



California Institute for  
**HUMAN SCIENCE**  
MIND BODY SPIRIT UNIVERSITY

**CIHS Master of Arts Thesis Guidelines**

**IH 690 MA Thesis**

**4 units**

Faculty: Assigned Advisor

**Course Description:** The master's thesis involves intensive pursuit and completion of a paper on a topic (theoretical or research based) that has been approved by a faculty member, who will act as Supervisor, and by the Dean of Outcomes Assessment and Educational Effectiveness. The completed thesis must demonstrate a degree of academic rigor appropriate for the culmination of a master's degree in the program.

**Course Learning Outcomes:** At the conclusion of this course, students will be able to:

1. Display deeper knowledge of methods in the major subject/field of study.
2. Contribute to research and development work.
3. Utilize a holistic view to critically, independently, and creatively identify, formulate, and deal with complex issues.
4. Critically and systematically integrate knowledge in the subject area.
5. Present and discuss the conclusions as well as the knowledge and arguments that form the basis for these findings in written and spoken English.
6. Effectively demonstrate the mastery of the Integral Health Program PLOs utilizing an evidence-based approach.
7. Display ethical aspects of research and development work as appropriate to the thesis.

The Course Learning Outcomes can be adapted to suit the purposes of the specific thesis topic and focus. Please discuss any additions or modifications to the course learning outcomes with your program advisor. Any updates must be communicated with the Dean of Outcomes Assessment and Educational Effectiveness.

## Overview

The CIHS Master's degree thesis is designed for those students who want a research project to be the culmination of their master's degree program. It is basically a mini dissertation or a case study that is typically between 40 and 65 pages in length, including references. Unless the thesis is approved to explore a topic in a unique fashion (and CIHS supports alternative formats), it will have five chapters as follows:

- **Chapter 1:** Introduction – A statement of the problem or investigation at hand (approximately 7-10 pages).
- **Chapter 2:** Literature Review – A comprehensive review of the relevant academic and research literature on the topic (approximately 15-20 pages). This is usually the longest chapter as you research the background, current thinking, and research lens from which to view your research;
- **Chapter 3:** Methodology or Procedure – How you use research methods – quantitative, qualitative or mixed methods – to conduct the study. There should be a structure or method as derived from books such as Moustakas' *Phenomenological Research Methods* or *Heuristic Research: Design, Methodology, and Applications*, Reason and Rowan's *Human Inquiry: Sourcebook of New Paradigm Research*, or Creswell's *Designing and Conducting Mixed Methods Research* (approximately 8-10 pages).
- **Chapter 4:** Analysis of the Results – What are the findings? How were they discovered? (approximately 10-15 pages).
- **Chapter 5:** Conclusion – What do the results mean? What do they contribute to an understanding of the topic? What are the limitations of the study? What additional research could be pursued at this point? How has the researcher transformed as a result of the research (approximately 5-10 pages).

In addition, the thesis will have appropriate in-text citations for paraphrased and directly quoted research from peer-reviewed journals and other substantive research sources to support the ideas. Non-academic sources can be used in conjunction with scholarly sources when their inclusion is

appropriate to the topic or furthers the arguments in some essential way. The thesis should adhere to APA 7<sup>th</sup> edition style, including a proper title and reference page. The page approximations are guidelines. However, a student must get approval from their Program Director should the total length of the thesis exceed 100 pages. Typically, the longest chapters are the Literature Review and the Analysis of the Results.

The student and the thesis supervisor should feel free to adapt the guidelines and even to develop an alternative research format that allows for exploration of the topic in a unique but still rigorous way. The thesis should be an enjoyable journey for both the student and the supervisor, an opportunity to investigate a topic for which the student has a special interest or passion and about which the supervisor, who can assist in shaping the research, may also have a sincere interest.

The student might consider reviewing the document “The Doctoral Dissertation at CIHS” as a way of understanding the expectations for a doctoral-level study. Needless to say, however, the master’s thesis is NOT a doctoral-level research project, and the expectations for the thesis are not as demanding as the expectations for the dissertation. Structurally, the master’s thesis is shorter than a dissertation, and the usual expectations for time to complete the thesis are less than for a dissertation. More importantly, the thesis involves interaction between the student and the supervisor rather than between the student and a three-person dissertation committee. The student should be proactive in driving the research and preparing for meetings with the thesis supervisor. In addition, the thesis is expected to be a meaningful culmination of the master’s degree rather than, as is often the case with a dissertation, the initial research product that establishes an academic or other career and, in fact, sets the research identity of the student as a professional. The thesis, put somewhat differently, should provide time for the student to engage in a meaningful journey into a topic of interest, whereas a dissertation should be one means of launching a professional career.

In order to select a thesis supervisor, who must be a member of the CIHS faculty, the student should seek the assistance of the Program Director and of any faculty whom the student knows and trusts for helpful advice. The student should then approach the faculty member whom he or she wants to serve in the role of supervisor and ask about assuming that role. If the faculty member agrees, the student can proceed. If the faculty member turns down the request, the student should consult with the Program Director about alternative candidates who might serve as the supervisor.

The student and the supervisor who agrees to serve should assume that they have considerable leeway to design and implement the research that constitutes the thesis. Though rigorous, quality research is strongly encouraged and expected, that research will not include the detailed data collection, research scope, carefully elaborated methodological considerations, and in-depth analyses expected of a dissertation. Students are encouraged to use both qualitative and quantitative (i.e., mixed methods) in their research. Both can be used in simple but meaningful ways without adding lots of time or needing lots of resources. Also, students should be sure to speak to how they themselves have been transformed as a result of conducting the research. These reflections can occur throughout the thesis or be presented in the conclusion. Students can use first-, second-, and third-person voices while writing and do not need to adhere to APA's guidelines for use of only the third-person voice. The use of first- and second-person voices should be done in a way that provides additional depth, insight, dimensionality and validity to the overall work.

In lieu of a research project, a single, focused, meaningful case study can, assuming the supervisor approves, make for a perfectly acceptable thesis. Likewise, a systematic literature review or a purely theoretical exploration of a topic of interest might also suffice. The student and the supervisor should work together to shape the thesis topic and how it will be explored, asking along the way such questions as:

- What is the focus of the research and why is it important?
- How can the topic be explored most meaningfully, successfully, and within a reasonable time span?
- How will the research contribute to a recognized knowledge base or literature, or how will it help explore new directions in theory, research, and/or practice?
- How can the research be pursued so that it is managed reasonably in terms of time, resources, and expectations for completion?
- What are timelines for the components of the research?
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- In what ways will the research potentially add to the literature, to a field or discipline, and/or to the wellbeing of people and society?

At the initiation of the research, the student and the supervisor would do well to develop a proleptic abstract – that is, a one-page summary at the start of what the study will contain when it has been completed.

**Grading:**

A grading rubric has been developed by the MA faculty which is attached to this document. Upon completion of the thesis, the supervisor will use the grading rubric to determine the final grade for the course and will send this completed rubric along with feedback on the final document.

**Timing:**

CIHS encourages students to complete the thesis in 1-2 academic Quarters, though some theses may require additional time. The student, working closely with the supervisor, should file an “Extension” form if the time to complete the thesis exceeds 1 Quarter. Please review the extension guidelines also attached to this document.



**Assessment of Integral Health MA Thesis**

*CIHS has adopted the following rubric for assessing master's degree theses. Thesis advisors will utilize this rubric to provide specific feedback regarding the final draft of the thesis for approval by the thesis advisor.*

**Student Name:** \_\_\_\_\_

**Title of Thesis:** \_\_\_\_\_

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

**Please circle or mark X to indicate your rating in each row below. Please return this completed form by email to [hideki\\_baba@cihs.edu](mailto:hideki_baba@cihs.edu) and [ester\\_rogers@cihs.edu](mailto:ester_rogers@cihs.edu)**

**Overall level of understanding of scientific concepts and theories**

Excellent	Acceptable	Poor
<p>Lucid, coherent, and scientifically sound writing that immediately engages readers and sustains their excitement throughout.</p> <p>Language that reflects both intellectual clarity and in depth understanding of the scientific concepts and theories behind the equipment. Elegantly constructed sentences, paragraphs, and whole chapters.</p> <p>Clear evidence of a developing scholarly voice that is inquiring rather than ideological or polemical.</p> <p>Clearly substantiates any conclusions.</p> <p>Critiques other works, authors, or theories in a knowledgeable, fair, and respectful manner.</p> <p>Holistic perspective is well articulated and defined.</p> <p>Well organized and complete with no gaps in content; easy for reader to follow.</p> <p>Adheres to APA style guidelines.</p>	<p>Clear and accurate scientific writing, organized in a logical manner that sustains the reader's interest.</p> <p>Competent use of language.</p> <p>Clear evidence of the beginning of a scholarly voice that is inquiring, not ideological.</p> <p>Declarative statements or claims are substantiated with clear citation and referencing.</p> <p>Demonstrates fair and respectful approach to other works.</p> <p>Good organization that leads reader through the research in a fairly smooth manner.</p> <p>Holistic perspective is addressed.</p> <p>Adheres to APA style guidelines with very few exceptions.</p>	<p>Poor or limited understanding of scientific concepts and theories, poor flow of ideas, problematic use of language and vocabulary, and incomplete thoughts. Work is not scientifically correct.</p> <p>Noticeable presence of errors in scientific concepts, grammar, paragraph construction, and transitions between paragraphs.</p> <p>Writing is narcissistic, self-interested, and/or narrow-minded.</p> <p>Vague generalizations that are unsubstantiated in a scientific manner.</p> <p>Chaotic and erratic organization and/or significant gaps in content; subheadings do not reflect material in the section.</p> <p>Does not support a holistic perspective.</p> <p>Shows little or no awareness of APA style guidelines.</p>

### Significance of Topic

Excellent	Acceptable	Poor
Explicit evidence that the research is relevant to the student's development as a researcher.	Clear attention to the issue's significance in the student's development as a researcher.	Little or no thought given to the significance. Inadequate evidence that the issue is relevant to the student's development as a researcher.

### Introduction to Topic

Excellent	Acceptable	Poor
<p>Immediately draws the reader in and presents the topic in an engaging manner.</p> <p>Provides a succinct overview and context, sets up the research question smoothly, and shows why it is important.</p> <p>Exhibits breadth and depth of thought and sensitivity to diverse perspectives.</p> <p>Discussion of the limitations of the research; marked lack of intellectual hubris.</p>	<p>A competent overview of the topic that is adequately organized and presented.</p> <p>Coherent flow of ideas with no gaps in logic.</p> <p>Discusses the limitations of the research.</p>	<p>Poorly written, incomplete, lacks coherent organization and logical structure. Little thought given to guiding the reader into the topic or beginning to establish the need for the research.</p> <p>Contains sweeping knowledge claims that are unsubstantiated and appear to be unexamined.</p>

### Research Question

Excellent	Acceptable	Poor
Clear, compelling, and thought-provoking question for other researchers as well as the student researcher.	Clear and researchable question that is relevant and/or grounded in a scientific discipline.	<p>Question too complex, not clear, or too broad.</p> <p>Too many questions that reflect scattered and incoherent thinking.</p>

### Literature Review

Excellent	Acceptable	Poor
<p>Comprehensive discussion that demonstrates good critical thinking and the ability to relate existing literature to the research.</p> <p>Well-organized literature categories that relate organically to the research question and are introduced in a concise way.</p> <p>Well-integrated discussion that relates the literature reviewed to the research question as well as a holistic perspective.</p> <p>Polished presentation of multiple perspectives that deepens an understanding of the literature reviewed and the research question.</p> <p>Clear attribution of sources engaged with the student's voice.</p>	<p>Adequate coverage of the literature with basic critical analysis and synthesis with the research question.</p> <p>Well-organized with some thought to how each text is related to the research question and holistic perspective.</p> <p>Integrates quotes from the literature to explore the research question.</p> <p>Clear attribution of sources.</p> <p>Discusses multiple perspectives.</p>	<p>Incomplete. Misses or omits important studies relevant to the topic.</p> <p>Does not use adequate original sources or only uses secondary sources.</p> <p>Relevance of the literature to the research question is unclear and holistic perspective is weak.</p> <p>Uses quotes without integrating their relevance to the research question and topic.</p> <p>Unclear attribution of sources.</p> <p>Tone of criticism is strident or polemical.</p>

### Methodology, Ethics, and Research Design

Excellent	Acceptable	Poor
<p>Thoughtful research design that reflects careful planning.</p> <p>Sophisticated critical thinking: researcher is able to question mindfully his or her own assumptions and biases.</p> <p>Detailed ethics section, including a thorough discussion of ethical issues, reflecting careful consideration for the adequate protection of human participants.</p> <p>Demonstrates multicultural competence integrated into the research.</p> <p>Incorporates the role of holistic processes into the methodology.</p>	<p>Research design is clear and relevant to the question.</p> <p>Some critical thinking of assumptions and biases.</p> <p>Sufficient thought given to protection of human participants.</p> <p>Addresses ethical issues in a general way.</p> <p>Some discussion of holistic processes related to the methodology.</p>	<p>No clear relationship between research question and chosen methodology.</p> <p>Researcher demonstrates little or no logical understanding of assumptions and biases.</p> <p>Obvious potential problems with the ethics protocol that may lead to harm.</p> <p>No discussion or awareness of holistic influences.</p>



### Analysis and Conclusions

Excellent	Acceptable	Poor
<p>Complete discussion that integrates all parts of the work in a thorough, balanced presentation.</p> <p>Discussion is well-informed and explores unanticipated results.</p> <p>Clinical application is clear and insightful.</p> <p>Stimulating discussion of implications for future research.</p>	<p>Summarizes the results and provides interesting and meaningful interpretations related to the research question.</p> <p>Discussion is knowledgeable and integrated.</p> <p>Discussion includes clinical application.</p> <p>Contextualizes research in an adequate manner.</p>	<p>Shows inadequate understanding of the research and little thought to the meaning and implications of the results.</p> <p>Interpretation of data is either too superficial or too broad, unsupported by the actual results.</p> <p>Tone is strident or polemical; researcher has failed to examine his or her own biases and assumptions.</p>

### Formatting

Excellent	Acceptable	Poor
<p>Abstract succinctly summarizes the research question and findings and contains a statement of methodology.</p> <p>References thoroughly address and deepen the topic.</p> <p>APA formatting follows APA Manual of Style, 7<sup>th</sup> with minor errors. Images adhere to copyright law.</p>	<p>Abstract generally describes the research question and findings and contains a statement of methodology within the 150 word limit.</p> <p>APA formatting follows APA Manual of Style, 7<sup>th</sup> with minor errors. Images adhere to copyright law.</p>	<p>Abstract does not adhere to acceptable guidelines.</p> <p>Errors or omissions in APA formatting.</p> <p>Use of images violates copyright law or are not included</p> <p>Text is too long or not of adequate length.</p>
<p>A <i>minimum</i> of 25 References of good quality. All references are cited in the text; all text citations are in the References.</p>	<p>Text is of length specified in the current handbook.</p> <p>A <i>minimum</i> of 20 References. All references are cited in the text; all text citations are in the References.</p>	<p>Inadequate number of references; references not matched in the text; text citations not listed in the References.</p>

**Overall Comments****Approval:****Approved:** \_\_\_\_\_**Not Approved:** \_\_\_\_\_**Thesis Advisor's Signature:** \_\_\_\_\_



## STUDENTS REGISTRATION GUIDE AND REQUIREMENTS

### Registration

Before the start of every academic quarter all CIHS students must register online <https://www.cihs.edu/course-registration>

### Requesting an Interruption of Academic Program

If you are not registering for any courses during the quarter, you need to fill out the Interruption of Academic Program Request <https://www.cihs.edu/forms-for-students>

- An Interruption of Academic Program is a temporary break in a student's program and refers to a specific academic quarter of non-attendance. The interruption may not exceed one (1) quarter in one academic year. Students may not request the Fall quarter off. Students must notify CIHS about their planned interruption by submitting the required Interruption of Academic Program Form. After the interruption, students will be expected to enroll in regular classes to continue their academic program.

### Fall Quarter Enrollment Requirements

Students may not request the Fall quarter off. Students must notify CIHS about their planned interruption by submitting the required Interruption of Academic Program Form.

### Requesting a Leave of Absence

If you are planning an interruption of your program that will extend beyond one quarter, you may fill out the Leave of Absence (LOA) Request <https://www.cihs.edu/forms-for-students>.

- General Guidelines
  - The total length of an LOA may not exceed 12 months, including the interruptions students may have taken already.
  - LOA does not affect the "Satisfactory Academic Progress Standard."
  - LOA time does not involve any additional charges from the California Institute for Human Science
- An LOA will be granted if the request meets the following:
  - Submitted to the Institute in advance unless prevented by unforeseen circumstances.
  - Submitted in writing, signed, and dated with specific reasons for request explained in full.
  - Request must be approved by a school official.

- To request a full 12-month period of LOA, complete documentation and certain conditions will be needed to support said request, i.e., jury duty, military reasons including National Guard requirements, circumstances meeting criteria covered under FMLA (Family & Medical Leave Act of 1993).
- If enrollment is temporarily interrupted for an LOA, the student will return to school in the same progress status as prior to the LOA.

### **Failure to Maintain Academic Status**

Students who neither register for courses nor complete the Interruption of Academic Program Request or the Leave of Absence (LOA) request, will be placed on **Inactive Status** and be subject to academic disciplinary actions including **Administrative Withdrawal** from the program. If administrative withdrawal occurs, the student will need to re-apply for admission to the program.

### **Requirements for students in the Ph.D. Dissertation Sequence**

PHD students may register for an extension of time to complete each of the four dissertation sequence courses (Dissertation Topic Research, Dissertation Methodology, Dissertation I, Dissertation II) for up to four quarters each course, online here <https://www.cihs.edu/course-registration>. The following extensions may be approved by the Program Director if the student is still within the maximum timeframe for program completion of eight years.

#### 896: Dissertation Topic Research

- 896-A: Dissertation Topic Research (Extension 1) – Dissertation Extension Fee Waived
- 896-B: Dissertation Topic Research (Extension 2) - \$250
- 896-C: Dissertation Topic Research (Extension 3) - \$250

#### 897: Dissertation Methodology Review

- 897-A: Dissertation Methodology Review (Extension 1) – Dissertation Extension Fee Waived
- 897-B: Dissertation Methodology Review (Extension 2) - \$250
- 897-C: Dissertation Methodology Review (Extension 3) - \$250

#### 898A: Dissertation I

- 898A-A: Dissertation I (Extension 1) – Dissertation Extension Fee Waived
- 898A-B: Dissertation I (Extension 2) - \$250
- 898A-C: Dissertation I (Extension 3) - \$250

#### 898B: Dissertation II

- 898B-A: Dissertation II (Extension 1) – Dissertation Extension Fee Waived
- 898B-B: Dissertation II (Extension 2) - \$250
- 898B-C: Dissertation II (Extension 3) - \$250

Dissertation Extension courses appear on the transcript. For the Dissertation Extension Fee, please visit <https://www.cihs.edu/tuition-fees>.



## Requirements for students in the M.A. Thesis

MA students may register for an extension of time to complete each of the Thesis. The following extensions may be approved by the Program Director if the student is still within the maximum timeframe for program completion of five years.

### 690: Thesis

- 690-A: Thesis (Extension 1) - Thesis Extension Fee Waived
- 690-B: Thesis (Extension 2) - \$250
- 690-C: Thesis (Extension 3) - \$250

MA Thesis extension courses appear on the transcript. For the Dissertation Extension Fee, please visit <https://www.cihs.edu/tuition-fees>

## Notices for Extension for both Master Thesis and Doctoral Dissertation

### MA Thesis Extensions

CIHS will waive the extension fee for MA Thesis for those who registered before Fall 2021. Students who register the MA Thesis after Fall 2021, those extension fee (Extension 1, 2, & 3) will be applied.

### Dissertation Extensions

Beginning Winter Quarter 2022 CIHS will begin charging \$250 per course extension for Thesis and Dissertation courses. If you are currently enrolled in a Dissertation course (e.g., 896, 897, 898) you can receive up to 3 extensions for this course without charge. Once you complete the course you are in and begin the next course in the sequence - the new fee above will apply.



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4. Critically and systematically integrate knowledge in the subject area.
5. Present and discuss the conclusions as well as the knowledge and arguments that form the basis for these findings in written and spoken English.
6. Effectively demonstrate the mastery of the MA Psychology Program PLOs utilizing an evidence-based approach. (see page 11 for list of PLOs)
7. Display ethical aspects of research and development work as appropriate to the thesis.

The Course Learning Outcomes can be adapted to suit the purposes of the specific thesis topic and focus. Please discuss any additions or modifications to the course learning outcomes with your program advisor. Any updates must be communicated with the Dean of Outcomes Assessment and Educational Effectiveness.

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**Student Name:** \_\_\_\_\_

**Title of Thesis:** \_\_\_\_\_

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

**Please circle or mark X to indicate your rating in each row below. Please return this completed form by email to [hideki\\_baba@cihs.edu](mailto:hideki_baba@cihs.edu) and [ester\\_rogers@cihs.edu](mailto:ester_rogers@cihs.edu)**

**Overall level of understanding of scientific concepts and theories**

Excellent	Acceptable	Poor
<p>Lucid, coherent, and scientifically sound writing that immediately engages readers and sustains their excitement throughout.</p> <p>Language that reflects both intellectual clarity and in depth understanding of the scientific concepts and theories behind the equipment. Elegantly constructed sentences, paragraphs, and whole chapters.</p> <p>Clear evidence of a developing scholarly voice that is inquiring rather than ideological or polemical.</p> <p>Clearly substantiates any conclusions.</p> <p>Critiques other works, authors, or theories in a knowledgeable, fair, and respectful manner.</p> <p>Holistic perspective is well articulated and defined.</p> <p>Well organized and complete with no gaps in content; easy for reader to follow.</p> <p>Adheres to APA style guidelines.</p>	<p>Clear and accurate scientific writing, organized in a logical manner that sustains the reader's interest.</p> <p>Competent use of language.</p> <p>Clear evidence of the beginning of a scholarly voice that is inquiring, not ideological.</p> <p>Declarative statements or claims are substantiated with clear citation and referencing.</p> <p>Demonstrates fair and respectful approach to other works.</p> <p>Good organization that leads reader through the research in a fairly smooth manner.</p> <p>Holistic perspective is addressed.</p> <p>Adheres to APA style guidelines with very few exceptions.</p>	<p>Poor or limited understanding of scientific concepts and theories, poor flow of ideas, problematic use of language and vocabulary, and incomplete thoughts. Work is not scientifically correct.</p> <p>Noticeable presence of errors in scientific concepts, grammar, paragraph construction, and transitions between paragraphs.</p> <p>Writing is narcissistic, self-interested, and/or narrow-minded.</p> <p>Vague generalizations that are unsubstantiated in a scientific manner.</p> <p>Chaotic and erratic organization and/or significant gaps in content; subheadings do not reflect material in the section.</p> <p>Does not support a holistic perspective.</p> <p>Shows little or no awareness of APA style guidelines.</p>

### Significance of Topic

Excellent	Acceptable	Poor
Explicit evidence that the research is relevant to the student's development as a researcher.	Clear attention to the issue's significance in the student's development as a researcher.	Little or no thought given to the significance. Inadequate evidence that the issue is relevant to the student's development as a researcher.

### Introduction to Topic

Excellent	Acceptable	Poor
<p>Immediately draws the reader in and presents the topic in an engaging manner.</p> <p>Provides a succinct overview and context, sets up the research question smoothly, and shows why it is important.</p> <p>Exhibits breadth and depth of thought and sensitivity to diverse perspectives.</p> <p>Discussion of the limitations of the research; marked lack of intellectual hubris.</p>	<p>A competent overview of the topic that is adequately organized and presented.</p> <p>Coherent flow of ideas with no gaps in logic.</p> <p>Discusses the limitations of the research.</p>	<p>Poorly written, incomplete, lacks coherent organization and logical structure. Little thought given to guiding the reader into the topic or beginning to establish the need for the research.</p> <p>Contains sweeping knowledge claims that are unsubstantiated and appear to be unexamined.</p>

### Research Question

Excellent	Acceptable	Poor
Clear, compelling, and thought-provoking question for other researchers as well as the student researcher.	Clear and researchable question that is relevant and/or grounded in a scientific discipline.	<p>Question too complex, not clear, or too broad.</p> <p>Too many questions that reflect scattered and incoherent thinking.</p>

## Literature Review

Excellent	Acceptable	Poor
<p>Comprehensive discussion that demonstrates good critical thinking and the ability to relate existing literature to the research.</p> <p>Well-organized literature categories that relate organically to the research question and are introduced in a concise way.</p> <p>Well-integrated discussion that relates the literature reviewed to the research question as well as a holistic perspective.</p> <p>Polished presentation of multiple perspectives that deepens an understanding of the literature reviewed and the research question.</p> <p>Clear attribution of sources engaged with the student's voice.</p>	<p>Adequate coverage of the literature with basic critical analysis and synthesis with the research question.</p> <p>Well-organized with some thought to how each text is related to the research question and holistic perspective.</p> <p>Integrates quotes from the literature to explore the research question.</p> <p>Clear attribution of sources.</p> <p>Discusses multiple perspectives.</p>	<p>Incomplete. Misses or omits important studies relevant to the topic.</p> <p>Does not use adequate original sources or only uses secondary sources.</p> <p>Relevance of the literature to the research question is unclear and holistic perspective is weak.</p> <p>Uses quotes without integrating their relevance to the research question and topic.</p> <p>Unclear attribution of sources.</p> <p>Tone of criticism is strident or polemical.</p>

## Methodology, Ethics, and Research Design

Excellent	Acceptable	Poor
<p>Thoughtful research design that reflects careful planning.</p> <p>Sophisticated critical thinking: researcher is able to question mindfully his or her own assumptions and biases.</p> <p>Detailed ethics section, including a thorough discussion of ethical issues, reflecting careful consideration for the adequate protection of human participants.</p> <p>Demonstrates multicultural competence integrated into the research.</p> <p>Incorporates the role of holistic processes into the methodology.</p>	<p>Research design is clear and relevant to the question.</p> <p>Some critical thinking of assumptions and biases.</p> <p>Sufficient thought given to protection of human participants.</p> <p>Addresses ethical issues in a general way.</p> <p>Some discussion of holistic processes related to the methodology.</p>	<p>No clear relationship between research question and chosen methodology.</p> <p>Researcher demonstrates little or no logical understanding of assumptions and biases.</p> <p>Obvious potential problems with the ethics protocol that may lead to harm.</p> <p>No discussion or awareness of holistic influences.</p>

### Analysis and Conclusions

Excellent	Acceptable	Poor
<p>Complete discussion that integrates all parts of the work in a thorough, balanced presentation.</p> <p>Discussion is well-informed and explores unanticipated results.</p> <p>Clinical application is clear and insightful.</p> <p>Stimulating discussion of implications for future research.</p>	<p>Summarizes the results and provides interesting and meaningful interpretations related to the research question.</p> <p>Discussion is knowledgeable and integrated.</p> <p>Discussion includes clinical application.</p> <p>Contextualizes research in an adequate manner.</p>	<p>Shows inadequate understanding of the research and little thought to the meaning and implications of the results.</p> <p>Interpretation of data is either too superficial or too broad, unsupported by the actual results.</p> <p>Tone is strident or polemical; researcher has failed to examine his or her own biases and assumptions.</p>

### Formatting

Excellent	Acceptable	Poor
<p>Abstract succinctly summarizes the research question and findings and contains a statement of methodology.</p> <p>References thoroughly address and deepen the topic.</p> <p>APA formatting follows APA Manual of Style, 7<sup>th</sup> with minor errors. Images adhere to copyright law.</p>	<p>Abstract generally describes the research question and findings and contains a statement of methodology within the 150 word limit.</p> <p>APA formatting follows APA Manual of Style, 7<sup>th</sup> with minor errors. Images adhere to copyright law.</p>	<p>Abstract does not adhere to acceptable guidelines.</p> <p>Errors or omissions in APA formatting.</p> <p>Use of images violates copyright law or are not included</p> <p>Text is too long or not of adequate length.</p>
<p>A <i>minimum</i> of 25 References of good quality. All references are cited in the text; all text citations are in the References.</p>	<p>Text is of length specified in the current handbook.</p> <p>A <i>minimum</i> of 20 References. All references are cited in the text; all text citations are in the References.</p>	<p>Inadequate number of references; references not matched in the text; text citations not listed in the References.</p>

**Overall Comments**

**Approval:**

**Approved:** \_\_\_\_\_

**Not Approved:** \_\_\_\_\_

**Thesis Advisor's Signature:** \_\_\_\_\_



## Master of Arts - Psychology Program Learning Outcomes

PLO 1: Understand people as ever evolving, multidimensional beings on a developmental journey toward wholeness, which encompasses the domains of mind, body, and spirit.

PLO 2: Apply transdisciplinary research, theory and praxis for effective counseling and communication in both traditional and non-traditional settings.

PLO 3: Utilizing introductory qualitative & quantitative research methods to construct a synthesis of holistic thought pertaining to the human psychology.

PLO 4: Describe the theory and application of a broad spectrum of healing modalities, to include both traditional and non-traditional approaches.

PLO 5: Examine various perspectives pertaining to psychological self growth and community development using body-mind-spirit principles.

## STUDENTS REGISTRATION GUIDE AND REQUIREMENTS

### Registration

Before the start of every academic quarter all CIHS students must register online <https://www.cihs.edu/course-registration>

### Requesting an Interruption of Academic Program

If you are not registering for any courses during the quarter, you need to fill out the Interruption of Academic Program Request <https://www.cihs.edu/forms-for-students>

- An Interruption of Academic Program is a temporary break in a student's program and refers to a specific academic quarter of non-attendance. The interruption may not exceed one (1) quarter in one academic year. Students may not request the Fall quarter off. Students must notify CIHS about their planned interruption by submitting the required Interruption of Academic Program Form. After the interruption, students will be expected to enroll in regular classes to continue their academic program.

### Fall Quarter Enrollment Requirements

Students may not request the Fall quarter off. Students must notify CIHS about their planned interruption by submitting the required Interruption of Academic Program Form.

### Requesting a Leave of Absence

If you are planning an interruption of your program that will extend beyond one quarter, you may fill out the Leave of Absence (LOA) Request <https://www.cihs.edu/forms-for-students>.

- General Guidelines
  - The total length of an LOA may not exceed 12 months, including the interruptions students may have taken already.
  - LOA does not affect the "Satisfactory Academic Progress Standard."
  - LOA time does not involve any additional charges from the California Institute for Human Science
- An LOA will be granted if the request meets the following:
  - Submitted to the Institute in advance unless prevented by unforeseen circumstances.
  - Submitted in writing, signed, and dated with specific reasons for request explained in full.
  - Request must be approved by a school official.

- To request a full 12-month period of LOA, complete documentation and certain conditions will be needed to support said request, i.e., jury duty, military reasons including National Guard requirements, circumstances meeting criteria covered under FMLA (Family & Medical Leave Act of 1993).
- If enrollment is temporarily interrupted for an LOA, the student will return to school in the same progress status as prior to the LOA.

### Failure to Maintain Academic Status

Students who neither register for courses nor complete the Interruption of Academic Program Request or the Leave of Absence (LOA) request, will be placed on **Inactive Status** and be subject to academic disciplinary actions including **Administrative Withdrawal** from the program. If administrative withdrawal occurs, the student will need to re-apply for admission to the program.

### Requirements for students in the Ph.D. Dissertation Sequence

PHD students may register for an extension of time to complete each of the four dissertation sequence courses (Dissertation Topic Research, Dissertation Methodology, Dissertation I, Dissertation II) for up to four quarters each course, online here <https://www.cihs.edu/course-registration>. The following extensions may be approved by the Program Director if the student is still within the maximum timeframe for program completion of eight years.

#### 896: Dissertation Topic Research

- 896-A: Dissertation Topic Research (Extension 1) – Dissertation Extension Fee Waived
- 896-B: Dissertation Topic Research (Extension 2) - \$250
- 896-C: Dissertation Topic Research (Extension 3) - \$250

#### 897: Dissertation Methodology Review

- 897-A: Dissertation Methodology Review (Extension 1) – Dissertation Extension Fee Waived
- 897-B: Dissertation Methodology Review (Extension 2) - \$250
- 897-C: Dissertation Methodology Review (Extension 3) - \$250

#### 898A: Dissertation I

- 898A-A: Dissertation I (Extension 1) – Dissertation Extension Fee Waived
- 898A-B: Dissertation I (Extension 2) - \$250
- 898A-C: Dissertation I (Extension 3) - \$250

#### 898B: Dissertation II

- 898B-A: Dissertation II (Extension 1) – Dissertation Extension Fee Waived
- 898B-B: Dissertation II (Extension 2) - \$250
- 898B-C: Dissertation II (Extension 3) - \$250

Dissertation Extension courses appear on the transcript. For the Dissertation Extension Fee, please visit <https://www.cihs.edu/tuition-fees>.

## Requirements for students in the M.A. Thesis

MA students may register for an extension of time to complete each of the Thesis. The following extensions may be approved by the Program Director if the student is still within the maximum timeframe for program completion of five years.

### 690: Thesis

- 690-A: Thesis (Extension 1) - Thesis Extension Fee Waived
- 690-B: Thesis (Extension 2) - \$250
- 690-C: Thesis (Extension 3) - \$250

MA Thesis extension courses appear on the transcript. For the Dissertation Extension Fee, please visit <https://www.cihs.edu/tuition-fees>

## Notices for Extension for both Master Thesis and Doctoral Dissertation

### MA Thesis Extensions

CIHS will waive the extension fee for MA Thesis for those who registered before Fall 2021. Students who register the MA Thesis after Fall 2021, those extension fee (Extension 1, 2, & 3) will be applied.

### Dissertation Extensions

Beginning Winter Quarter 2022 CIHS will begin charging \$250 per course extension for Thesis and Dissertation courses. If you are currently enrolled in a Dissertation course (e.g., 896, 897, 898) you can receive up to 3 extensions for this course without charge. Once you complete the course you are in and begin the next course in the sequence - the new fee above will apply.



California Institute for  
**HUMAN SCIENCE**  
MIND BODY SPIRIT UNIVERSITY

**CIHS Master of Arts Thesis Guidelines**

**INS 690 MA Thesis**

**4 units**

Faculty: Assigned Advisor

**Course Description:** The master's thesis involves intensive pursuit and completion of a paper on a topic (theoretical or research based) that has been approved by a faculty member, who will act as Supervisor, and by the Dean of Outcomes Assessment and Educational Effectiveness. The completed thesis must demonstrate a degree of academic rigor appropriate for the culmination of a master's degree in the program.

**Course Learning Outcomes:** At the conclusion of this course, students will be able to:

1. Display deeper knowledge of methods in the major subject/field of study.
2. Contribute to research and development work.
3. Utilize a holistic view to critically, independently, and creatively identify, formulate, and deal with complex issues.
4. Critically and systematically integrate knowledge in the subject area.
5. Present and discuss the conclusions as well as the knowledge and arguments that form the basis for these findings in written and spoken English.
6. Effectively demonstrate the mastery of the Integral Health Program PLOs utilizing an evidence-based approach.
7. Display ethical aspects of research and development work as appropriate to the thesis.

The Course Learning Outcomes can be adapted to suit the purposes of the specific thesis topic and focus. Please discuss any additions or modifications to the course learning outcomes with your program advisor. Any updates must be communicated with the Dean of Outcomes Assessment and Educational Effectiveness.

## Overview

The CIHS Master's degree thesis is designed for those students who want a research project to be the culmination of their master's degree program. It is basically a mini dissertation or a case study that is typically between 40 and 65 pages in length, including references. Unless the thesis is approved to explore a topic in a unique fashion (and CIHS supports alternative formats), it will have five chapters as follows:

- **Chapter 1:** Introduction – A statement of the problem or investigation at hand (approximately 7-10 pages).
- **Chapter 2:** Literature Review – A comprehensive review of the relevant academic and research literature on the topic (approximately 15-20 pages). This is usually the longest chapter as you research the background, current thinking, and research lens from which to view your research;
- **Chapter 3:** Methodology or Procedure – How you use research methods – quantitative, qualitative or mixed methods – to conduct the study. There should be a structure or method as derived from books such as Moustakas' *Phenomenological Research Methods* or *Heuristic Research: Design, Methodology, and Applications*, Reason and Rowan's *Human Inquiry: Sourcebook of New Paradigm Research*, or Creswell's *Designing and Conducting Mixed Methods Research* (approximately 8-10 pages).
- **Chapter 4:** Analysis of the Results – What are the findings? How were they discovered? (approximately 10-15 pages).
- **Chapter 5:** Conclusion – What do the results mean? What do they contribute to an understanding of the topic? What are the limitations of the study? What additional research could be pursued at this point? How has the researcher transformed as a result of the research (approximately 5-10 pages).

In addition, the thesis will have appropriate in-text citations for paraphrased and directly quoted research from peer-reviewed journals and other substantive research sources to support the ideas. Non-academic sources can be used in conjunction with scholarly sources when their inclusion is

appropriate to the topic or furthers the arguments in some essential way. The thesis should adhere to APA 7<sup>th</sup> edition style, including a proper title and reference page. The page approximations are guidelines. However, a student must get approval from their Program Director should the total length of the thesis exceed 100 pages. Typically, the longest chapters are the Literature Review and the Analysis of the Results.

The student and the thesis supervisor should feel free to adapt the guidelines and even to develop an alternative research format that allows for exploration of the topic in a unique but still rigorous way. The thesis should be an enjoyable journey for both the student and the supervisor, an opportunity to investigate a topic for which the student has a special interest or passion and about which the supervisor, who can assist in shaping the research, may also have a sincere interest.

The student might consider reviewing the document “The Doctoral Dissertation at CIHS” as a way of understanding the expectations for a doctoral-level study. Needless to say, however, the master’s thesis is NOT a doctoral-level research project, and the expectations for the thesis are not as demanding as the expectations for the dissertation. Structurally, the master’s thesis is shorter than a dissertation, and the usual expectations for time to complete the thesis are less than for a dissertation. More importantly, the thesis involves interaction between the student and the supervisor rather than between the student and a three-person dissertation committee. The student should be proactive in driving the research and preparing for meetings with the thesis supervisor. In addition, the thesis is expected to be a meaningful culmination of the master’s degree rather than, as is often the case with a dissertation, the initial research product that establishes an academic or other career and, in fact, sets the research identity of the student as a professional. The thesis, put somewhat differently, should provide time for the student to engage in a meaningful journey into a topic of interest, whereas a dissertation should be one means of launching a professional career.

In order to select a thesis supervisor, who must be a member of the CIHS faculty, the student should seek the assistance of the Program Director and of any faculty whom the student knows and trusts for helpful advice. The student should then approach the faculty member whom he or she wants to serve in the role of supervisor and ask about assuming that role. If the faculty member agrees, the student can proceed. If the faculty member turns down the request, the student should consult with the Program Director about alternative candidates who might serve as the supervisor.

The student and the supervisor who agrees to serve should assume that they have considerable leeway to design and implement the research that constitutes the thesis. Though rigorous, quality research is strongly encouraged and expected, that research will not include the detailed data collection, research scope, carefully elaborated methodological considerations, and in-depth analyses expected of a dissertation. Students are encouraged to use both qualitative and quantitative (i.e., mixed methods) in their research. Both can be used in simple but meaningful ways without adding lots of time or needing lots of resources. Also, students should be sure to speak to how they themselves have been transformed as a result of conducting the research. These reflections can occur throughout the thesis or be presented in the conclusion. Students can use first-, second-, and third-person voices while writing and do not need to adhere to APA's guidelines for use of only the third-person voice. The use of first- and second-person voices should be done in a way that provides additional depth, insight, dimensionality and validity to the overall work.

In lieu of a research project, a single, focused, meaningful case study can, assuming the supervisor approves, make for a perfectly acceptable thesis. Likewise, a systematic literature review or a purely theoretical exploration of a topic of interest might also suffice. The student and the supervisor should work together to shape the thesis topic and how it will be explored, asking along the way such questions as:

- What is the focus of the research and why is it important?
- How can the topic be explored most meaningfully, successfully, and within a reasonable time span?
- How will the research contribute to a recognized knowledge base or literature, or how will it help explore new directions in theory, research, and/or practice?
- How can the research be pursued so that it is managed reasonably in terms of time, resources, and expectations for completion?
- What are timelines for the components of the research?
- What obstacles might emerge that should be anticipated but also averted if possible?
- How will the student and the supervisor interact to ensure that the research stays on track?
- In what ways will the research potentially add to the literature, to a field or discipline, and/or to the wellbeing of people and society?



At the initiation of the research, the student and the supervisor would do well to develop a proleptic abstract – that is, a one-page summary at the start of what the study will contain when it has been completed.

**Grading:**

A grading rubric has been developed by the MA faculty which is attached to this document. Upon completion of the thesis, the supervisor will use the grading rubric to determine the final grade for the course and will send this completed rubric along with feedback on the final document.

**Timing:**

CIHS encourages students to complete the thesis in 1-2 academic Quarters, though some theses may require additional time. The student, working closely with the supervisor, should file an “Extension” form if the time to complete the thesis exceeds 1 Quarter. Please review the extension guidelines also attached to this document.



**Assessment of Integral Noetic Science MA Thesis**

*CIHS has adopted the following rubric for assessing master's degree theses. Thesis advisors will utilize this rubric to provide specific feedback regarding the final draft of the thesis for approval by the thesis advisor.*

**Student Name:** \_\_\_\_\_

**Title of Thesis:** \_\_\_\_\_

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

**Please circle or mark X to indicate your rating in each row below. Please return this completed form by email to [hideki\\_baba@cihs.edu](mailto:hideki_baba@cihs.edu) and [ester\\_rogers@cihs.edu](mailto:ester_rogers@cihs.edu)**

**Overall level of understanding of scientific concepts and theories**

Excellent	Acceptable	Poor
<p>Lucid, coherent, and scientifically sound writing that immediately engages readers and sustains their excitement throughout.</p> <p>Language that reflects both intellectual clarity and in depth understanding of the scientific concepts and theories behind the equipment. Elegantly constructed sentences, paragraphs, and whole chapters.</p> <p>Clear evidence of a developing scholarly voice that is inquiring rather than ideological or polemical.</p> <p>Clearly substantiates any conclusions.</p> <p>Critiques other works, authors, or theories in a knowledgeable, fair, and respectful manner.</p> <p>Holistic perspective is well articulated and defined.</p> <p>Well organized and complete with no gaps in content; easy for reader to follow.</p> <p>Adheres to APA style guidelines.</p>	<p>Clear and accurate scientific writing, organized in a logical manner that sustains the reader's interest.</p> <p>Competent use of language.</p> <p>Clear evidence of the beginning of a scholarly voice that is inquiring, not ideological.</p> <p>Declarative statements or claims are substantiated with clear citation and referencing.</p> <p>Demonstrates fair and respectful approach to other works.</p> <p>Good organization that leads reader through the research in a fairly smooth manner.</p> <p>Holistic perspective is addressed.</p> <p>Adheres to APA style guidelines with very few exceptions.</p>	<p>Poor or limited understanding of scientific concepts and theories, poor flow of ideas, problematic use of language and vocabulary, and incomplete thoughts. Work is not scientifically correct.</p> <p>Noticeable presence of errors in scientific concepts, grammar, paragraph construction, and transitions between paragraphs.</p> <p>Writing is narcissistic, self-interested, and/or narrow-minded.</p> <p>Vague generalizations that are unsubstantiated in a scientific manner.</p> <p>Chaotic and erratic organization and/or significant gaps in content; subheadings do not reflect material in the section.</p> <p>Does not support a holistic perspective.</p> <p>Shows little or no awareness of APA style guidelines.</p>

### Significance of Topic

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Explicit evidence that the research is relevant to the student's development as a researcher.	Clear attention to the issue's significance in the student's development as a researcher.	Little or no thought given to the significance. Inadequate evidence that the issue is relevant to the student's development as a researcher.

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### Research Question

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Clear, compelling, and thought-provoking question for other researchers as well as the student researcher.	Clear and researchable question that is relevant and/or grounded in a scientific discipline.	<p>Question too complex, not clear, or too broad.</p> <p>Too many questions that reflect scattered and incoherent thinking.</p>

### Literature Review

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<p>Comprehensive discussion that demonstrates good critical thinking and the ability to relate existing literature to the research.</p> <p>Well-organized literature categories that relate organically to the research question and are introduced in a concise way.</p> <p>Well-integrated discussion that relates the literature reviewed to the research question as well as a holistic perspective.</p> <p>Polished presentation of multiple perspectives that deepens an understanding of the literature reviewed and the research question.</p> <p>Clear attribution of sources engaged with the student's voice.</p>	<p>Adequate coverage of the literature with basic critical analysis and synthesis with the research question.</p> <p>Well-organized with some thought to how each text is related to the research question and holistic perspective.</p> <p>Integrates quotes from the literature to explore the research question.</p> <p>Clear attribution of sources.</p> <p>Discusses multiple perspectives.</p>	<p>Incomplete. Misses or omits important studies relevant to the topic.</p> <p>Does not use adequate original sources or only uses secondary sources.</p> <p>Relevance of the literature to the research question is unclear and holistic perspective is weak.</p> <p>Uses quotes without integrating their relevance to the research question and topic.</p> <p>Unclear attribution of sources.</p> <p>Tone of criticism is strident or polemical.</p>

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### Analysis and Conclusions

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<p>A <i>minimum</i> of 25 References of good quality. All references are cited in the text; all text citations are in the References.</p>	<p>Text is of length specified in the current handbook.</p> <p>A <i>minimum</i> of 20 References. All references are cited in the text; all text citations are in the References.</p>	<p>Inadequate number of references; references not matched in the text; text citations not listed in the References.</p>

**Overall Comments**

**Approval:**

**Approved:** \_\_\_\_\_

**Not Approved:** \_\_\_\_\_

**Thesis Advisor's Signature:** \_\_\_\_\_



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  - LOA time does not involve any additional charges from the California Institute for Human Science
- An LOA will be granted if the request meets the following:
  - Submitted to the Institute in advance unless prevented by unforeseen circumstances.
  - Submitted in writing, signed, and dated with specific reasons for request explained in full.
  - Request must be approved by a school official.





- To request a full 12-month period of LOA, complete documentation and certain conditions will be needed to support said request, i.e., jury duty, military reasons including National Guard requirements, circumstances meeting criteria covered under FMLA (Family & Medical Leave Act of 1993).
- If enrollment is temporarily interrupted for an LOA, the student will return to school in the same progress status as prior to the LOA.

### **Failure to Maintain Academic Status**

Students who neither register for courses nor complete the Interruption of Academic Program Request or the Leave of Absence (LOA) request, will be placed on **Inactive Status** and be subject to academic disciplinary actions including **Administrative Withdrawal** from the program. If administrative withdrawal occurs, the student will need to re-apply for admission to the program.

### **Requirements for students in the Ph.D. Dissertation Sequence**

PHD students may register for an extension of time to complete each of the four dissertation sequence courses (Dissertation Topic Research, Dissertation Methodology, Dissertation I, Dissertation II) for up to four quarters each course, online here <https://www.cihs.edu/course-registration>. The following extensions may be approved by the Program Director if the student is still within the maximum timeframe for program completion of eight years.

#### **896: Dissertation Topic Research**

- 896-A: Dissertation Topic Research (Extension 1) – Dissertation Extension Fee Waived
- 896-B: Dissertation Topic Research (Extension 2) - \$250
- 896-C: Dissertation Topic Research (Extension 3) - \$250

#### **897: Dissertation Methodology Review**

- 897-A: Dissertation Methodology Review (Extension 1) – Dissertation Extension Fee Waived
- 897-B: Dissertation Methodology Review (Extension 2) - \$250
- 897-C: Dissertation Methodology Review (Extension 3) - \$250

#### **898A: Dissertation I**

- 898A-A: Dissertation I (Extension 1) – Dissertation Extension Fee Waived
- 898A-B: Dissertation I (Extension 2) - \$250
- 898A-C: Dissertation I (Extension 3) - \$250

#### **898B: Dissertation II**

- 898B-A: Dissertation II (Extension 1) – Dissertation Extension Fee Waived
- 898B-B: Dissertation II (Extension 2) - \$250
- 898B-C: Dissertation II (Extension 3) - \$250

Dissertation Extension courses appear on the transcript. For the Dissertation Extension Fee, please visit <https://www.cihs.edu/tuition-fees>.



## Requirements for students in the M.A. Thesis

MA students may register for an extension of time to complete each of the Thesis. The following extensions may be approved by the Program Director if the student is still within the maximum timeframe for program completion of five years.

690: Thesis

- 690-A: Thesis (Extension 1) - Thesis Extension Fee Waived
- 690-B: Thesis (Extension 2) - \$250
- 690-C: Thesis (Extension 3) - \$250

MA Thesis extension courses appear on the transcript. For the Dissertation Extension Fee, please visit <https://www.cihs.edu/tuition-fees>

## Notices for Extension for both Master Thesis and Doctoral Dissertation

### MA Thesis Extensions

CIHS will waive the extension fee for MA Thesis for those who registered before Fall 2021. Students who register the MA Thesis after Fall 2021, those extension fee (Extension 1, 2, & 3) will be applied.

### Dissertation Extensions

Beginning Winter Quarter 2022 CIHS will begin charging \$250 per course extension for Thesis and Dissertation courses. If you are currently enrolled in a Dissertation course (e.g., 896, 897, 898) you can receive up to 3 extensions for this course without charge. Once you complete the course you are in and begin the next course in the sequence - the new fee above will apply.