



# **Thesis Guidelines for M.A. Students in Philosophy and Theology**

**(Version: September 16, 2022)**

## **1. Statement of Purpose**

An M.A. student in theology or philosophy at Holy Apostles College and Seminary may request permission to write a thesis to fulfill the requirement of the summative evaluation. The thesis demonstrates a student's ability to conduct scholarly research and writing in the student's concentration field and to make an academic contribution to that field. An M.A. thesis comprises approximately 60 pages of scholarly writing, including the bibliography. The title of the successfully defended thesis will be noted on the student's transcript. Students completing the Capstone Research Paper for the Post-Master's Certificate follow the same process as outlined in this document for thesis students except that the PMC Capstone Research Paper is 30 pages in length.

## **2. Requirements for M.A. Thesis Direction**

1. Enrolled in the M.A. program in Philosophy or Theology.
2. Completion of ENG 891 Academic Research, Design, and Writing.
3. A minimum cumulative grade point average of 3.0 in the Holy Apostles' M.A. program.
4. Students approved to write an M.A. thesis may begin the Thesis Directed Study either concurrently with the student's final semester of coursework or the semester following completion of all coursework.

The ENG 891 Academic Research, Design, and Writing requirement may be waived for a student who has already successfully written a thesis or dissertation in the humanities. To request a waiver of ENG 891, the student must submit an electronic copy of the thesis or dissertation to the Summative Evaluation Administrator.

### **Tuition Costs**

For current cost information, please refer to the Tuition & Fees policy on the Tuition & Financial Aid section of the Holy Apostles website ([www.holyapostles.edu](http://www.holyapostles.edu)).

### **3. Process**

#### **Thesis Application Form and Thesis Proposal Submission**

To request permission to write a thesis as the summative evaluation, the student must submit the Thesis Application Form (see Appendix H) and Thesis Proposal to the Summative Evaluation Administrator. The student must have completed or be enrolled in ENG 891 before submitting the Thesis Application and Thesis Proposal. The student submits the Thesis Application and Thesis Proposal to the Summative Evaluation Administrator at the start of the course registration period for the semester in which the student wants to begin the Thesis Directed Study. A student may begin the Thesis Directed Study either concurrently with the student's final semester of coursework or the semester following completion of all coursework. For **on-campus students**, the Summative Evaluation Administrator will coordinate with the Academic Dean to review and approve the application and assignment of a faculty advisor and Reader.

#### **ENG 891 Academic Design, Research, and Writing**

Any student may enroll in ENG 891 as an elective after completing at least 18 credits of coursework. Students wishing to request permission to write a thesis must enroll in ENG 891 no later than the semester before the student wants to begin the Thesis Directed Study. ENG 891 is an advanced academic research design and academic writing course intended to prepare students to research and write at the level required for an M.A. thesis and scholarly publication. While a student's performance in ENG 891 is a factor in reviewing a thesis application, completion of ENG 891 is not a guarantee of receiving permission to write an M.A. thesis.

#### **Appointment of a Faculty Advisor**

A faculty member with expertise in the student's proposed topic must have availability to serve as an advisor. HACS strongly recommends students discuss their proposed topic with a potential faculty member before submitting the Thesis Application and Thesis Proposal. Ideally, a faculty member will informally agree to serve as the Advisor for the topic. If so, the student needs to note this on the Thesis Application. For applications without an advisor, the Summative Evaluation Administrator will attempt to find an advisor for online students, while the Academic Dean will attempt to find an advisor for on-campus students. If no faculty members are available to advise on the proposed topic, the application will be denied.

#### **Thesis Enrollment**

If the Thesis Application and Proposal are approved, the Summative Evaluation Administrator will contact the Online Learning Office for online students or the Registrar for on-campus students to enroll the student in the Thesis Directed Study. The student will be invoiced for the Thesis Directed Study tuition. The initial Thesis Directed Study is a three-credit pass/fail course. For current cost information, please refer to the Tuition & Fees policy on the Tuition & Financial Aid section of the Holy Apostles website ([www.holyapostles.edu](http://www.holyapostles.edu)). Upon successfully completing the thesis, the student receives a grade of pass, *cum laude*, *magna cum laude*, or *summa cum laude*.

Students have the initial three-credit Thesis Directed Study plus up to three *consecutive* semesters of 0-credit continuations to complete and defend the thesis. A student who takes

longer than one semester to write the thesis will receive an “Incomplete” for the thesis and will pay a continuation fee for each subsequent semester that it takes the student to finish the thesis for up to three semesters. After four semesters, a student who fails to complete the thesis receives a “WF” for the Thesis Directed Study and all continuations. The student must take the Comprehensive Examination no earlier than the following semester to earn the M.A. degree. Please note that since the Thesis Directed Study Continuations are 0-credit, financial aid will not cover the continuation fees. Upon successful defense of the thesis, the student must submit a graduation application and pay the current graduation fee.

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

### **Stages in Completing the Thesis Directed Study**

Students planning to request permission to write a thesis should use ENG 891 as an opportunity to begin collecting resources, researching, and writing on the student’s proposed thesis topic.

#### **A. Collecting Resources**

In collaboration with the Thesis Advisor, the student must identify and collect sufficient resources to ensure that the bibliography includes seminal texts and critical studies on the thesis topic. Students will use the Holy Apostles College and Seminary Guidelines for Papers, Projects, and Theses to format their citations. Thesis bibliographies will contain at least 30 sources.

#### **B. Research, Implementation, and Writing**

Students enrolled in the Thesis Directed Study, and any continuation must work with their Thesis Advisor throughout the drafting process, communicating their progress at least once a week during the semester. Failure to communicate with one’s Advisor at least once a week may delay the completion of the thesis. Thesis Advisors must proactively reach out to assigned students a minimum of three times during the semester if the student is not maintaining regular contact with the Advisor.

#### **C. Submission to the Reader**

The Thesis Advisor determines when the thesis represents satisfactory M.A. work and has reached a form definitive enough for submission to the Reader. Then Advisor (not the student) informs the Summative Evaluation Administrator that the thesis is ready for a faculty reader. The Summative Evaluation Administrator (in consultation with the Academic Dean for on-campus students) arranges for a Reader and provides the Reader with a copy of the thesis.

The Reader has up to two weeks to review the thesis. The Advisor and the Reader coordinate with the student for any revisions noted by the Reader. Based on feedback from the Reader, the student prepares the final draft of the thesis.

## **D. Final Revision**

Once the Advisor and Reader approve a final draft of the thesis, they notify the student and the Summative Evaluation Coordinator to set up the day and time for the student's 1-hour thesis oral defense. Online students complete the oral defense via online teleconference. On-campus students may complete the oral defense on-campus or via online teleconference if all parties concur.

### **Oral Defense Session**

All theses will culminate in an oral defense session conducted either face-to-face on campus or via online teleconference, depending upon the location of the participants. The student's account must be paid before scheduling the oral defense session. The oral defense must be completed before the Summative Evaluation Deadline (typically approximately five weeks before the last day of the semester) announced each semester by the Summative Evaluation Coordinator. Due to administrative lead time for graduation, this is a hard deadline. If a student misses the deadline, the student must complete the oral defense the following semester and pay the Thesis Directed Study Continuation fee.

The Thesis Advisor chairs the oral defense session. The student takes about 15 minutes to present his or her work, followed by about 15 minutes each for questions from the Thesis Advisor and Reader. The total length of the oral defense will not exceed 60 minutes.

In the 15-minute presentation, the student is not expected to deliver a formal lecture. Instead, he or she presents a summary explanation of why the student chose the topic, how the research changed the student's thought on the topic, what the student learned in the process, what the student discovered remains to be done, and any other relevant factors.

The Thesis Advisor and Reader then question the student on the thesis. During the presentation, the Advisor and Reader may recommend but may not require further changes in the thesis unless the student fails the oral defense session. Any needed changes should be communicated to the student before scheduling the presentation.

After the student responds to the questions of the Advisor and the Reader, the student will be momentarily excused from the meeting while the Advisor and the Reader discuss the evaluation of the thesis. If the student passes the oral defense, based on the quality of the thesis and student's performance during the oral defense, the Advisor and Reader may assign: (1) a pass without specification, (2) pass *cum laude*, (3) pass *magna cum laude*, or (4) pass *summa cum laude*. The Advisor and Reader must concur on any honors before informing the student of the final evaluation. The title of the thesis and any honors will appear on the student's transcript. Then the student will be invited back to the meeting and informed of the final evaluation.

On-campus students sitting for the oral defense face-to-face may only invite guests to attend the oral defense session with the express prior approval of the Advisor and Reader. If guests attend the oral defense session, they must remain silent observers. Any guests are dismissed along with the student when the Advisor and the Reader confer regarding the final evaluation of the thesis. Guests are not readmitted when the Advisor informs the student of the final evaluation.

## **Submission and Publication of the Thesis**

Following a successful oral defense of the thesis, the student sends the Director of Library Services an electronic copy of the completed thesis with a signed cover page, along with a signed Thesis Release Form (See Appendix G).

The student must also send a hardbound copy of the thesis to the Director of Library Services. See Appendix E below for binding specifications. The student's diploma will not be released until the Director of Library Services receives the hardbound copy. The Director of Library Service will notify the Registrar to release the student's diploma after receiving the printed and bound copy of the thesis. The hardbound copy of the thesis remains in the library.

## **Grading and Program Credit**

If the student passes the oral defense, the student receives a grade of pass for the 3-credit initial Thesis Directed Study and any 0-credit Thesis Directed Study continuations. Based on the quality of the student's thesis and performance during the oral defense, the Advisor and Reader must assign: (1) a simple pass without specification, (2) pass *cum laude*, (3) pass *magna cum laude*, or (4) pass *summa cum laude*. The title of the thesis and any honors will appear on the student's transcript.

If the student does not pass the thesis following the oral defense, then the Advisor must inform the student of what must be done to pass the thesis. If the student is unable or unwilling to make these changes, then the student will receive a grade of "WF" for the 3-credit Thesis Directed Study and any 0-credit Thesis Directed Study Continuations. The student must complete the Comprehensive Exam no earlier than the following semester. Also, the student will not receive credit for the Thesis Directed Study, so will likely need to complete an additional elective to earn 36 credits for graduation. If the student is willing and able to make these changes, then the student will proceed with the changes. Both the Advisor and Reader must approve the amended thesis before the student can sit for a second oral defense session. The student must pay the Thesis Directed Study Continuation fee before being allowed to sit for a second oral defense session. If a student fails a second oral defense session, the student will receive a grade of "WF" for the 3-credit Thesis Directed Study and any 0-credit Thesis Directed Study Continuations. The student must complete the Comprehensive Exam no earlier than the following semester as the student's summative evaluation to earn the M.A. Since the student will not receive credit for the Thesis Directed Study in this case, the student will likely also need to complete an additional course to earn the 36 credits required for graduation.

A student has the initial Thesis Directed Study and up to three *consecutive* semesters of Thesis Directed Study Continuation to complete and defend the thesis. *Consecutive* means that once a student begins the thesis process, it cannot be interrupted except for serious extenuating circumstances. If a student fails to defend the thesis by the defense deadline of the third consecutive Thesis Directed Study Continuation, the student will receive a grade of "WF" for the 3-credit Thesis Directed Study and any 0-credit Thesis Directed Study Continuations. The student must complete the Comprehensive Exam no earlier than the following semester as the student's summative evaluation to earn the M.A. Since the student will not receive credit for the Thesis Directed Study in this case, the student will likely also

need to complete an additional course to earn the 36 credits needed for graduation. If a serious personal physical or mental incapacity prevents a student from completing the thesis by the end of the third continuation, the Summative Evaluation Administrator, in consultation with the Academic Dean, may allow additional time to complete the thesis.

A student who fails to complete the thesis for any reason must instead complete the Comprehensive Exam no earlier than the following semester as the student's summative evaluation to earn the M.A. Since the student will not receive credit for the Thesis Directed Study in this case, the student will likely also need to complete an additional course to earn the 36 credits needed for graduation.

If the Advisor becomes unavailable due to extraordinary circumstances, the Summative Evaluation Administrator will attempt to find a new Advisor for the student. If a new Advisor is not available, the student must complete the Comprehensive Exam as the student's summative evaluation instead of the thesis.

## 4. The Thesis Proposal

### **Format of the Thesis Proposal**

Along with the Thesis Application, a student must submit a formal thesis proposal. A thesis proposal defines the topic and scope of the thesis and should not exceed five pages in length. The thesis proposal contains five parts: the thesis statement, the rationale, the methodology statement, a tentative outline, and an annotated bibliography. Details found in the Thesis Proposal may change as work on the thesis progresses. See Appendix A for a sample Thesis Proposal.

1. **Thesis Statement:** A thesis statement declares the specific goal or chief purpose of the thesis in one sentence. A thesis statement briefly informs the reader of the topic and provides its conclusion or some hint of its conclusion.
2. **Rationale:** The rationale expresses the significance or importance of the thesis. The rationale elaborates the thesis statement by explaining how the thesis will contribute to the student's area of concentration within theology or philosophy.
3. **Methodology Statement:** The methodology statement explains *how* the student will research and write the thesis. The methodology statement clearly articulates the type of sources the student will pursue and how the student will interpret those sources. The methodology statement clearly indicates the disciplinary perspective from which the topic will be approached (e.g., epistemology, ethics, dogmatic theology, ecclesial history).
4. **Tentative Outline:** The outline consists of several paragraphs briefly each chapter of the proposed thesis. These paragraphs should sufficiently demonstrate a command of the sources and arguments the student proposes to use to prove the thesis statement.
5. **Annotated Bibliography:** The annotated bibliography for the proposal describes at least twenty-five sources (both primary and secondary) relevant to the thesis topic. The annotations should explain how the student intends to use the source and its contributions to researching the topic. Each annotation should not exceed 25 words

in length. Format Bibliographical entries according to Holy Apostles College and Seminary's Guidelines for Academic and Professional Papers and M.A. Theses.

## **5. The Thesis Format: Required and Optional Sections**

The M.A. thesis is composed of required and optional sections. The required sections are described below. The thesis may contain optional sections that serve to enhance or personalize the final product. Examples include a statement of fidelity, dedication, acknowledgment, epigraph, appendices, a glossary, or a list of abbreviations.

Place pages in the following sequence:

- I. Title Page - **required**
- II. Signature Approval Page - **required**
- Statement of Fidelity - optional
- Dedication Page - optional
- Acknowledgment Page - optional
- Epigraph - optional
- III. Table of Contents Page - **required**
- IV. Introduction - **required**
- V. Body of Thesis - **required**
- VI. Conclusion - **required**
- Appendix - optional
- Glossary - optional
- List of Abbreviations - optional
- VII. Bibliography - **required**

### **I. Title Page**

The Title Page must include the full title of the thesis 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. Center the copyright statement at the very bottom of the page. See Appendix B for an example.

### **II. Signature Approval Page**

The signature approval page must contain all the elements of the title page with the addition of spaces for the signatures of both the Thesis Advisor and the Thesis Reader. Type the name of each signatory 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. Upon successful defense of the thesis, the Advisor, Reader, and student must sign and date the signature approval page. The library will not accept a thesis without all signatures present. See Appendix C for an example.

### **III. Table of Contents**

The table of contents must include chapter headings and pagination. The objective of the table of contents is to present an organized and accurate record of the parts of the thesis for easy access. Use Roman numerals to designate chapter headings. Use Arabic numerals for pagination and only indicate the beginning page of each section. See Appendix D for an example.

#### **IV. Introduction**

The introduction sets forth the method, content, and direction of the thesis. It should contain those elements from the thesis proposal that define the focus of the thesis and the major research sources.

#### **V. Body of the Thesis**

The body of the thesis contains the major portion of the research and writing. It should include mention of all topics to be examined as listed in the table of contents. Chapter headings should be set apart within the text. Each chapter heading should contain the Roman numeral and the title. Each heading should be underlined, in boldface, and left margin justified. Use footnotes rather than endnotes and format the footnotes according to Holy Apostles College and Seminary's Guidelines for Academic and Professional Papers and M.A. Theses.

#### **VI. Conclusion**

The conclusion briefly summarizes the key arguments of the thesis, explains the impact of the findings of the research, and may offer comments for further avenues of related research. Do not raise new ideas or terms in the conclusion.

#### **VII. Bibliography**

The bibliography should contain both the sources cited in the footnotes and sources used for background information. Format bibliographical entries according to Holy Apostles College and Seminary's Guidelines for Academic and Professional Papers and M.A. Theses.

## **6. Duties of Thesis Advisor, Reader, and Student**

### **Duties of the Thesis Advisor**

- While the student is enrolled in the Thesis Directed Study and any continuations, the Thesis Advisor maintains weekly communication with the student to evaluate the content and progress of the thesis. While the responsibility of initiating weekly contact rests with the student, the Advisor must proactively contact the student at least three times during the semester (at the start of the semester, at the semester mid-point, and before the oral defense deadline) if the student is not maintaining regular communication with the Advisor. The Advisor guides the student in developing a bibliography that represents the state of the research relevant to the thesis and oversees the development of the thesis.
- The Advisor ensures that the student's thesis is grounded in and reflects M.A.- quality scholarly research.

- The Advisor will review drafts of the thesis or parts thereof and return feedback to the student within a reasonable period (generally within two weeks maximum).
- The Advisor is responsible for deciding when the student has produced a thesis that is ready to be evaluated by the Reader. The Advisor will contact the Summative Evaluation Administrator to make arrangements for a Reader.
- The Advisor will work with the student and the Reader to establish a date and time for the oral defense session.
- The Advisor must inform the Summative Evaluation Administrator about the scheduling of the oral defense session.
- The Advisor will chair the oral defense session.
- The Advisor will inform the Summative Evaluation Administrator when the student has completed his or her thesis and oral defense session.
- If the student fails the oral defense session, the Advisor will clearly explain what remains to be done for the student to pass the summative evaluation requirement.
- The Advisor must approve any requests for a Thesis Directed Study Continuation (up to the maximum of three). If the Advisor does not approve a student's continuation request, the previous guidelines above for failing to complete the thesis apply. The Advisor must inform the Summative Evaluation Coordinator of the Advisor's decision to recommend or not recommend a student's Thesis Directed Study Continuation (up to three maximum) request.

### **Duties of the Reader**

- The Reader ensures that the thesis reflects M.A.-quality scholarly research in the field in which it is written.
- The Reader must read and respond to the thesis draft promptly, usually within two weeks of receiving the version approved by the Thesis Advisor. The Reader's response should note the strengths and weaknesses of the thesis and should include suggestions for improving the final version.
- If necessary, the Reader will read and respond to subsequent versions of the thesis.
- The Reader will coordinate with the Thesis Advisor on the date and time of the oral defense session and participate in the session.
- At the end of the oral defense session, the Reader will confer with the Thesis Advisor regarding the final grade of the thesis.

### **Duties of the Student**

- Enroll in ENG 891 Academic Research, Design, and Writing after completing at least 18 credits and no later than the semester before the student intends to begin the Thesis Directed Study.

- Submit the Thesis Application Form and Thesis Proposal to the Summative Evaluation Administrator.
- The student is responsible for all research, writing, and editing of the thesis.
- The student will initiate contact with the assigned Thesis Advisor.
- The student is responsible for weekly contact with the Thesis Advisor for guidance with research and writing of the thesis while enrolled in the Thesis Directed Study and any continuations.
- The student must implement any changes in the thesis required by the Thesis Advisor. The student also implements the changes recommended by the Reader.
- The student collaborates with the Advisor and Reader throughout the process of preparing and presenting the thesis.
- The student participates in the oral defense session, in which the student presents the thesis and answers the questions of the Advisor and the Reader.
- The student must coordinate with the Thesis Advisor for any requests for Thesis Directed Study Continuations. The Advisor must approve any requests for a Thesis Directed Study Continuation (up to the maximum of three). If the Advisor does not approve a student's continuation request, the previous guidelines above for failing to complete the thesis apply.

# Appendix A: Thesis Proposal Example

## Thesis Proposal

Date: October 15, 2014

Author: Pilar Sapientiae

Title: John Paul II on Masculinity

### 1. Thesis Statement

In John Paul II's theology, masculinity is a particular expression of the human orientation towards the gift of self which impels a man to enter communion with others by completely sacrificing himself for them.

### 2. Rationale

The question of John Paul II's understanding of masculinity has both theological and pastoral significance. Such an understanding will allow for a greater understanding of the theological relationship between men and women, which, as marriage is the sacrament signing the marriage of Christ and his Church, will give a greater insight into our relationship with Christ himself. Pastorally, I believe a greater understanding of the vocation of men will allow a pastor to encourage men to live their Christian lives more fully. Knowledge of this vocation would help a pastor to draw more men to experience true fulfillment in their Christian lives and allow them to live more joyfully in the Church. In society today, many men are not living their vocation fully in marriage, something notable by a high divorce rate and the existence of many single mothers. A true understanding of masculinity might motivate men to live their vocation by sacrificing themselves for the other, and might serve to give direction to a pastoral solution to this problem.

### 3. Methodology Statement

The thesis will work to allow a reader to understand John Paul II's theology of masculinity. I have not yet discovered any place in my current research where he talks about the topic at length; therefore, I will proceed to research many of his writings, including pre-papal works, his papal writings, and his theatrical literature. From this research, I will attempt to construct his understanding.

### 4. Tentative Outline

In the first chapter, the Introduction, I will present the question which the thesis is researching, describe the methodology which was used within it, and also place the thesis into a context. For example, while the paper is focusing on the masculine, such statements are not to say that women share none of these characteristics either; as men and women share a nature, many similarities can be expected. Here I might also try to anticipate the thesis's importance by asking questions which it will help to answer. More on the answers to these questions will be given in the conclusion. Such questions will involve the role of the man in the family in our society which sees the dissolution of family life. Another such question might be the question of male priesthood.

The second chapter, focusing on the theological anthropology of John Paul II, will draw heavily from his Theology of the Body and be supplemented by other encyclicals, such as

*Mulieris Dignitatem*, his book *Love and Responsibility*, and secondary sources. In describing the creation of man, I will examine the biblical accounts of creation in light of John Paul II's teaching, searching the significance of God's creating Adam first and only later creating man as male and female. Looking at man's end, the chapter will describe how man was called by God to complete himself in another (and ultimately God) and how this call was written on his very being through his sexuality. I will examine the relationship between man and woman in light of this calling, describing the complimentary roles of man and woman and how the relationship of man and woman images our relationship with God. In addition, I will explore his notion of gift, including donation and reception. By this examination, this chapter on his theological anthropology will provide the basis for the subsequent chapters which will discuss masculinity more particularly.

The third chapter will be based upon his apostolic exhortation *Redemptoris custos*, because in this encyclical is the only place so far in which I have found him discuss the vocation of men [*viri*], which he discusses in light of Joseph's being a just man. This chapter, then, will first look at Joseph and his role in Jesus' life. He was trusted with the development of Jesus as man and so must have been a good example for Jesus to follow. In the search for what it means to be a 'just man,' I will look at the different verbs which John Paul II attributes to Joseph (e.g. to oversee, to guard, etc.) and also different descriptions of him. It will look at the role of father, an important masculine role which we cannot as easily pull from the life of Christ—a role which he must have, however, even though not in a bodily sense because he reveals the love of our Father in heaven. I will also examine Joseph's role within his family, which will be intimately connected with the search above. I will examine how John Paul II describes the roles that Joseph played as Jesus' father, and from this examination discern aspects of the vocation of men.

In the fourth chapter, I will examine the concept of spiritual fatherhood especially as portrayed in his play *Radiation of Fatherhood*. In this play, Wojtyla describes the growing relationship between Adam and Monica, a girl who is not his biological daughter, through the constant struggle to make her 'his' by becoming completely 'hers.' Through examining this chapter, I intend to draw out the masculine role in that relationship and the role of father which Adam takes on through his gift of self. This chapter will enlighten the previous chapter as Joseph too was not Jesus' biological father but assumed the role completely (not merely juridically). I will draw from some of John Paul II's writings on spiritual fatherhood as well, which I believe will add insight into the movement of the play.

The fifth, chapter, the conclusion, will summarize and synthesize the thesis by discussing any additional relationships between the chapters. I will make some statements about what I think John Paul II thought to be the vocation of men within the context of his theological anthropology. In this chapter, I will discuss possible applications of the thesis. Some of these applications will be pastoral, such as briefly discussing how such a thesis might impact how a priest might encourage his faithful to grow more fully. Others will be theological, raising questions which cannot be answered in this thesis but would be beneficial to research.

## 5. Annotated Bibliography

### Primary Sources

John Paul II. Apostolic Exhortation on the Person and Mission of Saint Joseph in the Life of Christ and of the Church *Redemptoris custos* (August 15 1989). At The Holy See, [www.vatican .va](http://www.vatican.va).

By examining John Paul II's reflections on Joseph, the just man, part of John Paul II's understanding of masculinity can be uncovered.

John Paul II. Apostolic Letter on the Dignity and Vocation of Women *Mulieris dignitatem* (August 15 1988). At The Holy See, [www.vatican .va](http://www.vatican .va).

This encyclical discusses fatherhood, motherhood, and the relationship between Christ and the Church in his theology.

John Paul II. *Man and Woman He Created Them: A Theology of the Body*. Trans. Michael Waldstein. Boston: Pauline Books & Media, 2006.

John Paul II's theological anthropology will lay the groundwork for discovering his understanding of masculinity.

Wojtyla, Karol. *Love and Responsibility*. Trans. H.T. Willetts. San Francisco: Ignatius Press, 1981.

This work discusses his anthropology, his understanding of love, and his understanding of fatherhood and motherhood, all of which are important in discovering his understanding of masculinity.

Wojtyla, Karol. "Radiation of Fatherhood." In *The Collected Plays and Writings on Theater*, trans. Boleslaw Taborski, 335-364. Berkeley: University of California Press, 1987.

This play shows the relationship of a man and girl whereby he becomes her father through a gift of self; that relationship unveils his understanding of masculinity.

### Secondary Sources

Butler, Sara. "The Priest as Sacrament of Christ the Bridegroom." *Worship* 66, no. 6 (1992): 498-516.

Butler comments on John Paul II's theological anthropology in order to discuss the priesthood; her examination of his theological anthropology will be applicable to chapter 1.

Congregation for the Doctrine of the Faith. Letter to the Bishops of the Catholic Church on the Collaboration of Men and Women in the Church and in the World (May 31

2004). At The Holy See, [www.vatican.va](http://www.vatican.va).

This letter draws on the Theology of the Body and emphasizes the complementarity of men and women in the Church.

Martin, Francis. "Male and Female He Created Them: A Summary of the Teaching of Genesis Chapter One." *Communio* 20 (1993): 240-265.

This article can be used in the first chapter to support the truth that sexual differentiation is a part of God's good creation, permitting a study of masculinity not to degrade femininity.

Schmitz, Kenneth L. "The Passage of Love: Wojtyla's Radiation of Fatherhood." *Communio* 22 (1995): 99-106.

Schmitz reflects on Wojtyla's understanding of fatherhood from his play based on the specific type of love to which he is called.

Séguin, Michel. "The Biblical Foundations of the Thought of John Paul II on Human Sexuality." *Communio* 20 (1993): 266-289.

This article will support the theological anthropology chapter as it emphasizes that the duality of the sexes is not an accident but images God.

# **Appendix B: Sample Title Page**

**Full Title of the M.A. Thesis Bold Face  
Centered at Top of Page**

A Master's Thesis  
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

Thesis Advisor,  
Dr. Egg Spert

Reader,  
Dr. Tee Riffic

© Year  
All Rights Reserved

## **Appendix C: Sample Signature Approval Page**

**Full Title of the M.A. Thesis Bold Face  
Centered at Top of Page**

A Master's Thesis  
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  
Month and Year

Approved by:

\_\_\_\_\_, Thesis Advisor  
Egg Spert, Ph.D.

\_\_\_\_\_, Thesis Reader  
Tee Riffic, S.T.D.

\_\_\_\_\_  
Date

## **Appendix D: Sample Table of Contents**

# Table of Contents

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## Appendix E: Binding Specifications

### A. Printing and Binding of M.A. Theses

1. Single-sided printing as leaves
2. 25% cotton Bright White paper
3. Color 75/black buckram cover binding
4. Gold stamping
5. Imprinting on both the spine and front cover to include the year on each
6. Pocket is optional – for CD or DVD insert

The student must submit one printed and bound copy to the Director of the Library. The printed and bound copy will be retained in the Library.

### B. Formatting

1. Begin page numbering on the page immediately following the Table of Contents.
2. Insert sequential numbers at the bottom center of each page.

### C. Cover Stamping

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

### D. Spine Stamping

1. All these must be stamped on the Spine to include a title/condensed title, the student's last name, and the year of approval.

### E. Binderies

The Library of Holy Apostles College and Seminary recommends the Trappist Abbey as they adhere to our binding specifications. The Bridgeport National Bindery also has done fine work binding students' theses in the past but students must request our binding specifications.

Trappist Abbey Bookbindery 9200 NE Abbey Road Carlton, OR 97111-9504 <a href="mailto:bindery@trappistabbey.org">bindery@trappistabbey.org</a>	Bridgeport National Bindery 662 Silver Street P.O. Box 289 Agawam, MA 01001-0289 800-223-5083 413-789-1981 <a href="http://www.bnbindery.com">www.bnbindery.com</a>
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Update 9/16/2022 C.A.

## Appendix F: Thesis 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><b>Incomplete articulation</b></p> <p>Project is only partially written or completely misses the topic</p>	<p><b>Writing difficult to understand, serious improvement needed</b></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><b>Episodic articulation, a mix of strengths and weaknesses.</b></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><b>Acceptable articulation, but could use some sharpening of skill</b></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><b>Solid articulation, with something interesting to say.</b></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><b>Command-level articulation, making a clear impression</b></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><b>Missing Research</b></p> <p>Project shows no evidence of research: citation of sources missing.</p>	<p><b>Inadequate research and/or documentation</b></p> <p>Over-reliance on few sources; spotty documentation of facts in text; pattern of citation errors.</p>	<p><b>Weak research and/or documentation</b></p> <p>Inadequate number or quality of sources; many facts not referenced; several errors in citation format.</p>	<p><b>Adequate research and documentation but needs improvement</b></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><b>Solid research and documentation</b></p> <p>A number of relevant scholarly sources revealing solid research; sources Appropriately referenced in paper; only a few minor citation errors</p>	<p><b>Excellent critical research and documentation</b></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><b>Absence of Understanding</b></p> <p>Shows no awareness of the discipline or its methodologies as they relate to the topic.</p>	<p><b>Lack of Understanding</b></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><b>Inadequate understanding</b></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><b>Adequate understanding</b></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><b>Solid Understanding</b></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><b>Insightful understanding</b></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 Release Form

Holy Apostles requires that student M.A. theses 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 are required to submit them as follows:
  - One (1) bound print copy to be retained in the Holy Apostles Library
  - One (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 are received.
2. Digital copies of theses 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 containing 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 to be disseminated digitally and understand the possibility that those to whom it is disseminated may make copies.

Signature: \_\_\_\_\_

Printed Name: \_\_\_\_\_

Date: \_\_\_\_\_

Please contact the HACS Library staff for any questions about this policy and release form.

# Appendix H: Thesis or Special Project Application Form

## Thesis Application Form

Please submit this form along with your thesis proposal to request permission to write a thesis. Students must complete or be enrolled in ENG 891 before submitting a thesis application and proposal. Please submit this form at the start of the course registration period for the semester in which you plan to begin the Thesis Directed Study. Students may begin the Thesis Directed Study either concurrently with their final semester of coursework or the semester following completion of all coursework.

Name \_\_\_\_\_

HACS Email \_\_\_\_\_

Address \_\_\_\_\_

Area of Concentration \_\_\_\_\_

Proposed Topic or Title \_\_\_\_\_

Proposed Advisor (if any) \_\_\_\_\_

Have you completed or currently enrolled in ENG 891? YES \_\_\_ NO \_\_\_

Students must have at least a 3.0 cumulative GPA to request permission to write a thesis. Please list your current cumulative GPA: \_\_\_\_\_

Have you discussed the proposed topic with a prospective advisor? YES \_\_\_ NO \_\_\_

If YES, then please list the prospective advisor's name and briefly explain if the prospective advisor is willing to serve as your faculty advisor for the proposed thesis:

\_\_\_\_\_  
\_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

### FOR ADMINISTRATIVE USE:

The thesis application is:      Accepted              Not Accepted

Recommendations: \_\_\_\_\_

Appointed Advisor: \_\_\_\_\_

Academic Dean on Assistant Dean of Online Learning \_\_\_\_\_

Date: \_\_\_\_\_