



**Student Personnel Assistantship Program**  
**Higher Education and Student Affairs**

**HESA**  
**M.A.**  
**Handbook**

**2019-2020**

---

This handbook is intended to be a resource for Master of Arts students in the Higher Education and Student Affairs Program. It is NOT intended to replace or override policies of The Graduate School or The Department of Educational Studies Graduate Studies Committee.

## Table of Contents

<b>I. REQUIREMENTS FOR THE MASTER OF ARTS DEGREE IN THE HESA PROGRAM .....</b>	<b>2</b>
PROGRAM OF STUDY .....	2
CREDIT HOURS AND RESIDENCY REQUIREMENT .....	2
“THE CORE” OF THE HESA MASTER’S PROGRAM .....	2
MULTICULTURAL REQUIREMENT .....	3
FOUNDATIONS REQUIREMENT .....	3
RESEARCH REQUIREMENT .....	3
PRACTICUM REQUIREMENT .....	4
ELECTIVES IN STUDENT DEVELOPMENT AND LEARNING OR ORGANIZATION AND ADMINISTRATION .....	4
ECUADOR STUDY ABROAD TRIP .....	4
DEGREE COMPLETION OPTIONS (SEE SEPARATE DOCUMENT) .....	5
TIME LIMIT .....	5
DEACTIVATION AND REACTIVATION .....	5
<b>II. DEGREE COMPLETION OPTIONS.....</b>	<b>5</b>
THESIS .....	5
CASE STUDY GENERAL EXAMINATION .....	6
COMPREHENSIVE EXAMINATION.....	7
<b>III. ADDITIONAL GRADUATION REQUIREMENTS .....</b>	<b>7</b>
GRADUATION .....	7
APPLICATION TO GRADUATE .....	8
END OF SEMESTER OR SUMMER SESSION .....	8
<b>IV. SUMMARY OF MASTER OF ARTS DEGREE GRADUATION REQUIREMENTS .....</b>	<b>8</b>
<b>APPENDIX A – THESIS PROPOSAL GUIDELINES* .....</b>	<b>9</b>
<b>APPENDIX C – HESA M.A. PROGRAM WORKSHEET - THESIS VS. CASE OPTION (2019-2020) .</b>	<b>14</b>

## I. REQUIREMENTS FOR THE MASTER OF ARTS DEGREE IN THE HESA PROGRAM

The [Graduate School Handbook](#) is available on the Graduate School web site. The section of the handbook pertaining to the M.A. is located in Section 6. **Students are held responsible for all degree requirements listed in both the Graduate School Handbook and in the Department of Educational Studies M.A. Handbook.**

### Program of Study

You are expected to select a program of study in consultation with your advisor. The program must include a reasonable concentration in a single area or in related academic areas, must be approved by your advisor, and must be within the rules of the ES Graduate Studies Committee. (ref. Graduate School Handbook, Section 6.1). The Master of Arts Program Sheet must be completed and signed by you and your advisor. You should turn in your Program Sheet as soon as you work out a program with your advisor, at latest, submit it at the same time you submit your Application to Graduate – Master’s Degree.

### Credit Hours and Residency Requirement

A minimum of 43 graduate credit hours beyond the baccalaureate degree is required to earn a Master’s degree in Higher Education and Student Affairs. If choosing a thesis graduation option, a minimum of 46 graduate credit hours is required. Eighty (80) percent of those required credit hours must be completed at this university over a period of at least two semesters. A student must be registered for at least three graduate credit hours the semester or summer session in which graduation is expected.

### “The Core” of the HESA Master’s Program

*The Master of Arts Degree in Higher Education and Student Affairs requires 43 semester hours of coursework including:*

Year 1:	Course	Title
Fall Semester	ES HESA 7500	Introduction to Student Affairs (3)
	ES HESA 7518	Leadership and Group Facilitation in Higher Education (3)
	ES HESA 7510	College Student Development I: Psychosocial (3)
		Elective or ES PHE 7572 History of Colleges and Universities (3)
Spring Semester	ES HESA 7540	Higher Education Institutions and Core Academic Issues (3)*
	ES HESA 8511	College Student Development II: Cognitive and Moral (3)
		Elective or ES PHE 7572 History of Colleges and Universities (3)*
		*meets foundations requirement

Year 2:	Course	Title
Fall Semester	ESCE 6732	Introduction to Counseling (3)
	ES HESA 7520	Diversity in Higher Education (3)**
	ES HESA 7512	Interaction of Students and Environments (3)
		Elective or ES PHE 7572 History of Colleges and Universities (3)*
Spring Semester	ES CFE 7572	History of Colleges and Universities (3) (if not taken in 1 <sup>st</sup> year) or Elective
	ES HESA 7545	Case Studies in Higher Education (3)***
		Elective or ES PHE 7572 History of Colleges and Universities (3)*
		* <i>meets foundations requirement (3 courses)</i> ** <i>meets multicultural requirement (1 course)</i> *** <i>only taken if choosing the case study as "Degree Completion Option"</i>

### **Multicultural Requirement**

There is a 3-hour multicultural class requirement for all M.A. students. The following course is required for HESA M.A. students and meets this requirement:

- ES HESA 7520 – Diversity in Higher Education

### **Foundations Requirement**

There is a 6-hour foundations class requirement, which includes philosophy, history, sociology, or psychology of education courses or related courses approved by an advisor.

- ES PHE 7572 – History of Colleges and Universities is required and meets 3 hours of the foundations requirement.
- ES HESA 7540 – Higher Education Institutions and Core Academic Issues is required and also meets this requirement.

### **Research Requirement**

There is a 1 class (3 credits) research requirement for M.A. students not choosing a thesis option. There is a 2 class (6 credits) research requirement for M.A. students choosing a thesis option. The recommended course(s) depends upon **your background in research design and statistics** and, if applicable, your thesis topic. Options include:

#### *Quantitative Sequence:*

ES QREM 6625 Introduction to Educational Research

ES QREM 6641 Introduction to Educational Statistics

#### *Qualitative Research:*

ES HESA 7256 Designing Qualitative Research in HESA Contexts

ES QUAL 7230 Qualitative Research for Educators

*Program Evaluation:*

ES QREM 6621	Introduction to Educational Evaluation
ES QREM 8895	Quantitative Research, Evaluation, and Measurement
ES QREM 7631	Applied Evaluation Design

**Practicum Requirement**

A minimum of one practicum of ES HESA 7530 (4 credit hours) must be taken if the student also holds an assistantship or is working full-time in the field of Higher Education and Student Affairs. A minimum of two practica is required for students who do not hold an assistantship and are not working full-time in the field.

Additional practicum classes (3 hours) may be taken under ES HESA 5193 as an independent study. The independent study is by arrangement with advisor. Internships can include overseas or professional association internship programs.

**Electives in Student Development and Learning or Organization and Administration**

Students should select electives in Student Development or Organization and Administration. Two (2) courses are required from the list of courses below.

**Student Development and Learning Electives**

ES HESA 7558	Administering Service-Learning Programs
ES EPSY 7404	College Teaching
ES HESA 7550	Women in Higher Education
ES HESA 8552	Impact of College on Students
ESCE 6736	Educational and Career Counseling
ES HESA 7576	Assessment in Higher Education

**Organization Behavior and Administration Emphasis**

ES HESA 7513	Understanding Educational Organizations
ES HESA 7562	The Community College
ES HESA 7564	Financing Higher Education
ES HESA 8560	Legal Aspects of Higher Education
ES HESA 7570	Internationalizing Colleges and Universities
ES HESA 7554	Admission and Retention in Higher Education
ES HESA 7566	Strategy and University Leadership
ES HESA 7568	Globalization and Public Good
ES HESA 7569	Higher Education Governance and Policy Analysis
ES HESA 7574	Curriculum in Higher Education

*Please Note: Some courses are taught outside by faculty of our program and thus are subject to change. Course information and availability will be available prior to each semester of registration.*

**Ecuador Study Abroad Trip**

A unique opportunity exists to engage in community-based learning through the HESA study abroad trip to Ecuador. The trip is offered during Winter break and counts for four (4) credit hours.

## **Degree Completion Options (See Separate Document)**

1. Thesis (requires minimum of 3 credit hours of thesis credits – ES HESA 7999)
2. Case Study Examination (requires ES HESA 7545)
3. Comprehensive Examination (requires ES HESA 7545)

### **Time Limit**

Requirements for the Master of Arts degree must be completed within six years of the semester of first enrollment.

[Note: The curriculum is subject to change.]

### **Deactivation and Reactivation** (ref. Graduate School Handbook, Section 6.1)

If you have not registered in the Graduate School within the preceding two full calendar years, your enrollment eligibility will be automatically deactivated. To reenroll, you must petition your Academic program area for reactivation. Contact the Student Services Office & Graduate Studies in 122 Ramseyer Hall to begin the reactivation process. The staff will contact your advisor for approval. If the petition is approved, the Graduate Studies Committee notifies the Graduate School, which then reactivates the enrollment eligibility

To reactivate in your previous degree program, contact the Office of Student Services and Graduate Studies, 122 Ramseyer Hall. The staff will forward requests to reactivate to your previous academic section for approval before you will be allowed to register for classes. Your file, if it is still available, and your most recent advising report, will be forwarded for a decision.

Once a reactivation decision has been made, the Student Services Office and Graduate Studies will notify the Graduate School.

## **II. DEGREE COMPLETION OPTIONS**

The master's program in Higher Education and Student Affairs offers all students an examination process with three options: a thesis option and two non-thesis options. The non-thesis options are (1) the standard general examination and (2) the case study general examination. Procedures for all three are outlined below.

### **Thesis** (requires minimum of 3 credit hours of thesis credits – ES HESA 7999)

A thesis is a substantial research project generally requiring two to three semesters to complete. Research is conducted in conjunction with the advisor. The thesis must be approved by a committee consisting of the advisor plus one other faculty member.

#### ***Thesis Proposal***

You should meet with your committee to discuss your thesis proposal at time deemed appropriate by your advisor. You must submit a complete, typed thesis draft approved by your Master's Examination Committee before being examined over the thesis. The thesis must conform to Graduate School format requirements as described in the [Graduate School Guidelines for Preparing Thesis, Dissertations, and D.M.A Documents](#). The format and scope of your proposal is determined by your advisor, in consultation with your committee. A thesis proposal typically contains the following elements:

- *Introduction and Problem Statement*
  - Problem Statement or Context and Purpose of the Study
  - Justification of the study in terms of your field
- *Literature Review*
- *Design and Methodology*
  - Research Questions
  - Research Design
  - Data Collection
  - Research Timeline

***Oral Examination (Thesis Option)*** (ref. The Graduate School Handbook 6.2)

The master's examination for a student pursuing the thesis option must include an oral portion and may include a written portion. The master's examination need not be confined to the thesis topic. The advisor serves as chair, and all members of the master's examination committee must be present during the entire examination. They are expected to participate fully in questioning during the course of the examination and in the discussion and decision on the result. Other faculty members and graduate students may attend the examination, subject to the rules of the ES Graduate Studies Committee.

***Thesis Approval***

If the student satisfactorily completes the master's examination and if the student presents an acceptable thesis, the master's examination committee members indicate approval of the thesis by signing the **Thesis Approval Form**. The Thesis Approval form must be submitted to the Graduate School by the published deadline for the semester or summer session of graduation. The thesis must be submitted to the Graduate School by the published deadline for the semester or summer session of graduation. The final thesis must be submitted electronically as a PDF document to OhioLink, the Ohio Library and Information Network.

**Case Study General Examination** (requires ES HESA 7545: Case Studies in Higher Education)

The case study examination is governed by a set of procedures which the faculty follows to select the case, design exam questions and evaluate student performance. The case exam is intended to provide a comprehensive, institutional problem situation for students to analyze and discuss. ES HESA 7545 is a required course for students choosing this option during the final spring semester. This fourteen-week course is designed to prepare students for the examination and the course culminates in the two-week writing period of the case analyses. The analysis and proposed action plans written by the students are evaluated by application of a number of criteria, which include demonstrating knowledge of core curriculum literature and basic literature applicable to the nature of the case, ability to apply theory in an analytic mode, integrative and sophisticated reasoning with respect to the problem, the quality of the writing and development of the logic of arguments.

Each spring, the faculty member teaching ES HESA 7545 takes primary responsibility for selecting a case study which is then reviewed by the Higher Education and Student Affairs faculty whose primary focus is this program area. Collectively, a set of three to five questions are developed to guide response to the case, as well as criteria for evaluation. Students are given two weeks to research/write their case analyses. The examination responses are limited to 4500 words, and students are asked to identify their case only by OSU Student ID #. No student names appear on the examination material in order to assure that there is no bias in grading the exams.

Two faculty members read each case. Faculty review the exams and provide each other with the results of their judgment. Student anonymity is central to our process. Student names are matched with OSU

student ID # only after all cases have been evaluated and graded. Discrepancies are discussed and in most cases, easily resolved. Discrepancies which cannot be resolved between the two readers are given to a third reader for comment. The evaluations of all readers are combined into a final evaluation of “pass” or “fail.” In the case when a student exam is failed by both readers, a third reader is assigned. If the third reader also fails the student, the student fails. Steps may or may not be taken to provide the student with an opportunity to retake the exam during the same semester. If not, the student may be permitted to retake the exam the next semester. The retake exam may be written or oral as decided by the faculty.

**Comprehensive Examination** (requires ES HESA 7545: Case Studies in Higher Education)

In the standard general examination, three questions are posed to all students. The questions are drawn from the content of the core curriculum, with each drafted by the two faculty who teach in the subject areas tested: (a) college student development and (b) administration of higher education.

The standard general exam is intended to pose a theoretical or problem situation for the students to analyze. Students’ responses to individual questions are evaluated by the two faculty who drafted the question. They use a number of criteria, which include demonstrating knowledge of basic literature, ability to apply theory in an analytic mode, integrative and sophisticated reasoning, the quality of the writing and development of the logic of arguments.

The standard general examination is administered on the date set by the Department of Educational Studies for the master's standard examinations.

Faculty review the exams and provide each other with the results of their judgment on their respective questions. Student anonymity is central to our process. Student names are matched with social security numbers only after all exams have been evaluated and graded. Discrepancies are discussed and in most cases, easily resolved. Discrepancies which cannot be resolved between the two readers are given to a third reader for comment. The composite evaluations of all three questions are combined into a final evaluation of “satisfactory” or “unsatisfactory.” Examinations which receive “unsatisfactory” evaluations on two of the three questions fail. Steps may or may not be taken to provide the student with an opportunity to retake the exam during the same semester. If not, the student may be permitted to retake the exam the next semester. The retake exam may be written or oral as decided by the faculty.

### III. ADDITIONAL GRADUATION REQUIREMENTS

**Graduation** (ref. The Graduate School Handbook 6.5)

It is the dual responsibility of the ES Graduate Studies Committee and the Dean of the Graduate School to review the student’s record and ensure that all degree requirements are completed at the end of the expected semester or summer session of graduation. In addition to the master’s degree requirements described in this section, the student:

1. must have earned a cumulative point-hour ratio of at least 3.0 for all graduate credit hours taken at this university;
2. must have fulfilled all additional requirements published by the Graduate Studies Committee;
3. must have final grades for all courses received in the University Registrar’s Office by the published deadline; and
4. must have fulfilled all other requirements by the deadlines established by the Graduate School.



**Application to Graduate** (ref. The Graduate School Handbook 6.5)

A student must complete and submit the [Application to Graduate](#) form to the Graduate School no later than the third Friday of the semester (or third Friday of May session for summer session commencement) in which graduation is expected. The application is valid for that semester or session only. Submitting this application indicates that the student expects to complete all degree requirements by the end of that semester or session. It must be signed by the student, the advisor, and the ES Graduate Studies Committee chair. The degree plan the student is pursuing and the proposed master's examination committee members must be listed on the form.

**End of Semester or Summer Session**

A student who does not meet published graduation deadlines but who does complete all degree requirements by the last business day prior to the first day of classes for the following semester or summer session may graduate the following semester or summer session without registering or paying fees.

**IV. SUMMARY OF MASTER OF ARTS DEGREE GRADUATION REQUIREMENTS** (ref. The Graduate School Handbook 6.6)

1. submission of the Application to Graduate form to the Graduate School no later than the third Friday of the semester (or third Friday of May session for summer session commencement) in which graduation is expected
2. registration for at least three graduate credit hours during the semester or summer session in which graduation is expected
3. completion of a minimum of 30 graduate credit hours. Eighty (80) percent of those required credit hours must be completed at this university over a period of at least two semesters
4. graduate cumulative point-hour ratio of at least 3.0
5. satisfactory completion of the master's examination and submission of the Master's Examination Report form to the Graduate School by the published deadline for the semester or summer session of graduation
6. for thesis option students: submission of the Thesis Approval form to the Graduate School and electronic submission of the approved thesis to OhioLink by the published deadline for the semester or summer session of graduation
7. receipt of final grades in the University Registrar's Office by the published deadline
8. completion of the master's degree requirements established by the Graduate Studies Committee

**APPENDIX A – THESIS PROPOSAL GUIDELINES\***  
**Chapters I, II, and III**

**Prepared by Dr. Susan R. Jones**  
**Higher Education and Student Affairs**  
**The Ohio State University**

A thesis proposal typically consists of the first three chapters of your thesis. This is the document that is approved by your committee before human subjects approval may be sought. What follows are some guidelines for each chapter of the proposal. The content of each chapter will vary somewhat depending on whether or not the research is quantitative or qualitative in nature.

**Chapter I – Introduction [typically 10-15 pages]**

Chapter I provides the context and background to your study. It should contain a brief introduction to the "problem," using some of the most central literature leading up to the purpose of the study and your problem statement. Chapter I should include the following:

- \* **Introduction**
- \* **Purpose of the study/statement of the problem** (including research questions or hypothesis)
- \* If there is a **theoretical base** for the study, be sure to discuss it (more detailed description of this will also appear in chapter II).
- \* **Significance of your study** – This is the rationale for your research that describes the value of the study (and to whom) and how it may advance earlier work.
- \* **Definition of terms** – Clearly define any terms you are using particularly if you are giving them meanings not commonly used.

One way to think about the writing of this chapter is to envision an inverted pyramid—that is, going from a broad area to something more narrow and specific.

Chapter I should give the reader a complete overview and context for the entire study. This chapter situates your study in the larger context of higher education, the literature that informs your study and points to the importance of your topic.

**Chapter II -- Review of the Literature [typically 30-50 pages]**

Chapter II consists of a review of the most pertinent literature needed to frame and understand all the essential components—concepts, constructs, and variables—of your study. The review of the literature should be comprehensive and include the most current research in the area. This chapter also establishes that you have a command of the literature in the area you are studying. As such, the literature review provides a basic rationale for your study. The literature covered in this chapter includes theoretical articles on your topic, “review” articles, and any landmark or classic studies related to your topic. However, this chapter is comprised primarily of research studies rather than more theoretical literature. The review should be a critical and analytical assessment of related research and theory. Research studies should be reported with enough detail to allow the reader to understand the study being cited and the limitations—both in the context of your design. Think about whether your literature covers very different areas (organized into separate sections), or whether you are

reporting increasingly narrow and more specific findings within one set of literature. This guideline will essentially provide the organization for this chapter. Drafting an outline for this chapter may help a lot.

This chapter is not a “book report” in which the work of others is simply listed, but a critique of literature which defines your proposed work in relationship to existing research and literature. It should not read as a “laundry list” of other individuals work but instead should communicate your point of view and “authorial voice.” Rather than simply listing authors (e.g., Jones stated...Strayhorn found...Suspitsyna reported...), communicate the point you want to make with the citation at the end: Little is known about cultural influences on the identity process (Jones, 2013).

This chapter helps the reader see where your design fits in with what is known and how your study is distinct from what is already known. You will refer back to many citations in this chapter when you write the discussion of your findings.

### **Chapter III – Methodology [typically 15-30 pages]**

This chapter is a recipe or blueprint for how your study was actually designed and conducted. It should be detailed and precise enough that someone reading this chapter could replicate your study without uncertainty or questions about what you did. Your actual research design, methodology, and methods come directly from the research question(s) you are trying to answer.

The following sections are typically included in the methodology section:

- \* **Statement of the purpose of the study or the problem and specific research questions/hypotheses** – This section should refocus the reader after reading your extensive literature review. Include the type of study you are conducting (e.g., descriptive, experimental, grounded theory, ethnography).
- \* **Research design** – Explicate what kind of study this is and how are you going to conduct it. If quasi-experimental, identify correlational or appropriate statistics, and if qualitative, the epistemological framework, methodological approach, and context for the study.
- \* **Sampling/participants** – This should include sampling strategies and procedures and the rationale for all decisions made regarding sampling. All the information here should be very detailed, such as number of participants, demographics, how selected, etc.
- \* **Measures or instruments** – If using instrumentation, describe fully—their psychometric properties, nature of response pattern, scales, reliability/validity information, and types of scores to be reported. If qualitative in nature, describe data collection methods, nature of protocols used (e.g. interview questions; observations; document analysis).
- \* **Pilot** – Describes pilot testing of interview protocol or survey instruments. Include results of pilot study and how design changed as a result of the pilot. [NB: the pilot study is actually conducted before the “final” design set as the pilot influences certain design decisions and implementation.]
- \* **Procedures** – This should read like a recipe in order of implementation—e.g. letters of invitation; how surveys distributed; how participants accessed/invited; any incentives for participation; where interviews took place; how long they lasted; transcription details. Response rate information should be provided as well as information about informed consent and protection of confidentiality/anonymity. [NB: the proposal obviously is done before you conduct the study so this section is actually your plan for these aspects and the final version reports the steps followed.]

- \* **Qualitative studies require discussion of trustworthiness criteria** and how this will be accomplished in your study.
- \* **Data analysis** – If quantitative, what statistics will you use to answer your research questions? If qualitative, what analytic strategies will you use to analyze data (what coding scheme will you use)? Provide support/rationale for all decisions you make.
- \* **Limitations of the study** – Indicate areas of weakness in your study based on your methods or other issues (e.g. small sample, low response rate, volunteers). This section is typically moved to chapter 5 when the completed study is reported.
- \* **In qualitative study, some attention must be given to the researcher as the "human instrument"**— interest in the topic, reflexivity, biases/experiences/assumptions that potentially influence issues of interpretation and representation.

## References

Include complete reference list (in APA style, 6th edition). Only works cited in the text should be included in the references.

## Appendices

Include copy of all documents associated with the study: cover letters, instruments and instructions, informed consent forms, interview protocols, instructions to rates, correspondence with participants, etc. Appendices are lettered and titled (see APA manual).

## Advice

- Write every draft using APA style with attention to headings, citations, and proper quotations—this will save you lots of time in the end.
- Collect all citation material needed while writing so you don't have to go back and search for quotes, page numbers, publishers, etc.
- Spell check, proof, re-read, edit—do NOT turn in drafts with errors expecting the reader (your advisor) to make corrections.
- Check APA for proper tense for each section of the thesis (it varies!).
- Properly cite ideas and paraphrase appropriately. Do NOT present ideas as your own if they are indeed derived from others. Review the APA manual on proper citation and plagiarism.
- Avoid citing secondary sources. Go to the primary, original material.
- You may NOT engage in any part of the research process until human subjects approval has been granted (this includes the pilot study).

[\*NB: This document is adopted from those prepared by Dr. Marylu K. McEwen and Dr. Susan R. Komives, University of Maryland] [Spring, 2013]

**APPENDIX B – HESA M.A. PROGRAM WORKSHEET - THESIS CURRICULUM AND SUGGESTED TIMELINE**

<b>Thesis Curriculum</b>		<b>Thesis Timeline</b>	
<b>Year 1: Fall Semester</b>		<b>Year 1: Fall Semester</b>	
ES HESA 7500	Introduction to Student Affairs (3)	Mid-fall	Meet with advisor to begin exploring thesis topics of interest and advice on appropriate research course for spring semester.
ES HESA 7510	College Student Development I: Psychosocial (3)		
ES HESA 7518	Leadership and Group Facilitation in Higher Education (3)		
Choose	Elective or ES PHE 7572 History of Colleges and Universities (3)		
Total Credits	12		
<b>Year 1: Spring Semester</b>		<b>Year 1: Spring Semester</b>	
ES HESA 7540	Higher Education Institutions & Core Academic Issues (3)	Mid-spring semester	Meet with advisor to begin drafting thesis proposal and identify possible thesis committee member.
ES HESA 8511	College Student Development II: Cognitive and Moral (3)		Meet with faculty regarding thesis committee participation.
ES HESA 7530	Practicum in Higher Education (4)	End of spring semester	Register for summer research proposal independent study.
Choose	Research Course (3 or 4)		
Total Credits	13 or 14		
<b>Summer</b>		<b>Summer</b>	
ES HESA 5193	Summer research proposal independent study (3)	Summer	Edit thesis proposal as part of research practicum.
			Complete the Collaborative Institutional Training Initiative (CITI).
Total Credits	3		Draft IRB forms (do not submit).

Year 2: Fall Semester		Year 2: Fall Semester	
ES HESA 7512	Interaction of Students and Environment (3)	Early September	Submit thesis proposal draft to advisor.
ES HESA 7520	Diversity in Higher Education (3)	October 15th	Have thesis committee meeting and get proposal approval.
ES CE 6732	Introduction to Counseling (3)		Submit IRB paperwork.
Choose	Research Course (3)		You cannot begin collecting data until you have obtained IRB approval (2-4 weeks).
			Consult with advisor regarding progress prior to approval and once approval is granted.
Total Credits	12		
Year 2: Spring Semester		Year 2: Spring Semester	
Choose	Elective or ES PHE 7572 History of Colleges and Universities (3) if not taken previously	Mid- February	Submit draft of full thesis to advisor.
ES HESA 7999	Thesis Hours (3)	Mid-March	Submit draft of full thesis to committee.
Choose	2 <sup>nd</sup> Research course if not taken in Fall	Early April	Thesis defense and M.A. Oral Examination meeting with committee
		Three weeks prior to commencement	M.A. Oral Examination and Thesis defense deadline for completion and signed form submission (date set by The Graduate School)
Total Credits	6-9		
Minimum Credits to Graduate: 46			
<b>GRADUATE!</b>			

**APPENDIX C – HESA M.A. PROGRAM WORKSHEET - THESIS VS. CASE OPTION (2019-2020)**

<b>Thesis Curriculum</b>		<b>Case Study Curriculum</b>	
<b>Year 1: Fall Semester</b>		<b>Year 1: Fall Semester</b>	
ES HESA 7500	Introduction to Student Affairs (3)	ES HESA 7500	Introduction to Student Affairs (3)
ES HESA 7510	College Student Development I: Psychosocial (3)	ES HESA 7510	College Student Development I: Psychosocial (3)
ES HESA 7518	Leadership and Group Facilitation in Higher Education (3)	ES HESA 7518	Leadership and Group Facilitation in Higher Education (3)
Choose	Elective (3) or History	Choose	Elective (3) or History
Total Credits	12	Total Credits	12
<b>Year 1: Spring Semester</b>		<b>Year 1: Spring Semester</b>	
ES HESA 7540	Higher Education Institutions & Core Academic Issues (3)	ES HESA 7540	Higher Education Institutions & Core Academic Issues (3)
ES HESA 8511	College Student Development II: Cognitive and Moral (3)	ES HESA 8511	College Student Development II: Cognitive and Moral (3)
ES HESA 7530	Practicum (4)	ES HESA 7530	Practicum (4)
Required	Research Course (3)	Choose	Elective (3), Research, or History of Colleges and Universities
Optional	Elective (3) or History of Colleges and Universities		
Total Credits	13-16	Total Credits	13-16
<b>Summer</b>		<b>Summer</b>	
ES HESA 5193 (optional)	For-credit internship	ES HESA 5193 (optional)	For-credit internship
ES HESA 5193	ES HESA 5193 Independent Study-Research Proposal (3)		
Total Credits	3-7	Total Credits	

<b>Year 2: Fall Semester</b>		<b>Year 2: Fall Semester</b>	
ES HESA 7520	Diversity in Higher Education (3)	ES HESA 7520	Diversity in Higher Education (3)
ES CE 6732	Introduction to Counseling (3)	ES CE 6732	Introduction to Counseling (3)
ES HESA 7512	Interaction of Students and Environments (3)	ES HESA 7512	Interaction of Students and Environments (3)
Choose	Elective (3) or Research (3) or History of Colleges and Universities	Choose	Elective (3) and/or Research (3) and/or History of Colleges and Universities
Total Credits	9-15	Total Credits	9-15
<b>Year 2: Spring Semester</b>		<b>Year 2: Spring Semester</b>	
ES HESA 7572	History of Colleges and Universities (3) if still needed	ES HESA 7545	Case Studies in Higher Education (3)
ES HESA 7999	Thesis Hours (3)	ES HESA 7572	History of Colleges and Universities (3) if still needed
Choose	Research Course (3) if not taken in Fall	Choose	Research (3) and/or Elective (3)
Choose	Elective (3) if needed		
Total Credits	9-12	Total Credits	9-12
<b>Minimum Credits to Graduate: 46</b>		<b>Minimum Credits to Graduate: 43</b>	