



Holy Apostles *College & Seminary*
Cultivating Catholic Leaders for Evangelization

Special Projects Guidelines for MAPS Students

1. Statement of Purpose

A student currently engaged in a ministry or apostolate and pursuing the Master of Arts in Pastoral Studies prepares a Special Project for completion of the Summative Evaluation requirement. Holy Apostles College and Seminary offers the Special Project option as part of its mission to cultivate Catholic leaders for evangelization.

The student author of a Special Project produces an artifact of sufficient scope to demonstrate that the student has achieved the program learning outcomes within the field of his or her ministry or apostolate. The student bears the burden of sufficiently explaining and documenting evidence that the Special Project meets the learning outcomes and comprises M.A.-quality work. The title of the successfully completed Special Project will be noted on the student's transcript.

A curriculum or course of instruction for a catechetical program does not meet the requirements of a Special Project.

2. Requirements for Special Project

Prerequisites

1. Enrollment in the M.A.P.S. program at Holy Apostles.
2. Completion of at least 24 semester hours of coursework, including all required core courses.
3. Completion of ENG 891: Academic Research, Design, and Writing.
4. A minimum overall grade point average of 3.0 in Holy Apostles' M.A. program.
5. Engagement in a ministry or apostolate to apply the Special Project.

The requirement of completing ENG 891: Academic Research, Design, and Writing may be waived for a student who has already successfully written a thesis or dissertation in the humanities.

Tuition Costs

The cost of pursuing a Special Project is the same as that for a three-credit course plus a \$200 reviewer fee. A continuation fee equivalent to the cost of one credit hour is added for each additional semester a student invests in producing his or her Special Project.

3. Process

Application Form

A student interested in pursuing a Special Project to fulfill the summative evaluation requirement announces this intention by submitting the Thesis or Special Project Application Form to the Academic Dean (for on-campus students) or to the Associate Dean of Online Learning (for online students). The application form may be submitted before the student has completed 24 credit hours if the student will have completed 24 credit hours by the end of the semester in which the student submits the application form. The Dean will review the application form for advisability. If pursuing the Special Project is advisable, then the Dean will clear the student to take ENG 891: Academic Research, Design, and Writing.

Enrollment in ENG 891

Next, the student who plans to write a Special Project will enroll in ENG 891: Academic Research, Design, and Writing, which is offered at least once every other semester. During this three-credit graded course, the student will work on researching and writing the topic of his or her Special Project. The Academic Research course affords the student an opportunity to practice researching, formatting, collaborating in academic work, critically appropriating scholarship, and writing for academic publication.

Special Project Proposal

The formal Special Project Proposal may be submitted during Week 14 or Week 15 of the semester during which the student takes ENG 891: Academic Research, Design, and Writing or at any later time, provided the student meets all the prerequisites listed above. The student submits the Special Project Proposal to the Academic Dean (for on-campus students) or to the Associate Dean of Online Learning (for online students). At this time, the student must also submit a second, amended version of the Thesis or Special Project Application Form. The Dean will review the application materials and present them to faculty members for feedback. A complete application for a Special Project is comprised of two documents:

1. The Special Project Proposal; and
2. The Thesis or Special Project Application Form (second, amended version).

After reviewing the Proposal, the Dean may require a student to edit or rewrite the Proposal. When the Proposal is ready, the Dean will submit it the Proposal to an expert in the student's area of concentration for a feasibility study. Following the feasibility study, the Dean may require emendations to the Proposal.

Appointment of a Potential Advisor

The ability of a student to pursue a Special Project necessarily depends upon whether a faculty member is available to oversee the project in the capacity of Special Project Advisor.

The student may initiate contact with a potential Special Project Advisor before applying for a Special Project. The potential Advisor may, at his or her discretion, provide assistance in preparing the Special Project Proposal.

Approval of the Special Project Proposal

Within two weeks, the Dean will notify the student regarding whether the Special Project application has been accepted. The Dean will also inform the student of the appointment of a Special Project Advisor. The student then must immediately initiate contact with the appointed Advisor. The student must be sure that the Advisor has a copy of the student's Special Project Proposal.

Special Project Enrollment

Once the Special Project proposal has been accepted and an Advisor has been assigned, the student who pursues a Special Project will enroll in a three-credit "Special Project" course at the regular cost for courses at Holy Apostles. This three-credit course is pass/fail only. The student receives a grade of "pass" and credit for the course upon successful completion of the Special Project.

A student who takes longer than one semester to write the Special Project will receive an "Incomplete" in the Special Project course and will pay a continuation fee for each subsequent semester that it takes the student to finish the Special Project for up to three semesters. If the student has not completed the Special Project after four semesters, the student automatically receives a "Fail" for the Special Project course and must take the Comprehensive Examinations for a Summative Evaluation exercise in order to earn the M.A. degree.

A student may not enroll in a Directed Study with the Advisor on the topic of the Special Project.

Stages in Completing the Special Project

Note that the student will begin collecting resources, researching, and writing while taking ENG 891: Academic Research, Design, and Writing.

A. Collecting Resources

In collaboration with the Special Project Advisor, the Student must identify and collect sufficient resources to ensure that the annotated bibliography includes seminal texts and critical studies pertaining to the Special Project.

Students will use the Holy Apostles College and Seminary Guidelines for Papers, Projects, and Theses in the formatting of their citations. The annotation should be no longer than 25 words and should explain the value of the source to the Special Project. Special Project bibliographies will contain at least 20-25 source materials. A sample annotated bibliography is included in the appendix.

B. Research, Implementation, and Writing

Students developing a Special Project are required to work with their Special Project Advisor throughout the drafting process, communicating their progress at least once a week during the semester in which the student is enrolled in the Special Project course. Failure to communicate with one's Advisor at least once a week may delay completion of the Special Project.

A student who wishes to graduate at the end of the semester must plan to complete, in consultation with the Advisor, an acceptable version of the Special Project seven weeks before the end of the semester. This provides sufficient time for the Reviewer to provide feedback and for the Student to incorporate that feedback in preparation for the Oral Defense Session.

C. Submission to the Reviewer

The Special Project Advisor determines when the Special Project represents satisfactory M.A. work and has reached a form definitive enough for submission to the Reviewer. Then the Advisor (not the Student) will inform the Academic Dean (for on-campus students) or the Associate Dean for Online Learning (for online students) that the Special Project is ready to be vetted by the Reviewer. The Dean, in collaboration with the Advisor, formally selects a Reviewer and informs the Student and the Advisor. The Student will then submit the latest version of the Special Project to the Reviewer and the Advisor.

The Reviewer takes a reasonable period of time (usually no more than two weeks) to review the Special Project and to return to the Student and the Advisor feedback regarding how to improve the Special Project for the Oral Defense Session. The Student then implements the feedback of the Special Project Advisor and prepares the final version of the Special Project for presentation.

D. Final Revision

Taking into account how much time the Student will take to complete the final revision, the Advisor, the Reviewer, and the Student will agree upon a one-hour time slot for scheduling the Oral Defense Session. The Special Project Advisor will inform the Academic Dean (for on-campus students) or the Associate Dean of Online Learning (for online students), who will ensure that the defense is scheduled on campus or online.

The student must present the final version of the Special Project to the Reviewer and the Advisor at least one week before the Oral Defense Session.

Oral Defense Session

All Special Projects will culminate in an Oral Defense Session conducted either face-to-face on campus or via some mediated means (e.g., Skype, conference call), depending upon the location of the participants. The Oral Defense Session will not be scheduled until all continuation fees have been paid. The student sitting for his or her Oral Defense may invite observers to his or her defense after consultation with his or her Special Project Advisor.

The Special Project Advisor chairs the Oral Defense Session. The Student takes 15 minutes to present his or her work, followed by 15 minutes each for questions from the Special Project Advisor and Reviewer. The total length of the Session may not exceed 60 minutes.

In the 15-minute presentation, the Student is not expected to deliver a formal lecture. He or she instead presents a summary explanation of why the Student chose the topic, what the Student did with the project within his or her ministry or apostolate, what the Student learned in the process, what the Student discovered remains to be done, and any other relevant factors.

The Special Project Advisor and Reviewer then question the student on the Special Project. In the course of the presentation, the Advisor and Reviewer may recommend but may not require further changes in the Special Project, unless the student fails at the Oral Defense Session. Any required changes should be communicated to the student prior to the scheduling of the presentation.

After the Student responds to the questions of the Advisor and the Reviewer, the student will be momentarily excused from the meeting while the Advisor and the Reviewer discuss the evaluation of the Special Project. Then the Student will be invited back to the meeting and informed of the final evaluation.

The Student may invite one or more guests to attend the Oral Defense Session at the discretion of the Advisor and the Reviewer. After obtaining the clearly expressed consent of both the Advisor and the Reviewer, the Student may invite one or more guests to attend the Oral Defense Session. If guests attend the Oral Defense Session, they must do so as silent auditors. Any guests along with the Student must be dismissed when the Advisor and the Reviewer confer regarding final evaluation of the Summative Evaluation. Guests are not to be readmitted when the Advisor informs the Student of the final evaluation.

Assessment

Within a week of the defense, the Advisor, the Reviewer, and student must each fill out a distinct “Thesis or Special Project Outcomes” survey for purposes of evaluation and assessment.

The Academic Dean (for on-campus students) or the Associate Dean of Online Learning (for online students) will distribute these surveys when the student completes the Summative Evaluation. The Advisor, Reviewer, and Student should fill out the form only after the Oral Defense Session.

Grading and Program Credit

The Advisor assigns the Student a pass or fail grade for the Special Project. A grade of pass is worth 3 credits. The title of the Special Project will appear on the student’s transcript.

If the Student does not pass the Special Project following the Oral Defense, then the Advisor must inform the Student of what must be done in order to pass the Special Project. If the student is unable or unwilling to make these changes, then the student will receive a grade of “Fail” for the Special Project and the student must take Comprehensive Examinations in order to fulfill the Summative Evaluation requirement of the M.A. degree.

4. The Special Project Proposal

Format of the Special Project Proposal

Before enrolling for the Special Project, the Student must submit a formal Special Project Proposal. A Special Project Proposal defines the scope of the special project and should not exceed five pages in length. The Special Project Proposal should be comprised of five parts: the statement of purpose, the rationale, the methodology statement, a tentative outline, and an annotated bibliography of at least twenty resources. It is understood that the proposal is subject to change as work on the Special Project progresses. (See Appendix A for a sample.)

1. **Statement of Purpose:** A special project statement declares in one sentence the specific nature of the special project within the student's concentration area of studies.
2. **Rationale:** The rationale expresses the significance or importance of the special project to the ministry or apostolate for which it is being created. It explains what the special project is intended to do based on the needs of the ministry or apostolate and the relevant literature and prevailing practice in the field.
3. **Methodology Statement:** The methodology statement provides an explanation of how the special project will be developed. The methodology begins by articulating the method of the research underlying the special project (e.g., scriptural studies, dogmatics, metaphysics) and the manner in which sources will be approached and appropriated. This explanation must include concrete plans for applying the Special Project to a specific target audience within the student's ministry or apostolate. The Special Project culminates in its application to a target audience. The methodology statement indicates how the application will take place and how it will be recorded and evaluated in the Special Project itself.
4. **Tentative Outline:** The outline articulates in separate paragraphs the major elements of the Special Project. These paragraphs must clearly articulate an understanding of both the kind of activity each section entails and the kind of research that will be necessary to bring completion to each activity. It may be helpful to draft a bullet-point outline based on their paragraph outline.
5. **Annotated Bibliography:** The annotated bibliography for the Special Project Proposal describes at least 20 sources (primary and secondary) relevant to the Special Project. Bibliographical entries must be formatted according to Holy Apostles College and Seminary's Guidelines for Academic Papers, Projects, and Theses. Each entry must be accompanied by an explanation of the value or significance of the work that does not exceed 25 words in length.

5. The Special Project Format

Required Sections of the Special Project – The M.A. Special Project must contain the following parts:

- I. Title Page

- II. Signature Approval Page
- III. Table of Contents
- IV. Essay
- V. Body
- VI. Explanation and Evaluation
- VII. Bibliography

I. Title Page

The Title Page must include the full title of the Special Project typed in bold and centered at the top of the page. Immediately below the title is the satisfaction statement. The satisfaction statement must be typed and centered. The student's name must be typed and centered at the bottom of the page. The copyright statement should be centered at the very bottom of the page. See Appendix B for an example.

II. Signature Approval Page

The Signature Approval Page repeats the elements of the Title page, with the exception of the copyright notice, and also includes spaces for the signatures of both the Special Projects Advisor and the Special Projects Reviewer. The name of each signatory must be typed below the signature line with the signatory's title extending to the right of the signature line. The Signature Approval Page should not contain the copyright notice.

III. Table of Contents

The Table of Contents provides an overview of the contents of the completed Special Project. The Table of Contents divides the Project into chapters or sections labeled with sequential Roman numerals.

IV. Essay

In the essay, the student lays the research and academic foundation for the Special Project. The essay should show an understanding of the primary sources and the scholarship in the field, and should explain how the Special Project makes a unique contribution. The essay should be about twenty-pages long, and should be properly footnoted and formatted according the Holy Apostles College and Seminary Guidelines for Papers, Projects, and Theses.

V. Body

The Special Project is the final product that, informed by the student's research, is applied to the student's apostolate or ministry. The Body of the Special Project may be textual or it may take the form of an audio-visual presentation or some other media. If the media includes audio or video of some sort, explain it in the Body and include the media in printed copies of the Special Project on a disk or other accessible artifact inserted at the end of the Special Project. An introduction to the Body should briefly explain and outline its contents.

VI. Explanation and Evaluation

The explanation or evaluation explains the implementation of the Special Project and evaluates its effectiveness. This section accomplishes at least three goals: (1) explaining how the Special Project was implemented; (2) evaluating whether the Special Project fulfilled the need for which it was designed; (3) discussing the impact the Special Project has or is expected to have on the author's ministry or apostolate in the past, present, or future, including any changes that might be

made to it or any follow-up work that is necessary; and (4) indicating how the Special Project demonstrates mastery of the program's learning outcomes.

VII. Bibliography

The Bibliography should contain all primary and secondary resources used directly or indirectly in the development of the Special Project. Bibliographical entries must be formatted according to Holy Apostles College and Seminary's Guidelines for Papers, Projects, and Theses.

6. Optional Sections of the Special Project

The Special Project may contain optional sections that serve to enhance or personalize the final product. Examples include a Statement of Fidelity, Dedication, Acknowledgement, Epigraph, Appendices, a Glossary, or a List of Abbreviations. These optional pages should be placed within the Special Project in the following sequence.

- Title Page
- Signature Approval Page
- Statement of Fidelity
- Dedication Page
- Acknowledgement Page
- Epigraph
- Table of Contents Page
- Introduction
- Body of Special Project
- Conclusion
- Appendix
- Glossary
- List of Abbreviations
- Bibliography

7. Duties of the Participants within the Special Project Process

Duties of the Academic Dean

- The Academic Dean receives the Thesis or Special Project Application Form and the Special Project Proposal from directly from on-campus students. The Academic Dean conveys to the student the status of approval and oversees all aspects of the Special Project process not assigned to the Associate Dean of Online Learning, the Special Project Advisor, or the Reviewer.
- The Academic Dean is responsible for providing guidance to on-campus students, Advisors, and Reviewers throughout the Special Project process.
- The Academic Dean is responsible for maintaining the records of on-campus student progress.

- The Academic Dean will distribute the Thesis or Special Project Outcomes survey to on-campus Students, Advisors, and Reviewers.
- The Academic Dean supervises the Associate Dean of Online Learning in the administration of the Special Project to online students.

Duties of the Associate Dean of Online Learning

- The Associate Dean of Online Learning is responsible for providing guidance to online Students, Advisors, and Reviewers throughout the process for completing the Special Project.
- The Associate Dean of Online Learning receives the Thesis or Special Project Application Form along with the formal Special Project Proposal directly from the online Student and reviews the Proposal to be sure it is acceptable. The Associate Dean may return the Proposal to the Student for further revision.
- The Associate Dean of Online Learning submits the Proposal to a faculty expert for a feasibility review.
- If the Thesis Proposal proves feasible, the Associate Dean of Online Learning appoints a Special Project Advisor and announces the appointment to the Student.
- The Associate Dean of Online Learning, in consultation with the Special Project Advisor, appoints a Reader and announces the appointment to the Student and the Advisor.
- The Associate Dean of Online Learning distributes the Thesis or Special Project Outcomes survey to online Students, Advisors, and Reviewers before the Oral Defense Session.
- The Associate Dean of Online Learning maintains the records of the online Student's progress through the Summative Evaluation exercise. The records to be maintained include the names of the Special Project Advisor and Reviewer, confirmation of accepted Special Project Proposal, status of the Special Project at appropriate intervals, and final remarks of the examining board concerning the Student's completion of the Special Project. These records will be kept in the student's file.

Duties of the Special Project Advisor

- The Special Project Advisor is responsible for weekly communication with the student to evaluate the content and progress of the Special Project. The responsibility of initiating weekly contact, however, rests with the Student. The Advisor guides the Student in developing a bibliography that is representative of the state of the research relevant to the Special Project and oversees the development of the Special Project.
- The Advisor ensures that the Student's Special Project is grounded in and reflects M.A.-quality academic research.

- The Advisor will review drafts of the Special Project or parts thereof and return feedback to the Student within a reasonable period of time.
- The Advisor is responsible for deciding when the Student has produced a presentable Special Project that is ready to be evaluated by the Reviewer.
- When the Advisor declares the Student's Special Project presentable, the Advisor will inform the Academic Dean (for on-campus students) or the Associate Dean of Online Learning (for online students) that the Special Project is ready to be evaluated by the Reviewer.
- The Advisor will work with the Student and the Reviewer to establish a date and time for the Oral Defense Session.
- The Advisor must inform the Academic Dean (for on-campus students) or the Associate Dean of Online Learning (for online students) about the scheduling of the Oral Defense Session.
- The Advisor will chair the Oral Defense Session.
- The Advisor will inform the Academic Dean (for on-campus students) or the Associate Dean of Online Learning (for online students) when the student has completed his or her Special Project and Oral Defense Session.
- If the Student fails the Oral Defense Session, the Advisor will clearly explain to the Student what remains to be done if the Student is to pass the Summative Evaluation requirement.
- After the Presentation, the Advisor fills out Thesis or Special Project Outcomes survey.

Duties of the Reviewer

- The Reviewer ensures that the Special Project reflects M.A.-quality research in the field in which it is written.
- The Reviewer must read and respond to the draft of the Special Project in a timely manner, usually within two weeks of receiving the version approved by the Special Project Advisor. The Reviewer's response should note the strengths and weaknesses of the Special Project and should include suggestions for improving the final version.
- If necessary, the Reviewer will read and respond to subsequent versions of the Special Project.
- The Reviewer will coordinate with the Advisor on the date and time of the Oral Defense Session and attend the Session.

- At the end of the Oral Defense Session, the Reviewer will confer with the Special Project Advisor regarding the final grade of the Thesis.
- After the Oral Defense Session, the Reviewer will fill out Thesis or Special Project Outcomes form.

Duties of the Student

- Submit the Thesis or Special Project Application Form to the appropriate Dean.
- Enroll in ENG 891: Academic Research, Design, and Writing.
- Prepare and submit a Special Project Proposal along with a Thesis or Special Project Application Form.
- The Student will be responsible for making any changes to the Special Project Proposal which the Dean requires in order for the Proposal to be accepted.
- The Student is responsible for all writing and editing of the Special Project.
- Once the Proposal is accepted, the Student will enroll for the Special Project.
- The Student will initiate contact with the assigned Special Project Advisor.
- The Student is responsible for weekly contact the Special Project Advisor during the semester in which the Student is enrolled in the Special Project for guidance with research, implementation, and writing of the Special Project.
- The Student must implement any changes in the Special Project required by the Special Project Advisor. The Student also implements the changes recommended by the Reviewer.
- The Student collaborates with the Advisor and Reviewer throughout the course of the Special Project.
- The Student participates in the Oral Defense session, in which the Student must present the Special Project and answers the questions of the Advisor and the Reviewer.
- If the Student does not complete the Special Project during the semester of enrollment, the Student will enroll for an extension of the Special Project and submit the required extension payment. The extension will be granted for a maximum of three semesters; if the Student does not complete the Special Project successfully by the end of four semesters, then the Student must take comprehensive examinations in order to fulfill the Summative Evaluation requirement.

- After the Oral Defense session, the Student fills out the Thesis or Special Project Outcomes survey.

8. Publication, Assessment, Penalties, and Exceptions

Post-Defense Publication of the Special Project

Following a successful Oral Defense of the Special Project, the student presents the Academic Dean (for on-campus students) or the Associate Dean for Online Learning (for online students) with an electronic copy of the completed Special Project.

The student must also send two hard copies (in whatever medium is most appropriate) to the Academic Dean, along with a signed release form. See Appendix F below for binding specifications. The student's diploma will not be released until the Academic Dean receives these copies.

Assessment of the Special Project Process

For assessment purposes, distinct outcomes surveys will be completed by the Advisor, the Reviewer, and the Student. These surveys will be compiled and analyzed in the aggregate by the Director of Assessment and reported to the appropriate constituencies in accordance with the provision of the Seminary's assessment plan. These surveys also will be filed as records of the student's completion of the Summative Evaluation Process. On a periodic basis the Seminary will have completed Special Projects evaluated by an outside panel.

Penalty for Non-fulfillment

The failure of a student to successfully complete this requirement in a timely manner may result in the dissolution of the Special Project board. Students who elect to develop a Special Project as their summative evaluation requirement must complete the Special Project in order to graduate from their program of study or take the comprehensive examination.

Exception for Extraordinary Circumstances

In the extraordinary event that an incapacity of some sort does not allow a student to complete the Special Project in a timely manner, the Academic Dean may allow additional time for the completion of this requirement.

Grievance Policy

See Seminary catalog.

Appendix A: Special Project Proposal

Special Project Proposal

Date: 19 June 2014

Author: Sister Anna Rose Kalinowski, FSE

Title: A Walk through Salvation History in the Light of the Easter Candle

1. Statement of Purpose

This Special Project draws from biblical studies and liturgical studies in order to prepare a seven-week study of the seven Old Testament readings from Easter Vigil. The Project ultimately aims at catechizing the faithful and awakening them to the mysteries hidden in the readings of the Easter Vigil.

2. Rationale

As Parish Life Coordinator, it is my job to create new adult catechesis opportunities for the parish. Working with our Pastor, we have been doing different series of catechesis which we call “Teaching Tuesdays.” These catechesis series unfolded as we developed our strategies during the Year of Faith, and we have continued to carrying it forward. We’ve been doing two or three series each school year.

This study is intended to be a Lenten Series designed for use at St. Benedict’s Parish in Duluth, Minnesota. The underlying theme is to show how the Old Testament points to the New with the fulfillment of the covenant in Jesus Christ. While this is a limited study which focuses on the seven Old Testament readings of the Easter Vigil, the hope is to spark a desire in the participants to fully enter into the celebration of the Triduum, and most especially, the Easter Vigil. In the past, the studies we have used at the parish have been purchased. We have used several from Word on Fire and Ascension Press. After working for this parish for nearly three years, I feel that I can design a study which will be uniquely tailored for the parishioners at St. Benedict’s Parish.

3. Methodology

This Special Project begins with an historical-critical exegesis of each relevant scriptural reading, placing it in historical and cultural context. The research will focus on how God formed a people and made a covenant with them in order to redeem the world and bring all of creation back to himself. Drawing from liturgical scholarship, the research next will highlight the themes pertaining to water and baptism, which permeate the seven readings of the Vigil.

Next, the research be incorporated into a series of talks delivered in an accessible manner to a lay audience during a seven-week Lenten Series called “A Walk through Salvation History in the Light of the Easter Candle.” The series will begin the week before Ash Wednesday of 2015 and end on the Tuesday before Holy Week. Each session will be one hour and a half long.

Following each session, participants will fill out an evaluation and feedback sheet. I plan to target a core group of participants to complete this form for me each week. Following the seven-week series, this Special Project will analyze the evaluation and feedback sheets in order to determine how effectively the talks communicated the results of the historical-critical and liturgical research to a lay audience and what impact the talks had on the audience.

4. The Tentative Outline

1. Research each of the seven scriptural passages from the Easter Vigil readings
 - a. Compile notes for each reading
 - b. Look for common thread and purpose pointing towards Salvation History
2. Do an historical critical analysis of each of the seven readings based on the research for each passage
 - a. Genesis 1 The creation story
 - b. Gen. 22: 1-18 Abraham's sacrifice of Isaac
 - c. Exodus 14:15-15:1 Moses and the Exodus from Egypt
 - d. Isaiah 54:5-14 "With enduring love, the Lord your redeemer takes pity on you"
 - e. Isaiah 55:1-11 "Come to me that you may have life. I will renew within you an everlasting covenant"
 - f. Baruch 3:9-15,32-4:4 They are in exile... "Walk toward the splendor of the Lord"
 - g. Ezekiel 36:16-17a, 18-28 "I shall sprinkle clean water upon you and I shall give you a new heart"
3. Create seven talks which take this critical analysis to a level which can be understood on a spiritual and catechetical level for parish presentation during Lent
 - a. Use PowerPoint and handouts to supplement the presentation and discussion
 - b. Create a survey instrument to get input from a targeted audience for analysis of the project
4. Review the survey input and compile the results
5. Write up a Conclusion of the findings on the project
 - a. Identify the strengths and weaknesses of this project and how it might be used in the future
 - b. Also identify how I can use this experience moving forward

5. Annotated Bibliography

Barron, Robert. *Catholicism: A Journey to the Heart of the Faith*. New York: Image, 2011.
Barron gives insightful examples of how God chose a particular people in order to lead all back to Himself.

Bergsma, John. "The Easter Vigil Readings: A Celebration of Covenant" *The Sacred Page: A Blog on Catholic Theology and the New Evangelization*, www.thesacredpage.com Web. (19 April 2014)
Bergsma gives an excellent exegesis of all seven readings relevant to this project in the context of covenant.

Boadt, Lawrence. *Reading the Old Testament: An Introduction*. 2nd ed. New York: Paulist Press, 2012.
This text shows how the Jewish people became the chosen people and how they kept turning away from God's covenant.

- Bularzik, Rembert. "On Participating In The Paschal Mysteries: Holy Saturday And Easter Sunday." *Orate Fratres* 7.6 (1933): 241-249.
Written before the reforms of Pope Pius XII, this article provides historical insights on the traditions of the Easter Vigil.
- Clader, Linda L. "Preaching The Liturgical Narrative: The Easter Vigil And The Language Of Myth." *Worship* 72 (1998): 147-162.
Clader discusses the symbolism which is woven throughout the Easter Vigil.
- De Vaux, Roland. *Ancient Israel: Its Life and Institutions*. Grand Rapids, MI: Eerdmanns, 1997.
De Vaux sets the contextual background for the Jewish culture of the Old Testament.
- Donnelly, Doris. "Easter Vigil: Keep Watch." *Liturgical Ministry* 13 (2004): 150-151.
This article contains insight into the first, third, and fourth Old Testament readings for the Vigil.
- Duggan, Michael W. *The Consuming Fire: A Christian Guide to the Old Testament*. Huntington, IN: Our Sunday Visitor, 2010.
This great resource on the Old Testament unfolds the sacred scripture step-by-step.
- Fuller, Reginald H. "Scripture Readings: Holy Week To Easter IV." *Worship* 46.3 (1972): 156-177.
Fuller expounds the fourth through the seventh Old Testament readings for the Vigil.
- Gibson, John C. L. *Genesis*. The Daily Study Bible Series 1. Philadelphia: Westminster, 1981.
His exegesis on the creation story opens it up to look beyond the obvious.
- Hennig, John. "The First Chapter of Genesis in the Liturgy." *Catholic Biblical Quarterly* 10.4 (1948): 360-375.
Henning provides several interesting ideas about why the Creation Story is crucial to setting the stage for the story of our redemption
- John Chrysostom. *Homily XXV. Hebrews 11,17-19*. Biblia Clerus, www.clerus.org.
This homily focuses on God's command to sacrifice Isaac, which seemed to contradict God's original promise to Abraham.
- John Chrysostom. *Homily XXVII. Hebrews 11,28-31*. Biblia Clerus, www.clerus.org. Web. 29 May 2014.
A section of this homily looks at the meaning of passing through the Red Sea (third Old Testament reading).
- Karban, Rev. Roger. "Lector's Notes: Holy Saturday (Easter Vigil), April 19, 2014" [newspaper columns from *The Evangelist*, official publication of the Roman Catholic Diocese of Albany, New York, or of *The Belleville Messenger*, of the Diocese of Belleville compiled on this reference site]. http://lectorprep.org/holy_saturday_yrABC.html.

The author breaks down each reading and provides theological reflections and historical situations.

Loew, Josef. "We Must Celebrate The Easter Night." *Worship* 27.4 (1953): 161-171.

Loew puts Lent into the proper context of a 40-day retreat to prepare for the solemn renewal of or Baptismal promises at the Easter Vigil.

Polan, Gregory J. "Preaching At The Easter Vigil: The Paschal Mystery In The Old Testament Texts." *Liturgical Ministry* 13.(2004): 152-159.

Polan provides insightful commentary on all seven of the Old Testament readings from the Easter Vigil.

The Pontifical Biblical Commission. *The Jewish People and their Sacred Scriptures in the Christian Bible*. Vatican Press, Libreria Editrice Vaticana, 2002.

This document gives understanding of original Jewish interpretation of sacred scripture in order to provide insights into Christian interpretation for salvation history.

Pope Benedict XVI. Homily from Easter Vigil. 23 April 2010.

Pope Benedict presents the creation story and how it relates to salvation history.

Scullion, John J. *Genesis: A Commentary for Students, Teachers, and Preachers*. Collegeville, MN: Liturgical Press, 1992.

Commentaries and insights on the two Genesis stories.

Sri, Edward and Curtis Martin. *The Real Story: Understanding the Big Picture of the Bible*. Hebron, KY: Dynamic Catholic Institute, 2012.

The authors present Sacred Scripture in everyday language. The text provides insights in presenting biblical stories to lay persons.

Appendix B: Sample Title Page

Full Title of the M.A. Special Project
Bold Face
Centered at Top of Page

A Master's Special Project
submitted in partial fulfillment of
the requirements for the degree of
Master of Arts in Theology
Holy Apostles College and Seminary
Cromwell, Connecticut

By
Student's Full Name
Semester and Year

Special Project Advisor,
Dr. Egg Spert

Reviewer,
Dr. Tee Riffic

© Year
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Appendix C: Sample Signature Approval Page

Full Title of the M.A. Special Project
Bold Face
Centered at Top of Page

A Master's Special Project
submitted in partial fulfillment of
the requirements for the degree of
Master of Arts in Theology
Holy Apostles College and Seminary
Cromwell, Connecticut

By
Student's Full Name
Semester and Year

Approved by:

_____, Special Project Advisor
Name of Special Project Advisor typed

_____, Special Project Reviewer
Name of Reviewer typed

Date

Appendix D: Sample Table of Contents

Table of Contents

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Appendix E: Binding Specifications

A. Binding

All Special Project write-ups must be bound in black hardcover buckram binding. Two copies must be bound and submitted to the Academic Dean. For material created via multi-media, two copies of a CD or DVD must be submitted with the text portion to the Academic Dean. These two copies will be held permanently by Holy Apostles College and Seminary.

B. Formatting

Print the final copy of the Special Project double-sided on one side of each page. Set margins according to the specification of the publisher. Begin page numbering on the page immediately following the Table of Contents. Insert sequential numbers at the bottom center of each page.

C. Cover Stamping

All Special Projects must be stamped on the front cover to include the full title, centered, in all capital letters. The student's full name is to be stamped and centered below the title. The year of approval is to be stamped at the bottom of the cover.

D. Spine Stamping

All Special Projects must be stamped on the Spine to include a title/condensed title, the student's last name, and the year of approval. The CD, DVD or other multi-media must be included within a sleeve inside of the bound copy.

Holy Apostles College and Seminary does not recommend a particular bindery; however, our students have used the following binderies in the past.

Bridgeport National Bindery
662 Silver Street
P.O. Box 289
Agawam, MA 01001-0289
800-223-5083
413-789-1981
www.bnbindery.com

Trappist Abbey Bookbindery
9200 NE Abbey Road
Carlton, OR 97111-9504
bindery@trappistabbey.org

In addition to these two binderies, students may also avail themselves of the numerous online services like Lulu.com that may satisfy this requirement more cost effectively.

Appendix F: Special Project Rubric

Articulation & Expression

Not Passing 0 POINTS	Not Passing 1 POINTS	Not Passing 2 POINTS	Average 3 POINTS	Above Average 4 POINTS	Superior 5 POINTS
<p>Incomplete articulation</p> <p>Project is only partially written or completely misses the topic</p>	<p>Writing difficult to understand, serious improvement needed</p> <p>Fails to address the topic; confusing organization or development; little elaboration of position; insufficient control of sentence structure and vocabulary; unacceptable number of errors in grammar, mechanics, and usage</p>	<p>Episodic articulation, a mix of strengths and weaknesses.</p> <p>Noticeably neglects or misinterprets the topic; simplistic or repetitive treatment, only partially-internalized; weak organization and development, some meandering; simple sentences, below-level diction; distracting errors in grammar, mechanics, and usage</p>	<p>Acceptable articulation, but could use some sharpening of skill</p> <p>Uneven response to parts of the topic; somewhat conventional treatment; satisfactory organization, but more development needed; adequate syntax and diction, but could use more vigor; overall control of grammar, mechanics, and usage, but some errors</p>	<p>Solid articulation, with something interesting to say.</p> <p>Adequate response to the topic; some depth and complexity in treatment; persuasive organization and development, with suitable reasons and examples; level-appropriate syntax and diction; mastery of grammar, mechanics, and usage, with hardly any error</p>	<p>Command-level articulation, making a clear impression</p> <p>Thorough response to the topic; thoughtful and insightful examination of issues; compelling organization and development; superior syntax and diction; error-free grammar, mechanics, and American usage</p>

Research & Documentation

Not Passing 0 POINTS	Not Passing 1 POINTS	Not Passing 2 POINTS	Average 3 POINTS	Above Average 4 POINTS	Superior 5 POINTS
<p>Missing Research</p> <p>Project shows no evidence of research: citation of sources missing.</p>	<p>Inadequate research and/or documentation</p> <p>Over-reliance on few sources; spotty documentation of facts in text; pattern of citation errors.</p>	<p>Weak research and/or documentation</p> <p>Inadequate number or quality of sources; many facts not referenced; several errors in citation format.</p>	<p>Adequate research and documentation but needs improvement</p> <p>Good choice of sources but could be improved with some additions or better selection; did not always cite sources; too many citation errors.</p>	<p>Solid research and documentation</p> <p>A number of relevant scholarly sources revealing solid research; sources appropriately referenced in paper; only a few minor citation errors</p>	<p>Excellent critical research and documentation</p> <p>Critically selected and relevant scholarly sources demonstrating extensive, in-depth research; sources skillfully incorporated into paper at all necessary points; all citations follow standard bibliographic format</p>

Content: Disciplinary Knowledge & Methodology

Not Passing 0 POINTS	Not Passing 1 POINTS	Not Passing 2 POINTS	Average 3 POINTS	Above Average 4 POINTS	Superior 5 POINTS
<p>Absence of Understanding</p> <p>Shows no awareness of the discipline or its methodologies as they relate to the topic.</p>	<p>Lack of Understanding</p> <p>Seems to misunderstand some basic concepts of the discipline or lacks ability to articulate them. Fails to use the appropriate methods to address the topic or misunderstands the methodologies.</p>	<p>Inadequate understanding</p> <p>Sometimes unclear in understanding or articulating concepts of the discipline. Does not fully understand how to use the appropriate methodologies in studying the topic.</p>	<p>Adequate understanding</p> <p>Understands basic concepts of the discipline but could express them with greater clarity. Uses at least some appropriate methods of the discipline to analyze the topic.</p>	<p>Solid Understanding</p> <p>Clear understanding and articulation of concepts with some sense of their wider implications; knows how to use and apply appropriate methods for the topic</p>	<p>Insightful understanding</p> <p>Clearly understands and articulates concepts of the discipline as they relate to the topic; highlights connections to other concepts; integrates concepts into wider contexts; skillful and critical use of appropriate methods of the discipline for the topic.</p>

Appendix G: Thesis or Special Project Release Form



Thesis or Special Project Release Form

Holy Apostles requires that student M.A. Theses and Special Projects be approved for dissemination by the content producers and that evidence of this approval be retained in the Academic Office and Library per the following procedure:

1. All M.A. candidates who are granted approval of their M.A. Thesis or special project are required to submit them as follows:
 - 2 print copies (one will be retained in the Office of the Academic Dean; the other will be preserved in the Library)
 - 1 digital copy (to be stored in the M.A. Theses Folder, which is accessible to authorized personnel only, located on the campus server)
 - NOTE: Diplomas will be withheld until all copies of the thesis or special project are received.
2. Digital copies of Theses and Special Projects are made available for circulation by authorized personnel only.
3. By circling “I give” and signing this consent form, you acknowledge that you:
 - authorize and approve of digital release; and
 - understand that the print copy in the Library will be made available for circulation.
4. The Library Director will note on the Library OPAC (Online Public Access Catalog) and the web page for M.A. Theses (<http://holyapostles.edu/content/ma-theses-collection>) if a particular M.A. thesis is also available in digital format.
5. Any Thesis or Special Project that contains an image or photo that is still under copyright must include a letter from the copyright owner indicating permission has been received for reprinting.

Please indicate with your signature below whether you permit your thesis or special project to be disseminated digitally.

I give / I do not give (please circle one)

permission for my thesis or special project to be disseminated digitally and understand the possibility that those to whom it is disseminated may make copies.

Name (print): _____

Email: _____

Signature: _____

Date: _____

Appendix H: Thesis or Special Project Application Form



Thesis or Special Project Application Form

Name _____

Email _____

Address _____

Area of Concentration _____

Proposed Topic or Title _____

Proposed Advisor (if any) _____

Have you taken, or are you currently enrolled in ENG 891: Academic Research, Design, and Writing? YES ___ NO ___

How many credit hours have you completed toward your M.A. at Holy Apostles? Include any credit hours that Holy Apostles has accepted from other institutions. _____ [In order to register for the Special Project or Thesis, you must have completed at least 24 credit hours; you may submit this form if you will have completed at least 24 credit hours by the end of the semester after you submit this form.]

Overall GPA in the M.A. program at Holy Apostles _____ [You must have a minimum GPA of 3.0 in order to pursue a Special Project or Thesis.]

Have you written a graduate thesis or dissertation in another program in the past? YES ___ NO ___ If yes, please submit a copy of that thesis or dissertation with this application form.

Have you discussed this potential Thesis or Special Project with your Proposed Advisor? YES ___ NO ___

If YES, then please briefly explain the extent to which you have communicated with your advisor and any mutual understandings that you and your advisor have reached:

Signature (a typed signature is sufficient): _____

Date: _____