

Heritage University Graduate Handbook

For the College of
Education and Psychology
2008-2010

Master of Education (M.Ed.)

- M.Ed. - Counseling
- M.Ed. - Educational Administration
- M.Ed. - Professional Studies in Teaching and Learning
- M.Ed. - Professional Studies with Professional Certification
- M.Ed. – Professional Studies with National Board Certification Preparation
- M.Ed. - Professional Studies in Teaching and Learning, Specialization in Bilingual Education
- M.Ed. - Professional Studies in Teaching and Learning, Specialization in Biology
- M.Ed. - Professional Studies in Teaching and Learning, Specialization in English Language and Literature
- M.Ed. - Professional Studies in Teaching and Learning, Specialization in English as a Second Language
- M.Ed. - Professional Studies in Teaching and Learning, Specialization in Reading/Literacy
- M.Ed. - Special Education

M.I.T. - Master in Teaching



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Introduction

Heritage University lives its motto, “Knowledge Brings Us Together,” through its dedication to three key values: honoring each person’s human dignity and potential, seeking intellectual growth and challenges, and celebrating the shared spiritual roots of all humankind.

The College of Education and Psychology is a community of learners committed to diversity, to learning as a social process, and to the modeling of sound pedagogical practices. Our beliefs and values include a commitment to culture and experience, to fostering dialogue and cooperation among teachers and learners, and to a process in which learners construct meaning.

These values are embodied in the Heritage University Master of Education and Master in Teaching programs which have been designed for teachers, administrators, counselors, and other specialists who pursue a degree in their field beyond the bachelor’s degree. Heritage University M.Ed. and M.I.T. degree programs enhance professional knowledge to prepare educators for their area of specialization. The following goals are common to all Heritage graduate degree programs:

- Understand the historical, social, economic, legal and political foundations and forces that shape the American educational system.
- Demonstrate professional conduct through situation appropriate behavior, respect, collaboration, and commitment to learning.
- Develop and sustain an instructional program that promotes culturally responsive teaching and learning and promotes service toward social justice.
- Apply current research and best practice in quality teaching and learning to enhance the overall development of students.
- Utilize technology to enhance teaching, leading, and learning.
- Analyze and evaluate the impact of race, language, and poverty on student achievement and success.
- Apply the constructivist learning model/philosophy to teaching, leading, and learning, and understand how constructivism builds communities of learners and enhances collaboration, critical thinking, and reflective practice.

This Graduate Handbook includes the policies and procedures governing admission and retention of students in the following graduate programs leading to the Master of Education (M.Ed.) and Master In Teaching (M.I.T.) degrees at Heritage University:

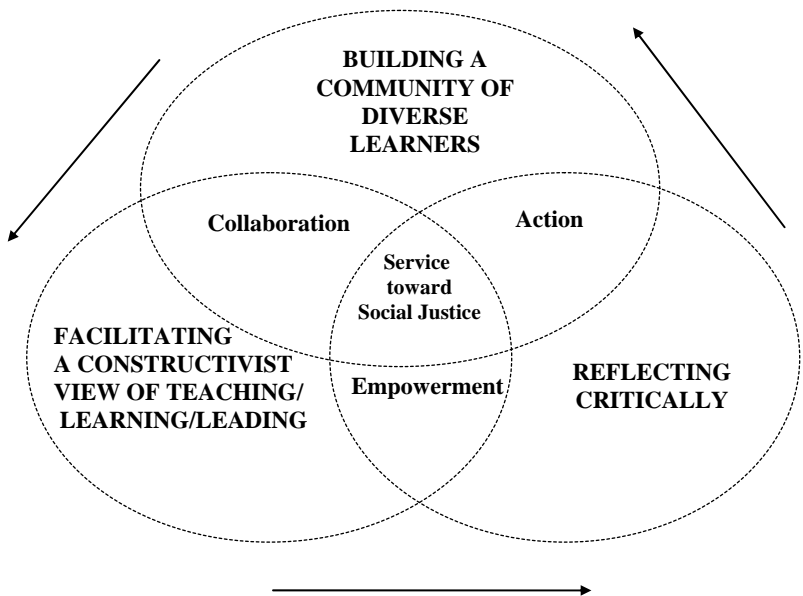
- Counseling (M.Ed.).
- Educational Administration (M.Ed.).
- Professional Studies in Teaching and Learning (M.Ed.).
- Professional Studies with Professional Certification (M.Ed.).
- Professional Studies with National Board Certification Preparation. (M.Ed.)
- Professional Studies in Teaching and Learning, Specialization in Bilingual Education (M.Ed.).
- Professional Studies in Teaching and Learning, Specialization in Biology (M.Ed.).
- Professional Studies in Teaching and Learning, Specialization in English Language and Literature (M.Ed.).
- Professional Studies in Teaching and Learning, Specialization in English as a Second Language (M.Ed.).
- Professional Studies in Teaching and Learning, Specialization in Reading/Literacy (M.Ed.).
- Special Education (M.Ed.).
- Master in Teaching (M.I.T.).

The handbook should be used in conjunction with the [Heritage University Catalog](#) and in consultation with a College of Education and Psychology advisor when planning a program of advanced study. Students will find the ***Checklist of Procedures for Admission and Completion of a Master Degree Program*** to be helpful. (See Page 21)

Your graduate program advisor/chair and all faculty members of the College of Education and Psychology are here to ensure your success and will endeavor to answer any questions or clarify procedures not understood. We hope you will take pride in your studies and share our mutual respect for and service to the profession of education in the years ahead.

Learning Model/Philosophy: Constructivism

The philosophy underlying the conceptual framework adopted for Heritage University's College of Education and Psychology is that of "constructivism." As conceptualized by the College, and paraphrased here, constructivism asserts that knowledge 1) is richer when created by the learner, 2) is more meaningful for the learner when it is related to prior knowledge, 3) is shaped by both the social and non-social experiences of the learner, and 4) is in a variety of ways collaboratively established within the culture of the learner. The faculty's conception of the relationships of key elements important to the preparation of educators in teaching, learning, and leading is depicted below:



"Knowledge Brings Us Together"

Building Community

While

Constructing Knowledge to Serve a Pluralistic Society

Overview of Master Degree Programs

Counseling (M.Ed.)

A specialization designed to prepare practitioners for work as professional counselors in elementary and secondary schools, Colleges/Universities, or mental health or related agencies. The program emphasizes multicultural and rural population needs.

Educational Administration (M.Ed.)

A specialization intended for the educator whose career goals are in the areas of school administration, including principalship and/or district level program administration (e.g., curriculum, special education, business services, or human resources). Graduates qualify for Washington State Principal or Program Administrator Certification.

Professional Studies in Teaching and Learning (M.Ed.)

A program of study designed to combine the preparation of educators for a career of leadership in the classroom with the state requirement for professional certification.

Professional Studies with Teacher Professional Certification (M.Ed.)

A broadly based specialization designed to meet the needs of the general educator anticipating a career of leadership in the classroom. It is particularly designed for Residency Certificate teachers who need to obtain Professional Certification.

Professional Studies with National Board Certification Preparation (M.Ed.)

This program of professional study is based on several components from the National Board for Professional Teaching Standards. A portfolio of videotaped lessons and student work samples and assessments showing the teacher's impact on student learning are used to evaluate this job-embedded and performance-based program.

Note: Completion of the National Board sequence of preparation classes does not guarantee National Board Certification. Certification is granted upon approval of a professional portfolio and written assessment by the National Board for Professional Teaching Standards.

Professional Studies in Teaching and Learning, Specialization in Bilingual Education (M.Ed.)

A program of professional study designed to provide educators with the knowledge, necessary tools, and support needed to positively impact the academic achievement of English Language Learners. This program also fulfills the Washington State requirements for the bilingual endorsement.

Professional Studies in Teaching and Learning, Specialization in Biology (M.Ed.)

This specialization is intended for an educator whose goal is to be a leader in Science education. Teachers will improve on their existing knowledge of science and deepen their understanding of pedagogy and research. This program also fulfills the Washington State requirement for a Biology endorsement.

Professional Studies in Teaching and Learning, Specialization in English Language and Literature (M.Ed.)

A specialization intended for an educator anticipating a leadership role in English education. Teachers will improve their existing knowledge of English and deepen their understanding of pedagogy and research. This program also fulfills the Washington State requirement for an English endorsement.

Professional Studies in Teaching and Learning, Specialization in English as a Second Language (M.Ed.)

A specialization intended for the educator who wishes to devote his/her career to working with English language learners. This program also fulfills the Washington State requirement for an ESL endorsement.

Professional Studies in Teaching and Learning, Specialization in Reading/Literacy (M.Ed.)

A specialization intended for an educator whose goal is to be a leader in Reading/Literacy education. Teachers will improve on their existing knowledge of Reading/Literacy and deepen their understanding of pedagogy and research. This program fulfills the Washington State requirement for a Reading/Literacy endorsement.

Special Education (M.Ed.)

A broadly based program designed to meet the needs of educators who anticipate working with students with disabilities or for the teacher who is seeking an endorsement in Special Education. The program will prepare teachers to become leaders in the field of Special Education. This program fulfills the Washington State requirement for a Special Education endorsement.

Master In Teaching (M.I.T.)

A specialization that provides for the following two outcomes: a Master Degree In Teaching and a Residency Teaching Certificate for grades K – 8. A Bachelor’s Degree is a prerequisite.

Note: Graduate student candidates are directed to consult the Heritage University Catalog Graduate Education and Psychology Program section for specific information concerning master degree programs and academic policies and guidelines.

Admission, Registration, and Advising

Because of its emphasis on personalized education, Heritage University considers each graduate student applicant on an individual basis. The University is interested in students who are motivated to learn, who have a genuine desire to attend Heritage University, and who show evidence of being able to benefit from the educational programs offered.

Acceptance to a graduate program is the result of an overall assessment of background, rather than arbitrary standards for grades, test scores, courses taken, or achievements. Because the University is small and personalized, the administration, faculty, and staff are available to answer questions and to explain the admission process.

To apply for admittance to the Graduate School Program, applicants must:

1. Submit a Graduate Application form for Admission to the Admission’s Office prior to the semester they wish to enroll. An application form may be obtained from the Admission’s Office in the Student Service Center, or by calling **(509) 865-8508** or by accessing the web site www.heritage.edu.
2. Provide the Admissions Office with an official transcript from each college/university attended and proof of successful completion of a Baccalaureate Degree from a regionally accredited college/university.
3. Make payment of a non-refundable application fee.

Completion of this three-step application process is the **initial step** required for admission to the University as a graduate student. Applicants may then

meet with a graduate program advisor/chair in the College of Education and Psychology to:

- a. Seek final acceptance into a graduate program specialization;
- b. Develop a formalized course of study detailing required classes and the sequence of classes to be taken;
- c. Register for classes.

After acceptance to Graduate School, a student may apply for admission to one of the four specialized master degree or certification programs listed below which have additional admittance requirements.

Counseling (M.Ed.):

- a. Formal admittance to graduate school.
- b. Baccalaureate degree, preferably in psychology, or nine (9) credits in the behavioral sciences from a regionally accredited college or university.
- c. Application to the Counselor Preparation Program.
- d. Two letters of reference relating to the candidate's academic and professional abilities.
- e. Interview with department chair or faculty member.

Educational Administration (M.Ed.):

- a. Formal admittance to graduate school.
- b. Application to the Administrator Preparation Program.
- c. Three recommendations from administrators.
- d. Three years teaching or ESA experience (does not include substitute teaching).
- e. Copy of valid Washington State teaching or ESA certificate.
- f. Written statement addressing educational and professional goals.

Administrator certification only candidates who have completed a master degree will have their transcripts evaluated on an individual basis to

assure fulfillment of Washington State and Heritage University standards, which may include additional course work in educational research and social and philosophical foundations of education as determined by the department chair.

Professional Studies with Professional Certification (M.Ed.):

- a. A copy of the candidate's Washington State Teaching Certificate.
- b. A filled out and signed Employer Support Verification form (WAC 181-78A-505) from each candidate. The form may be obtained by contacting the Heritage University Certification Office at (509) 865-8592.

Master In Teaching (M.I.T.):

- a. Formal admittance to graduate school.
- b. Baccalaureate degree.
- c. Letter of application to the M.I.T. program following program guidelines.
- d. Minimum G.P.A. of 2.6 for the last 30 semester credits (45 quarter credits) of undergraduate course work.
- e. Successful completion of the Washington Educator Skills Test – Basic (WEST-B).

Note: Advising Guides for Heritage University master degree and certification programs are detailed on Heritage's website www.heritage.edu. Graduate students are urged to use the appropriate guide as a reference for coursework and credit requirements and encouraged to keep an unofficial record of their progress toward completion of their master degree. Graduate candidates are referred to the [Heritage University Catalog](#) for specific course descriptions and additional details regarding master degree programs offered through the College of Education and Psychology.

Graduate students, who have a documented disability and anticipate needing accommodations in a graduate program, should make an appointment with the EAGLES Program to complete an [ADA Application Form](#) and receive a notification letter outlining your approved accommodations. The EAGLES

Program is located in the Student Service Building. If you have any questions or concerns, please call 865-8514.

Graduate students who believe an academic decision affecting them should be re-examined should consult the Heritage University Catalog for details concerning the grievance process.

Questions concerning admission, registration, or special accommodations should call the Heritage operator at **(509) 865-8500** for assistance.

Questions concerning program advisement and other academic issues should call **(509) 865-8595** and ask for the chair of the program of interest.

Graduate Student Load Policy

Candidates for a master's degree are expected to comply with the following Heritage University **graduate student load policy**:

- 6 - 8 **Semester** credits (normal graduate load)
- 10 **Semester** credits (no permission required)
- Over 10 **Semester** credits (Associate Dean approval required)

Financial Aid and Tuition Payment Information

Financial need is the difference between the cost of attending a particular university and the total amount a student and his/her family can be expected to provide for university expenses. University expenses include tuition, fees, books, transportation, and living expenses.

Financial assistance in the form of loans is available to qualified graduate students who are unable to pay the entire cost of their educational expenses.

The Financial Aid Office evaluates each applicant's particular financial situation and selects a financial aid package which best meets the student's need. Financial aid programs do not discriminate on the basis of sex, race, religion, or physical ability.

Graduate students seeking financial aid are referred to the Heritage University Catalog for details concerning general eligibility requirements and application procedures or, they may schedule an appointment with a financial aid counselor by calling **(509) 865-8502**.

Note: Graduate students should refer to the current Heritage University ***Tuition Payment Information*** brochure available in the Graduate Education Office for important and additional information regarding financial aid and tuition payment options.

Requirements for the Master Degree

It is the responsibility of each student to know one's status academically and professionally, to meet University and class deadlines throughout his/her course of study, and to satisfy the following requirements for the master's degree:

- a. Complete a minimum of 32 semester credit hours at the graduate level. Some specialized degree programs may require additional credits.
 - 26 or more credits must be earned at Heritage University.
 - 6 semester graduate credits may be transferred from another accredited college/university if taken within the last eight (8) years. (See Graduate Transfer Credit Guidelines.)
- b. A minimum cumulative grade point average of 3.0 (B) must be maintained in graduate work. Note: Educational Administration students can earn no lower than a 3.0 (B) grade in each course. Counseling students can earn no lower than a 2.7 (B-) grade in each course. M.I.T. students can earn no lower than a 2.0.(C) in each course. Other degree program students can earn no lower than a 2.0 (C) grade in each course.
- c. Complete all program requirements; including course work within eight (8) years after the first applicable course is taken.
- d. Complete special project, internship, professional portfolio assessment, thesis, and/or written comprehensive examination required for the degree specialization..
- e. Submit to the Registrar a Graduation Application for Master's Degree form **two (2) semesters** before the expected graduation date.
- f. Fulfill catalog requirements in effect at the time of official acceptance to Heritage University or requirements from a newer catalog.
- g. Clear all financial obligations to the University before graduation.

Note: To ensure relevancy, all courses applicable for the master's degree and/or certifications will be valid for a period of eight (8) calendar years. On recommendation of the Department Chair, the Associate Dean may modify or waive this requirement.

Students are reminded that they are responsible for understanding and complying with the requirements for the academic degrees and certification programs described in the Graduate Handbook and the Heritage University Catalog.

Second Master Degree at Heritage University

A second master's degree for graduates who earned their first master degree at Heritage University requires that the student fulfill all general University requirements listed for the second degree. A minimum of 24 semester credits beyond the first master degree is required, which shall include a 4-credit special project or thesis in the specialty area, with the topic subject approved by the department chair. All credits for the second degree must be taken at Heritage University and the requirements that fulfilled the first degree cannot be repeated. A course of study must be approved by each respective department chair. Candidates who completed a first master degree at an institution other than Heritage University are not covered by this policy and, therefore, must complete all degree requirements.

Graduate Transfer Credit Guidelines

Up to six (6) semester credit hours of equivalent, **graduate-level** course work with a minimum grade of 3.0 (B) may be transferred from another regionally accredited college/university. Transfer credits must be:

- a. Approved for **graduate credit** at the institution from which the credit transfer is requested.
- b. Taken within the last eight (8) years, based on the student's latest admission date to the Heritage Graduate Program and based on approval by each respective chair and the associate dean.
- c. Awarded a letter grade of 3.0 (B) or better.
- d. Verified by an official transcript in a sealed envelope from the institution where graduate credit was granted.

When requesting graduate-level transfer credit, students are reminded:

- a. Heritage University operates on a **semester** system and that **quarter** credit hours transferred from other institutions are not equal to semester hours (e.g. 5 quarter credits equal 3.33 semester credits).
- b. Some 500 and 600 level courses offered at other institutions do not carry graduate credit.
- c. **Continuing education, professional development, personal enrichment, in-service, clock hours, and correspondence courses** are not acceptable for graduate transfer credit. **Non-graded courses** are generally unacceptable for graduate transfer credit. Approval of non-graded transfer credit will be addressed on an individual basis by the department chair. **One (1) quarter credit graduate level courses will not be accepted.**

Candidates for the master degree shall take responsibility for the following:

- a. Initiating the transfer of credit process upon receiving an official transcript from another institution confirming satisfactory completion of course work.
- b. Completing the Request For Approval of Transfer or Substitution Credit to Heritage University form required for initiating the transfer process **no later than one (1) semester prior to graduating from Heritage University.**

Research and Writing Competency

All candidates for Master of Education (M.Ed.) and Master in Teaching (M.I.T.) degrees in the areas of specialization under the jurisdiction of the Graduate Education and Psychology program are required to demonstrate research and writing competency at the mastery level. Work should be well organized, with a clear focus and sufficient detail. Papers should be well-written using correct spelling and grammar.

The candidate demonstrates research and writing competency by satisfying one or more of the following options in compliance with Heritage University regulations: Special Project; Professional Portfolio Assessment; Thesis; or Written Comprehensive Examination.

Completing a master degree special project, professional portfolio assessment, or thesis, represents the **culminating program experience** for the Master of Education or Master In Teaching. A written comprehensive examination represents the **culminating program experience** for the Counseling masters.

The student shall follow the guidelines for all **prerequisite** course requirements consistent with his/her educational objective. **Prerequisite requirements** for each master degree are listed below:

- **Counseling:** Written Comprehensive Examination. Prerequisite, CPSY 594, Professional Seminar.
- **Educational Administration:** ED 595, Special Project. Two prerequisite courses must be taken in the following sequence: ED 584, Measurement and Evaluation and ED 553, Research Methods.
- **Professional Studies in Teaching and Learning (M.Ed.):** ED 595, Special Project. Two prerequisite courses must be taken in the following sequence: ED 584, Measurement and Evaluation and ED 553, Research Methods.
- **Professional Studies in Teaching with Professional Certification (M.Ed.):** ED 595 Special Project. Two prerequisite courses must be taken in the following sequence: ED 584, Measurement and Evaluation and ED 553, Research Methods.
- **Professional Studies in Teaching with National Board Certification Preparation (M.Ed.):** ED 595 Special Project. Two prerequisite courses must be taken in the following sequence: ED 584, Measurement and Evaluation and ED 553, Research Methods.
- **Professional Studies in Teaching and Learning, Specialization in Bilingual Education (M.Ed.):** BLE 595, Special Project. Two prerequisite courses must be taken in the following sequence: ED 584, Measurement and Evaluation and ED 553, Research Methods.
- **Professional Studies in Teaching and Learning, Specialization in Biology (M.Ed.):** ED 595 Special Project. Two prerequisite courses must be taken in the following sequence: ED 584, Measurement and Evaluation and ED 553, Research Methods.
- **Professional Studies in Teaching and Learning, Specialization in English Language and Literature (M.Ed.):** Ed 595 Special Project. Two prerequisite courses must be taken in the following sequence: ED 584, Measurement and Evaluation and ED 553, Research Methods.
- **Professional Studies in Teaching and Learning, Specialization in English as a Second Language (M.Ed.):** BLE 595 Special Project. Two prerequisite courses must be taken in the following sequence: ED 584, Measurement and Evaluation and ED 553, Research Methods.

- **Professional Studies in Teaching and Learning, Specialization in Reading/Literacy (M.Ed.):** ED 596A, Professional Portfolio Assessment. Prerequisite, ED 596A, Professional Portfolio Assessment. Two additional prerequisite courses must be taken in the following sequence; ED 584, Measurement and Evaluation and ED 553, Research Methods.
- **Special Education:** SPED 595, Special Project. Two prerequisite courses must be taken in the following sequence: ED 584, Measurement and Evaluation and ED 553, Research Methods.
- **Master in Teaching (M.I.T.):** A two-part, culminating program experience for an M.I.T. candidate includes:
 - a. A Professional Portfolio Assessment
 - b. Elementary Teaching Internship

General Guidelines for Special Project, Professional Portfolio Assessment, Thesis, and Written Comprehensive Exam

Option 1: Special Project

Under the direction of a faculty member or research class instructor, the writing and research effort focuses on an approved topic and usually takes one of the following forms:

- a. A special project that utilizes traditional research methodology. Qualitative approaches include historical, ethnographic, and case study. Quantitative research usually includes descriptive, correlational, and/or experimental methodology. In most cases, a quantitative approach is used.
- b. A special project that assesses the need for change by resolving a problem or meeting a need. This type of project often involves a needs assessment within the student's school setting. The focus is directed toward the gathering of data based on the responses of teachers, staff, administrators, and/or students and parents. The end goal is to gather and analyze data to determine the need for change and to provide some direction for that change.
- c. A special project that determines the relative value, difference, or improvement brought about by the intervention of a specific program,

strategy, or course of action. The project usually involves gathering data, often through a pre- and posttest to determine the amount of change and/or improvement in a group of students. In some cases, this may involve comparing differing curriculum experiences from two groups of students. This project can employ various data gathering methods.

When approved by the student's advisor, the special project will be placed in the College of Education and Psychology or Heritage University library collection.

Option 2: Professional Portfolio Assessment

To meet **Master in Teaching** requirements, the candidate will prepare a professional portfolio assessment. The assessment integrates program goals; state knowledge and skill requirements; personal, theoretical, and practical reflections; a self-assessment; and artifacts and evidence based on developing essential roles of the teacher to include:

- Professional Growth Plan.
- Culminating Assessment Project.
- Plan for Family Involvement.
- Classroom Management Plan.
- Two Candidate Work Samples.
- Philosophy Statement.
- Resume.

Option 3: Thesis

In lieu of pursuing either a special project or professional portfolio assessment, students may elect to undertake ED 598, Thesis. Candidates identify a *topic* in an area of interest approved by their advisor and a committee that is appointed by the Program Chair. The advisor follows the progress of the thesis which, upon completion, must be defended by the student in a formalized presentation. The product will be placed in the University library collection. Candidates should consult their program advisor for details.

Option 4: Written Comprehensive Examination

In lieu of a special project, professional portfolio assessment, or thesis writing and research option, students enrolled in the Master of Education Degree Program in **Counseling** will complete a written comprehensive examination upon completion of his/her course of study. Candidates should consult his/her program advisor for details.

Special Project, Thesis, and Professional Portfolio Assessment: Purpose and Responsibility

Purpose:

The **purpose** of the special project, thesis, or professional portfolio assessment is to afford the M.Ed. candidate an opportunity to incorporate course work, experience, related research, literature, and information into an organized, well written, formal research document. Students work independently on their *approved topic*, under the direction of a faculty advisor or research class instructor. When completed, an exit interview/formal presentation of the special project, thesis, or professional portfolio assessment will be conducted at the discretion of the instructor/faculty advisor to meet specific program requirements.

Responsibility:

Graduate students, with the help of their program advisor or research class instructor, should take **responsibility** throughout their course of study for exploring, identifying and obtaining approval for a *topic* suitable for satisfying the research and writing competency. Ideally, while enrolled in the required **prerequisite** research class/classes listed earlier in this handbook, the student will take the opportunity to apply and relate selected class assignments to his/her *approved topic*. By doing so, the candidate may make significant progress, while completing prerequisite courses, toward developing and writing the special project, thesis, or portfolio assessment.

Format for Special Project and Thesis

Special Project and Thesis

The **format** for each special project and thesis should be consistent with the current American Psychological Association (APA) manual as adopted by Heritage University, which is generally organized as follows:

1. **Chapter One: Background of the Study**
Identifies the area, focus, and reasons or justification for undertaking the study. Components may include: background and significance of the study, statement of the problem, purpose of the project, assumptions, hypothesis, delimitations, procedure, and definition of terms.
2. **Chapter Two: Review of Related Literature**
Summarizes available research from sources relevant to the specific focus of the study and organized according to various subsets of literature and information selected and reviewed.
3. **Chapter Three: Methodology and Treatment of Data**
Provides an overview of the processes, procedures, and methodology employed in the research effort and describes how the data were treated statistically.
4. **Chapter Four: Analysis of the Data**
Presents information resulting from the study including a statistical and descriptive presentation, analysis, and interpretation of data. The chapter typically includes: an introduction, a description of the environment, results of the study, and an analysis which tests the hypothesis and null hypothesis findings, and summary.
5. **Chapter Five: Summary, Conclusions, and Recommendations**
The author reviews the study and summarizes the important aspects of each chapter. Conclusions are drawn from a synthesis of the findings and, based on the conclusions, recommendations are made for the use of the results or for further study.
6. **References and Appendices**
References or a bibliography are to be included following APA manual requirements. Other items may be appended to enhance communication with the reader of the report, such as examples of research instruments used or illustrative excerpts from a project product.

Checklist of Procedures for Admission to and Completion of a Graduate Degree Program

Candidates pursuing a master degree through the Heritage University College of Education and Psychology are responsible for the following:

- _____ 1. Contacting the Graduate Office for details concerning application and admittance to a Graduate Degree program.
- _____ 2. Becoming thoroughly familiar with the College of Education **Graduate Handbook**. Additional copies are available at: Heritage University, College of Education and Psychology, 1716 South 16th Avenue, Yakima, WA 98902; Telephone: 509-865-8595.
- _____ 3. Making application by submitting the completed form to the Admission's Office with application fee and official transcripts.
- _____ 4. Securing admittance to the Graduate program.
- _____ 5. Completing a course of study approved by the department chair consistent with the approved Graduate Program Advising Guide.
- _____ 6. Filling out graduate application for a degree.
A student should submit an application for his/her degree two (2) semesters before the expected graduation date.
- _____ 7. Fulfilling the Research and Writing competency.
Completing one or more of the following master's degree research and writing options in compliance with Heritage University graduate program regulations: Special Project; Thesis; Professional Portfolio Assessment; and/or Written Comprehensive Examination.

Note: Written approval from the graduate student's chair must be secured for any deviation from the above research and writing options.

- _____ 8. Completing Responsibilities.
All M.Ed. or M.I.T. requirements must be completed two weeks prior to the end of the semester in which the degree is to be awarded, or by the date published in the **Heritage University Catalog**. Failure to meet requirements may delay completion of the program and awarding of the degree.