



## GRADUATE PROGRAM IN PASTORAL MINISTRIES

### LITM 220 - Introduction to Liturgical Music

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**Term:** Summer 2026 - Session 2

**Credits:** 4

**Course Day & Times:** Tues/Thurs, June 18 - July 21, 2026

**Location:** Online; Zoom link will be provided in Camino

#### **Instructor Information**

**Name:** Dr. Melissa Ursin

**Contact Email:** [mursin@scu.edu](mailto:mursin@scu.edu)

**Office Hours:** Tuesdays, 5 - 6p; Zoom

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#### **Course Description**

This course will familiarize students with liturgical music in a Roman Catholic context. Students will explore foundational writings about the relationship of music to the liturgy, and understand the history of liturgical music, including liturgical reforms. It will ground students in the necessary pastoral, liturgical, and musical frameworks and cultural considerations required for all ministers planning and preparing public worship. This course is relevant for campus ministers, pastoral leaders, liturgy and music directors, youth ministers, and clergy alike. No prior musical experience is required.

#### **Mission and Goals of the Graduate Program in Pastoral Ministries**

The Graduate Program in Pastoral Ministries, rooted in the Jesuit tradition, provides theological and pastoral formation for a variety of ministries. Students are inspired to serve effectively in their diverse ministry settings as they deepen their call of service to the Church and the wider world.

Engaging the church's mission of lifelong ministerial formation, the program seeks to instill commitments to justice and to human flourishing in friendship with God and companionship with one another in service of all creation. The program cultivates this charism through a critical and sympathetic engagement with the Catholic theological tradition in dialogue with a constantly changing world.

#### **GPPM Program Learning Goals (PLGs)**

By completing a Master of Arts Degree in Pastoral Ministries, students will demonstrate:

1. **Theological Foundation:** Knowledge of the broad intellectual foundation for ministry in the areas of scripture, systematic and contextual theology, and spirituality; and incorporate theological reflection to enrich their ministerial practices across varying contexts. Foundational areas are Fundamental Theology, Christology, Ecclesiology, Hebrew Bible, New Testament, Theological Ethics, and Sacraments and Liturgy.
2. **Pastoral Proficiency:** Familiarity with ministerial practices in various manifestations of church life, expressed in concrete pastoral applications which include discernment, compassion, and ministries of accompaniment.
3. **Servant Leadership:** A commitment to identify injustices and developing skills to work individually and in collaboration with other ministers in accompanying those in need and in service to the poor, the marginalized, and the alienated, both within and outside the Church.
4. **Diversity Fluency:** Awareness of and critical engagement with how one’s own culture influences ministry, and then be able to engage in ministries that build the community of Christ and are sensitive to and respectful of all cultures and traditions, and individuals who vary by race, ethnicity, gender, sexual orientation, and dynamics of wealth, poverty, and power.

## Course Objectives

This course will develop students’ knowledge of or skills related to:		Program Goals Addressed
1	Students will understand the history of liturgical music and theological guidance for ministerial practice as they relate to liturgical norms.	1
2	Students will acquire pastoral proficiency for selecting music for worship, especially Baptism, Eucharist, Confirmation, and Marriage.	2
3	Students will consider how to integrate music of diverse cultures, languages, and traditions into the public worship of the Church.	4

## Required Resources (Textbooks and Course Readings)

Foley, Edward. *From Age to Age: How Christians Have Celebrated the Eucharist*. Revised and expanded edition. Collegeville, Minn.: Liturgical Press, 2008.

USCCB. *Sing to the Lord: Music in Divine Worship*. Revised Edition. GIA, 2025.

\*USCCB. “General Instructions of the Roman Missal.” *The Roman Missal*. 3rd ed. Catholic Book Publishing, 2010.

\*Available online - no need to purchase

Supplemental reading materials for this course will be available on Camino. To access course materials and participate in on-line activities, please be sure to review Camino. Reminders, tools, readings and assignment descriptions will be made available through this on-line course management system. Students must use their SCU username and password to access Camino.

The instructor retains the right to make changes, additions, or deletions to the syllabus, course outline, and schedule throughout the course. Any changes will be communicated through in-class announcements, Camino notifications and/or email.

## Graded Assignments

Assignment Title	Due Date	Points or %
Participation and Attendance	Each class	20
Exit Tickets/Class activities	Each class	20
Group Projects and Personal Reflections	Class 3, 5, 7, 9	30
Final Project/Paper	7/24 - 11:59p	30

Note: Descriptions and rubrics for major course assignments can be found on Camino.

## Grading Criteria

Letter grades are assigned based on overall percentage, as follows:

<b>A</b>	94-100%	4.0	<b>C+</b>	77-79%	2.3
<b>A-</b>	90-93%	3.7	<b>C</b>	74-76%	2.0
<b>B+</b>	87-89%	3.3	<b>C-</b>	70-73%	1.7
<b>B</b>	84-86%	3.0	<b>D+</b>	67-69%	1.3
<b>B-</b>	80-83%	2.7	<b>D</b>	63-66%	1.0

Your grades will be visible in Camino.

All assignments are expected to be submitted on their due dates. Unless we have made special arrangements beforehand, late assignments will be docked 5% for each day past the due date that they are submitted. See note \* for asynchronous classes 3, 5, 7, and 9.

## Course Outline

Week (Date)	Topic	Assignments
<b>Session 1</b> 6/18	Music as Servant of the Liturgy History of Sacred Music	Reflection #1 - Liturgical Music in my context - due before next class
<b>Session 2</b> 6/23	History of Sacred Music	Exit Ticket - Due at end of class 2
<b>Session 3*</b> <b>Asynchronous</b> 6/25	Liturgical Music Document Review	Prepare class presentation (8 - 10 minutes) for Jigsaw - Due at end of class 3
<b>Session 4</b> 6/30	Planning music for worship: norms, requirements and considerations	Exit Ticket - due at end of class 4
<b>Session 5*</b> <b>Asynchronous</b> 7/2	Worship Review I: livestream observations	Reflection #2 - Reflection Paper - due end of class 5
<b>Session 6</b> 7/7	Planning music for worship: sources and collections	Exit Ticket - due end of class 6
<b>Session 7*</b> <b>Asynchronous</b> 7/9	Group Project: Ritual Review [Baptism, Eucharist, Confirmation, Marriage, OCIA]	Prepare class presentation (8 - 10 minutes) - due at end of class 7
<b>Session 8</b> 7/14	Music for an Intercultural Church	Exit Ticket - due end of class 8
<b>Session 9*</b> <b>Asynchronous</b> 7/16	Worship Review II: livestream observations	Reflection #3 - due end of class 9

<b>Session 10</b> <b>7/21</b>	Special Topics: Worship Aids, Copyrights, Amplification, & Location in the Sanctuary  Final Project Presentations	Due 7/23 by 11:59p
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\*Content for classes 3, 5, 7, and 9 will be asynchronous learning modules in Camino that may be submitted within 24 hours of the due date. The due date is the end of the usual class period. For example, Class 3 (Asynchronous) would typically end at 9:00 p.m. on June 25th. The module due date in Camino will be listed as 9:00p, however students may have the courtesy of submitting up to 24 hours later if needed. The assignment will display as “late,” but the instructor will only deduct points for assignments submitted after the 24 hour extension for asynchronous modules.

## Professional Conduct Expectations

### **Attendance, Punctuality and Participation**

Students are expected to attend all class sessions and participate actively. This means being on time to class and attending the zoom session with cameras on. Students who are repeatedly late or attend sessions with cameras off and do not participate will receive a lower participation grade for the course. Students may miss only one class without impacting their grade. Whether or not the assignments were announced during an absence, students are accountable for all course assignments.

### **Communication**

Email using our SCU email address will be our primary means of communication outside of class. You must check your SCU email and our course's Camino site every day to ensure you maintain a connection with the course content, your classmates, and your instructor.

### **Academic Integrity**

The Academic Integrity pledge is an expression of the University's commitment to fostering an understanding of— and commitment to—a culture of integrity at Santa Clara University. The Academic Integrity pledge, which applies to all students, states:

*I am committed to being a person of integrity. I pledge, as a member of the Santa Clara University community, to abide by and uphold the standards of academic integrity contained in the Student Conduct Code.*

Academic integrity is part of your intellectual, ethical, and professional development. I expect you to uphold the principles of this pledge for all work in this class. I will clarify expectations on academic integrity -- including the use of AI tools such as ChatGPT and course sharing sites for all assignments and exams in this course. If you have questions about what is appropriate on any assignment, please let me know before you hand in work. For more resources about ensuring academic integrity in your work, see this [LibGuide on Academic Integrity](#).

## Policies, Resources & Accommodations

### **Discrimination, Harassment, and Sexual Misconduct (Title IX)**

Santa Clara University is committed to providing all students with a safe learning environment free of all forms of discrimination, sexual harassment, and sexual violence.

Please know that as a faculty member, California law SB 493 requires me to report any information brought to my attention about incidents of sexual harassment or misconduct to the SCU [Equal Opportunity and Title IX Office](#) (408) 551-3043. This includes, but is not limited to, disclosures in writing assignments, class discussions, and one-on-one conversations.

Should you need support, SCU has dedicated staff trained to assist you in navigating campus resources, accessing health and counseling services, providing academic and housing accommodations, helping with legal protective orders, and filing a formal complaint with the

University or with law enforcement. Please see the [Student Resources](#) page for more information about reporting options and resources.

If you or someone you know has experienced sexual harassment or sexual violence and wishes to speak to a confidential resource who is not required to report, please contact one of the following SCU resources for support:

- [SCU Wellness Center](#)
- [CAPS](#)
- Any individual (clergy, counselors) acting in a professional capacity for which confidentiality is mandated by law

I am happy to help connect you with any of these resources.

### **Accommodations for Pregnant and Parenting Students**

Santa Clara University is committed to creating and maintaining a non-discriminatory learning environment for all students, including students who are pregnant or parenting. Absences due to medical conditions relating to pregnancy and childbirth will be excused for as long as deemed medically necessary by a student's doctor, and students will be given the opportunity to make up missed work. Students needing accommodations can often arrange accommodations by working directly with their instructors, supervisors, or departments. Students needing accommodations can also seek assistance with accommodations from the [Office of Accessible Education](#) (OAE) or from the [Office of Equal Opportunity and Title IX](#). This [resource page](#) from the Title IX Office provides information regarding support for students and employees who are pregnant or parenting.

### **Office of Accessible Education**

If you have a documented disability for which accommodations may be required in this class, please contact the Office of Accessible Education [oea@scu.edu](mailto:oea@scu.edu), <https://www.scu.edu/oea>, as soon as possible to discuss your needs and register for accommodations with the University. If you have already arranged accommodations through OAE, please be sure to request your accommodations through your my OAE portal and discuss them with me during my office hours within the first two weeks of class. To ensure fairness and consistency, individual faculty members are required to receive verification from the Office of Accessible Education before providing accommodations. OAE will work with students and faculty to arrange proctored exams for students whose accommodations include double time for exams and/or assistive technology.

Students with approved accommodations of time and a half should talk with me as soon as possible. The Office of Accessible Education must be contacted in advance (at least two weeks' notice recommended) to schedule proctored examinations or to arrange other accommodations. Students should continue to reach out to OAE ([oea@scu.edu](mailto:oea@scu.edu)) regarding access barriers related to this course or content.

### **Academic Freedom**

The University is dedicated to an uncompromising standard of academic excellence and a commitment to [academic freedom](#), freedom of inquiry, and freedom of expression in the search for truth. We are

here to engage a set of ideas and research findings that often have long and complicated histories. Scholars may disagree on the topics we will be discussing. Assignment of and references to sources (readings, films, websites, etc.) are not an endorsement of the opinions or content contained in those materials. Students are expected and required to become familiar with the literature relevant to the topic of this course regardless of whether the professor, the University, or the students find this content agreeable. You are invited to introduce additional challenges in a serious and open-minded manner.

### **Safety Measures**

In order to meet our learning objectives, we will adhere to the highest standards for safety and mutual respect. University policy allows faculty to require the use of face coverings in their classrooms. I may request that students wear face coverings occasionally or throughout the academic term. Failure to comply with my request is a violation of the [Student Conduct Code](#), which I will need to report.

### **Use of Classroom Recordings**

Depending on the learning objectives and pedagogical approaches used in a lesson, some classes may be recorded and made available on Camino. However, in line with item 12 of the [Student Conduct Code](#), dissemination or sharing of any classroom recording without the permission of the instructor would be considered "misuse" and, therefore, prohibited. Violations of these policies may result in disciplinary action by the University. At the instructor's discretion, violations may also have an adverse effect on the student's grade.

### **Copyright Statement**

Materials in this course are protected by the United States copyright laws. I am the copyright holder of the materials I create, including notes, handouts, slides, and videos. You may make copies of course materials for your own use and you may share the materials with other students enrolled in this course. You may not publicly distribute the course materials without my written permission.

### **Technology Support**

Course materials and online activities will be available on SCU's Canvas learning management system (also known as Camino). Course reminders, readings, and assignments will be available through Camino.

SCU can provide you with technical assistance, and you can also reach out to our providers directly for questions. For Camino support, contact [caminosupport@scu.edu](mailto:caminosupport@scu.edu) or call 408-551-3572. You can also find support resources via the help button within the Camino platform (on the left-hand navigation) to access after-hours support via email, chat, or phone.

For Zoom assistance, contact Media Services at [mediaservices@scu.edu](mailto:mediaservices@scu.edu) or 408-554-4520. You can also get support from the [SCU website](#) or the [Zoom Help Center](#) website.

For SCU network and computing support, contact the SCU Technology Help Desk at [techdesk@scu.edu](mailto:techdesk@scu.edu) or 408-554-5700. They can provide support for MySCU Portal, Eduroam, Duo, hardware and software issues, and more.

## **Respect for All**

It is my intent that students from all backgrounds and perspectives be well served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students of all backgrounds bring to this class be viewed as a resource, strength, and benefit. It is my intent to present materials and activities that are respectful of all identities and perspectives. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups. In addition, if any of our class meetings conflict with your religious events, please let me know so that we can make arrangements for you.

## **Wellness**

I know you will do the best you can in this class (and all of your classes); however, it should never be at the expense of your own mental and physical health and your overall well-being. Jesuit education is grounded in cura personalis, concern for the whole person—mind, body, and spirit. What does this mean for you? Be kind to others, and more importantly, be kind to yourself. Attend to your sleep (quantity and quality); drink lots of water; move; get outside; and pay attention to beauty that isn't coming to you on a screen. Eat good food, laugh, enjoy friends and family, look for opportunities to connect with others in new ways, pray, meditate, or otherwise attend to your spirit. And ask for help, even if you don't think you need it. Lots of folks, including me, are here to support you. It's never too late to reach out, and I am committed to helping you.

SCU has many resources and programs to support you. These resources may be especially helpful:

### **Wellness Center**

The Wellness center provides resources to aid and promote student well-being across the eight dimensions of wellness, including student peer groups for healthful living, violence prevention, and recovery.

### **CAPS**

Santa Clara students are provided confidential counseling sessions at no cost through Counseling and Psychological Services (CAPS). Students have access to clinically appropriate, short-term therapy; group therapy; and other resources for care. A new 24/7 support line is also available: 408-554-5220.

### **SCU Culture of Care**

If you are concerned for the mental or physical welfare of one of your peers, the Office of Student Life Culture of Care website provides resources for recognizing and helping someone in distress.

## **Academic Concerns**

If you are concerned with your progress in this class, please contact me so that we can find solutions together.

- [The HUB Writing Center](#) (Writing and Public Speaking)

## **Grief Resources and Support**

An important part of healing from loss is the support of others. The SCU community is committed to supporting you during this difficult time. If you need to miss class or foresee being late on upcoming deliverables due to bereavement, please let me know immediately so we can make appropriate arrangements. If you need additional support, you can contact the Dean of Student's Office at (408) 554-4583 or email [dso@scu.edu](mailto:dso@scu.edu). Staff in DSO can notify other faculty and/or campus supervisors on your behalf and connect you with helpful campus resources.

### **Gender Inclusive Language**

This course affirms people of all gender expressions and gender identities. If you go by a name different from what is on the class roster, please let me know. Using correct gender pronouns is important to me, so I encourage you to share your pronouns with me and correct me if I make a mistake. If you have any questions or concerns, please do not hesitate to contact me. For more on personal pronouns see [www.mypronouns.org](http://www.mypronouns.org)

### **Land Acknowledgement**

Santa Clara University occupies the unceded ancestral homeland of the Ohlone and Muwekma Ohlone people.

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