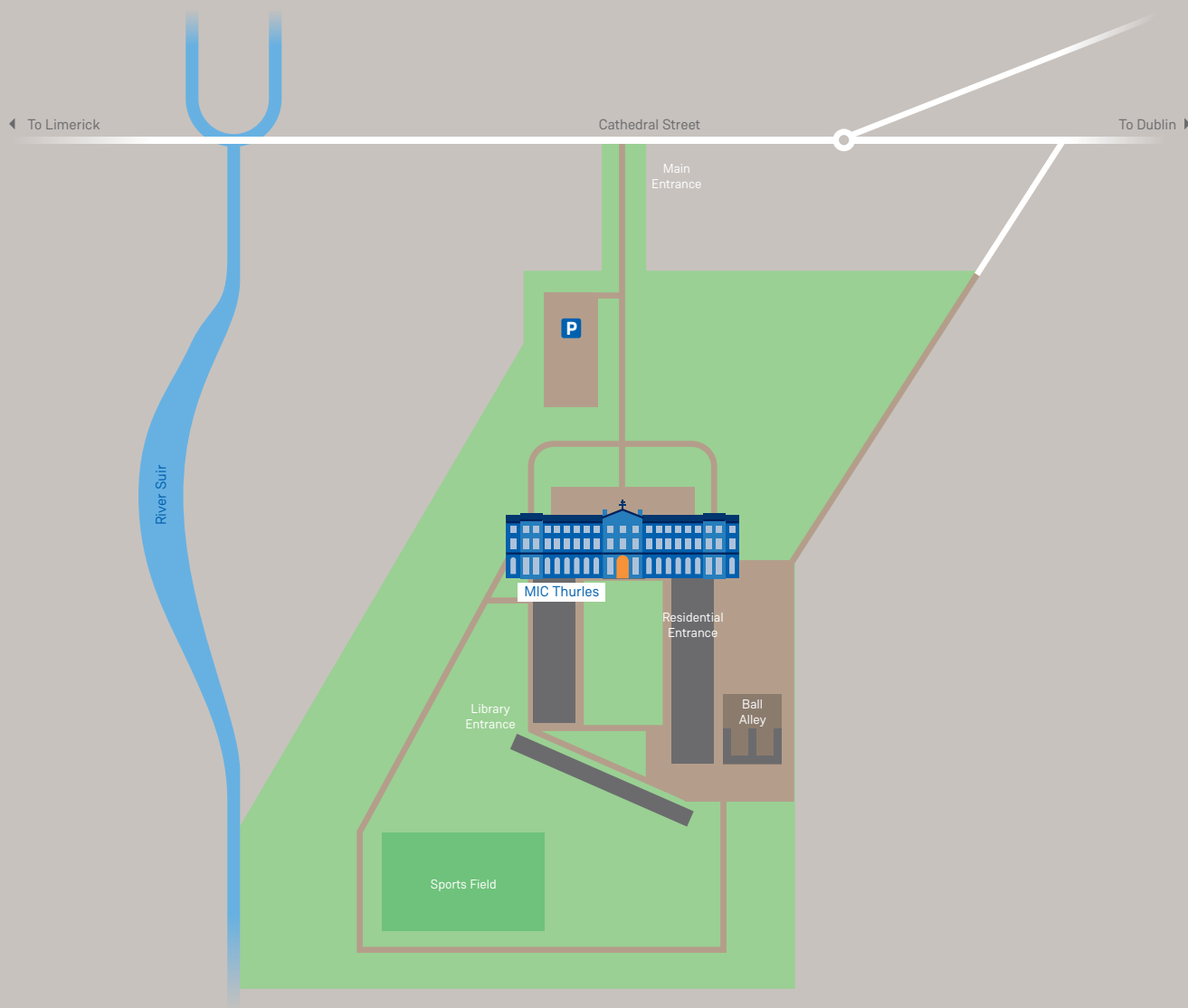
**1st Floor:**

S101 - S102 Offices  
S103 - S104 Lecture Rooms  
S105 Office  
S106 Postgrad Room  
S108 Lecture Room  
S110 Disabled Toilet  
S111 - S114 Lecture Rooms

**LIME TREE THEATRE**

- A 510 seat purpose built theatre





## MIC THURLES

### Ground Floor

G07 Chapel  
G08 Sacristy  
G09 Lecture Room  
G10 Conference Room  
G11 Entrance Hall  
G14 Reception Office  
G15/G16 Lecture Rooms  
G17 Canteen  
G05 Stage and Main Hall  
M01 Lecture Rooms  
G18-21 Kitchens

### First Floor

101 Lecture Room  
103 Micro-teaching Room  
104-126 Offices

127 Staff Room  
128 Croke Library  
129 Lecture Room  
Residential Block

### Second Floor

201/202 Lecture Rooms  
203/204 Tutorial Rooms  
205 Teanglann  
206 Storage  
207 Office  
209 Comms Room  
208 SU Office  
211 Students' Union Office  
222 Computer Room  
223 Print room  
224 Library  
Residential Block



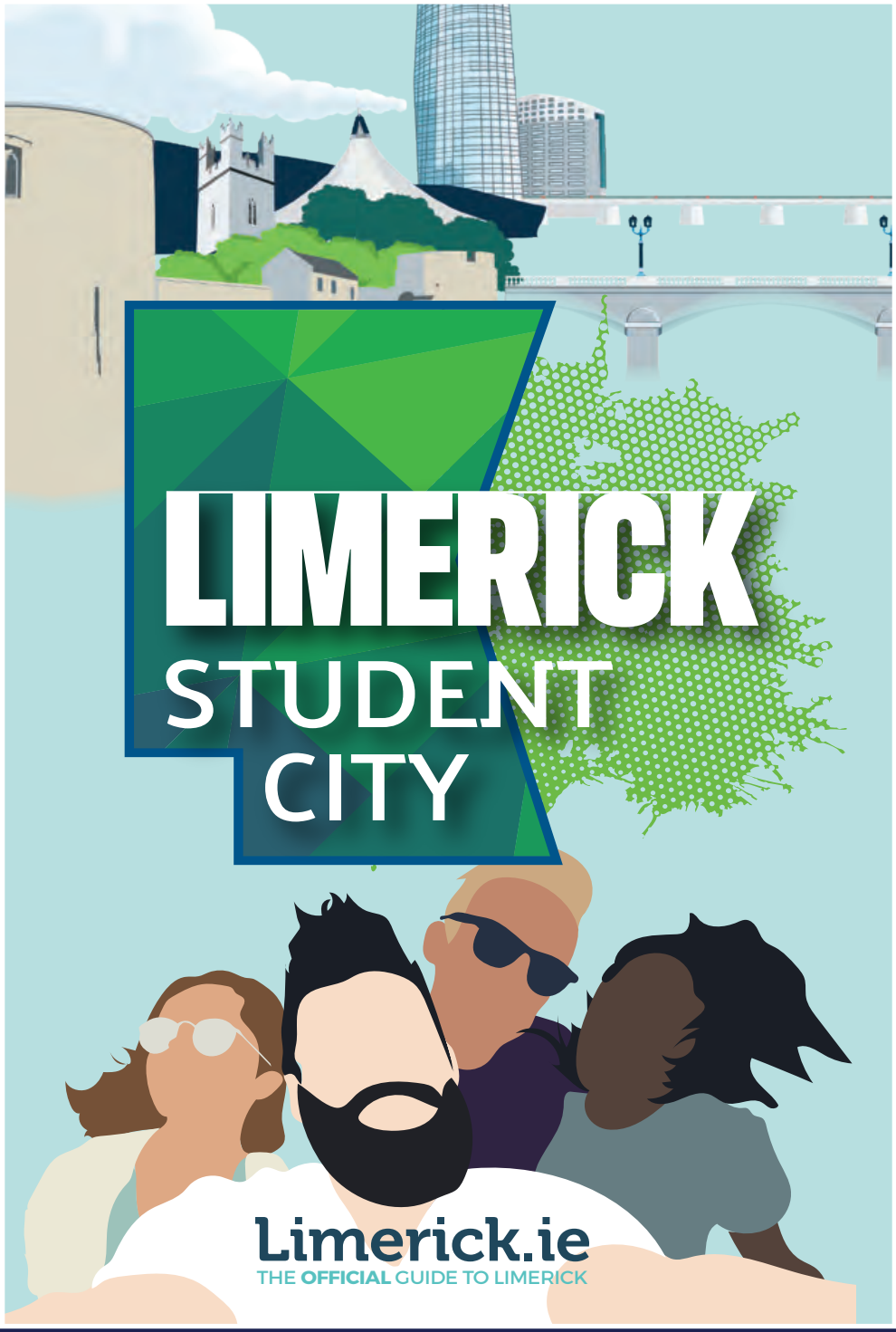


www.mic.ie

**#HelloMIC**



Mary Immaculate College hereby gives notice that the particulars set out in this Undergraduate Prospectus are a general outline intended for the guidance of students and others and do not form part of a legal commitment or a contract. All programme descriptions and details are given in good faith and are believed to be correct at the time of printing. Some changes may be made during the Academic Year and may arise as a result of the possible continuation of COVID-19. Students and others should enquire as to the up-to-date position when such information is required. While every effort will be made to give due notice of major changes, the College (in conjunction with the University of Limerick), reserves the right to suspend, alter or initiate programmes, examinations and regulations at any time.

A stylized illustration of the Limerick cityscape. In the background, there's a tall, modern glass skyscraper (The Shard) next to a traditional stone church with a pointed roof. A bridge with multiple arches spans a river in the foreground. The sky is light blue with a few white clouds. A green, pixelated map of Ireland is partially visible behind the text.

# LIMERICK STUDENT CITY

A stylized illustration of four people's heads and shoulders. From left to right: a woman with brown hair and sunglasses, a man with a black beard and white shirt, a man with blonde hair and sunglasses, and a woman with dark hair. They are all looking towards the right.

**Limerick.ie**  
THE OFFICIAL GUIDE TO LIMERICK



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UNDERGRADUATE PROSPECTUS  
RÉAMHEOLAIRE

BREATHAN DE MO LÓCHRANN



**MIC**

MARY IMMACULATE COLLEGE  
COLÁISTE MUIRE GAN SMÁL

**#HelloMIC**

Admissions Office, MIC, South Circular Road, Limerick.  
T: +353 61 204929/204348 E: [Admissions@mic.ul.ie](mailto:Admissions@mic.ul.ie)