

# 25

UNDERGRADUATE PROSPECTUS

RÉAMHEOLAIRE FOCHÉIME

# 26



English | Drama & English | Psychology  
Liberal Arts | Teaching | Early Childhood Education

#HelloMIC



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



“MIC has provided me an inspiring and supportive environment to pursue my dream of primary school teaching while building lifelong friendships along the way.”

Bróna - Primary Teaching

25

UNDERGRADUATE PROSPECTUS

RÉAMHEOLAIRE FOCHÉIME

26

Mary  
Immaculate  
College

# General Information

## GENERAL ENQUIRIES

**T:** +353 61 204300

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

### CAO Hub

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

## 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 17 &  
Friday 18 October 2024  
Saturday 18 January 2025

#### Student Experience Day

Thursday 1 May 2025

### MIC Thurles

#### Open Day

Saturday 9 November 2024

#### Student Experience Day

Saturday 5 April 2025

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

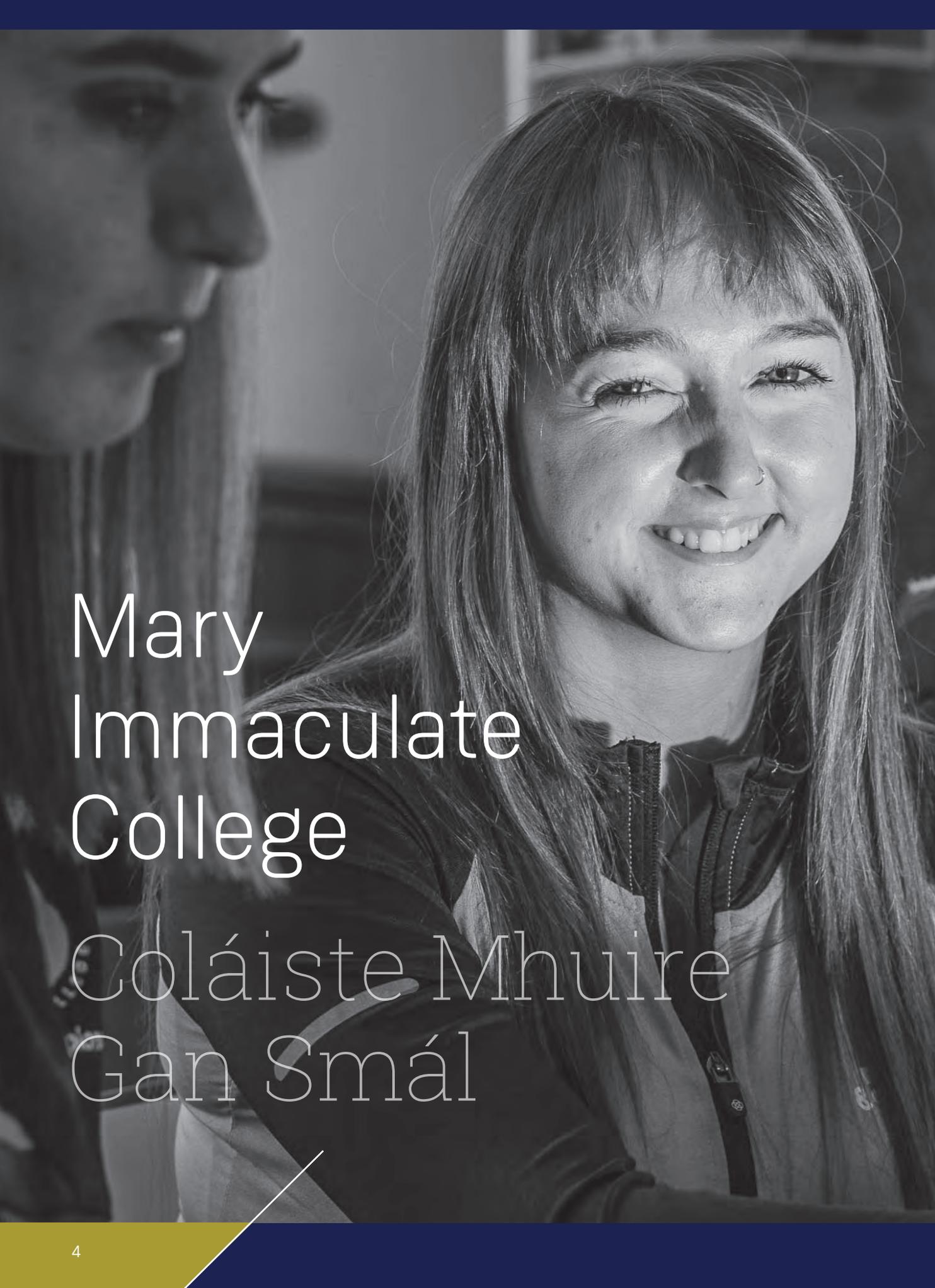
**E:** [Patrick.Cosgrove@mic.ul.ie](mailto:Patrick.Cosgrove@mic.ul.ie)



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Mary  
Immaculate  
College

Coláiste Mhuire  
Gan Smál



**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 Psychology, Drama, English, 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 il-champais é an Coláiste, le daonra mac léinn os cionn 5,000, cláraithe i gcláir fhochéime sa tSíceolaíocht, Drámaíocht, Bhéarla, san Oideachas Bunscoile agus Iar-bhunscoile, sna Dána agus i gCúram agus in Oideachas na Luath-Óige, chomh maith le réimse de chlár iarchéime ag leibhéal an Diplóma, 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, and the International Rugby Experience: Home of Legends - a world class, fully interactive experience celebrating the game of rugby located in the heart of Limerick city.

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, home to 600 students, 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 trú 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 chabhreach 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 féinaithne chun cinn a bhfuil traidisiún Caitliceach an Choláiste mar chuid shuibhir 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 Student Officers.

#### MISU aims to:

- Give students a say in their own student/college life;
- Protect and represent students in academic and non-academic matters;
- Represent and advocate for 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, Freshers' Week, Charity Week, Clubs & Socs Day, student welfare events and much, much more.

#### 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:

**Societies:** Africa Society, Art Society, Choral Society, Christian Union, Commuter Society, Cumann Gaelach, Debate Society, Disney

Society, Fashion Society, Film Society, Game Society, Harry Potter Society, International Society, LGBTQ+ Society, Live Music Society, Mature Student Society, MIC Feed, MIDANCE, MIDAS, Photography Society, Pool Society, Positive Mental Health, Post Grad Society, Psychology Society, Crochet & Knitting Society, Trad Music Society, Traditional Irish Dance Society and Writers' Society.

**Sports Clubs:** Badminton, Basketball (Ladies & Mens), Camogie, Hurling, Ladies Football, Mens Football, Rugby (Ladies & Mens), Running Club, Soccer (Ladies & Mens), Tag Rugby, Volleyball and Tennis.



**FURTHER INFORMATION**

- W:** [www.misu.ie](http://www.misu.ie)
- FB:** @maryistudentsunion
- IG:** @maryistudentsunion
- X:** @maryisu
- Snapchat:** @maryisu
- TikTok:** @maryistudentsunion

# 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 chuariteoirí 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](mailto:SeomraCaidrimh@mic.ul.ie)

## SEACHTAIN NA GAEILGE – GACH MÁRTA

Cuireann Seachtain na Gaeilge úsáid na Gaeilge agus an chultúir Ghaelaigh chun cinn mar chuid d'fhéile a reáchtáiltear 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 GAELACH 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.

# 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 Choláiste 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). The society is one of the College's oldest societies and has been in existence for over 20 years. MIDAS has won multiple National BICS (Board of Irish College Societies) Awards and in 2022, the society scooped two 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: *Into the Woods*, *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.



# Peer Mentoring



We know the transition to college can be both exciting and daunting, so we have developed a Peer Mentoring Programme for all incoming first year students on the MIC Limerick campus. The intention is to expand this service to the MIC Thurles campus in the coming years. We hope that meeting your peer mentor and fellow mentees will help you settle into MIC and make your student experience a positive one.

## **WHO ARE THE PEER MENTORS?**

All the peer mentors have volunteered their time to develop listening and supporting skills. They have received training for the role in the previous Academic Year and can use their own experience in MIC Limerick to help you. They are the friendly face around campus and you can feel sure they will say hello and point you in the right direction if you are lost. Even if they don't know the answer to your question, they will suggest someone who can help you.

## **WHAT CAN PEER MENTORS DO FOR ME?**

The mentors can provide insights into how to make the most of opportunities at MIC, and avoid potential pitfalls. They can also help you to increase your knowledge of the MIC Limerick Campus and Limerick city. Their aim is to help you settle within the College and the city by introducing you to fellow classmates and providing introductions to MISU (Students' Union) Clubs and Societies, and MIC Sports.

## **HOW DO I SIGN UP?**

Please note that this service is currently only available on the MIC Limerick campus. To be allocated a Peer Mentor please email: [Peer.Mentoring@mic.ul.ie](mailto:Peer.Mentoring@mic.ul.ie)

# Awards & Scholarships



Bank of Ireland 

Pay

Undergraduate  
Entrance  
Scholarship

Mary Immaculate College has a range of initiatives for incoming students, to provide financial and academic support. These include Entrance and Sports Scholarships, and a CAO Points Concession Scheme. Once students have been accepted to/are attending the College, there are bursaries and awards for undergraduate and postgraduate students 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 MEMORIAL 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 MIC. 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 MIC 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.



MIC is required to disclose to SUSI, all funding provided by the College to students that have applied for a SUSI grant. Depending on the type of funding granted to students by the College, SUSI may include it as reckonable income in their determination of SUSI grants.



### 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)

### UNIVERSITY OF SANCTUARY SCHOLARSHIP PROGRAMME

The MIC Undergraduate University of Sanctuary Scholarship Programme Awards are awarded by MIC's

Office of of Equality, Diversity Inclusion and Interculturalism (EDII). This scholarship programme is designed to increase participation for international protection applicants, refugees, and vulnerable migrant groups on a merit basis and the programme consists of an annual stipend of €3,000 and a full fee waiver. The purpose of these scholarships is to offer financial support for those seeking international protection who have resided in the state for less than 36 months out of the last 60 months and who wish to undertake undergraduate study at MIC. E: [EDII@mic.ul.ie](mailto:EDII@mic.ul.ie)

### TOMAR BURSARY

The TOMAR Bursary is offered to support MIC's PATH Programme. It seeks to recognise students, who transfer with distinction, from their programme of Further Education Level 5 or Level 6 to one of the Post-Primary Education degree programmes at MIC Thurles.

### 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

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:** Zumba classes are very popular and take place every 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 teams compete in the Colleges' All-Ireland league and Intervarsities. In 2024 both the Men's and Ladies teams won their respective division 3 All-Ireland League finals.

**Camogie:** The College has won the Purcell Cup six times since its inauguration in 1977. The camogie team has played in the Ashbourne Cup since 2015, reaching the semi-final in 2016 and again in 2022. Many players who played for MIC have gone on to have successful careers on inter-county teams, including Clíona Healy, a member of

the Cork 2024 All-Ireland winning team. The College has a second Camogie team which last won the Intermediate Championship in 2015. Fresher camogie players also play in an All-Ireland Colleges' Blitz. Brian Leahy coaches our camogie teams.

**Coach Education:** MIC is committed to giving access to GAA coach education courses to all students in the College. Courses are available at foundation and advanced levels.

**Gaelic Football:** The Mens Senior Football team competes in the Trench Cup, the second level Higher Education Football competition. MIC has won the Trench Cup on two occasions, and in 2023 and 2024 the team reached the semi-final of the Trench Cup. In 2024 the Fresher Football Team won the Division 2 League. Former Limerick player Pat Galvin is the team manager.

**Hurling:** Mary Immaculate College has won three Fitzgibbon Cup titles, in 2016, 2017 and again in 2024. The College has also reached the final on two other occasions, 2014 and 2019. Six members of this year's team, Jason Gillane (Limerick), Diarmuid Ryan (Clare), Joe Caesar (Tipperary), Cathal Quinn (Tipperary), Shane O'Brien (Limerick) and Shane Meehan (Clare) were also chosen on the 2024 Electric Ireland GAA Higher Education Rising Stars Hurling Team of the Year. Many players who have played for MIC also have successful careers on inter-county teams. Current students Adam Hogan (Bachelor of Arts) and Shane Meehan (Bachelor of Education), and graduates John

“

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

”



Conlon, Eamonn Foudy, Darragh Lohan, Aidan McCarthy and Diarmuid Ryan, were all members of the 2024 All-Ireland winning Clare team. 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 currently fields three Ladies football teams. MIC has won the Giles Cup three times in the last decade, most recently in 2022. This year four members of the ladies football team, Aoife Brazil (Waterford), Ciara Hynes (Limerick), Sophie Hennessey (Limerick) and Elizabeth McGrath (Cork) were chosen on the Ladies HEC All Stars Team of the Year. MIC graduates Eilis Lynch, Emma Dineen and Ciara O'Brien and current student and 2023-24 MIC Elite Sports Scholarship recipient, Aoife Dillane, were part of 2024 Kerry All-Ireland winning team. MIC also takes part in the National Freshers Blitz each

year. Dr Richard Bowles (Limerick) coaches the ladies football teams.

**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 have previously been Collingwood Cup finalists and they have won the Spillane Cup a number of times.

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

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

**Tennis:** The tennis club in MIC 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 intervarsities 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.

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



MIC Thurles Senior Hurling Team - Winners of the Ryan Cup 2023

## MIC THURLES

MIC Thurles boasts a wide range of activities which students can access to foster and pursue their particular areas of interest. It is key to maintaining a healthy and balanced lifestyle.

2023 was a hugely success year for MIC Thurles with the senior hurling team winning the Ryan Cup. A member of the successful team, Aaron Ryan, was also named in the Electric Ireland Higher Education GAA Rising Stars Hurling Team of the Year for 2023. The senior ladies' footballers and our senior soccer team were All-Ireland champions in 2022/23 having won their respective Corn na Mac Leinn and the CUFL finals.

The level of engagement and activity among students in clubs and societies at MIC Thurles places us among the most active colleges in the country. Such activities enhance our students' sense of well-being

and belonging, as well as allowing all to make friends with one another and with other students across the country. The clubs and societies are run by students for students and allow students develop their leadership and creative skills in a variety of ways for the benefit of all.

- Gaelic Games
- Soccer
- Drama Society
- Basketball
- Golf Society
- Jiving Society
- Cumann Gaelach
- Green Campus

## FURTHER INFORMATION

**T:** +353 61 204375

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



### **MIC MUNSTER GAA CENTRE OF EXCELLENCE IN CHILD COACHING AND GAELIC GAMES PROMOTION**

The Centre of Excellence is the result of a new partnership between MIC and Munster GAA which ultimately aims to promote, develop and enhance Gaelic games and coach education within education from pre-school to post-primary level.

The main focus of the new Centre of Excellence is to encourage children and young people's participation at all levels of Gaelic games, irrespective of ability, and to promote a lifelong interest in and love of the sports. This will be achieved through the provision of educational programmes that support the development of best

practice in areas such as coaching, refereeing, safeguarding and the acquisition of Gaelic games skills in a wide range of areas.

Additionally, a range of educational programmes for the wider volunteer community will also be created.

MIC has considerable staff expertise in a range of disciplines that can support the promotion of Gaelic games, and has on-campus facilities including the Tailteann sports complex, playing pitches, teaching labs and classrooms which can all be utilised for Gaelic games education programmes and initiatives.

### **MIC GAELIC GAMES CLUB**

Uachtarán CLG President Jarlath Burns launched the MIC Gaelic Games Club in April 2024, which has been established to further promote participation and coaching within the College. Set out as a key objective of the MIC Munster GAA Centre of Excellence for Child Coaching and Gaelic Games Promotion, the club is intended to create an overarching umbrella that would unite all four codes (Hurling, Gaelic Football, Camogie, Ladies Football), foster a sense of community, focus on student involvement and empowerment, and have a strong emphasis on inclusion and diversity.

### **FURTHER INFORMATION**

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

# Fitzgibbon Cup Champions 2024

“ We emphasise to third-level students that commitment, hard work and ambition are just some of the merits that will help them succeed in their careers and in life; the team displayed those qualities in abundance in that 60 minutes.

Former MIC President, Prof. Eugene Wall

We said in the dressing room that this could be a surprise for the whole country but it won't be for us. The spirit, belief and drive the team have is something you can be so proud of. ”

MIC Coach & Graduate, Jamie Wall



# Sport Schemes

## Anna Horan

**Elite Sports Scholarship  
Recipient 2023/24  
Irish Hockey Player**

I am very grateful to be chosen as one of the elite athletes in MIC to represent the College. The financial support massively alleviates the pressure for me as a student. This scholarship enables me to excel in both my teaching and sporting career. To have the support of the College behind me makes me excited to reach my goals knowing that I am part of a community that supports me in both endeavours. It is a true privilege to have this community in MIC and to be recognised alongside the other athletes that have received the scholarship previously.



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:**

- a. Have applied for their MIC programme/s of choice as normal through the CAO;
- b. Meet the minimum entry requirements of their desired Level 8 programme;
- c. Come within 40 points of 1st Round CAO points for their nominated programme;

- d. 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;
- e. Participate in a sport recognised by the Irish Sports Council; and
- f. 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. 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 and Bronze level, if eligible).

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



### **Thomas Devaney Elite Sports Scholarship Recipient 2023/24 International Cross- Country Athlete**

I was so delighted to be an MIC Elite Sports Scholar for 2023/2024. With a hectic training schedule and a busy College programme, it was a big relief to have the support from the College. The financial benefits of the scholarship allowed me to continue working to be the best athlete and student teacher possible.

## 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)

# 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

**T:** +353 61 774705

## **RACHEL KENNEALLY 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). Rachel 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

**T:** +353 61 204375





# Wired 99.9FM

## Stáisiún Raidió Wired FM

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

Wired 99.9FM, Limerick's college radio station, located at Mary Immaculate College (MIC) and Technological University of the Shannon (TUS): Midwest, celebrates 29 years on air this college year.

The station is a platform for all up and coming artists, and a space where several well-known DJs, rappers, and other musical acts made their broadcasting debut. Besides eclectic music choices, the station broadcasts weekly film, 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. 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.

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.

The station runs an array of QQI courses such as Media Expression and other 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. Last year





saw the conclusion of an ambitious Erasmus+ project entitled SNAP: Sexuality Intimacy Art Podcast, which focused on engaging 18-25 year olds to create work related to the themes of intimacy, sexuality and gender. The station is currently working on a follow up project. In December 2023, the station partnered with the Record Room, and VAW Mastering, to release a vinyl record, *Live at the Record Room in Limerick*, which was critically well received. The demand was so high, the record was repressed in April 2024 in time for college radio's international event - Vinylthon.

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 also run 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 and 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; and production coordinator and presenter with RTÉ Lyric FM, Ian McGlynn. Notably, Daragh Dolan and Jake O'Loughlin were crowned Radio DJs of the Year at the 2023 Student Media Awards, in recognition of their work with Wired FM, while fourth year students at MIC.

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 first year 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. 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:** [www.mic.ul.ie/study-at-mic/accommodation](http://www.mic.ul.ie/study-at-mic/accommodation)





# OPEN DAYS 2024-25

## **MIC LIMERICK** OPEN DAYS

Thursday 17 & Friday 18 October 2024

Saturday 18 January 2025

## **STUDENT EXPERIENCE DAY**

Thursday 1 May 2025

## **MIC THURLES** OPEN DAY

Saturday 9 November 2024

## **STUDENT EXPERIENCE DAY**

Saturday 5 April 2025

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

#MICOpenDay

BRIATHAR DE HO LÓCHRANN



**MIC**  
MARY IMMACULATE COLLEGE  
COLAISTE MHUIRE GAN SMAL

# Faculty of **Arts** Programmes

## LIMERICK CAMPUS

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Bachelor of Science in Psychology <b>MI003</b>	— Page 59	BA in Drama and English <b>MI010</b>	— Page 71

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# Faculty of **Education** Programmes

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UNDERGRADUATE PROSPECTUS

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FACULTY OF  
Arts  
PROGRAMMES



# Bachelor of Arts

## **Baitsiléir Sna Dána**

The Bachelor of Arts is a four-year, full-time, honours degree (Level 8). 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.

Notably, we recently added Business Studies as a subject on our BA, making it one of the most unique Liberal Arts programmes in the country!

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 14 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 can be taken from a wide range of academic subjects in the faculty or bespoke electives such as Teaching English as a Foreign Language (TEFL). It gives you an opportunity to explore other subjects of interest. Students of Psychology take specialist Psychology electives.

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 ADVISORS

The Faculty of Arts has introduced an academic advisors 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 advisor from within the Faculty. The academic advisor 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 advisors 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 BA 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 fourteen 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

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

### 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.*

### 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**

## Business Studies

### ABOUT YOU

You have an interest in Business Studies and wish to study aspects in the world of business which are interesting, stimulating and challenging. You wish to gain an excellent foundation in core business principles. You wish to develop a range of skills such as business analysis, critical evaluation, independent and creative thinking, increased organisational understanding and management skills, excellent communication and strategic decision-making.

### WHY STUDY BUSINESS STUDIES AT MIC?

If you are interested in gaining knowledge and expertise in core business areas, then studying Business Studies as part of the BA programme will allow you to acquire the necessary skill set to succeed in the business world. You will gain a broad knowledge in business education that you can apply in a corporate or business setting. If you are interested in gaining knowledge and expertise in core business areas, then studying Business Studies as part of the BA programme will allow you to acquire the necessary skill set to succeed in the business world. You will gain a broad knowledge in business education that you can apply in a corporate or business setting. It will equip you with critical and analytical skills, and an understanding of the business environment, and how organisations are structured and managed, an ability to research and interpret data and help organisations address real-world problems. In your third year, you

will be off-campus on a work placement, and you also have the alternative option to apply to spend a semester or full academic year at one of our international exchange partner institutions. In the latter part of your degree, you will also work with a supervisor on a piece of independent research, allowing you to explore your own specific area of interest in the broad business discipline.

### WHAT YOU WILL STUDY

The Business Studies programme will provide you with a broad business education. You will study and develop expertise in core business areas such as: Management Principles, Marketing, Business Maths, Economics, Legal Environment of Business, Business Studies Accounting, Organisational Behaviour, Entrepreneurship and New Venture Creation, Business Information Systems, The Global Economy and Ireland, and Strategic Management. These areas not only will provide core skills for competitiveness in the business workplace but opens up other potential postgraduate business options. The taught areas also meet the current Teaching Council of Ireland post-primary Business subject teaching requirements for further educational qualification applications.

### CAREER OPPORTUNITIES

There are a wide range of career possibilities from this option, both immediately and as a potential point of entry to further professional qualifications:

- Accountant in Industry or Practice
- Accounting Technician



## Ronan McMahon

### Business Studies

As someone who wanted to study Business Studies, but didn't take it for the Leaving Certificate, I was pleasantly surprised with how well I was able to engage with the programme. Choosing Business Studies as a first-year subject allowed me to see what studying to degree level would be like, through weekly lectures on fundamental topics and tutorials teaching analytical skills for assessment research. Group assessments provided the chance to work with others and share opinions on the programme. So, whether you're new to the subject, or hoping to expand your knowledge, I would highly advise you to choose Business Studies on the Bachelor of Arts at MIC.

- Banking and Financial Services
- Business Development Manager
- Educational Management
- Entrepreneurship
- Financial Advisor
- Human Resource Management
- Marketing
- Operations Manager
- Post-Primary Teacher in Business subjects
- Public Relations
- Public Sector/Civil Service
- Retail Management
- Sales
- Training and Development

### FURTHER INFORMATION

Dr John McCarthy  
Assistant Professor/Lecturer  
in Business Studies

**E:** John.McCarthy@mic.ul.ie

## Drama & Theatre Studies

### ABOUT YOU

You will be somebody who is enthralled and intrigued by performance. You will be equally passionate about reading plays and understanding how theatrical form and performance is related and respondent to society, particularly in Ireland. You will have an interest in how contemporary theatre is developing and in understanding how drama can be a powerful social force as well as one for entertainment. You have a playful personality, not afraid of creative and open engagement, be a good communicator and open to new ideas and perspectives, and you are happy to take an active role in your own education.

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

The Drama and Theatre Studies Programme will allow you to acquire a broad knowledge in Drama and Theatre Studies. 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. The programme examines theatre history and the dramatic canon, and also looks at contemporary theatre, music and storytelling and applied theatre.

### WHAT YOU WILL STUDY

Students will take a range of modules with a chance to learn drama both in classroom and in workshop settings. This journey will start with an introduction to drama, theatre and performance and move on to contemporary European and world theatre.

Students will study modern and contemporary Irish theatre, as well as taking an introduction to acting and performance, looking at the relationship between music and theatre and studying applied and social theatre. In final year, there will be modules on directing and writing for theatre, contemporary theories of performance and the role of storytelling and poetry in performance.

### CAREER OPPORTUNITIES

Graduates find work in a wide range of careers including:

- A performance-related career after further specialist training
- Academic Research and Teaching in the Higher Education Sector
- Arts Administration
- Cultural Policy
- Community Drama
- Education (Teaching)

### Follow on study opportunities at MIC include:

- MA in Modern English Literature
- PME (Professional Master of Education)



### Dawn Torpey

#### Drama & Theatre Studies

Having always enjoyed the performing arts as an audience participant I never really put much thought into the formation, themes, and genres of plays and cinema. Drama and Theatre Studies has introduced me to the theatre of the absurd and the history of Greek and Roman theatre, to highlight just a sample of the topics covered. In tandem to learning about the background of writers and close readings of plays, students also get the opportunity to act in workshops, which is a great experience. I would highly recommend this subject to anyone with an interest in Drama and Theatre Studies. I am looking forward to continuing with this subject for my Bachelor of Arts degree.

### FURTHER INFORMATION

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## English Language & Literature

### ABOUT YOU

Whether you choose to study English for your entire undergraduate programme, or whether you choose to go on to postgraduate work with us, you are welcome. English has become the world language of science, research and the internet. To study this subject is to be at the centre of developments across a range of areas in the arts and sciences. Literature is a way of getting to know ourselves more fully. Learning to read literature is central to understanding what makes us human. It allows us to channel words as purveyors of ideas, feelings, emotions and desires; it allows us to access the unconscious parts of ourselves, which influence us, but of which we are only dimly aware. To study literature is to study ourselves, and to learn to read critically is to learn to understand the world and our place in it. The construction and interpretation of meaning is ever more important in your journey in life as language and meaning will shape your future.

### WHAT YOU WILL STUDY

At undergraduate level, the Department studies the development of the English Language and Literature from the time of Shakespeare to the present, and we study a range of poems, plays, novels and dramas from representative periods of history. We are also heavily influenced by literary and cultural theory, and most of our modules will involve the study of the influence of theoretical areas such as Structuralism, Post-Structuralism, Deconstruction, Feminism, Psychoanalysis, Postcolonial Theory, Conflict Theory, Memory Theory Postmodernism and Ecocriticism. We also study the language of English in some detail through

our Linguistics programmes; the area of applied linguistics is about applying the study of language to solve real world problems e.g. learning a second language, language difficulties, keeping a minority language alive, how social inequalities can be promoted in the media and so on. We use corpus linguistics to analyse machine-readable collections of naturally-occurring spoken and written language which allow us to explore how language is used in different contexts. We also offer modules in English as a Foreign Language (EFL), Teaching English as a Foreign Language (TEFL) and English for Academic Purposes.

### CAREER OPPORTUNITIES

Career opportunities include:

- Advertising
- Copy Editing
- Communications
- EFL/TEFL Teaching
- Development and Research in Voluntary Organisations
- Journalism
- Online Editing and Content Creation
- Publishing
- Public Relations
- Research and Lecturing at Third-Level
- Teaching

### Follow on study opportunities at MIC include:

At postgraduate level, we have graduated 58 PhD students over the last 16 years, and run very successful Taught programmes:

- Taught MA in Modern English Literature (online)
- Taught MA in Applied Linguistics (online and face-to-face)
- Structured PhD in Applied Linguistics (online and face-to-face)
- 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.

The Department is also heavily involved in the MIC Institute for Irish Studies, and a number of the Faculty have published in this area. The Department also hosts the Inter-Varietal Applied Corpus Studies (IVACS) research network.

### FURTHER INFORMATION

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Head of Department

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## 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 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

- European and Irish Public Service
- Interpreting and Translating
- International Business
- Public Relations
- Marketing
- Media
- Teaching

### Follow on study opportunities at MIC include:

- MA/PhD by Research



## 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

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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 próis, 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 oidhreachta agus cultúir, na meáin Ghaeilge agus an iriseoireacht, an earnáil phoiblí.

### Staidéar Iarchéime:

- 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 Cairdeach 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

Roinn na Gaeilge

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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. 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 fieldwork around Ireland.

## CAREER OPPORTUNITIES

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

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



## 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 Climate, Justice and Sustainability
- MA/M Sc Environment, Society and Culture
- MA/PhD by Research

## FURTHER INFORMATION

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Head of Department  
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## German

### 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 want to become a teacher, as German Studies graduates are highly sought after both for secondary – and, with Modern (foreign) Languages now being part of the curriculum – at primary level. Also, you may 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. At MIC, you can study German no matter if you are a complete beginner or wish to become even more proficient in the language in our advanced programme. 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 are integral to our 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 you will gain access to diverse cultures and acquire intercultural/transnational communication skills that are needed in our multicultural, and more than ever, in our globalised society. Apart from language skills, you will acquire a high level of much sought-after transferable skills, including digital literacy and intercultural awareness. In Year 3, students have the opportunity to spend at least one semester in a



## 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.

German-speaking country or perhaps work as an English-language assistant in a German school.

### CAREER OPPORTUNITIES

- Arts and Cultural Institutions
- Communications
- European and Irish Public Service
- International Business
- Journalism
- Marketing
- Public Relations
- Teaching
- Tourism
- Translating and Interpreting
- Working with international documents as an Archivist, Historian, Geographer

### Follow on study opportunities at MIC include:

- MA/PhD by Research

### FURTHER INFORMATION

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Head of Department

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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

- Accountancy
- Archives, Libraries and Museums
- Arts Administration
- Heritage and Tourism
- Banking
- Charity / NGO Sector
- Publishing and Journalism
- Film and Documentary Work
- Insurance
- International and European Organisations
- IT
- Law
- Public Service
- Teaching
- Third-level Research, Teaching and Administration



## Dede Hearity

### History

As an American student I wanted to learn history from a perspective outside of America and MIC did not disappoint. I am regularly in awe and humbled by the calibre of our lecturers, the programme content that we are taught, and the in-depth readings we are given for further study. The small class numbers allow the flexibility to ask further questions and have discussions in our tutorials.

The skills acquired in the process 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 transferable skills such as independent thinking, data analysis, computer literacy and organisational ability. You want to nurture your curiosity and imagination, and gain understanding and insight into the world surrounding you.

### WHY STUDY MATHEMATICS AT MIC?

Nowadays, Mathematics is critical to many aspects of our everyday life, such as communication, transport, entertainment and manufacturing. Studying Mathematics equips you with a skill set that is highly valued by employers in a wide variety of industries. Teaching staff at MIC will support you in gaining deeper understanding of Mathematics and encourage your creativity and enjoyment of the subject. For those wishing to become a teacher of Mathematics at post-primary level, our curriculum ensures that graduates satisfy all Teaching Council requirements.

At MIC we welcome students with a variety of mathematical backgrounds, including those who have taken Ordinary or Higher Level Mathematics for their Leaving Certificate. 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.

### 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
- Civil Service
- Financial Services
- ICT
- International and EU Organisations
- Management Services
- Statistics
- Teaching

### Follow on study opportunities include:

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



## 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.

### 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 write scripts, 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



## Christopher Forrestal

### Media & Communication Studies

Media and Communication Studies is the perfect choice for anyone hoping for a career in journalism, film and broadcasting. You get a wide overview of the media from radio broadcasting to film production. Throughout your degree you will study theories on how we engage with the media and experience producing your own content. The Department are very supportive and will encourage you to fulfill your goals and aspirations.

- Advertising
- AV and Film Production
- Communications
- Journalism – Print, TV, Radio and Online Journalism
- Marketing
- Media Production
- Media Research and Analysis
- New Media Production
- Public Relations
- Publishing
- Radio Presenter, Producer
- Technical Writing and Editing
- Television Producer, Director, Researcher, Editor

### 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, and administration, 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

Dr Gareth Cox  
Head of Department  
**T:** +353 61 204588  
**E:** Gareth.Cox@mic.ul.ie

# 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 an empathetic and compassionate leader.

## WHY STUDY PHILOSOPHY AT MIC?

We provide students with a supportive and friendly environment, an unmatched student-to-teacher ratio, and interactive lectures, tutorials and extra-curricular activities (Philosophy cafés, movie nights, and invited talks). Our undergraduate programme consists of a broad, flexible and accessible foundation in Philosophy. The programme is structured to acquire the skills necessary to fully appreciate human existence's central concerns and develop problem-solving abilities, reflective communication, writing, and critical thinking abilities. 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?
- What are our duties and responsibilities to ourselves and others?
- What political institutions are best, and why are they needed?
- To what extent are moral values absolute, and to what extent do cultural factors produce them?
- 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?

And new, pressing, and hotly debated topics, for example:

- 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 highly-valuable and transferable 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

## CAREER OPPORTUNITIES

Philosophy is a valuable discipline that develops the talents and skills needed for a wide range of opportunities. Studying Philosophy will broaden your employment horizons and prepare you for a rapidly changing



## 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.

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 career options include education, human resources, advertising, marketing, the media, publishing, health care, public sector and civil services.

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.

## Follow on study opportunities at MIC include:

- MA/PhD by Research
- MA in Climate, Justice and Sustainability

## FURTHER INFORMATION

Dr Daniel Vázquez  
Head of Department  
T: +353 61 204542  
E: Daniel.Vasquez@mic.ul.ie

## Psychology

### 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.

- What causes depression?
- Can you tell if another person is lying?
- Do physically attractive people have more fun?
- How does our memory work?
- Does being outdoors make us happier?
- What makes a good parent?

### WHY STUDY PSYCHOLOGY AT MIC?

Psychology is offered at many colleges and universities across Ireland so why choose MIC? At MIC, students studying Psychology are part of a small but very supportive community who 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. Importantly and quite uniquely Psychology students at MIC also benefit from third-year placements in applied settings where they can test the theory and research they are learning in lectures on real world contexts and begin to build networks for post-graduation careers.

**Places are limited in Psychology in Year 2 in accordance with professional accreditation requirements. In the event of competition for places in Year 2, overall grade in Psychology Year 1 courses will be the determinant.**

### WHAT YOU WILL STUDY

In Year 1, two introductory modules provide students with the foundations

for studying Psychology, one in each semester. In Semester 1 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 and 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 Year 2 entry requirements can go on to specialise 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, mental health and ill health, health psychology, and sports psychology.



### 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.

### CAREER OPPORTUNITIES

In addition to the Psychology Professional Training Routes in Clinical/Forensic/Educational/Health/Occupational/Counselling, a range of careers can include:

- Communications
- Education
- Human Resources
- International Business
- Marketing
- Public Relations
- Professional Psychology Training Routes (Clinical/Forensic/Educational/Health/Occupational/PhD)
- Social or Community Work
- Training and Development

**Follow on study opportunities at MIC include:**

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

### FURTHER INFORMATION

Professor Niamh Stack  
Head of Psychology Department  
**T:** +353 61 204311  
**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.

- Community Work
- Development Work
- Further/Higher Education
- Guidance and Counselling
- Law
- Pastoral and Chaplaincy Work
- Social Care
- Teaching
- Voluntary/Charity Management and Co-ordination
- 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, 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.

### Additional Programme Requirements:

- Students opting to study **Gaeilge** 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. Mature students who do not meet the normal minimum entry requirements will be considered for admission if, having attended for interview, 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 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 Limerick (also MI016 and MI017 in MIC Thurles), 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 Bachelor of Arts degree from MIC, 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
- Arts Bodies
- Banking and Commerce
- Civil Service
- Film Industry
- Financial Services
- International and EU Organisations
- Linguistic and Translation Work
- Marketing and Public Relations
- Overseas Aid Work
- Professional Administration/ Management
- Psychology
- Public Service
- Publishing
- Regional and Local Community Development
- Social Services
- Teaching
- Television and Radio
- Tourism
- Urban Planning

## Further Information

#### **Arts Faculty Office**

**T:** +353 61 204972

**E:** ArtsOffice@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 applied contexts. The Spring semester of Year 2 and the Autumn semester of Year 3 are spent studying 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.

The BSc in Psychology programme is designed to meet the criteria for accreditation by the Psychological Society of Ireland (PSI). Graduates from accredited degrees are able to study Psychology at postgraduate level anywhere in Ireland or the UK, and to join the PSI as a graduate member.



### **Emma Harte**

#### **Bachelor of Science in Psychology**

I have loved every second of my time on the Bachelor of Science in Psychology. The staff at MIC have been incredibly supportive and have shown a dedication to creating an engaging learning environment. Lecture material is always communicated effectively with questions being encouraged. Additionally, the small group tutorials within the programme have been extremely helpful in terms of developing my critical thinking skills, as well as ensuring that the material is understood. The programme's emphasis on research methods has provided me with skills that are invaluable for any Psychology graduate.



## 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**

**Semester 1**

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

**Semester 2**

- Introduction to Social Psychology
- Developmental Psychology
- Research Design and Analyses
- Individuality, Difference and Psychological Science
- Skills for Study and Work 2

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**YEAR 2**

**Semester 3**

- Information Technology for Psychology
- Controversies in Psychology
- Work and Organisation Psychology
- Critical Perspectives in Research
- *Elective Arts Module (x1)*

**Semester 4**

- Organisational Psychology in Practice 1

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**YEAR 3**

**Semester 5**

- Organisational Psychology in Practice 2

**Semester 6**

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

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**YEAR 4**

**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. Mature students who do not meet the normal minimum entry requirements will be considered for admission if, having attended for interview, 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 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

**Professor Niamh Stack**  
**Head of Psychology**  
**Department**

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**T: +353 61 2043111**

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



# BA in English Language and Literature

## **BA i dTeanga agus Litríocht an Bhéarla**

The BA in English Language and Literature is a four-year, full-time, honours degree (Level 8). The programme content is situated in a real-world environment exploring real-world issues through the lens of language and literature.

## About you

You are a natural linguist, fascinated by both spoken and written language. You notice how language is used and are aware of its power. You want to know more about the role language plays in our lives. You are an avid reader, sensitive and open to many different text types and their interpretation. You are alive to the everyday poetry of language!

## Why study the BA in English Language and Literature at MIC?

This degree is the only one of its kind available in Ireland. It is primarily delivered in a small group setting by internationally respected researchers of both language and literature.

Our team have specifically designed a range of bespoke modules that aim to provide access to innovative research in the field of language and literature. These modules can be used to interpret a wide range of different text types. Particular features of the BA in English Language and Literature include:

- Small group teaching with communicative, hands on, problem-based teaching and learning;
- Programme content that is situated in a real-world environment exploring real-world issues through the lens of language and literature;
- Year 1 Foundation Modules in language, literature and the intersection of the two fields to give you a thorough introduction to the area;

- A range of specialist modules in both language and literature in second and final year to provide you with the tools to analyse a range of texts from poetry to sports news, from the works of Shakespeare to a visit to the hairdressers;
- A specific focus on researching language and literature using freely available, online computer tools;
- An option to take a Teaching English as a Foreign Language (TEFL) course as an elective in second year; and
- A one year off-campus programme with opportunities to gain valuable work experience and/or intercultural experience through Erasmus/study abroad.

Our aim is to develop experts in text creation and analysis through establishing and fostering an open, creative and critical undergraduate research community. In addition to specific modules, we also look to develop your oral presentation, communication and writing skills, while paying close attention to enhancing your digital literacy. We especially encourage good academic citizenship through communicative teaching and learning, group work, collegiality and ethical conduct in research.

## What you will study

Year 1 is designed to give you the foundational skills in both language and literature. You will study the systems and structures of the English language: the fundamentals of our sound system, how these sounds combine to form words and how these words combine to form sentences. You will be introduced to the notion of language beyond the sentence, looking at how it functions in the real world (clue: very differently to how you might think). We also look at different approaches and digital applications used in the study of language. There are two foundational modules in English literature that study (digital and performance) poetry, prose (novel and short story) and drama. Finally, two specifically designed modules bring the worlds of language and literature together in an exciting learning environment.

In Semester 1 of Year 2, we aim to build on your digital and analytic skills by exploring key notions in the study of language such as style. The literature module studies 20th century novels from Ireland and beyond, allowing you to examine how features of language identify a particular author's writing style. In Semester 2, we use language and literature to question the dominant value systems and ideologies present in everyday written and spoken language. We explore themes in contemporary language and literature, but also pay close attention to their history through an examination of issues such as politics, imperialism and

globalisation. In Year 2, you will also have an extensive selection of elective modules to choose from, including Teaching English as a Foreign Language (TEFL).

Year 3 is devoted to work placement and/or study abroad.

In Year 4, we investigate some of the major trends and advancements in language and literature in the 20th and 21st centuries including forensic linguistics, human machine interaction and ecological, racial and gender-based theoretical models. We study the applied nature of these contemporary modes of thinking through a variety of text types using a variety of methodologies. Our primary focus is on the understanding of the meaning of texts that we encounter in our everyday spoken and written lives. The second semester features the capstone module of the programme, Language and Literature 4, which is a student-led module culminating in a day-long seminar designed to provide you with first-hand experience of an academic conference, complete with plenary speaker.



## Programme Structure

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### YEAR 1

#### Semester 1

- Foundations of English: Phonology, Lexis, Syntax
- Language as Discourse
- Introduction to Literature 1
- Language and Literature 1

#### Semester 2

- Language in Context
- Digital Tools in Language Analysis
- Introduction to Literature 2
- Language and Literature 2

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### YEAR 2

#### Semester 3

- Stylistics: Language and Style
- Corpus Linguistics
- 20th Century Novel
- Language and Literature 3
- Elective\*

#### Semester 4

- Language, Ideology and Power
- The History of English Language and Literature
- Irish Poetry and Prose
- Literature and Society
- Elective\*

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### YEAR 3

#### Semester 5

- Off-campus Programme 1

#### Semester 6

- Off-campus Programme 2

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### YEAR 4

#### Semester 7

- Forensic Linguistics: Evaluating Authenticity in Texts
- Applied Corpus Linguistics
- Literary Modernism
- Interpreting Literature
- Undergraduate Research Project 1

#### Semester 8

- Language and Human Computer Interaction
  - Pragmatics: Foundations and Applications
  - Romantic Literature
  - Language and Literature 4
  - Undergraduate Research Project 2
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\*You are guaranteed a place on MIC's TEFL electives should you choose to take it.

## Entry Requirements

Applicants are required to hold the established Leaving Certificate (or an approved equivalent) with a minimum of six subjects which must include Maths, Gaeilge or another language, and English.

### Applicants must obtain:

- Grade H5 in a higher paper in at least 2 subjects
- Grade O6/H7 in four other subjects (Higher or Ordinary Level)
- Minimum grade F6 in Foundation Maths satisfies the minimum entry requirements (not reckonable for points purposes)

### 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 M1009 will be invited to attend for an interview. Mature students who do not meet the normal minimum entry requirements will be considered for admission if, having attended for interview, 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 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 ROUTES

MIC recognises QQI Level 5 and Level 6 qualifications as pathways to this programme. Details as follows:

- Level 5 - Any major award: Within the context of the named major QQI level 5 qualification awards, students must possess distinctions (i.e. 80% or greater) in 5 modules.
- Level 6 - Any major award: Within the context of the named major QQI level 6 qualification awards, students must possess distinctions (i.e. 80% or greater) in 4 modules.

## Career Opportunities

- Administrative roles (e.g. Civil Service, Public Bodies, Sales and Marketing, Arts Administration, Human Resources)
- Communications
- Content Design (e.g. Web Content, Blog Writing, Policy Development, Editorial Assistant, Content Executive)
- Customer Service (e.g. Webcare)
- Digital Content Creation
- Publishing
- Roles within IT (User Experience (UX) Design, Production Editor)
- Social Media
- Technical Writer
- Teaching Roles

## Further Information

**Dr Brian Clancy**  
**T:** +353 61 204325  
**E:** [Brian.Clancy@mic.ul.ie](mailto:Brian.Clancy@mic.ul.ie)  
**W:** [www.mic.ie](http://www.mic.ie)



# BA in Drama and English

## **BA sa Drámaíocht agus sa Bhéarla**

The BA in Drama and English is a four-year, full-time, honours degree (Level 8). The programme aims to develop critically engaged and creative thinking graduates with a diverse, sophisticated, and vocational knowledge of Drama and Theatre practice and research, in tandem with English Literature from Shakespeare to the present.

## About you

You have a passion for drama and literature. You understand the power of a play, a novel, a short story, a poem, and want to understand how they work. You are creative and think critically about the page and the stage. You love to read, and are interested in theatre, whether performing in the spotlight or bringing a stage story to life from the wings. You want a programme that will provide you with the presentation, writing, and critical thinking skills that a person needs to succeed in a variety of industries.

## Why study the BA in Drama and English at MIC?

This exciting programme aims to develop critically engaged and creative thinking graduates with a diverse, sophisticated, and vocational knowledge of Drama and Theatre practice and research, in tandem with English Literature from Shakespeare to the present. The first programme of its kind in Munster, students will engage with a wide variety of texts, including plays, fiction, graphic novels, film, and poetry. Students will learn how stories are brought from the page to the stage and screen, and will help create works for the stage themselves through their involvement in practical theatre-making modules related to acting, directing, playwriting, design, and stage technology/operation. At all times, students will ground their analysis in critical and cultural theory, including contemporary theories of performance. Over the four years of this unique BA, students can:

- Design their own pathway through a variety of specialist electives on everything from practice-based, skill-development modules in theatre-making, writing, and research to the study of literary and dramatic texts across the ages;
- Engage in both small and large group classes, with innovative and flexible assessments;
- Gain creative thinking and real-world skills to equip them for a wide spectrum of industries;
- Create texts, performances, and even marketing/social media content; and
- Choose Erasmus study abroad or work placement for their Year 3 off-campus programme.

## Learning Outcomes

The BA in Drama and English is an innovative programme, incorporating a range of teaching, learning, and assessment methods. Taught by leading academics across the Drama and English departments, this unique programme has been designed to allow students attain a broad skill set from practical theatre-making, to in-depth literary analysis. This is an exciting programme for students with a passion for Drama and English.

## What you will study

This innovative programme incorporates all the foundational skills necessary to support your journey. In the first year core modules, students will be provided with the transferable skills in Academic Writing, Research, and Information Technology in a discipline-specific manner. These two cutting edge modules embed the key skills required to

write an academic argument, to collaborate, and to present ideas using a variety of “live” and digital formats. Year 1 will instill a culture of creativity, critical thinking, communication, and teamwork, as well as an understanding of the need for lifelong learning in this evolving technological landscape. Students will be provided with a practical understanding of various research methods and communicative platforms alongside the skills needed to digitally analyse, interpret, and visualise data, interpret performances and texts, and engage with and understand literature and its role in history and contemporary culture. These skills are required to succeed at third-level and are also transferable to multiple work environments.

Students will also gain insight into a broad range of literary genres, theories, and practical skills, while enhancing their skill set through embedded foundational skills in each module. These modules will provide students with the important foundational skills to think critically, write academic essays, analyse texts (novels, short stories, poems, plays) and introduce them to the key tenets of theatre-making. Students will be introduced to everything from Greek tragedy to contemporary stage and film adaptations, James Joyce to Felispeaks, and literature’s role in social transformation - from the birth of democracy to #WakingTheFeminists and beyond!

In Year 2, students will have the opportunity to enhance their study with a choice of electives, including Teaching English as a Foreign Language (TEFL), Introduction to Devising Theatre, Critiquing Theatre, Cultural Policy and Administration, Musical Theatre in Performance,



and Ensemble Performance. Alongside core modules in Drama and English, electives chosen will allow students to specialise their pathway through the BA.

In Year 3, students have the opportunity to develop their skills further through practical work placements or study abroad options.

The skills and knowledge acquired in Year 1, 2 and 3 will be utilised throughout Year 4 particularly while completing a final year project and a large scale, professional theatre production mounted in a state-of-the-art venue - either MIC Limerick's Lime Tree Theatre or the Belltable, which is situated in the heart of Limerick city. Students will also be able to apply their skills and knowledge to core

Year 4 modules in Literary History, which cover the Elizabethans to the Romantics to the Modernists.

The four-year programme is designed to provide you with an innovative structure that will facilitate:

- The personal development of the student: critically, intellectually, and artistically;
- The acquisition of practical theatre-making skills, including: acting, playwriting, directing, lighting design and operation, set design and operation, stage management, producing;
- Building an understanding of how theatrical production and literary endeavour can positively influence society;
- Building a detailed and broad understanding of literary and

theatrical history, across a range of eras and genres;

- Developing independent and creative thinking skills, and enhancing communication capabilities.

## Programme Structure

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### YEAR 1

#### Semester 1

- Introduction to Drama, Theatre and Performance
- Modern Irish Theatre (1601-1960)
- Introduction to Literature 1
- Adaptation: Page to Stage and Screen

#### Semester 2

- Introduction to Acting and Ensemble
- Contemporary European and World Theatre
- Introduction to Literature 2
- Literature and Drama of the “Long” 18th Century

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### YEAR 2

#### Semester 3

- Contemporary Irish Theatre (1960-Today)
- Scenography and Technical Theatre
- The Novel in the 20th and 21st Centuries
- Utopian and Dystopian Literature
- Students to Select **one** of the following:
  - Introduction to Devising Theatre
  - Critiquing Theatre
  - Cultural Policy and Administration
  - Musical Theatre in Performance
  - Ensemble Performance Elective 1
  - Development of Modern Drama
  - Teaching English as a Foreign Language 1

#### Semester 4

- Performance and Music
- Applied and Social Theatre
- Irish Poetry and Prose in English
- Literature and Society
- Students to Select **one** of the following:
  - History of Theatre and Performance
  - Drama and Theatre Education
  - Contemporary Theories of Performance
  - Masks and Puppetry in Performance
  - Storytelling and Poetry in Performance
  - Ensemble Performance Elective 2
  - Teaching English as a Foreign Language 2

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### YEAR 3

#### Semester 5

- Students to Select **One** of the Following:
  - Placement 1
  - Study Abroad Semester 1

#### Semester 6

- Students to Select **One** of the Following:
  - Placement 2
  - Study Abroad Semester 2

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### YEAR 4

#### Semester 7

- Core Ensemble Performance
- Literary Modernism
- Interpreting Literature
- Undergraduate Research Project 1

#### Semester 8

- Directing and Writing for Theatre
  - Young People, Education, and Theatre
  - Romantic Literature in English
  - Elizabethan/Jacobean Theatre: Shakespearean Drama and its Contexts
  - Undergraduate Research Project 2
-

## Entry Requirements

Applicants are required to hold the established Leaving Certificate (or an approved equivalent) with a minimum of six subjects which must include Maths, Gaelige or another language, and English. Applicants must obtain:

- Grade H5 in a higher paper in at least two subjects
- Grade O6/H7 in four other subjects (Higher or Ordinary Level)
- Minimum Grade F6 in Foundation Maths, which satisfies the minimum entry requirements (not reckonable for points purposes)

### 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 MIO10 will be invited to attend for an interview. Mature students who do not meet the normal minimum entry requirements will be considered for admission if, having attended for interview, 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 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 ROUTES

MIC recognises QQI Level 5 and Level 6 qualifications as pathways to this programme. Details as follows:

- Level 5 - Any major award: Within the context of the named major QQI Level 5 qualification awards, students must possess distinctions (i.e. 80% or greater) in five modules.
- Level 6 - Any major award: Within the context of the named major QQI Level 6 qualification awards, students must possess distinctions (i.e. 80% or greater) in four modules.

## Career Opportunities

Graduates of the programme will be highly sought after in a range of fields, including:

- Advertising
- Copy Editing
- Communications
- Freelance Drama/Theatre Artistic Practice
- Journalism
- Marketing
- Post-Primary Teaching
- Publishing
- Social Applications of Theatre and Drama such as Freelance Teaching, Social Work, Community Arts, and Drama Therapy
- Working with Theatre Companies, Arts Venues, Arts Festivals, Literary Museums, Publishing Firms or Cultural Organisations

Graduates will also use the presentation, critical thinking, interpersonal communication, group work, project management, leadership, and problem-solving skills they have gained on the programme to work in any number of fields outside of the cultural sector – including, for example, public relations and online content creation.

## Further Information

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**W:** www.mic.ie



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UNDERGRADUATE PROSPECTUS

RÉAMHEOLAIRE FOCHÉIME

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FACULTY OF

Education

PROGRAMMES





MI004  
MI005  
MI006

# 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 54 modules. 51 modules are pre-defined and are taken by all students. These 51 modules form the core programme. The three modules chosen by the student determines the Specialism that the student will graduate with.



## 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.

### Year 3 - Researcher

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 complete a portfolio showcasing samples of work completed over the course of the degree to date. The student will complete research on their practice together with capstone modules that include a focus on leadership and policy in education.



## Ava Horgan

### Bachelor of Education

My MIC experience so far has been amazing. The Bachelor of Education is such an interesting, dynamic programme and I can honestly say that I am enjoying every aspect of it. The highlight of my time here has been the mandatory Gaeltacht placement. In Galway I made incredible friends and we shared an amazing fortnight together embracing Irish culture. Teaching practice has been another highlight of my experience so far. The lecturers in MIC couldn't have prepared us enough, allowing us to enjoy the experience equipped with expertise and knowledge.

## Programme

### YEAR 1

#### Semester 1

- Language Education 1 (English): Supporting Integrated Learning Across the Curriculum
- An Ghaeilge agus Múineadh na Gaeilge 1
- Mathematics Education 1: Developing Critical Mathematical Literacies to make Sense of the World
- School Placement 1: Nurturing the Development of Teacher Identity
- Foundations for Teaching and Learning 1: Schools and Society - where we are, how we got here and where to next
- Creative Technologies 1
- Child as Learner 1: Developmental Psychology, Theory and Practice

#### Semester 2

- Language Education 2 (English): Supporting Integrated Learning Across the Curriculum
- Mathematics Education 2: Developing Critical Mathematical Literacies to make Sense of the World
- School Placement 2
- Child as Learner 2: Relationships in Learning (Classroom Communications, Organisation, and Management)
- Pedagogical Practice 1: Microteaching and Global Citizenship Education
- Foundations for Teaching and Learning 2: Global Citizenship
- Creative Arts Education 1: Inclusion, Integration, Imagination, Innovation
- An Ghaeilge agus Múineadh na Gaeilge 2 (agus Tréimshe Foghlama sa Ghaeltacht 1)

### YEAR 2

#### Semester 3

- Language Education 3 (English): Supporting Integrated Learning Across the Curriculum
- Mathematics Education 3: Developing Critical Mathematical Literacies to make Sense of the World
- Wellbeing: Physical Education and Social Personal and Health Education 1
- Including Every Child 1
- Local, Global and Environmental Studies 1
- Religious Education 1 (Christian Schools) or Ethical, Multi-Belief and Values Education Patrons' Curricula 1
- An Ghaeilge agus Múineadh na Gaeilge 3/An Ghaeilge agus Múineadh na Gaeilge 3 (Scoileanna T1)
- Science Education 1: Creating a Scientific Habit of Mind
- Creative Arts 2: Equality, Empowerment, Embodiment, Expression

#### Semester 4

- Language Education 4 (English): Supporting Integrated Learning Across the Curriculum
- Mathematics Education 4: Developing Critical Mathematical Literacies to make Sense of the World
- Wellbeing: Physical Education and Social Personal and Health Education 2
- Science Education 2: Developing Scientific Connections with the World Around Us
- Religious Education 2 (Christian Schools) or Ethical, Multi-Belief and Values Education Patrons' Curricula 2
- An Ghaeilge agus Múineadh na Gaeilge 4
- School Placement 3
- Early Childhood Curriculum and Education 1

### YEAR 3

#### Semester 5

- Specialism 1
- Leading Teaching and Learning through Assessment
- Creative Arts 3: Diversity and Diffusion
- Foundations for Teaching and Learning 3: Schools and Society - Equality and Equity in Education; Perspectives on Race, Ethnicity and Social Class
- Early Childhood Curriculum and Education 2: Pedagogical Practice in Early Primary Education
- Pedagogical Practice 2: Transdisciplinary, Inclusive and Global Citizenship Education Methodologies
- Research Methods and Portfolio - Exploring Teacher Professional Growth
- Erasmus Semester

#### Semester 6

- Including Every Child 2: Collaborating for Teaching, Learning and Assessment for Children with Inclusive Special Educational Needs
- Specialism 2
- Foundations for Teaching and Learning 4: Professional Relationships, Partnerships and Communication
- Language Education 5 (English): Supporting Integrated Learning Across the Curriculum
- Creative Technologies 2: STEAM
- Local, Global and Environmental Studies 2
- Language Education 5 (Gaeilge le TFsaG2): Supporting Integrated Learning Across the Curriculum
- School Placement 4: Teacher as Change Agent and Researcher in Action

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## YEAR 4

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### Semester 7

- School Placement 4: Teacher as Change Agent and Researcher in Action
- School Placement 5
- School Placement 6
- Taisce 1: Professional Learning, Practice, and Research

### Semester 8: Teacher as Leader

- Specialism 3
  - Foundations for Teaching and Learning 5: Child Protection, Professional and Legal Responsibilities
  - Foundations for Teaching and Learning 6: Schools and Society - Equality and Equity in Education; Perspectives on Gender, Sexuality and Social Justice
  - Taisce 2: Professional Learning, Practice and Research
- 

## BACHELOR OF EDUCATION WITH A SPECIALISM

Students will pursue a Specialism in either Liberal Arts or Education. This means that students select three modules in a given subject/area. 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)

## 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)



## Katie Lernihan

**Bachelor of Education  
- International**

As someone who has a passion for travelling and experiencing different cultures, choosing the Bachelor of Education - International programme was the best decision I made. From getting the life changing opportunity to study for a semester in third year in Australia, to getting to compare different education systems around the world, and experiencing the Scandinavian educational system in Sweden, I couldn't recommend this programme more. I now feel very confident in integrating intercultural education in the growing multicultural classrooms around Ireland.

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). From Year 3, you will specialise in Comparative Education for your education elective. In Year 3, Semester 5, 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 across Europe, Australia, South America as well as numerous universities in North America such as City University of New York (CUNY) New York,

University of Central Florida, Orlando, Salve Regina University, Rhode Island, Regis University, Denver and many others in the USA and 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!



## **Donal Halleran**

**Bachelor of Education  
- International**

As a young teenager my heart was always set on becoming a primary school teacher. I can remember the day I sat down with my Guidance Councillor in secondary school, and she informed me about the Bachelor of Education - International programme. The thought of pursuing my dream as a primary teacher, with the addition of a study abroad element, was truly incredible. I studied in Australian Catholic University (ACU) in Sydney, Australia. This was undoubtedly a life-changing experience. It allowed me to gain a global perspective on education, collaborate with students from every corner of the globe, and helped me to develop a more inclusive approach to teaching. I have made unforgettable memories, and friends for life. If you have an innate desire to travel, whilst also wanting to become a primary teacher, then this programme is for you!



# 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.

## 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 Education and Skills 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. Prospective Gaeltacht applicants for MI006 are very

welcome to check their eligibility on the [Amharcóir Pleanála Teanga map](#). 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](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 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](tel:+35361204348) [E: Admissions@mic.ul.ie](mailto:Admissions@mic.ul.ie)

## 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](mailto:EducationOffice@mic.ul.ie)

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

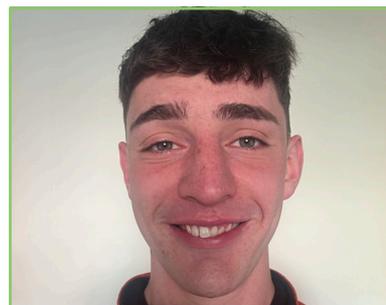
## Why study the BA in Early Childhood Care and Education at MIC?

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. MIC, 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.



### Wayne Gill

#### BA in Early Childhood Care and Education

The BA in Early Childhood Care and Education here at MIC is an extremely interesting programme. This programme helped me learn the importance of the early years through the various modules and placement experiences involved. No semester is the same. The lecturers are extremely helpful within the programme. I would recommend anyone with an interest in working with young children to consider the BA in Early Childhood Care and Education programme here at MIC.

## 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

#### 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

#### 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

#### 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

#### 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 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

### 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 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. Mature students who do not meet the normal minimum entry requirements will be considered for admission if, having attended for interview, 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 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

W: 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 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 is accredited by the Psychological Society of Ireland and the Teaching Council.**

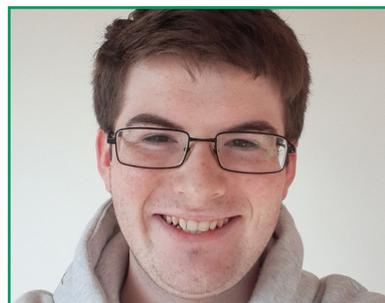
## What you will study

### 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, SPHE, English, Gaeilge, Mathematics, Music, Physical Education, Religious Education and Social and Environmental Studies (which includes Geography, History and Science). The foundation studies, professional studies and school placements 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 span areas to include: Developmental Psychology; Social Psychology; Cognitive Psychology; Individuality, Difference, and Psychological Science; Individual and Developmental Influences on Behaviour; Research Methods; Leading Teaching and Learning through Assessment; Early Childhood Curriculum and Education; Biological Basis of Behaviour; Understanding the Psychology of Behaviour; Advanced Issues in Educational Psychology. In Year 4 students 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.

On an annual basis, many B Ed in Education and Psychology students present their research at the Psychological Society of Ireland Student Congress where on multiple occasions, our students have been awarded the overall prize for the standard of their undergraduate research.

On an annual basis, many B Ed in Education and Psychology students present their research at the Psychological Society of Ireland Student Congress where on multiple occasions, our students have been awarded the overall prize for the standard of their undergraduate research.



## Programme

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### YEAR 1

#### Semester 1

- Language Education 1 (English): Supporting Integrated Learning Across the Curriculum
- An Ghaeilge agus Múineadh na Gaeilge 1
- Mathematics Education 1: Developing Critical Mathematical Literacies to make Sense of the World
- Foundations for Teaching and Learning: Schools and Society—where we are, how we got here and where to next
- School Placement and Taisce 1 and Micro-Teaching
- Developmental Psychology: Theory and Practice
- Individual and Developmental Influences on Behaviour
- Introduction to Research

#### Semester 2

- Language Education 2 (English): Supporting Integrated Learning across the Curriculum
- An Ghaeilge agus Múineadh na Gaeilge 2 agus Tréimhse foghlama sa Ghaeltacht 1
- Mathematics Education 2: Developing Critical Mathematical Literacies to make Sense of the World
- Creative Arts 1: Inclusion, Integration, Imagination and Innovation
- Foundations for Teaching and Learning 2: Global Citizenship
- School Placement and Taisce 2 and Digital Technologies 1 - Beginning to Teach
- Historical and Social Influences on Behaviour

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### YEAR 2

#### Semester 3

- Language Education 3 (English): Inclusive Language and Literacy Practice
- An Ghaeilge agus Múineadh na Gaeilge 3 (scoileanna T1)/ An Ghaeilge agus Múineadh na Gaeilge 3 (T2)
- Mathematics Education 3: Developing Critical Mathematical Literacies in Number and Algebra
- Wellbeing: Physical Education and Social Personal and Health Education 1
- Science Education 1: Creating a Scientific Habit of Mind
- Local, Global and Environmental Studies 1
- Creative Arts 2: Equality, Empowerment, Embodiment and Expression
- Understanding the Psychology of Behaviour: Supporting Relationships, Engagement, Participation and Learning
- Cognitive Psychology

#### Semester 4

- Wellbeing: Physical Education and Social Personal and Health Education 2
- Science Education 2: Developing Scientific Connections with the World Around Us
- School Placement and Taisce 3 and Language Studies (English 4 & Gaeilge 4)
- Early Childhood Curriculum and Education 1
- Individuality, Difference, and Psychological Science
- Research Design and Analyses

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### YEAR 3

#### Semester 5

- Pedagogical Practice: Transdisciplinary, Inclusive and Global Citizenship Education Methodologies
- Religious Education 1 (Christian Schools)  
*Or*
- Ethical, Multi-Belief and Values Education Patrons' Curricula 1
- Digital Technologies
- Leading Teaching and Learning Through Assessment
- Inclusive Education: SEN and Interculturalism
- Applied Social Psychology
- Advanced Cognitive Psychology

#### Semester 6

- Religious Education 2 (Christian Schools)  
*Or*
- Ethical, Multi-Belief and Values Education Patrons' Curricula 2
- Language Education 5 (English): Supporting Integrated Learning across the Curriculum
- Múineadh na Gaeilge agus Tréimhse Foghlama sa Ghaeltacht 2
- Local, Global and Environmental Studies 2
- Early Childhood Curriculum and Education 2: Linking sites of Practice and Taisce
- Advanced Research Methods
- Biological Basis of Behaviour

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## YEAR 4

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### Semester 7

- School Placement and Taisce 4
- School Placement and Taisce 5
- School Placement and Taisce 6
- Undergraduate Dissertation in Psychology 1

### Semester 8

- Undergraduate Dissertation in Psychology 2
  - Advanced Issues in Educational Psychology
  - Advanced Issues in Developmental Psychology
  - Students select one Psychology elective from a range of options
  - Foundations for Teaching and Learning 3: Schools and Society – Equality and Equity in Education: Perspectives on Race, Ethnicity and Social Class
  - Foundations for Teaching and Learning 4: Child Protection, Professional and Legal Responsibilities
- 

### 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.

### 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.



### Shane Griffin

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

Returning to education as a mature student was daunting, but enrolling in the BA in Education, Business Studies and Accounting at MIC Thurles has been a game-changer. The programme, the College and support from the lecturers made this transition seamless. Engaging with a diverse classroom challenged me to think both critically and creatively. Ultimately, the programme reignited my passion for learning, empowering me to excel in academia and beyond.

# Programme

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## YEAR 1

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### 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

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## YEAR 2

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### 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

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## YEAR 3

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### 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 Venture 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 Venture Creation
- Business Information Systems
- 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 Business Studies and Accounting 2
- Strategic Management
- Financial Reporting

### Semester 8

- School Placement 3
- E-Portfolio
- Research Project 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 RESEARCH PROJECT

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



### Laura Corcoran

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

Enrolling in programme at MIC Thurles was a pivotal step in my journey towards becoming a post-primary school teacher. The programme offers a perfect blend of theory and practical skills, delivered by passionate educators who genuinely care about our growth. From pedagogical techniques to classroom management skills, every aspect of the programme was thoughtfully crafted to nurture effective teaching practices. I highly recommend this programme to aspiring teachers seeking a well-rounded education.

## 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 MI016 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:

- 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:

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

## 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.





## **Gemma Garvey**

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

I chose to study in MIC Thurles as I had an interest in studying Business Studies and Religious Studies, and because the programme allows students to graduate with a teacher education degree after four years. The highlight of studying in MIC Thurles is that it is a small college, with a personal air and a great community spirit. The programme includes a placement each year, which I found allowed me to gain real-life experience of what teaching entails. Initially when I started I did not know any students at MIC Thurles, as I live a good distance from the College, but the welcoming atmosphere and the support given by all the staff and students created an environment that helped me easily settle into the College. Now that I am approaching my final year, it is very clear that my choice to study at MIC Thurles was the right choice.

## Programme

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### YEAR 1

#### 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:**

- World Religions
- Introduction to Theology
- Reading the Old 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):**

- World Religions
- Introduction to Theology
- Reading the Old Testament

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### YEAR 2

#### 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:**

- Introduction to Legal Environment of Business
- Economics

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

- Reading the New Testament
- Christology: A Study of Jesus Christ
- Christian Ethics 1

#### Semester 4

- Inclusive Education: Contemporary Perspectives
- School Placement 1

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

- Introduction to Legal Environment of Business
- Economics

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

- Reading the New Testament
  - Christology: A Study of Jesus Christ
  - Christian Ethics 1
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## YEAR 3

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### 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 Venture Creation
- Business Information Systems
- Ireland and Global Economy

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

- Church: Origins, Tasks and Challenges
- Philosophy of Religious Education and School Ethos
- Ritual and Sacrament
- The Question of God

### 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 Venture Creation
- Business Information Systems
- Ireland and Global Economy

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

- Church: Origins, Tasks and Challenges
- Philosophy of Religious Education and School Ethos
- Ritual and Sacrament
- The Question of God

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## YEAR 4

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### Semester 7

- Policy and Leadership in Education
- Research Project 1
- Teaching Business Studies and Religious Studies 2
- Strategic Management
- Christian Ethics 2

### Semester 8

- School Placement 3
- E-Portfolio
- Research Project 2

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## 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 (*teoraithe*) 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 RESEARCH PROJECT**

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



## **Heather Moore**

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

The BA in Education, Business Studies and Religious Studies programme is one that is diverse, giving students the opportunity to explore all aspects of these subjects. MIC Thurles is one big family from the minute you walk in the door. There are many opportunities here and I was fortunate to receive a scholarship to Tokyo with three other students, experiencing education in a new culture. MIC Thurles is not only the place where you grow as a teacher, but as a person as well.

## 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

### 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 MI017 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:  
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 (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).

### 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:

- Banking
- Communications
- Educational Management
- Entrepreneurship
- Human Resource Management
- Marketing
- Parish and Diocesan Pastoral Assistants and Administrators
- Post-Primary Teacher
- Public Relations
- Retail Management
- Sales
- Training and Development

## Further Information

### MIC Thurles

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# 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 gconaf ann chun cabhair agus treorú 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!

# Programme

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## YEAR 1

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### 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:**

- World Religions
- Introduction to Theology
- Reading the Old 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
- Cúrsa Gaeltachta 1

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

- World Religions
- Introduction to Theology
- Reading the Old Testament

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## YEAR 2

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### 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:**

- Reading the New Testament
- Christology: A Study of Jesus Christ
- Christian Ethics 1

### 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):**

- Reading the New Testament
- Christology: A Study of Jesus Christ
- Christian Ethics 1

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## YEAR 3

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### 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:**

- Church: Origins, Tasks and Challenges
- Philosophy of Religious Education and School Ethos
- Ritual and Sacrament
- The Question of God

### Semester 6

- Research Methods – Ethical Foundations for Teaching and Research
- School Placement 2
- Filíocht na Nua-Ghaeilge
- Na Mná i Litríocht na Gaeilge
- Cúrsa Gaeltachta 2

#### **Two of the following to be offered**

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

- Church: Origins, Tasks and Challenges
- Philosophy of Religious Education and School Ethos
- Ritual and Sacrament
- The Question of God

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## YEAR 4

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### Semester 7

- Policy and Leadership in Education
- Research Project 1
- Teaching Gaeilge and Religious Studies 2
- Prós na Gaeilge
- Christian Ethics 2

### Semester 8

- School Placement 3
- E-Portfolio
- Research Project 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 RESEARCH PROJECT

As part of their development as research-active teachers, students undertake an undergraduate research project. Students begin the preparation for the research project in Year 3 where they undertake their Research Methods module. The final research project 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 MI018 and meet the eligibility criteria will be invited to attend for an interview. Candidates applying for MI018 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 five 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 four modules.

Additional Requirements: H5 in Leaving Certificate Gaeilge.

### 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:

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

## 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?

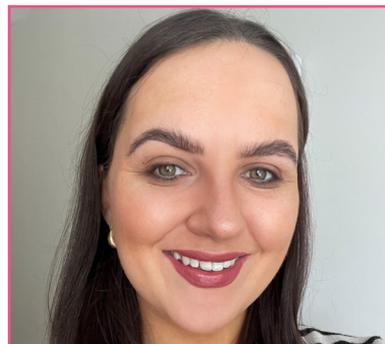
The BA in Education, Gaeilge and Business Studies programme (post-primary) is a four-year, full-time undergraduate concurrent teacher education degree. Graduates are qualified to teach Gaeilge and Business Studies to Leaving Certificate honours level.

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.



### Aisling O'Neil

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

Starting back as a mature student was daunting at first as the fear of the unknown kicked in but I can honestly say that this has been the best decision I've made. MIC has not only opened up endless opportunities for me during my studies but has supported and guided me through my training in becoming a post-primary school teacher. Being chosen to attend a college in New York as part of the MIC scholarship programme has been just one of the amazing opportunities I have had. The personal approach that MIC has between lecturers and students is incredible. Lecturers are always there to help and put you at ease whenever you need guidance, or just simply have a question to ask, which is a godsend when undertaking any programme.

# Programme

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## YEAR 1

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### 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
- Cúrsa Gaeltachta 1

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

- Management Principles
  - Introduction to Business Mathematics
  - Marketing
- 

## YEAR 2

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### 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:**

- Introduction to 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):**

- Introduction to Legal Environment of Business
  - Economics
- 

## YEAR 3

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### 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 Venture 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 i Litríocht na Gaeilge
- Cúrsa Gaeltachta 2

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

- Organisational Behaviour
  - Entrepreneurship and New Venture Creation
  - Business Information Systems
  - 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 Gaeilge and Business Studies 2
- Prós na Gaeilge
- Strategic Management

### Semester 8

- School Placement 3
- Research Project 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 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 RESEARCH PROJECT**

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



## **Noelle Foley**

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

I am so thankful that I chose to study the BA in Education, Gaeilge and Business Studies programme at MIC Thurles. Here, we study Gaeilge fluently but there is plenty of support on campus. Initially apprehensive, the lecturers helped me to understand the language and the literature. Various aspects of the business world feature in this programme while also observing a classroom through a teacher's eye with school placement in a post-primary classroom in second, third and fourth year.



## 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 MI019 and meet the eligibility criteria will be invited to attend for an interview. Candidates applying for MI019 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)

### 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.

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

## 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, 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;
- 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 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.



### Konrad Gradowski

**BA in Education, Mathematics and Gaeilge**

I chose this programme as I have always wanted to be a post-primary teacher and have a great interest in Mathematics and Gaeilge. My experience at MIC Thurles has been amazing, the modules are interesting and engaging, and the lecturers are extremely supportive and helpful. For anyone considering a career as a post-primary teacher I would strongly recommend studying at MIC Thurles. Our Head of School always tells us not to be afraid to be brilliant and here at MIC Thurles you are provided with every opportunity to do so.

# Programme

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## YEAR 1

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### 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
- Cúrsa Gaeltachta 1

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## YEAR 2

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### 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 2: Integration

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## YEAR 3

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### 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 i Litríocht na Gaeilge
- Cúrsa Gaeltachta 2
- Introduction to Probability and Statistical Inference
- Abstract Algebra

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## YEAR 4

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### Semester 7

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

### Semester 8

- School Placement 3
- E-Portfolio
- Research Project 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 RESEARCH PROJECT

As part of their development as research-active teachers, students undertake an undergraduate research project. Students begin the preparation for the research project in Year 3 where they undertake their Research Methods module. The final research project 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 post-primary 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 MI020 and meet the eligibility criteria will be invited to attend for an interview. Candidates applying for MI020 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 five 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 four modules.

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

- Civil Service
- Communications
- Financial Services
- Information Technology
- Irish Language Media
- Irish Language Promotion
- Marketing
- Post-Primary Teacher
- Public Relations
- Public Sector
- Translation

## Further Information

### MIC Thurles

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



# 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 allow 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

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## YEAR 1

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### 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

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### Semester 3

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

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

- Introduction to Legal Environment of Business
- Economics

### Semester 4

- Inclusive Education: Contemporary Perspectives
- School Placement 1
- Calculus 2: Integration

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

- Introduction to Legal Environment of Business
  - Economics
- 

## YEAR 3

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### 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 Venture 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 Venture Creation
  - Business Information Systems
  - Ireland and Global Economy
  - Organisational Behaviour
- 

## YEAR 4

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### Semester 7

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

### Semester 8

- School Placement 3
- E-Portfolio
- Research Project 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 RESEARCH PROJECT

As part of their development as research-active teachers, students undertake an Undergraduate research project. Students begin the preparation for the research project in Year 3 where they undertake their Research Methods module. The final research project 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. Being a student at MIC Thurles has been such a great experience for me that I find it hard sometimes to put it into words. Since the first day, I knew that I belonged. My lecturers have been very supportive. They guided me throughout my studies and have helped me to build my confidence.

## 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 MI021 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:  
H5/01 in Leaving Certificate 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.

- Banking
- Communications
- Educational Management
- Entrepreneurship
- Human Resource Management
- Marketing
- Post-Primary Teacher
- Public Relations
- Public Sector
- Retail Management
- Sales
- Training and Development

## Further Information

### MIC Thurles

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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), offered at MIC Thurles. Graduates are 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), 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 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 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.



### **Maria Cahill**

#### **BA in Education, Home Economics and Business Studies**

As a mature student, I feel genuinely privileged to have secured a place in the BA in Education, Home Economics and Business Studies at MIC Thurles. The College itself fosters an incredibly supportive community. The lecturers are all extremely approachable and encouraging and always willing to assist you if they can. What has surprised me most is the camaraderie among my peers. While we might come from different stages and walks of life, we all share a common love for the subject. Studying alongside individuals of various ages and experiences has really helped to enrich my learning, while also embracing diverse perspectives and ideas. To any mature student considering returning to college to study this programme, I wholeheartedly encourage you to take the leap. Your life experiences are an asset, and the College environment is rich with opportunities for growth and self-discovery. It's never too late to invest in yourself and pursue your passions.

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## YEAR 1

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### Semester 1

- Becoming a Student Teacher
- Textiles Science, Sustainability and Textile Skills
- 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
- Food Science, Sustainability and Culinary Skills 1

#### **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 2
- Business Studies Accounting

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

- Introduction to Legal Environment of Business
- Economics

### Semester 4

- Inclusive Education: Contemporary Perspectives
- School Placement 1
- Home, Family and Society - Leadership, Management and Sustainability 1

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

- Introduction to 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 Venture 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 and Sustainability 2
- Food Technology and Culinary Skills

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

- Entrepreneurship and New Venture 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 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 co-operating 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, 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 RESEARCH PROJECT

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



### Anna Purcell

#### BA in Education, Home Economics and Business Studies

My experience with this programme has been exceptional so far. In the first year alone, I have gathered many fundamental skills involved in Home Economics, for example, culinary skills and textile skills. This programme is very practical and hands-on which is enjoyable. The integration between both Business Studies and Home Economics has been seamless and both subjects make a great combination. Studying Education alongside Home Economics and Business Studies has been really eye-opening as you get more of an understanding of teaching.

## 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 and Maths (Higher or Ordinary Level)

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

H5 Home Economics

Or

H5 in a 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 MI022 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**

### 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
- Mentoring, Training and Development
- Post-Primary Teacher
- Retail Management

## 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 G04 on the ground floor of the Foundation Building at MIC Limerick.

We offer a wide range of supports to school leavers from socio-economically disadvantage 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 on both schemes 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 T1.01b and we have two silent booths, one outside the Students' Union Office in the TARA Building and the other outside the Library.

## THE ASSISTIVE TECHNOLOGY ROOM

MIC Limerick 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 M1002 and M1007.

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 undergraduate 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 2023/24 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 instalments. Full fees/first instalment of fees are payable at registration of Semester 1. The second instalment of fees are payable before the January payment deadline. Alternatively, after an initial payment has been made, students can continue to pay by instalments through their Student Portal between Semester 1 registration date and the January Fee payment deadline, without signing up to an approved payment plan. 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:** All communications with regards to 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.

For further details contact:

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

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

## 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.

In 2023 the government announced significant funding for a new library building and resource centre. The project will include a combination of learning resource spaces, teaching facilities, study spaces, including relaxed, open, group, computer, in addition to areas housing specialist collections.

### OUR COLLECTIONS

MIC Libraries have a combined collection of over 170,000 print books, as well as a growing eBook collection, covering a variety of subjects. We hold over 170 print journal titles and provide access to more than 74,000 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)  
**X:** @LibraryMIC  
**Instagram:** @miclibrary  
**TikTok:** @mic.libraries

## 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; and
- Assistance with employment applications.

### FURTHER INFORMATION

Maeve Sullivan  
Careers Service Manager  
**E:** [Careers.Service@mic.ul.ie](mailto:Careers.Service@mic.ul.ie)

### MIC Thurles

Sarah Feehan  
Careers Support Thurles Campus  
**E:** [Sarah.Feehan@mic.ul.ie](mailto:Sarah.Feehan@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 drug addiction. 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 and 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; and
- 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 774756

**E:** [Healthy.Campus@mic.ul.ie](mailto:Healthy.Campus@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; and
- 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 (1 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; and
- 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

Rob O'Halloran  
Student Life Officer  
**E:** Rob.OHalloran@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 T307 on the third floor of the TARA building
- Opening hours: Monday to Friday 9.00am-4.30pm
- 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)

There is no charge for Medical Card/ GP Visit Card and European Health Insurance Card Holders (non-residents only).

### OUT OF HOURS SERVICE

Shannon Doc (after 5:00pm)  
**T:** +353 818 123500 or  
+353 61 459500

St John's Hospital, Local Injury Unit (8am-7pm, 7 days)

Ashdown Medical Centre (9am-5pm)  
**T:** +353 61 301200.

Students who need to see a doctor out of hours should contact Shannon Doc. This is a GP service which covers Limerick, North Tipperary and surrounding areas.

**T:** +353 1850 212999

Students who need urgent medical attention should proceed to the Accident and 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

## **Chaplaincy Service**

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.

Religious services, according to the Roman Catholic rite, are held 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 (T1.08) 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 Year 3 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.

**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)**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.

## Counselling Service

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.

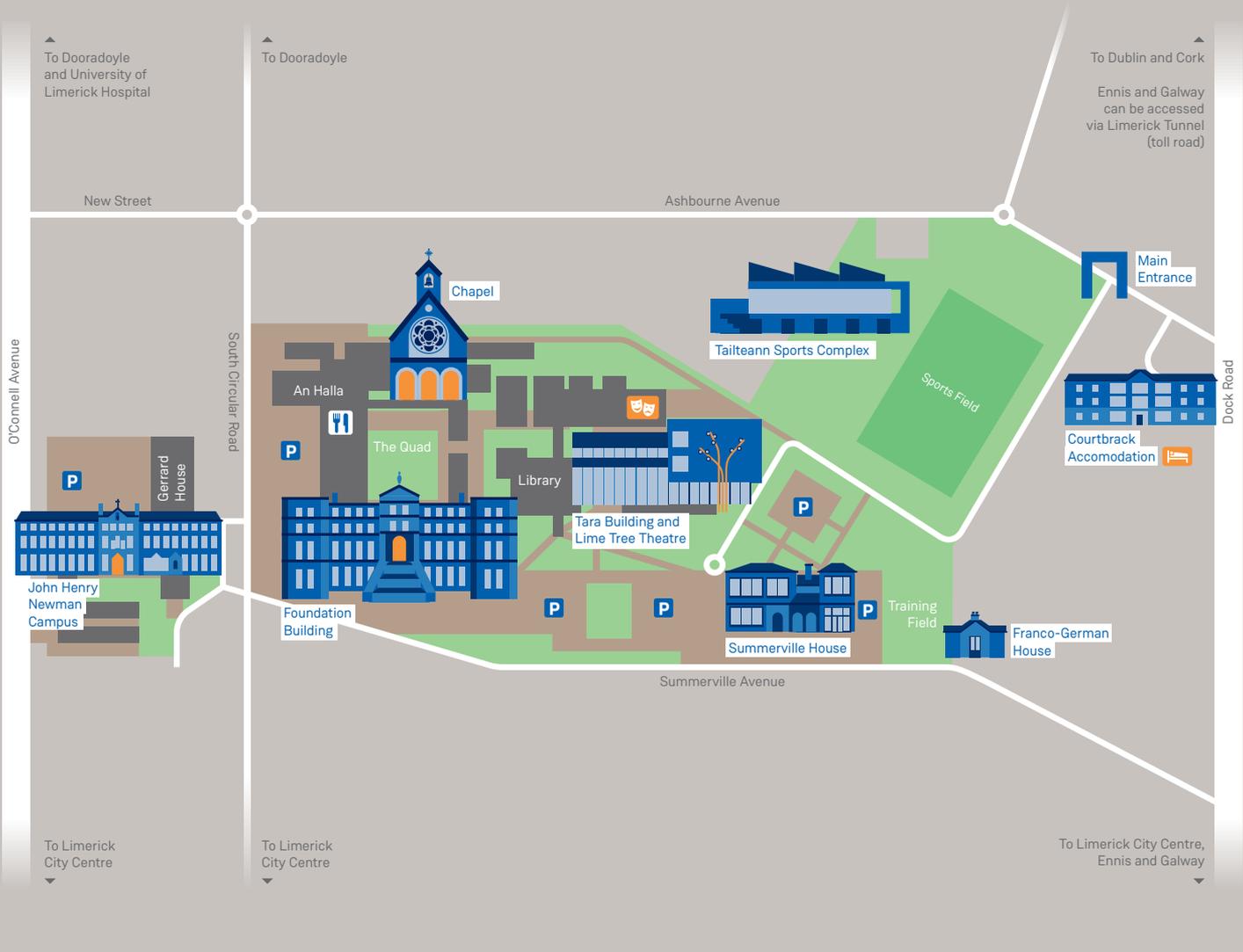
**FURTHER INFORMATION****MIC Limerick**

Dr Paula Seth (Mon-Fri)

**T:** +353 85 8775827**E:** Paula.Seth@mic.ul.ie**MIC Thurles**

Fiona O'Dwyer (Mon-Fri)

**T:** +353 87 9088710**E:** Fiona.ODwyer@mic.ul.ie



## 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 and 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

JHN16 - JHN28 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 Staff Offices

Disabled Toilets  
LG9 Ceann Córa (Lecture Theatre)

**1st Floor:**

L102 - L111 Staff 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 and 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  
T1.01b Sensory Room  
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 Rooms  
Disabled Toilets  
Balcony  
Kitchenette  
AV Room  
Cleaning Store  
Weights Room  
Sports Offices  
PE Office

**Ground Floor:**

TN2 Teaching Gym  
Disabled Toilets  
Store Room  
Equipment Store  
Disabled Toilets  
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 and SG13 Faculty Offices

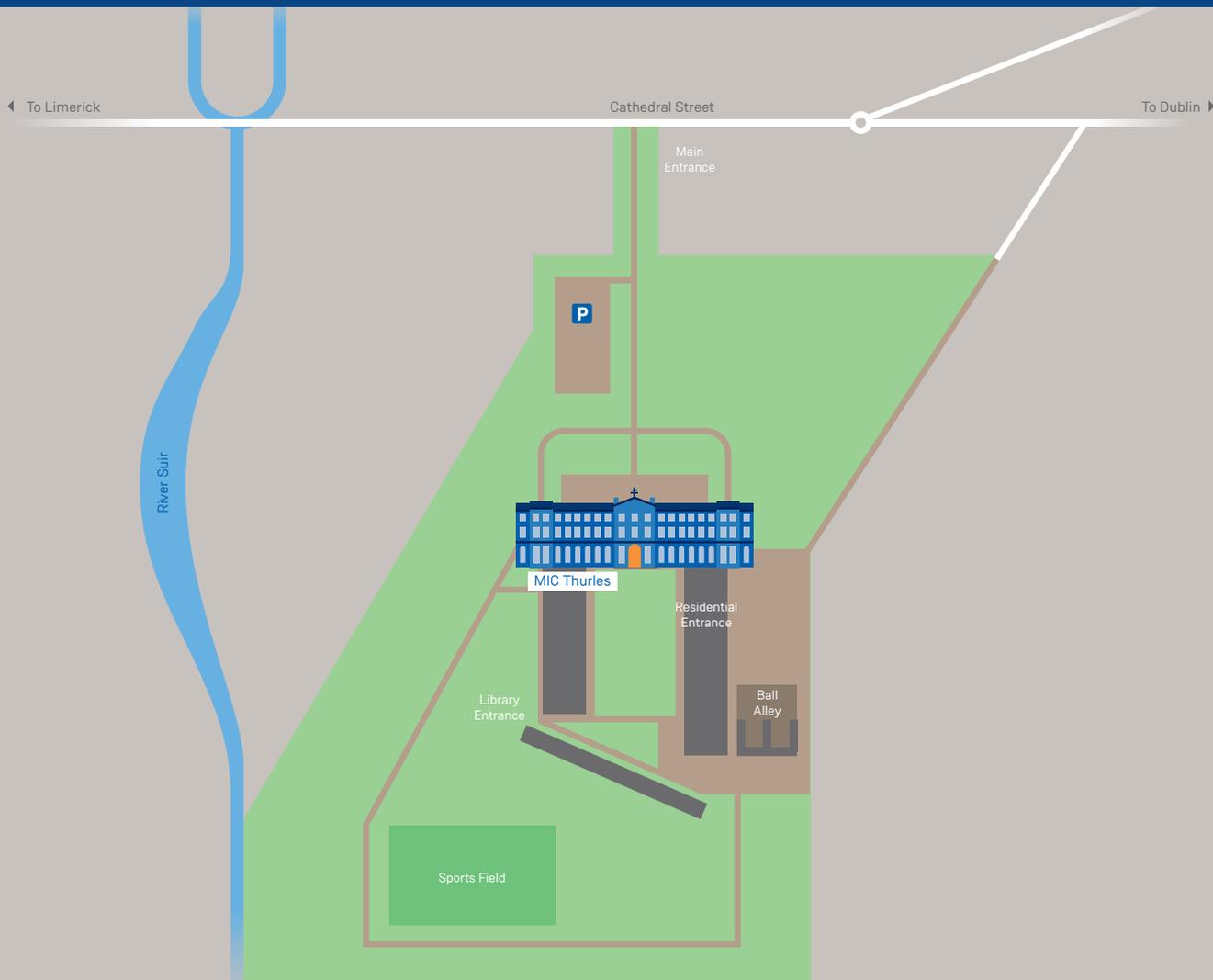
**1st Floor:**

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
- 208 Students' Union Office
- 209 Comms Room
- 222 Computer Room
- 223 Print room
- 224 Library
- Residential Block



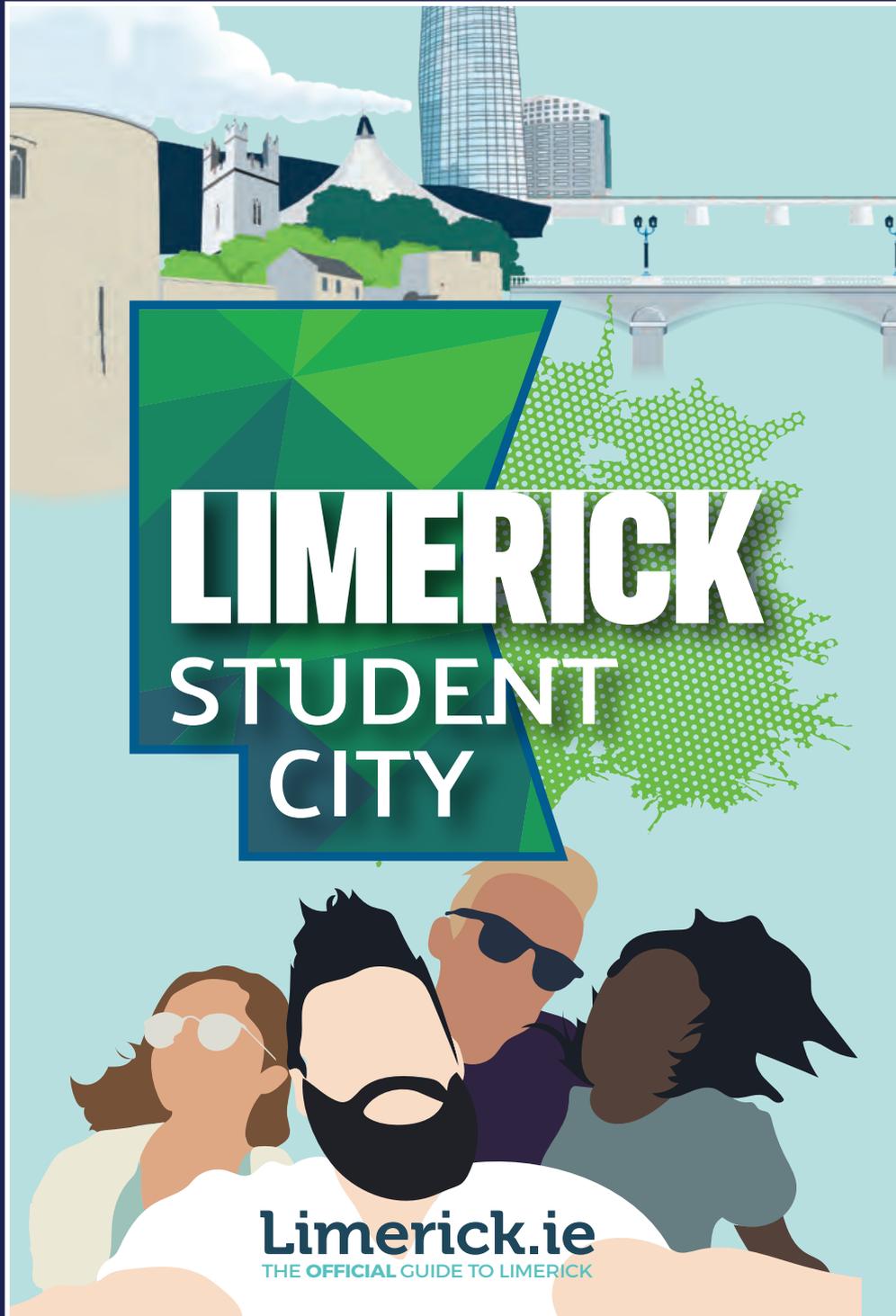


21%  
EDGE

79%  
EMBRACE

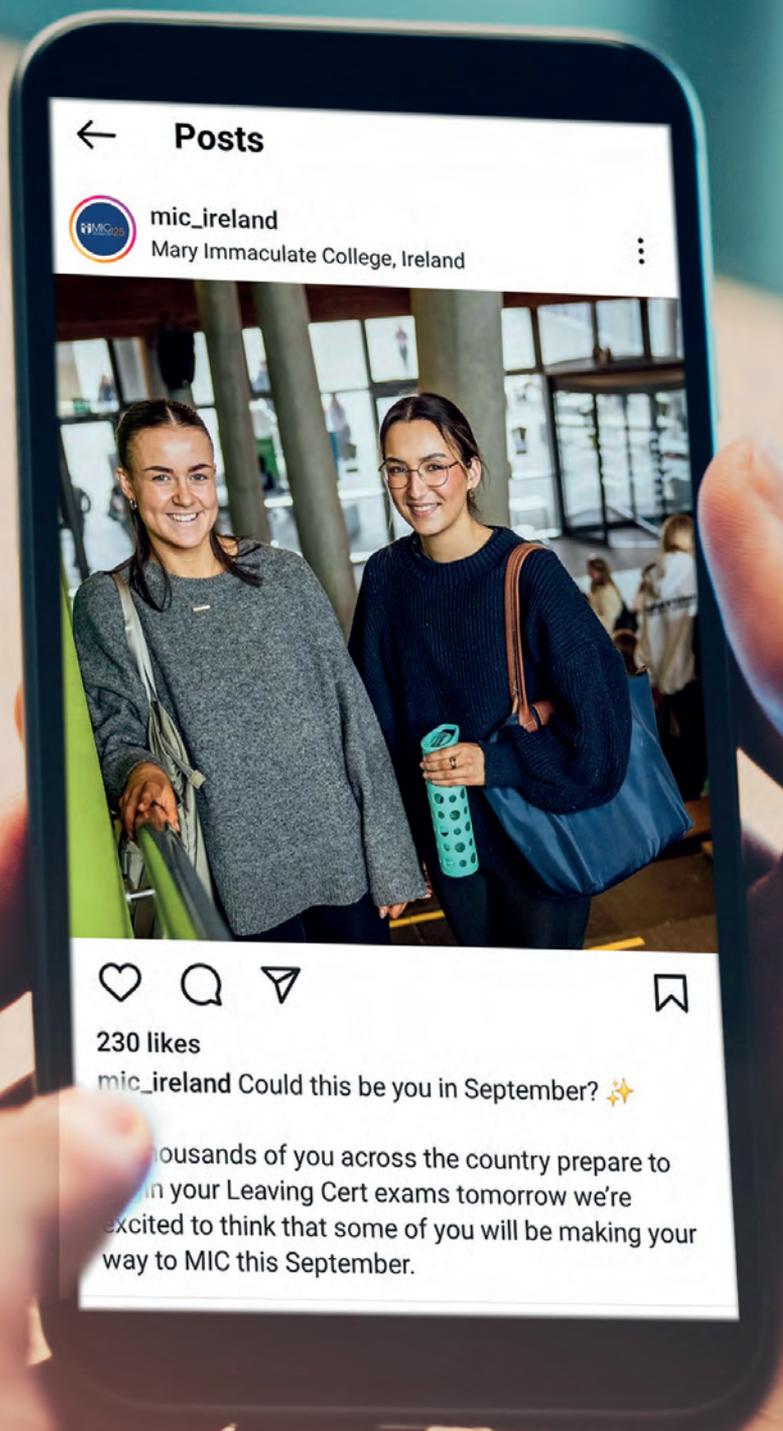
ATLANTIC EDGE

**LIMERICK**  
EUROPEAN EMBRACE



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 also be made during the Academic Year. 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.

# Connect with us on social



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 @MICLimerick

 @mic\_ireland

 @mary-immaculate-college

#HelloMIC

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

“ My experience in MIC was at first a difficult challenge. However, I got a lot of support from my friends and lecturers that really helped my confidence. I’m so proud to be here doing what I love best, which is performing on the theatre stage.”

Nhlanhla - Drama & Theatre Studies



# 25

UNDERGRADUATE PROSPECTUS

RÉAMHEOLAIRE FOCHÉIME

# 26



Admissions Office, MIC, South Circular Road, Limerick.  
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[www.mic.ie](http://www.mic.ie)



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

