



Holy Apostles

College & Seminary

Guidelines for Summative Evaluation Project Master of Divinity in the New Evangelization

Statement of Purpose

Each Master of Divinity in the New Evangelization student must develop a Summative Evaluation Project (SEP) as partial completion of their Master of Divinity Program. The SEP is the production within one's ministerial area or apostolate of an artifact of sufficient scope to demonstrate that the student has achieved the program learning outcomes, the burden being placed upon the student to provide sufficient explanation and documentation as evidence of that fact. The title and nature of a successfully completed SEP will be noted on the student transcript. The SEP indicates by its very nature ministerial competence in a topic in the student's area of concentration.

Requirements for SEP Direction

1. The student is enrolled in the Master of Divinity in the New Evangelization degree program.
2. The student is in the final semester of coursework or has completed the coursework.
3. The student has maintained a 3.0 grade point average in his/her classes.

Fee Structure

The cost of pursuing the SEP is the same as that for a three-credit course. A continuation fee in the amount of a three-credit course is added for each additional semester a student invests in producing his or her SEP. The student is highly encouraged to complete the SEP in one semester.

1. The Summative Evaluation Project Proposal

Format of the Summative Evaluation Project Proposal

The first step in the preparation of the SEP is the development of a proposal. The SEP proposal serves only to define the scope of the SEP, so it should not exceed five pages in length. It is composed of five parts: the statement of purpose, the rationale, the methodology statement, a tentative outline, and an advance list of ten resources. (See Appendix A for a sample.)

1. **Summative Evaluation Project Statement:** The statement declares in one sentence the specific nature of the SEP.
2. **Rationale:** The rationale expresses the significance or importance of the SEP to the special ministry or apostolate for which it is being created. It explains what the SEP is intended to do based on the needs of the special ministry or apostolate and the relevant literature in the field. It is also attentive to the six Master of Divinity in the New Evangelization Program Level Outcomes, which are as follows:
 - Represent Catholic doctrine and morals appropriately and accurately in a pastoral setting, including evangelization, catechesis, adult faith formation, apologetics, and basic instruction in prayer and discernment.
 - Interpret magisterial, theological, ministerial and ritual texts accurately, insofar as these bear on common questions in evangelization and on practical concerns in ministry.
 - Articulate and engage in mature pastoral-theological evangelization and reflection, demonstrating prudence, knowledge of the Faith, and a realistic appraisal of concrete pastoral circumstances.
 - Collaborate maturely and respectfully with others in ministry, including pastors, religious, laity, and non-Catholics.
 - Demonstrate competence in the New Evangelization by performing adequately in a summative evaluation process.
 - Communicate effectively in the work of evangelization and ministry in a practical and popular way, whether by ordinary speech and writing or via the media of social communication.

Draft a one-sentence response to each of the Program Level Outcomes above concerning how your SEP demonstrates competency in the outcome.

3. **Methodology statement:** The methodology statement provides an explanation of *how* the SEP will be developed. For example, a student pursuing the SEP in his or her teaching apostolate would most likely employ a different methodology than a student pursuing the SEP in the mission field.
4. **Tentative outline:** The outline articulates in separate paragraphs the major elements of the SEP that will need to be developed in order for the project to be completed. These

paragraphs are to be developed sufficiently to demonstrate an understanding of both the kind of activity each section entails and the kind of research that will be necessary to bring completion to each activity. It is understood that the proposal is subject to change. It may be helpful to one's advising faculty for the student to also draft a bullet outline based on their paragraph outline.

5. **Annotated bibliography:** The annotated bibliography for the SEP proposal describes at least five specific primary sources and five specific secondary sources relevant to the SEP the student chooses. Some indication of how each source affects particular project elements may be made. Bibliographical entries must be formatted according to Holy Apostles College and Seminary's "Guidelines for Academic and Professional Papers and Theses." That document is located on the website under the "Library" tab.

2. The Summative Evaluation Project Format

Required Sections of the SEP – The SEP must contain the following parts:

- Title Page
- Signature Approval Page
- Table of Contents (outlining each section of the SEP)
- Introduction to the SEP, including a description of need within the special ministry or apostolate and an explanation of how the resource materials on the bibliography affected the outcome of the SEP.
- SEP (completed)
- Explanation of how the SEP has fulfilled the need for which it was designed along with an analysis of how it demonstrates mastery of the program learning outcomes, impact it has or is expected to have on the special ministry or apostolate and future directions that may be possible.
- Bibliography

Title Page

The Title Page must include the full title of the SEP typed in bold and centered at the top of the page. Immediately below the title is the satisfaction statement. The satisfaction statement must be typed and centered. The student's name must be typed and centered at the bottom of the page. The copyright statement should be centered at the very bottom of the page. (See Appendix C).

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 SEP Advisor and the SEP Reviewer. The name of each signatory must be typed below the signature line with his/her title extending to the right of the signature line. The Signature Approval Page should not contain the copyright notice. (See Appendix D).

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 SEP for easy access. Chapter heading should be designated in Roman Numerals. Pagination should be designated in Arabic numerals and should only indicate the beginning page of each section. (See Appendix E).

Introduction

The introduction serves to focus the direction and content of the SEP. It should contain those elements from the SEP Proposal that define the focus of the SEP and the major research sources.

The Summative Evaluation Project, Completed

The “SEP, Completed” is the thing itself, informed by the student’s research.

Conclusion

The conclusion of the SEP serves to explain how the SEP has fulfilled the need for which it was designed along with an analysis of how it demonstrates mastery of the program learning outcomes. It should, in addition, explain any impact the SEP has or is expected to have on the special ministry or apostolate and possible future directions.

Bibliography

The Bibliography should contain all primary and secondary resources used directly or indirectly in the development of the SEP. Bibliographical entries must be formatted according to Holy Apostles College and Seminary’s “Guidelines for Academic and Professional Papers and Theses.” (See the website under the “Library” tab.)

3. Optional Sections of the Summative Evaluation Project

The SEP may contain optional sections that serve to enhance the subject content or to acknowledge an individual or two. Examples include a Statement of Fidelity Page, Dedication Page, Acknowledgement Page, Epigraph Page, Appendices, Glossary, and/or a List of Abbreviations. These optional pages should be placed within the SEP in the following sequence. (Parenthetical references are to Turabian section 1.)

- Title Page (1.7)
- Signature Approval Page
- Statement of Fidelity
- Dedication Page (1.9)
- Acknowledgement Page (1.26)
- Epigraph (1.10)
- Table of Contents Page (1.11-1.18)
- Introduction
- Body of SEP
- Conclusion
- Appendix (1.39 – 1.45)
- Glossary (1.28 - 1.30)

- List of Abbreviations (1.27)
- Bibliography (1.30; 1.47)

4. Process

Application to do the Summative Evaluation Project

Students submit an application to the M.Div. Program Director for approval.

Selecting an Advisor

Once the student learns that his or her application to pursue the SEP has been approved by the M.Div. Program Director, the student will complete the SEP Advisor form on which his or her preference for an advisor will be indicated. The M.Div. Program Director will appoint the SEP Advisor taking into account the student's preference and faculty availability.

Approval of the Summative Evaluation Project Proposal

The student will work with his or her advisor to put together the SEP Proposal. The SEP advisor submits with his or her approval the SEP Proposal to the M.Div. Program Director for review.

Collecting Resources

The student is required to work with one's advisor on the collection of resources to ensure they are including within their bibliographies the seminal texts supporting the SEP. Each student will use the Holy Apostles College and Seminary style sheet (Appendix B) in the formatting of one's citations. In addition, the student will develop a sufficient familiarity with each source in order to annotate the completed list. The annotation should be no longer than 25 words and it should explain the value of the source to the SEP statement. The SEP bibliography will contain 20-25 source materials (at least 10 of which must be primary sources) though the actual number may be allowed to vary according to the discretion of the advisor. A sample annotated bibliography is included in the appendix.

Composing the First Draft of the Summative Evaluation Project

Each student who is developing the SEP is required to work with one's advisor throughout the drafting process by communicating one's progress at least twice a month. Additional meetings can be set, as necessary, particularly as the date of the presentation draws near. The first draft will generally contain an introduction and conclusion along with the SEP itself.

Presentation Timeline

Each students must present one's SEP via Zoom prior to one's graduation from the Master of Divinity in the New Evangelization program. The order of events leading to the presentation can be paced as follows.

Week One: The student and SEP advisor agree the SEP is ready to be presented. The SEP advisor, in collaboration with the student, formally selects a reviewer and notifies the Program Director and the Assistant Academic Dean of their choice. The Assistant Academic Dean then contacts the reviewer to ensure his/her availability and willingness to serve. The student formally requests a presentation date from the Assistant Academic Dean who will schedule an online

meeting via Zoom with the advisor, the reviewer and the student. Within one week of their selection, both the SEP advisor and reviewer receive the penultimate SEP.

Week Two: The SEP advisor and reviewer have one week to return their comments on the SEP to the student; they may *recommend* changes, but only the SEP advisor may *require* changes.

Week Three: The student has one week to produce a final version of the SEP and present a copy – in whatever medium is most appropriate – to the SEP advisor and the reviewer.

Week Four: The SEP advisor and reviewer have one week to review the final version.

At the end of week four of this process, the SEP advisor, reviewer and student log into the Zoom meeting space and the student makes his/her presentation.

Presentation Session

All SEP projects will culminate in an oral presentation session conducted via Zoom depending upon the location of the participants. The presentation will normally be delivered by using a PowerPoint, although other means are acceptable. The student sitting for his or her oral presentation may invite observers to the defense after consultation with one's SEP advisor and the reviewer.

During the presentation, which is chaired by the SEP advisor, the student has fifteen minutes to present one's work to the board, followed by fifteen minutes of questions by both the SEP advisor and reviewer. The times given here are approximate, but the total length is not to exceed sixty minutes.

In one's presentation, the student is not expected to deliver a formal lecture over one's SEP. He or she is instead expected to present a summary in which is explained an overview of the project, why the student chose the topic, what the student did with the project within his or her special ministry or apostolate, some key factors the student learned, how one's project helped oneself and/or others grow in the four areas of formation (human, spiritual, intellectual and pastoral) and what areas remain for further study.

The SEP advisor and the reviewer then question the student for approximately fifteen minutes each on the SEP. In the course of the presentation, the SEP advisor may recommend but may not require further changes to the SEP. Any required changes should be communicated to the student prior to the scheduling of the presentation.

Grading and Program Credit

A pass/fail grade is assigned for the SEP after the oral presentation. The title of the SEP and the fact that it was completed for a given special ministry or apostolate will be printed on the student's transcript for purposes of pursuing advanced studies beyond a student's time at Holy Apostles.

Upon completion of the student's SEP, the advisor will contact the Program Director and the Assistant Academic Dean to convey the results.

5. Duties of the Participants within the Summative Evaluation Project Process

Duties of the Master of Divinity in the New Evangelization Program Director

- The M.Div. Program Director receives the SEP Application, the SEP Advisor Request Form and the SEP Proposal from the student for review. The M.Div. Program Director conveys to the student and to the Assistant Academic Dean, on each occasion, the status of approval.
- The M.Div. Program Director schedules the online defense meeting via Zoom with the advisor, the reviewer and the student.
- Throughout the SEP process, the M.Div. Program Director is available for providing guidance to the student and to the advisor, should it be necessary.

Duties of the Assistant Academic Dean

- Upon recommendation from the SEP advisor, the Assistant Academic Dean is responsible for contacting the suggested reviewer.
- The Assistant Academic Dean informs the Program Director of when the online defense meeting will take place with the advisor, the reviewer and the student.
- The Assistant Academic Dean is responsible for maintaining the records of student progress. The records to be maintained include the names of the SEP advisor and reviewer, confirmation of accepted SEP proposals, status of the project at appropriate intervals and final remarks of the examining board concerning the student's completion of the SEP. These records will be submitted to the registrar and kept in the student's file.

Duties of the SEP Advisor

- The SEP advisor is responsible for advising the student on the content of the SEP proposal. The content should flow from the program of studies and from the Master of Divinity in the New Evangelization formation program. (For details concerning the formation program, see the Master of Divinity in the New Evangelization Student Handbook.)
- The SEP advisor is responsible for regularly meeting with the student to evaluate the content of the SEP. (*The responsibility of pursuing meetings rests with the student.*) The SEP advisor helps the student shape a bibliography that is representative of the state of the research relevant to the SEP and oversees the development of the SEP.
- The SEP advisor is responsible for helping the student decide upon a suitable reviewer whose area of expertise best complements the SEP focus.
- The SEP advisor is responsible for deciding when the student possesses a presentable SEP and for working with the student and the reviewer to establish a date and time for the oral presentation.
- The SEP advisor should inform the Program Director and the Assistant Academic Dean when a date and time has been determined for the SEP presentation.

Duties of the Reviewer

- The reviewer is responsible for responding to the presentable draft within one week of receiving the penultimate copy.
- The reviewer is responsible for coordinating with the SEP advisor on the date and time of the oral presentation and for assigning the student a grade for his work.

Duties of the Student

- The student is expected to meet or exceed one's capacity in the performance of this exercise. The student seeking to complete the SEP is responsible for working with one's advisor in developing content central to the Master of Divinity in the New Evangelization program of studies and from the formation program according to the guidelines approved by the faculty member in the proposal. (For details concerning the formation program, see the Master of Divinity in the New Evangelization Student Handbook.)
- The timeline for completion of the SEP is normatively no longer than one semester. In some situations, the student may need two semesters. In such cases, the first semester of one's SEP would normally involve research, while the second semester would be devoted to the development.

6. Publication, Assessment, Penalties, and Exceptions

Post-Defense Publication of the Summative Evaluation Project

Following the successful presentation of the SEP, the student is responsible for submitting to the M.Div. Program Director and to the Assistant Academic Dean one digital copy of the SEP. The student is responsible for submitting one printed and bound copy to the Director of the Library. The printed and bound copy will be retained in the Library. Instructions on binding are provided by the Director of the Library.

Assessment of the Summative Evaluation Project Process

For assessment purposes, a survey instrument will be completed by the SEP advisor, reviewer and student. These surveys will be compiled and analyzed in the aggregate by the Director of Assessment and reported to the appropriate constituencies in accordance with the provision of the seminary's assessment plan. On a periodic basis the seminary will have completed SEPs evaluated by an outside panel.

Penalty for Non-fulfillment

The failure of a student to complete this requirement in a timely manner may result in the dissolution of the SEP board and a reconstitution of a board under a different advisor. Students must complete the SEP in order to graduate from their program of study.

Exception for Extraordinary Circumstances

In the extraordinary event that an incapacity of some sort does not allow a student to complete the SEP in a timely manner, the M.Div. Program Director may allow additional time for the completion of this requirement.

Grievance Policy

See seminary catalog.

APPENDIX A

Sample Summative Evaluation Project Proposal

Summative Evaluation Project Proposal

Summative Evaluation Project Statement

In fulfillment of the summative evaluation requirement for my program area of moral theology, I propose to develop a series of eight online learning modules concerning Catholic sexual ethics directed to teens and young adults. This project particularly highlights human formation, although it takes into account spiritual, intellectual and pastoral formation as well.

The Rationale

In my youth ministry program, I have become increasingly aware of the necessity to teach Catholic sexual ethics in order to confront the cultural trends that encourage promiscuous relationships among teens and young adults. My current group includes young people in their late teens and early 20s who are preparing for college or have already transitioned into it and are finding challenges in their new freedom away from home. A focused study on Pope John Paul II's *Theology of the Body* that can be tailored to their own situations in life is necessary for them to see their own sexuality as a gift from God and a gift they should make to someone else only within the sacramental covenant of marriage. For those young adults in my group who are already married, I want to encourage them to live the Truth in love through an emphasis on Natural Family Planning as the appropriate alternative to the contraceptive mentality that our culture promotes. My demonstrating the value of NFP within the marital covenant will provide a meaningful context for the *Theology of the Body* modules for those who are still discerning the vocation of marriage.

The Methodology Statement

The SEP will first survey the assumptions of the members of my youth group by seeking to engage them in an authentic dialogue concerning human sexuality. Using the main points of Pope John Paul II's *Theology of the Body*, I will develop an anonymous survey of 20 questions on a six-point, forced response Likert agreement scale and use the results of the survey to parse the respondents into three focus groups for a follow-up discussion. The first focus group will consist of young men, the second of young women and third of a combination of young men and women. In each of the focus groups, the method of Natural Family Planning will be discussed in relation to the survey responses. Once I have the data from the initial survey, I will outline a plan for eight online learning modules that can focus specifically upon the needs of the respondents and it will be grounded within the teachings of *Humanae vitae*. Each of the eight learning modules will be outlined with the intention of their being generated for online delivery through the use of specific media. Once the lecture content portion of the videos is created, I'll record interviews with members of the youth group to intersperse throughout the lecture materials and in this way involve the group as part of the content creation process so that as a community we grow together in articulating this teaching in a way that may be helpful to other youth ministers. The modules will then be uploaded to a website and promoted to other members of our parish so that the work we do in one of our apostolates can benefit all of them.

The Tentative Outline

In a ten-page introduction to the work, I will explain the Church's teaching on human sexuality and the cultural changes that came about to prompt the promulgation of *Humanae vitae*. This introduction will establish the foundation on which the *Theology of the Body* and Natural Family Planning modules will be designed.

While the specific content of the modules have to await the results of the survey, my expectation is that the eight modules will be themed as follows:

- 1) Orientation to the Body: "Male and female He created them"
[brief description of contents, form and structure would be provided here
and in each of the sections below]
- 2) The Importance of Covenantal Sex: Why we wait until we are married
- 3) The Covenantal Bond: Why "anything" still doesn't go
- 4) Spiritual Fatherhood: How it starts before courtship
- 5) Spiritual Motherhood: How it helps shape the marital relationship
- 6) Natural Family Planning: The theological basis
- 7) Natural Family Planning: The relational approach
- 8) The End Game: Celebrating your fiftieth wedding anniversary

The conclusion of the SEP will be designed as a five-page analysis to demonstrate the impact this production had on my youth ministry group.

Annotated Bibliography

Primary Sources

John Paul II. Apostolic Letter on the Dignity and Vocation of Women *Mulieris dignitatem* (15 August 1988). At The Holy See, 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.

Paul VI. Encyclical Letter *Humanae vitae* (25 July 1968). At The Holy See, www.vatican.va.

This work provides the rationale for pursuing a culture of life within the covenantal bond of marriage.

Wojtyla, Karol. *Love and Responsibility*. Trans. Grzegorz Ignatik. San Francisco: Ignatius Press, 2013.

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

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 (31 May 2004). At The Holy See, 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 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 emphasizes that the duality of the sexes is not an accident but images God.

Smith, Janet. *Humanae Vitae: A Generation Later*. Washington, D.C.: Catholic University of America Press, 1991.

This book provides a demonstration of the ongoing relevance of the message of *Humanae Vitae* for the modern world.

Appendix B
Sample Title Page

Full Title of the Summative Evaluation Project
Bold Face
Centered at Top of Page

A Master's Summative Evaluation Project
submitted in partial fulfillment of
the requirements for the degree of
Master of Divinity in the New Evangelization
Holy Apostles College and Seminary
Cromwell, Connecticut

By
Student's Full Name
Semester and Year

Summative Evaluation Project Advisor,
Dr. Egg Spert

Reviewer,
Dr. Tee Riffic

© Year
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Appendix C

Sample Signature Approval Page

Full Title of the Summative Evaluation Project
Bold Face
Centered at Top of Page

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Master of Divinity in the New Evangelization
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Cromwell, Connecticut

By
Student's Full Name
Semester and Year

Approved by:

_____, Summative Evaluation Project Advisor
Name of Summative Evaluation Project Advisor typed

_____, Summative Evaluation Project Reviewer
Name of Reviewer typed

Date

Appendix D

Sample Table of Contents Page

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Appendix E
Summative Evaluation Project Rubric

ARTICULATION & EXPRESSION

Not Passing 0 POINTS	Not Passing 1 POINTS	Not Passing 2 POINTS	Average 3 POINTS	Above Average 4 POINTS	Superior 5 POINTS
Incomplete articulation Project is only partially written or completely misses the topic	Writing difficult to understand, serious improvement needed 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	Episodic articulation, a mix of strengths and weaknesses. 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	Acceptable articulation, but could use some sharpening of skill 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	Solid articulation, with something interesting to say. 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	Command-level articulation, making a clear impression 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

RESEARCH & DOCUMENTATION

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

CONTENT

Disciplinary Knowledge & Methodology (theology, pastoral studies, history, etc.)

Not Passing 0 POINTS	Not Passing 1 POINTS	Not Passing 2 POINTS	Average 3 POINTS	Above Average 4 POINTS	Superior 5 POINTS
Absence of Understanding Shows no awareness of the discipline or its methodologies as they relate to the topic.	Lack of Understanding 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.	Inadequate understanding Sometimes unclear in understanding or articulating concepts of the discipline. Does not fully understand how to use the appropriate methodologies in studying the topic.	Adequate understanding 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.	Solid Understanding Clear understanding and articulation of concepts with some sense of their wider implications; knows how to use and apply appropriate methods for the topic	Insightful understanding 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.