



Comprehensive Examination Procedures for Online M.A. Students

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Introduction

Scope

This document explains the policies and procedures for Comprehensive Examinations taken by M.A. students in Philosophy, Theology, and Pastoral Studies.

Target Audience

This document is intended for the students, faculty, and administrators of Holy Apostles College and Seminary.

Graduation Requirement

In order to graduate with an M.A. degree in Philosophy or Theology, a student must complete a summative evaluation requirement. The student may meet this requirement by successfully passing a Comprehensive Examination. The student should complete all course work before taking the Comprehensive Examination or should complete course work in the same semester as taking the Comprehensive Examination. A student must successfully pass the Comprehensive Examination (written and oral, where applicable) to participate in the May graduation.

Objective of the Comprehensive Examination

The Comprehensive Examination fulfills the capstone summative evaluation requirement for graduate philosophy and theology students choosing not to write a thesis or in the case of MAPS students only, not completing a special project. The Comprehensive Examination is intended to evaluate a student's competence in the student's major field of study (theology or philosophy) with a particular emphasis on the student's area of concentration. As such, the examination is major field and concentration specific rather than course specific. The Comprehensive Examination is zero credit.

I. The Comprehensive Examination Administrator



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For purposes of Comprehensive Examinations at Holy Apostles College and Seminary, the Comprehensive Examination Administrator (CEA) is the point of contact between the student and the administration.

Prof. Steven Schultz currently serves as the Comprehensive Examination Administrator. Prof. Schultz also serves as the Student Advisor for Online Learning. He may be contacted at advising@holypostles.edu .

II. Eligibility for the Comprehensive Examination

A. Eligibility and Timing

Since the Comprehensive Examination evaluates a student's overall knowledge and skills as gained through his or her program of studies at HACS, a student takes the examination at or near the end of his or her coursework.

HACS advises that a student take the Comprehensive Examination during the semester after which the student completes his or her final course or courses for program completion (normally 36 credit hours).

A student may take the Comprehensive Examination during the semester in which the student is scheduled to complete the final course for program completion if the student is enrolled in only one or two classes during that final semester. In other words, a student may not take the Comprehensive Examination and more than two classes in the same semester.

A student should not take the Comprehensive Examination later than two semesters following completion of all course work.

A student must pay the examination fee during the period of open registration for courses in order to register for the Comprehensive Examination.

To participate in the May graduation, a student must successfully pass the Comprehensive Examination (written and oral, where applicable) by the first day of March.

B. Examination Timing and Graduation

Students who complete their Comprehensive Examinations in the Summer or Fall semester may graduate on the first Saturday of the following May. Students planning to graduate in May must entirely complete their Comprehensive Examinations (including the oral examination, where applicable) by the first day of March and must submit a Degree Application form. Registration to take the Comprehensive Examination in the Spring does not guarantee that a student will have completed the process in time to graduate in May.

C. Who May Take Exams in the "Old" Format

Students who matriculated into the program prior to the Summer of 2013 have the option to take exams under either (1) the "old" format Comprehensive Examination described below in section VI or (2) the "normative" Comprehensive Examination format below in section V.

All students who matriculated in the Summer of 2013 or later must take Comprehensive Examinations in the normative format described in section V.

III. Administrative Process

The following are the procedures for requesting and completing the Comprehensive Examination.

A. Before the Examination

1. Student Registers for the Comprehensive Examination

A student who meets the eligibility requirements for taking the Comprehensive Examination and is ready to begin preparing must register for the Comprehensive Examination. A student registers for the Comprehensive Examination during the open course registration period for the final semester of his or her program at HACS. The student pays the \$300 examination fee, which includes the Graduation fee, during registration.

2. Student Initiates Contact with the Comprehensive Examination Administrator (CEA)

The student initiates the Comprehensive Examination process by contacting the Comprehensive Examination Administrator (CEA). When the student registers for the Comprehensive Examination, the student will be directed to the Comprehensive Examination Application Form. This form asks the student to provide, along with other information, the following:

- a) major and concentration;
- b) proctor's name (see section IV C) and contact information (address, phone number, and email);
- c) proposed date for exam; and
- d) desired format (if student has option of following the "old" format).

The student sends the completed Comprehensive Examination Application Form to the CEA.

3. The CEA Checks Student's Record

The CEA verifies that the student is ready to take the exam by checking student record in Populi and also checks if student has option to take old format exam based on semester of entry.

4. The CEA Initiates the Necessary Administrative Steps

After receiving the required information from the student and confirming that the student has registered for the Comprehensive Examination, the CEA will:

- a) If the student will take examinations in the new format: The CEA notifies the Dean of Online Learning of the student, the student's major and concentration, the fact that the student would like to take the examination in the new format, and the date the student would like to take the written portion of the Comprehensive Examination.
- b) If the student will take examinations in the old format: The CEA sends the questions along with instructions to the proctor.

5. Examination Orientation on Populi

Upon contacting the CEA and paying the examination fee, the CEA will add the student to the Examination Orientation on Populi. The Examination Orientation provides students preparing for the Comprehensive Examination the following:

- 1) a place to interact with other students also preparing to take the exam;
- 2) a forum for asking questions about the exam process;

- 3) continued access to the library databases; and
- 4) information about the possible topics covered in the exam.

The CEA or another member of the faculty facilitates the Examination Orientation.

B. During the Examination

See the descriptions of the Comprehensive Examination methods in sections V and VI below.

Students may not access personal notes, books, or reference materials of any kind during the written examination. The only exception is that theology students may consult an unmarked Bible during the written examination.

C. Following the Written Examination

After the student completes the written examination, the Proctor returns it to the CEA via email. If the student wrote the exam by hand, then the Proctor scans the exam to a pdf file to send it to the CEA via email and mails the original papers by post.

The CEA then attends to four tasks:

1. The CEA forwards the completed written examination with the questions to the Dean of Online Learning for grading of the exam and scheduling of the oral exam.
2. The CEA arranges for the Proctor to receive the honorarium by:
 - a. ensuring that the Proctor sends a completed W-9 form directly to the business office; and
 - b. submitting a request that the honorarium be released to the Proctor.

The Dean of Online Learning sends the written examination to the faculty examiners who will mark the examination as pass or fail with comments or recommendations.

After receiving marks from the faculty examiners, the Dean of Online Learning will notify the student and the CEA of whether or not the student passed the written examination.

If the student did not pass the written examination, the student may have an opportunity to re-write part or all of the examination.

1. If the Student Wrote the Examination in the “Normative” Format

If the student passed the written examination under the normative format, then the Dean of Online Learning will instruct the student and the examiners regarding the scheduling of the oral examination.

2. If the Student Wrote the Examination in the “Old” Format

If the student passed the written examination under the old format, then the Dean of Online Learning will notify the CEA, the student, and the Online Learning Office that the student has completed the summative evaluation.

Then the CEA will:

1. send Comprehensive Evaluation Surveys to the examiners, the student, and the proctor; and

2. record in the student's "Scholar Notes" on Populi the date that the student completed the Comprehensive Examination, the names of the examiners, and the final results, and will send Comprehensive Evaluation surveys to the student, the proctor, and the examiners; and
3. inform the Online Learning Office that the student has passed the Comprehensive Examination.

The Dean of Online Learning will submit stipend requests for the examiners.

The Online Learning Office will check the student's records to determine if all accounts are in order and the student is ready to graduate. If the student is ready to graduate, then the Online Learning Office will inform the Graduation Coordinator.

D. Following the Oral Examination (Normative Format Only)

If the student does not pass the oral examination, the Praeses (see section IV-D) will schedule a second oral examination. If the student does not pass the second oral examination, then the student will not graduate.

After the student passes the oral examination, the Praeses informs the Dean of Online Learning, the CEA, and the Online Learning Office of the results.

If the student has passed the oral examination, the CEA will:

1. send Comprehensive Evaluation Surveys to the examiners, the student, and the proctor;
2. record in the student's "Scholar Notes" on Populi the date that the student completed the Comprehensive Examination, the names of the examiners, and the final results, and will send Comprehensive Evaluation surveys to the student, the proctor, and the examiners; and
3. inform the Online Learning Office that the student has passed the Comprehensive Examination.

The Online Learning Office will check the student's records to determine if all accounts are in order and the student is ready to graduate. If the student is ready to graduate, then the Online Learning Office will inform the Graduation Coordinator.

E. Final Date for May Graduation

In order to graduate in May, the Student must complete all parts of the Comprehensive Examination by or on the first day of March (March 1st) of the year of graduation.

IV. Personnel Involved in the Comprehensive Examination

A. Comprehensive Examination Administrator

The Comprehensive Examination Administrator (CEA) organizes the entire process of the Comprehensive Examination from the point when the student first applies for the exam. The CEA serves as the liaison between the student and the administration of Holy Apostles for purposes of the Comprehensive Examination. The CEA also tracks students' progress through the Comprehensive Examination with a Google Docs spreadsheet. For more specifics regarding the CEA's duties, see sections I, III, V, and VI.

B. Dean of Online Learning

The Dean of Online Learning oversees the CEA and the entire process of administrating the Comprehensive Examination to online students at Holy Apostles. The Dean submits stipend requests for the examiners. For more specifics regarding the Dean's duties, see sections III, V, and VI.

C. Proctor

All written examinations require the student to arrange for a Proctor. The Proctor should be a disinterested third party – ideally a priest or religious. A student's close friend, spouse or other family member, work or business colleague, pastor, or spiritual director may not serve as proctor. The student should check local colleges and universities for testing centers, or ask a local librarian. The school compensates the proctor's time with a small honorarium of \$15 per hour (\$45 under the normative format; \$75 under the old format).

Holy Apostles encourages the student to type the written portion of the examination on a computer, although students have the option to handwrite the exam. The proctor must provide the student with a computer that is clean of notes pertaining to the exam and disconnected from the Internet. The student may not use his or her own computer.

The Proctor must keep the student and the student's computer screen in sight for the entire time that the student writes the Comprehensive Examination.

Under the Normative method (section V below), the Proctor ensures that the student writes the examination within a 3.5-hour period. Under the "Old" method (section VI below), the Proctor ensures that the student takes the written examination during a 6-hour time period: 5 hours of writing and 1 hour for a break (the 1-hour break takes place after the first 3-hours of writing).

D. Praeses

(1) The Praeses will choose or work from an already selected 'non-authoritative' text for the student to read, which should take about 40 minutes to read. The text ought to come from the student's field, but should be problematic in some respect. This provides the student with an opportunity to critically engage a work and to apply his or her knowledge to it.

(2) After the student writes the exam, the Praeses marks it pass or fail and provides comments or recommendations.

(3) If the student passes, the Praeses presides over the oral examination (see section V below).

E. Second Examiner

The normative format for the exam requires a Second Examiner be appointed after the Praeses has marked and passed the written portion of the examination. The Second Examiner reviews the written portion in preparation for the oral examination and co-presides with the Praeses over the oral examination.

F. Online Learning Office

If a student initiates contact regarding taking the Comprehensive Examination with the Online Learning Office, the Office will refer the student to the CEA. When a student has successfully passed the Comprehensive Examination, the Online Learning Office will review the student's files to be sure that everything is in order so the student can graduate. The Online Learning Office informs the Graduate Coordinator when the student is cleared for graduation.

G. Business Office

The Business Office processes the Comprehensive Examination fee and sends the honorarium to the Proctor.

V. [Normative] Comprehensive Examination Process

A. Before the Written Examination

For the written portion of the current Comprehensive Examination, the CEA notifies the Dean of Online Learning of the student's concentration. The Dean of Online Learning appoints a Praeses. The Praeses may be asked to select a non-authoritative reading from the student's area of concentration and sends it to the Dean of Online Learning as an electronic file. The Dean of Online Learning forwards the reading to the CEA, who in turn sends the reading with instructions to the Proctor.

B. The Written Examination

- 1) The Proctor gives the student the non-authoritative text. A single question is asked of the student: "What is your critical assessment of this text?" The Praeses may add questions he or she feels will assist the student in responding to the text.
 - a. In theology, the non-authoritative text may come from a variety of sources, including but not limited to: chapters from books by dissenting theologians; popular articles from magazines; scholarly articles from peer-reviewed journals; or ancient texts by heretics.
 - b. Sources that might be used as non-authoritative texts in philosophy include those derived from Enlightenment thinkers pursuing a radical autonomy, denying the nature of the human person and his relationship with God.
- 2) The student carefully reads the text and gives a critical theological or philosophical response that includes an explanation of the theological or philosophical habitus along with a demonstration of an ability to address the text wisely and in depth using the essential knowledge and methods of the program core alongside those of the student's program concentration or emphasis.
- 3) Theology students are allowed to have an unmarked Bible but are not allowed to use notes or other materials.
- 4) Students have up to 3.5 hours to complete the exam.

Each exam is read by the Praeses and a Second Reader appointed by the Dean with preferred selection from among the full-time faculty.

If the examiners are satisfied with the results, the Dean facilitates scheduling an oral exam chaired by the Praeses and attended by the Second Examiner and the student. The oral exam takes place no sooner than two weeks following the successful completion of the written exam.

If the Praeses and Second Examiner are dissatisfied with the results, they will mark the areas where the student demonstrated an inadequate response, and this assessment will be conveyed to the student for purposes of scheduling a second chance examination. A third and final chance can be scheduled at the discretion of the Academic Dean or Dean of Online Learning.

C. The Oral Examination

1. Procedural Guidelines for Conducting the Oral Examination

The oral exam, not to exceed one hour, takes place either on campus or via video conferencing with a webcam open on the student.

- 1) The Praeses begins with brief prayer and proceeds to questions based on a list of core program topics along with topics in the student's area of concentration or emphasis.
- 2) The Praeses and Second Examiner may each question the student for up to 30 minutes, after which the Praeses asks the student to leave the conference briefly.
- 3) When the examiners have agreed on the results, the Praeses calls the student back into the room or into the conference call and announces the results.
- 4) The Praeses then communicates the results of the exam to the Dean and the CEA.
- 5) In case of failure, the Praeses immediately informs the student and the Dean which areas require further study and schedules a make-up exam. In case of failure in the make-up exam, a third and final chance may be scheduled at the discretion of the Academic Dean or Dean of Online Learning.

2. Substantive Guidelines for Praeses and Second Reader During the Oral Examination

The examiners should draw their oral examination questions from the program core and from the concentration or emphasis areas. Students should demonstrate a working knowledge of all major topics in the core and of all topics in their concentration areas.

Examiners may also ask questions concerning pastoral application consonant with our mission to cultivate Catholic leaders for evangelization.

The oral examination in theology should address four primary concentrations: dogma, morals, scripture, and history. The student's concentration should occupy about at least half of the Oral Examination with the remainder of the time approximately evenly divided among the other three concentrations. If the student's concentration is dogma, for example, the examiners should spend about 30 minutes on that concentration and about 10 minutes on each of the other three concentrations.

Bioethics comprises a species of moral theology. For a student who concentrates in bioethics, about half of the Oral Examination should be spent on bioethics and moral theology.

The concentration in **Apologetics** is by nature multi-disciplinary. An Oral Examination of a student concentrating in apologetics should address all four primary concentration areas in relation to apologetics.

D. Oral Examination Topics in Theology

1. Sacred Scripture

The Origin, Forms, and Roles of Sacred Scripture

- The authenticity of Sacred Scripture and its authors
- The concepts of revelation, inspiration, inerrancy in relation to Sacred Scripture
- Sacred Scripture and Tradition
- The literary forms of Sacred Scripture
- The significance of the Dead Sea Scrolls for Sacred Scripture

The Canon of Sacred Scripture

- The different Canons of Sacred Scripture (Jewish, Protestant, etc.)
- The Catholic Canon of Sacred Scripture
- Translations of Sacred Scripture

The Old Testament

- The origins, authors and content of the Old Testament
- The Torah
- Writings of the prophets in Sacred Scripture and their role in ancient Israel
- Wisdom literature in Sacred Scripture—authors and content
- The historical books of the Old Testament
- Old Testament prophecies in regard to Christ

Interpretation of Sacred Scripture

- The hermeneutics and exegesis of Sacred Scripture
- Methods of scriptural interpretation
- The senses of scriptural interpretation
- The history of scriptural interpretation
- The Catholic perspective of scriptural interpretation

The New Testament

- The origins, formation and authors of the New Testament
- The origin, formation and characteristics of the Synoptic Gospels
- The characteristics and theology of the Gospel of John
- The letters of St. Paul—their form, content, background and interpretation

2. Dogmatic Theology

Revelation, Faith and Grace

- Definitions – science, philosophy, theology, dogmatic theology, moral theology
- Subalternate science
- Fideism and rationalism
- Sources of revelation
- Magisterium
- Development of doctrine
- Development of creeds
- Faith , formed, unformed
- Effects of faith
- Sins against faith (blasphemy, heresy, apostasy)
- Hebrews 11:1
- States of nature (original justice, original sin and redemption, glorified life)
- Natural vs. supernatural approach to God
- Grace, sanctifying, actual, charismatic
- Merit
- Justification

One and Triune God

- Attributes of God
- Essential and personal names
- Processions, internal and external
- Relations, real and logical
- Notions, properties, appropriations
- Missions, visible and invisible
- Indwelling
- Vision of God, possibility of, in life, after death
- Light of glory
- Natural vs. supernatural knowledge of God
- Trinitarian perichoresis
- Unity of works ad extra

Christology

- Hypostatic Union, beginning and duration
- Reality and integrity of human nature
- Duality of willing and modes of operation
- Communication of idioms
- Three kinds of grace
- Three kinds of knowledge
- Christ's human power
- Purpose of Incarnation
- Teaching, kingly and priestly office
- Christ's merits
- Vicarious Atonements
- Kenosis

Ecclesiology

- Purpose of Church
- Hierarchical conception
- Foundation by Christ
- Peter's Primacy (institution, permanence, power and character, infallibility of teaching)
- Properties and Attributes (indefectibility, infallibility, visibility, unity, sanctity, catholicity, apostolicity)
- Membership
- Necessity of membership for salvation

Mariology

- Mother of God vs. Mother of Christ
- Fullness of grace
- Dignity
- Privileges (Immaculate Conception, freedom from evil concupiscence and personal sin, perpetual virginity, bodily assumption)
- Mediatrix
- Veneration

Sacramental Theology

- Definition
- Institution of sacraments by Christ

- Necessity of sacraments
- Minister and recipient of sacraments
- Seven sacraments – physical substance and action (or thing and word)
- Object efficacy
- Mode of operation
- Sacramentals

3. Moral Theology

- Nature of human happiness and the ultimate purpose of life
- Source of human responsibility
 - Omission
 - Violence
 - Fear
 - Ignorance
 - Passions
- Three moral determinants
- Nature of conscience
 - Binding nature of an erroneous conscience
 - Binding nature of a correct conscience
 - Formation of conscience
- Nature of law
 - Four kinds of law
 - Natural law
 - Difference between Old Law and New Law
- Influence of grace on morals
- Nature of virtue
 - Four cardinal virtues
 - Theological virtues
 - Infused moral virtues
- Nature of sin
 - Kinds of sin
 - Causes of sin
 - Mortal and venial sin
- Error of consequentialism
- Fundamental option

- Formal and material cooperation
- Church's teaching on evil of contraception as opposed to Natural Family Planning
- Euthanasia and Abortion

4. Church History

Early Christian Period

- Pax Romana
- Importance of the Roman Road to the Spread of Christianity
- Important works: Epistle to Diognetus, Ignatius of Antioch, Didache, Apostolic Tradition of Hippolytus, Clement of Rome, Justin Martyr, Clement of Alexandria, Irenaeus of Lyon, Cyprian of Carthage-extra Ecclesiam nulla salus—true meaning.
- Inculturation in Early Christianity
- Apocryphal Gospels

Patristic Era:

- Heresies:
 - Arianism
 - Pelagianism
 - Sabellianism
 - Monophysitism
 - Apollinarianism
- The General Councils of the Church
 - Historical importance of Nicaea 1 and 2; Constantinople 1 and 2; Ephesus, Chalcedon
- Themes:
 - Faith and Reason: the Relationship between Classical Learning and Divine Revelation
 - The Canon of the Bible-development until the Council of Trent
 - Persecution in the Early Church
 - The Rise of Monasticism in Egypt and Syria
- Lives of the Fathers and major themes in their works:
 - Athanasius of Alexandria, De Incarnatione
 - Anthony the Great,
 - Augustine, Confessiones, De Trinitate, Civitate Dei, de Liber Arbitrio
 - Ambrose, De Sacramentis
 - John Chrysostom, basics of his biography
 - Cappadocian Fathers-Christological and Trinitarian developments.

- Cyril of Alexandria, term of hypostasis in his works. Contributions to Council of Ephesus.
- The history of these theological terms: prosopon and hypostasis
- Benedict of Nursia, Regula
- Iconoclasm: John Damascene and Theodore the Studite, Antirrhethici
- Rulers:
 - Constantine the Great, Justinian, Julian the Apostate
- Move to Byzantium, Causes for the Decline of the Roman Empire

Late patristic and early Medieval Period, foundation of Western Civilization.

- The Evangelization of France, England, and Northern Europe.
- Monastic influence on culture
- The Dark Ages—with regards to learning and culture.
- Importance of Manuscripts and Monasteries.
- Jean Leclercq, *L'amour des lettres et le désir de Dieu*—working knowledge of this important book is necessary.
- Leaders, religious and secular: Charlemagne, Clovis, Augustine of Canterbury and Gregory the Great
- Rise of Christendom in the 13th century
- The Gothic Cathedral, especially St. Denis and Chartres Cathedral
- Development of Gregorian Chant
- 1053 Great Schism
- Importance of lives and works:
 - Boethius, *Consolatione Philosophiae*
 - Thomas Aquinas, *Summa Theologiae*
 - Bonaventure of Bagnoregio, *Itinerarium mentis in Deum*
 - Anselm of Canterbury
- Rise of the Mendicant Orders, Role of Canons.
- Founding Universities in Medieval Europe
- Schools of Thought: Victorine and Chartres School
- Popes and major figures in the Western Schism
- Heresies: Albigensianism, Cathari, Berengarianism
- The idea of Christendom, the medieval Knight
- Importance of the medieval pilgrimage
- Crusades

Renaissance and Early Modern Period:

- 1453 Fall of Constantinople
- Renaissance Popes
- Councils: Lateran IV, Lateran V, Council of Trent
- The importance of the printing press and manuscripts
- The re-naissance of Classical Culture
- Development of Renaissance Art and music
- Vernacular Literature: La Divina Commedia of Dante
- Saints: Vincent Ferrer, Catherine of Siena, Antoninus of Florence, Raymond of Capua, Thomas More, John Fisher.
- Lay apostolic life in the Renaissance city
- Heresies
- The rise of Martin Luther—life and works
- Anglicanism
- Calvinism

Baroque Era:

- Council of Trent, causes, delays, outcomes
- Counter-Reformation or Catholic Restoration?
- Major figures: Sts. Pius V, Philip Neri, Ignatius Loyola, Teresa of Avila and John of the Cross
- Reform of Religious Orders
- Development of Sacred Art and Music—the Baroque style
- Battle of Lepanto Major Figures and importance for Western Civilization
- French Revolution: Louis XVI, Marie Antoinette, Robespierre, etc.
- Civil Constitution of Clergy
- Heresies: Gallicanism, Jansensim, Modernism

E. Oral Examination Topics in Pastoral Studies (MAPS)

Marriage and Family

- contraception
- abortion
- artificial means of reproduction
- procreation
- human life and its transmission
- the family

- children
- marriage as a covenant
- Christian marriage is a sign of the mystical union of Christ with his Church
- The heart as the source of genuine love as related to intellect and will
- C. S. Lewis' Four Loves
- mission for evangelization
- pastoral theology
- The spiritual and pastoral care to be offered to the physically or mentally challenged and their family members
- sexual satisfaction and sexual relation
- unity and indissolubility as essential properties of marriage

Spiritual Direction / Pastoral Counseling

- messages written for World Communications Day from the time of Pope Paul VI to the present day
- new media
- the relationship between rights and duties
- truth, freedom, justice, and charity
- the pastoral dimensions of evangelization
- goals and objectives required for a pastoral team
- servant leadership in a pastoral team
- the intrinsic connections between spirituality and sexuality
- the various roles of the Holy Spirit, the directee, and the director in Christian spiritual direction
- the education of emotion for effective spiritual direction
- the qualities expected of a director and directee in spiritual direction
- the objectives of CPE (level I/Level II)
- the competencies to be developed by CPE students under: (a) pastoral Formation; (b) pastoral competence; and pastoral reflection
- the way in which psychology, sociology, politics, and economics interfaces with theology and religion in the provision of professional pastoral care services to hospital communities

F. Oral Examination Topics in Philosophy

1. Systematic Philosophy

Logic

- The Three operation of the human mind ant the rules proper to each one:

- simple apprehension (with definition),
- judgment (opposition of proposition and truth)
- and reasoning (categorical and hypothetical syllogism)

Philosophy of Nature

- Change: matter and form (hylomorphism)
- Categories: accidents quality, quantity and relation.
- The concept of Nature
- Time and place

Philosophy of Man

- Theory of knowledge (moderate realism); nature of knowledge
- Sense knowledge (internal and external senses: imagination and memory)
- Intellective knowledge: formation of concepts through abstraction and universalization
- Causality implied in the phenomenon of intellection
- Human free will and emotive life
- Person and personality
- Nature and origin of life (in general)
- Origin of human life and nature of the human soul

Metaphysics

- Ontology:
 - Being and transcendentals, true and good
 - Act and potency
 - Essence and existence
 - Substance and accidents (categories)
 - Substance and subsistence: the notion of person.
 - The four causes

Epistemology

- Truth and falsity
- Value of knowledge
- Idealism, sensualism, empiricism, relativism, skepticism
- Opinion and certitude

Philosophy of God

- The varied proofs of the existence of God
- Entitative attributes of God
- Divine causality and providence: God and the world
- Problem of evil
- Problem of predestination

2. Ethics

General Ethics

- Subjective and objective morality
- Analysis of the human act
- The constituents of morality
- Voluntariness and responsibility; double effect principle
- Rights and duties
- Natural law and conscience
- The four cardinal virtues

Social Ethics

- Society: nature and foundation
- State and government: nature and foundation
- Philosophical analysis of Capitalism
- Philosophical analysis of Marxism
- The third way: Personalism and subsidiarity
- Teaching of the Catholic Church in regard with Social justice:
 - private property, respect of life, family and marriage, work, war and peace,
 - and international relations, preferential option for the poor

3. History of Philosophy

Ancient Philosophy

- The Pre-Socratics,
- Socrates
- Plato
- Aristotle

- Atomists
- Stoics
- Epicureans
- Plotinus

Christian and Medieval Philosophy

- Augustine
- Anselm
- Albert the Great
- Aquinas
- Bonaventure
- Ockham
- Scotus

Modern Philosophy

- Descartes
- Locke
- Hume
- Leibniz
- Enlightenment
- Kant
- Hegel
- Marx
- Kierkegaard
- Auguste Comte
- Nietzsche

Contemporary Philosophy

- Moore and Wittgenstein
- Ayer
- Putnam
- Anscombe
- Sokolowski
- Heidegger

- Gadamer
- Wojtyla
- Pierce
- James
- Davidson
- Pieper
- George
- O'Callaghan
- MacIntyre
- Habermas

4. Christian Wisdom

1. Topic: St. Thomas Aquinas's teaching about Metaphysics and Ethics
2. Subtopics: St. Thomas Aquinas's teaching about
 - a. Being, *ens*, and *esse*
 - b. Unity truth, goodness, and beauty
 - c. Science and philosophy
 - d. The relationship between philosophy and theology
 - e. God
 - f. Demonstrating God's existence
 - g. Perfection and imperfection
 - h. Good and evil
 - i. Form, matter, essence, and nature
 - j. Act and potency
 - k. Possession and privation
 - l. Genus, species, and individuals
 - m. The problem of universals
 - n. Analogy, analogous predication, and the analogy of being, unity, truth, and goodness
 - o. One and many and whole and parts
 - p. Opposition
 - q. Contrariety and contradiction
 - r. Human cognitive and moral faculties, habits, and virtues
 - s. Principles and causes
 - t. Intellectual virtues
 - u. Moral virtues
 - v. Ethics/morality
 - w. Ethics/morals
 - x. Intrinsic and extrinsic principles of moral activity
 - y. Beauty and good

VI. “Old” Comprehensive Examination Process

A. General Information

The Comprehensive Examination Administrator (CEA) selects questions from the master list below based on the student’s concentration. The CEA then forwards the questions to the Proctor. At the written examination, the student will be presented with: (a) six questions from the student’s major area of concentration, from which the student must choose three on which to write; and (b) three in minor areas, from which the student must choose one on which to write.

This is a closed book examination. The student should prepare to write for 45 minutes on each of the questions in the student’s area of concentration and 30 minutes on each of the questions in other areas.

This “Old” comprehensive method does not include an oral examination.

B. If the Student Fails One or More Questions

If the student fails one or more questions, then the CEA sends the professor’s comments to the student concerning why she or he needs to retake one or more questions. The student needs retake only the one more questions that he or she did not pass the first time. The student is given the same exact question as first time and one hour to complete each failed question. The arrangements for the proctor remain the same where possible, and HACS does not compensate the proctor a second time.

C. Theology Sources and Questions or Topics

1. Moral Theology

Sources

To formulate answers for moral theology, the following sources are helpful:

Ashley, Benedict, O.P. *Living the Truth in Love: A Biblical Introduction to Moral Theology*.

Catechism of the Catholic Church.

Congregation for the Doctrine of the Faith. *Donum Vitae*.

John Paul II. *Evangelium Vitae*.

_____. *Veritatis Splendor*.

May, William. *Introduction to Moral Theology*.

Pinckaers, Servais. *The Sources of Christian Ethics*.

The New Catholic Encyclopedia.

Paul VI. *Humanae Vitae*.

Questions

1. Explain why natural family planning is in accord with natural law while artificial means of contraception are not. Be sure to discuss how these two ways of preventing pregnancy reveal a pro-life or contraceptive mentality.

2. List and define the theological and moral virtues. Explain the relationship between the theological virtues and the moral virtues.
3. Define and differentiate between situation ethics, proportionalism, consequentialism, utilitarianism and legalism.
4. Explain the three factors relevant in predicating the 'good' or 'evil' of human acts: the moral object chosen; relevant moral circumstances; and the personal end or intention. How does the "Fundamental Option" violate this understanding?
5. Define sin. Apply the definition to:
 - moral and venial sin
 - sins of weakness, ignorance, and malice
 - original sin
 - concupiscence
6. Explain the Principle of Double Effect and the Principle of Material Cooperation. Apply the former to the case of a pregnant woman who needs a hysterectomy to remove cancer; apply the latter to an accountant who works in a hospital where abortions are routinely performed.
7. Articulate the traditional Church teaching concerning just war theory. Make sure to distinguish between the standards concerning when it is permissible to engage in war (jus ad bellum) and what behavior is acceptable in war (jus in bello) once war has begun.

2. Dogmatic Theology

Sources

To formulate answers for Dogmatic Theology, the following sources are helpful:

Baker, Kenneth. *Fundamentals of Catholicism*.

Catechism of the Catholic Church.

Flannery, Austin. *Vatican Council II: The Conciliar and Post Conciliar Documents*. Volume I.

Neuner, J. and J. Dupuis. *The Christian Faith in the Doctrinal Documents of the Catholic Church*.

The New Catholic Encyclopedia.

Ott, Ludwig. *Fundamentals of Catholic Dogma*.

Questions

1. Explain the three kinds of knowledge and the three kinds of grace which are traditionally attributed to Christ.
2. Define ecumenism and religious liberty. Distinguish between true and false ecumenism, and between ecumenism and religious liberty. Does Vatican II's approach to ecumenism and religious liberty condone religious relativity? Does it lead to abandoning belief in the Catholic Church as the true Church?
3. Explain the following Trinitarian concepts:
 - Two processions
 - Three Persons
 - Four relations (real)
 - Five Notions
 - Three personal properties
4. What is the nature of the causality of a sacrament. Include in your answer:

- the meaning of “ex opera operato”
- the manner in which the seven sacraments relate to the natural progress of human life (e.g., birth and baptism).5. Summarize briefly the following Christological heresies:
 - Arianism
 - Nestorianism
 - Apollinarianism
 - Monophysitism

6. Explain the three images of the Church used in *Lumen Gentium*: People of God, Mystical Body of Christ, and Temple of the Holy Spirit. Apply them to the question of the relation of the College of Bishops to the infallibility of the Pope and the universal call to holiness.

7. Define sanctifying and actual grace. Include in your answer:

- the difference between sanctifying grace and the charismatic graces of the Holy Spirit
- the nature of justification
- the nature of merit and how both man and the Spirit participate in human meritorious acts.

3. Sacred Scripture

Sources

To formulate answers for Scripture, the following sources are helpful:

Baker, Kenneth. *Inside the Bible*.

Brown, Raymond E., Joseph A. Fitzmyer, and Roland A. Murphy (eds). *The New Jerome Biblical Commentary*.

Leo XIII. *Providentissimus Deus*.

Pius XII. *Divino afflante Spiritu*.

Pontifical Biblical Commission. *The Interpretation of the Bible in the Church*.

Vatican II. *Dei Verbum*.

Questions

1. Discuss the teaching of the documents *Providentissimus Deus*, *Divino afflante Spiritu* and *Dei Verbum* concerning inspiration and interpretation.
2. Discuss the theme of covenant as it is presented in the Pentateuch (include the covenant at Mt. Sinai). Discuss the Documentary Theory, the Fragment Theory and the Supplement Theory used to explain the composition of the Pentateuch.
3. Discuss the call and mission of the prophet Isaiah. Discuss the contents, major themes and historical background of the book of Isaiah.
4. Describe the authorship, purpose, and theological message of the synoptic gospels. Describe some of the features that distinguish them. Discuss the Two Source Theory and the Two Gospel Theory as it relates to the synoptic gospels.
5. Explain the literary character of the Book of Psalms, including an analysis of the various types of Psalms.
6. Discuss the authorship, structure, purpose and contents of the Gospel of John. Identify and discuss its principle themes.
7. Explain Paul’s purpose in writing the Letter to the Romans, discuss the central message of the letter and summarize what we know about the early Christian community at Rome.

4. Church History

Sources

To formulate answers for Church History, the following sources are helpful:

Bellitto, Christopher. *The General Councils. A History of the Twenty-One Church Councils from Nicaea to Vatican II.*

Comby, J. and Diarmaid MacCulloch. *How to Read Church History* (2 vols).

Duffy, Eamon. *Saints and Sinners: A History of the Popes.*

Hamman, Adalbert. *How to Read the Church Fathers.*

Holmes, J. Derek and Bernard W. Bickers. *A Short History of the Catholic Church.*

Tanner, Norman. *The Councils of the Church: A Short History.*

Questions

1. Describe the categorization of the Fathers into Apostolic, Apologists, Third Century, Golden Age, and Later Fathers.
2. Explain the significance of the alliance of the Frankish monarchy and the papacy, touching upon all of the following in your answer:
 - the conversion of Clovis
 - the battle of Tours
 - the Eastern Emperor □ the “Donation of Constantine”
 - Christmas Day, 800.
3. Discuss each of the following, showing how they led to and contributed to the Settlement of 1648:
 - the Protestant revolt
 - Catholic Reform and counterattack
 - Wars of Religion
4. What are ecumenical councils and what role do they play in the life of the Church? What purposes was the Second Vatican Council expected to serve, according to John XXIII and the Council fathers themselves?
5. What was accomplished, of significance, at the three Councils of Baltimore? Specifically enumerate and describe the accomplishments of each Council.
6. The keys of St. Peter are still the keys of the Middle Ages. Test this statement with regard to the following:
 - the Crusade
 - the Dictatus Papae
 - the mendicant orders and their activity
 - Catholic/Orthodox relations
 - Boniface VIII and Philip the Fair
7. Pio Nono is usually regarded as a reactionary. Evaluate this statement with regard to:
 - his pontificate before 1848
 - the Syllabus of Errors
 - the First Vatican Council.

D. Philosophy Questions or Topics

1. Philosophy of Nature / Metaphysics

1. In the Aristotelian tradition there are two places within the philosophy of nature at which we are driven to affirm meta-physical being. Explain and discuss.
2. Discuss the question of proving the existence of God.
3. Aristotelian-Thomist metaphysics understands being as divisible into act and potency in two (Aristotle), and then in three (Thomas) different ways. Explain.
4. Explain the importance of the analogy of being in metaphysics.
5. Aristotle taught that the highest genera of material being are expressed in ten “categories.” Discuss.
6. Explain the three degrees or levels of abstraction and their relevance to philosophy of nature/metaphysics.
7. What are the “transcendental concepts of being?”

2. History of Philosophy

1. Discuss the legacy of Parmenides in Western thought.
2. Explain and discuss the validity of St. Anselm’s famous “Ontological Argument.”
3. Ancient and Medieval philosophy, and perhaps the whole history of Western philosophy to the present day, can be said to be dominated by the contrast and tension between Plato and Aristotle. Comment at length.
4. Discuss the importance of Kant.
5. Descartes is often called the “father of modern philosophy.” How is this so?
6. How, in detail, does the “modern project” differ from that of the Ancients, and how is it definitive for modern philosophies as different as empiricism and rationalism? Use specific examples.
7. The “Pre-Socratic Philosophers” have enjoyed a revival of popularity in Nietzsche and Heidegger. What is this about? In any case, selecting at least three of them, discuss their importance for the ensuing philosophical history.

3. Human Nature

1. Discuss Cartesian Dualism in relation to our understanding of man.
2. Discuss arguments for the immortality of the (human) soul.
3. What does it mean to talk about the human person?
4. What is free will and do human beings possess it?
5. Aided by the philosophy of nature Thomas distinguishes various “levels of soul” in the human being, and then various “powers,” etc. Describe them.
6. Can philosophy discern any meaning in human history?
7. Respond to the following quote from a well-known contemporary philosopher: In explaining **knowing**, “according to Aristotle the mind participated in the being of the known object, rather than simply depicting it. . . .But this theory totally depends on the philosophy of forms. Once one no longer explains the way things are in terms of the species that inform them, this conception of knowledge is untenable and rapidly becomes close to unintelligible. We have great difficulty in understanding it today.”

E. Pastoral Studies Questions or Topics

Marriage and Family

- In *Evangelium vitae*, Pope St John Paul II argues that contraception and abortion are closely related, but are different evils. In some ways contraception and abortion are similar to artificial means of reproduction. Compare and contrast these three evils and explain the principles of theology which these evils contradict.
- In *Gaudium et spes*, the Second Vatican Council explains that reason marriage exists is for procreation. Address this rationale for marriage in relation to the following assertions: (a) human life and its transmission are not realities of this world alone; (b) the family is a school of deeper humanity; and (c) children should be prepared for adult independence.
- Discuss exhaustively the theological implications of marriage as a covenant and the profound theological statement that Christian marriage is a sign of the mystical union of Christ with his Church.
- Explain why Dietrich Von Hildebrand emphasizes the heart as the source of genuine love as related to intellect and will. Describe each of C. S. Lewis' Four Loves.
- Discuss extensively the theological, anthropological, historical and pastoral dimensions of mission for evangelization.
- Discuss the new Catholic understanding of pastoral theology that develops after the Second Vatican Council and that theology's historical origins.
- Discuss in detail the spiritual and pastoral care to be offered to the physically or mentally challenged and their family members.
- Analyze critically the notion that sexual satisfaction must take into consideration the natural, social, and moral norms that govern sexual relation.
- Discuss in detail how God reveals that unity and indissolubility are essential properties of marriage in Genesis and confirms those essential properties in Matthew 19.

Spiritual Direction / Pastoral Counseling

- Consider the messages written for World Communications Day from the time of Pope Paul VI to the present day. What key changes have occurred in these messages over time, and what is your sense of the popes' openness to the new media and their intentions for its use in service of the Church? That is, how did popes from Paul VI to today feel about the new forms of media as they emerged, and what would they use them for, in light of the Gospel message? Have these views changed over time? Support your answer with quotations (or paraphrases) from the messages of at least TWO different popes during this time period.
- John XXIII, in *Pacem in terris*, explained that for there to be peace on earth, there must be order among men based on the fact that each man is truly a person. Using examples, explain the relationship between rights and duties, and how the mutual collaboration of men results in a civic order. Then explain how that order is based on truth, freedom, justice, and charity.
- With the biblical-theological foundation of evangelization in mind, discuss in detail the pastoral dimensions of evangelization.
- Discuss in detail the goals and objectives that are required for a pastoral team to work together. What is the role of servant leadership in a pastoral team?
- Discuss in detail the intrinsic connections between spirituality and sexuality.

- Discuss in detail various roles of the Holy Spirit, the directee, and the director in Christian spiritual direction.
- Discuss various steps in the education of emotion for effective spiritual direction. Discuss also the qualities expected of a director and directee in spiritual direction.
- Clinical Pastoral Education (CPE) provides theological and professional education using the clinical method of learning in diverse ministerial contexts. Describe the objectives of CPE (level I/Level II) and define the competencies to be developed by CPE students under: (a) pastoral Formation; (b) pastoral competence; and pastoral reflection
- The hospital pastoral care program is an integrated and interdisciplinary endeavor to offer spiritual and emotional support to members of the hospital community. Discuss how psychology, sociology, politics, and economics could interface with theology and religion in the provision of professional pastoral care services to hospital communities.