

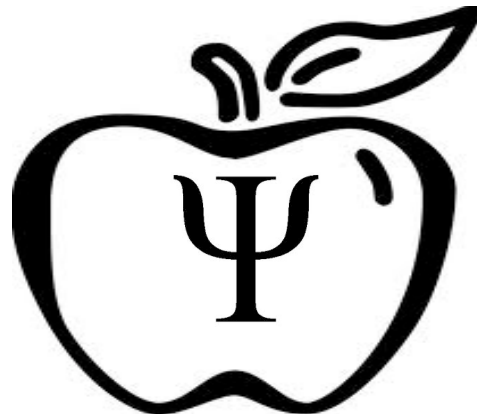


**Department of Educational Psychology and Leadership Studies**

# Master's Degree in Educational Psychology September 2022 Entry

## **ADMISSIONS GUIDE**

(Updated August 19, 2020)



### **Master's degree options:**

Master of Arts (MA) in Educational Psychology  
Master of Education (MEd) in Educational Psychology

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# Contents

<b>Why study Educational Psychology at the University of Victoria?</b> .....	<b>3</b>
<i>Why study Educational Psychology at the University of Victoria?</i> .....	3
<i>Who benefits from our programs?</i> .....	3
<b>Program descriptions</b> .....	<b>4</b>
<b>MA versus MEd degree options</b> .....	<b>5</b>
<i>The MA program</i> .....	5
<i>The MEd program</i> .....	5
<i>Transfer between MEd and MA programs</i> .....	5
<b>Program delivery</b> .....	<b>5</b>
<b>MA program requirements</b> .....	<b>6</b>
<b>MEd program requirements</b> .....	<b>7</b>
<b>Admission requirements &amp; guidelines for application</b> .....	<b>8</b>
1. Bachelor’s degree in (a) Psychology, (b) Educational Psychology or (c) Education* .....	8
2. Statement of purpose form.....	8
3. Resumé.....	8
4. Assessment reports .....	9
5. English language requirement.....	9
6. Applicants who hold the following will be considered more competitive:.....	9
7. Criminal record check.....	9
8. Academic accommodation .....	9
<b>Application process</b> .....	<b>10</b>
<b>Application checklist</b> .....	<b>10</b>
<b>Educational Psychology faculty</b> .....	<b>11</b>
<b>Contact information</b> .....	<b>11</b>
<b>Financial assistance</b> .....	<b>12</b>

# Graduate Programs in Educational Psychology

## Why study Educational Psychology at the University of Victoria?

### Why study Educational Psychology at the University of Victoria?

1. We promote individuals' professional development through small, intensive programs.
2. Our academic supervisors provide students with regular mentoring and support.
3. The program focus balances theory, practical knowledge and research.
4. Elective options allow students to customize programs to fulfill their research and career goals.
5. We offer both M.Ed. and M.A. options for qualified students.
6. We offer fellowships and scholarships for qualified students.
7. We offer Graduate Assistantships to further students' training in research and teaching.
8. Our students can complement their studies with co-operative education work terms, research apprenticeships and teaching apprenticeships.
9. Our students have an excellent record of post-graduate job attainment.

### Who benefits from our programs?

1. Teachers, education administrators and program developers.
2. Health-care, child and youth-care, and higher education professionals.
3. Persons with undergraduate degrees in psychology, education and related fields.
4. Learning strategy instructors.
5. Government employees.
6. Educational policy administrators and planners.

*Please note that Educational Psychology programs are suitable for achieving advanced TQS standing for previously qualified teachers, but **none of our graduate programs lead to BC Teacher Certification.***

*Please note the educational psychology program **does not allow you to become a school psychologist.***

## Program descriptions

We are currently accepting applications for two focus areas:

- 1) Special Education
- 2) Learning, Development and Instructional Sciences

All Educational Psychology focus areas are characterized by small classes that use rich dialogue to develop critical thinking and actively integrate the sciences of learning, development and instruction with real life needs and goals. All students are offered individualized mentoring and supervision, and all have opportunities to gain research experience.

### Special Education

The Special Education focus area provides the opportunity for advanced study in research and practice to support the needs of students with exceptionalities, such as students with learning disabilities, emotional and behaviour disorders, sensory impairments, communication disorders, intellectual and physical disabilities, chronic health conditions, or students who are gifted. Practices that promote inclusion, resilience, and the developmental health of exceptional populations across multiple contexts (e.g., school, home, community) are emphasized.

The general objectives of the special education focus are:

- To meet the advanced training needs of current or prospective special educators on contemporary research and practice within inclusive education.
- To cultivate professional knowledge and skills in assessing, programming, and supporting individuals with special needs, and to enhance consultative and administrative skills within special education and related health fields.
- To promote research and guide graduate students in empirically examining important issues in special education and related health fields.

### Learning, Development & Instructional Sciences

Application of knowledge and research in the psychological sciences to practice in a wide range of instructional contexts such as classrooms, community organizations, higher education, student services, government, etc. This program offers particular emphasis on self-regulation; motivation; socio-emotional development; adolescent development; and research design, interpretation and evaluation.

In the Learning, Development and Instructional Sciences program you will learn to:

- Examine, critique and apply contemporary research in human learning, self-regulation, motivation and development.
- Apply psychological sciences to evidence-based practices across diverse instructional contexts.
- Critically read, interpret, synthesize and evaluate research.
- Communicate scholarly information in ways that are accessible to colleagues, clients and communities.
- Gain in depth knowledge of scholarly theory and research in a chosen area of focus.
- Develop research competency and experience.

## MA versus MEd degree options

### The MA program

This is a course and thesis-based research degree. The MA is most suited to students who seek careers designing and conducting research in schools, post-secondary contexts, government or community agencies. Thesis work typically advances theory, research and practice in the field of Educational Psychology. Persons who anticipate proceeding on to a doctoral program should apply for the MA degree. Applicants who enjoy and wish to develop the skills of conducting research, writing, and presenting and publishing academic papers frequently select this degree. **Students are encouraged to see if there is current faculty that is in their area of interest.**

Important features of the MA include:

- Progress through program together with your peers as a community of learners
- 2 years full-time, 4 years part-time, or 3 years full-time with CO-OP
- 10 courses (15 units of course work + 6 units thesis)
- Research thesis develops quantitative and qualitative research skills

**Note:** Completing the MA in 2 years requires students to identify a clear thesis focus and secure a committee within the first 6 months. An additional 1 to 2 semesters may be needed depending upon the thesis topic and research design.

### The MEd program

This is primarily a course-based applied degree that culminates in a time-limited capstone research review project. Over a period of 2 weeks, students write and defend critiques of 3 published research papers. The MEd is useful for persons seeking employment or advancement in applied educational settings, community organizations, or government. Projects and papers emphasize the translation of theory and research to practice. The MEd program is useful for applicants who are interested in the development and evaluation of programs and services. Please note that M.Ed. students who wish admission into doctoral programs generally require additional research method courses and must demonstrate their research and writing skill.

Important features of the MEd include:

- Progress through program together with your peers as a community of learners
- 2 years full-time, 4 years part-time, or 3 years full-time with CO-OP
- Primarily course-based with 10 courses
- Culminates in a time-limited capstone research review project and its oral defense
- Focuses on developing skills for reading and interpreting quantitative and qualitative research

### Transfer between MEd and MA programs

Students admitted to either degree program may apply for transfer to the other. **Please note that transfers are not automatic; each transfer request will be evaluated by faculty before approval, and transfers to the MA program are dependent upon supervisor availability.**

## Program delivery

For the Fall (Sept-Dec) and Spring (Jan-April) term, all of our courses are offered once a week: for Special Education the courses are in the evenings 4:30-7:20; for Learning, Development and Instructional Sciences the courses are a mix of daytime and evening. For the summer term (May-Aug), courses are run in different times, length and dates for both streams.

The MEd and MA are designed to take 2 years of full-time study on campus to complete. This assumes students progress through course work using our recommended timing and sequence. Variation from recommended program planning often extends program duration.

## MA program requirements

Note that one course is worth 1.5 units unless otherwise specified.

	<b>LEARNING, DEVELOPMENT &amp; INSTRUCTIONAL SCIENCES</b>	<b>SPECIAL EDUCATION</b>
<b>LEARNING</b>	<b>3.0 units of:</b> ED-D 508 Theories of Learning ED-D 509 Psychology of Learning & Instruction	<b>1.5 units of:</b> ED-D 508 Theories of Learning ED-D 509 Psychology of Learning & Instruction
<b>DEVELOPMENT</b>	<b>3.0 units of:</b> ED-D 505 Basic Concepts in Human Development and ED-D 506A Cognitive Development ED-D 506B Social and Emotional Development ED-D 506C Adolescent Development	<b>1.5 units of:</b> ED-D 505 Basic Concepts in Human Development ED-D 506A Cognitive Development ED-D 506B Social and Emotional Development ED-D 506C Adolescent Development
<b>RESEARCH &amp; ANALYSIS</b>	<b>3.0 units of:</b> ED-D 560 Statistical Methods in Education ED-D 561A Methods in Education Research	<b>3.0 units of:</b> ED-D 560 Statistical Methods in Education ED-D 561A Methods in Education Research
<b>SPECIALIZATION</b>	<b>3.0 units of:</b> ED-D 570 Instruction & Technologies ED-D 591A Special Topics in Education (Motivation)	<b>7.5 units of:</b> ED-D 515 Advanced Assessment in Special Education ED-D 516 Advanced Intervention in Special Education ED-D 568 Inclusive Education in the 21 <sup>st</sup> Century ED-D 569 Developmental Psychopathology & Disorders ED-D 571: Advanced Assistive Technology in the Inclusive classroom
<b>ELECTIVES</b>	<b>3.0 units in consultation with supervisor</b> ED-D 590 Directed Studies (Thesis proposal) ED-D 506 "Various Topics" Development ED-D 568 Inclusive Education in 21st Century ED-D 562 Advanced Statistical Methods ED-D 563 Qualitative Methods in Research ED-D 569 Developmental Psychopathology & Disorders ED-D 571 Advanced Assistive Technologies ED-D 503 Program Development and Evaluation	<b>1.5 units in consultation with supervisor</b> ED-D 570 Instruction & Technologies ED-D 591A Special Topics in LDIS: Motivation and Emotion Regulation ED-D 590 Directed Studies (Thesis proposal) ED-D 506 "Various Topics" Development
<b>THESIS</b>	<b>ED-D 599 Thesis (6.0 units)</b>	<b>ED-D 599 Thesis (6.0 units)</b>

## MEd program requirements

Note that one course is worth 1.5 units unless otherwise specified.

	<b>LEARNING, DEVELOPMENT &amp; INSTRUCTIONAL SCIENCES</b>	<b>SPECIAL EDUCATION</b>
<b>LEARNING</b>	<b>3.0 units of:</b> ED-D 508 Theories of Learning ED-D 509 Psychology of Learning & Instruction	<b>1.5 units of:</b> ED-D 508 Theories of Learning ED-D 509 Psychology of Learning & Instruction
<b>DEVELOPMENT</b>	<b>3.0 units of:</b> ED-D 505 Basic Concepts in Human Development and ED-D 506A Cognitive Development ED-D 506B Social and Emotional Development ED-D 506C Adolescent Development	<b>1.5 units of:</b> ED-D 505 Basic Concepts in Human Development ED-D 506A Cognitive Development ED-D 506B Social and Emotional Development ED-D 506C Adolescent Development
<b>RESEARCH &amp; ANALYSIS</b>	<b>3.0 units of:</b> ED-D 560 Statistical Methods in Education ED-D 561A Methods in Education Research	<b>3.0 units of:</b> ED-D 560 Statistical Methods in Education ED-D 561A Methods in Education Research
<b>SPECIALIZATION</b>	<b>3.0 units of:</b> ED-D 570 Instruction & Technologies ED-D 591A Special Topics in LDIS: Motivation and Emotion Regulation	<b>7.5 units of:</b> ED-D 515 Advanced Assessment in Special Education ED-D 516 Advanced Intervention in Special Education ED-D 568 Inclusive Education in the 21 <sup>st</sup> Century ED-D 569 Developmental Psychopathology & Disorders ED-D 571: Advanced Assistive Technology in the Inclusive classroom
<b>ELECTIVES</b>	<b>3.0 units in consultation with supervisor</b> ED-D 590 Directed Studies (write Literature Review) ED-D 506 "Various Topics" Development ED-D 568 Inclusive Education in 21st Century ED-D 562 Advanced Statistical Methods ED-D 563 Qualitative Methods in Research ED-D 569 Developmental Psychopathology & Disorders ED-D 571 Advanced Assistive Technologies ED-D 503 Program Development and Evaluation	<b>1.5 units in consultation with supervisor</b> ED-D 570 Instruction & Technologies ED-D 591A Special Topics in LDIS: Motivation and Emotion Regulation ED-D 590 Directed Studies (write Literature Review) ED-D 506 "Various Topics" Development
<b>PROJECT</b>	<b>ED-D 597 Comprehensive Exam (1.5 units)</b> <b>ED-D 598 Project (3.0 units)</b>	<b>ED-D 597 Comprehensive Exam (1.5 units)</b> <b>ED-D 598 Project (3.0 units)</b>

## Admission requirements & guidelines for application

Each year the Department receives a number of applications for entry into Educational Psychology. Most applicants meet the minimum requirements for admission into Educational Psychology, yet only a small number of students are admitted in any year. This low number is due to the limited resources available for conducting the program. The ideas suggested here are based on several years of experience in receiving successful and unsuccessful applications. While these suggestions are designed to improve the quality of applications, they **do not** guarantee admission.

### 1. Bachelor's degree in (a) Psychology, (b) Educational Psychology or (c) Education\*

We require that you have completed an acceptable bachelor's degree in (a) Psychology, (b) Educational Psychology or (c) Education from an academic institution recognized by the University of Victoria. All applicants normally must have earned the equivalent of a B+ average over the last two years (or equivalent of 30.0 UVic units) of their degree to be considered. Practicum, non-graded (pass-fail) courses, credit granted on the basis of life or work experience, or credit earned at institutions not recognized by the University will not be used in determining an applicant's grade point average or units completed.

**1.1 \*Applicants without** a Bachelor's degree in (a) Psychology, (b) Educational Psychology or (c) Education **must** satisfy the following pre-requisite course requirements to apply:

- Two senior undergraduate courses covering content in educational psychology, learning, cognition and/or human development.
- **For the Special Education focus area:** at least one of the courses must be in special education, developmental psychopathology or a related field. Applicants with two years of related field experience providing services to people with special needs in school or community contexts can use their experience in lieu of the Special Education course.

### 2. Statement of purpose form

All applicants must fill out the statement of purpose (fillable pdf) provided on our website, [www.uvic.ca/education/psychology/educational-psychology/masters-programs/admissions](http://www.uvic.ca/education/psychology/educational-psychology/masters-programs/admissions). All applicants must fill out the first page and Part A: Program purpose. In addition, MA applicants must fill out Part B: Research purpose.

### 3. Resumé

Previous relevant field experience is valued in all our programs, particularly in the MEd degree programs. Experience may be in more than one setting, paid or voluntary, and does not need to be continuous. The resumé allows you to explain how your experience is relevant and successful.

Please include:

- (a) Date of the resumé
- (b) Past degrees, awards and distinctions
- (c) All relevant field experience should be clearly documented. Whether the candidate has been working or not, all gaps in the history should be included and explained.



#### 4. Assessment reports

Assessment reports are required from two academic or professional references. The Educational Psychology admissions committee would prefer to see at least one academic reference. The second may be a professional reference or another academic reference who is familiar with your work. The names and email addresses of your chosen assessors are required as part of your online application. UVic will send the assessment report link directly to your referees upon submission of your application. It is important that you contact your referees prior to providing them here in order to confirm their willingness to provide you with an assessment. A letter of reference may also be supplied as part of the assessment report.

Completed assessment reports will be collected electronically alongside your application information. For more information on these reports visit Graduate Admissions and Records. See Assessment reports in the accordion section:

[www.uvic.ca/graduatestudies/admissions/admissions/beforeapplying/documents](http://www.uvic.ca/graduatestudies/admissions/admissions/beforeapplying/documents)

#### 5. English language requirement (For applicants whose first language is not English only)

If your first language is not English, you must provide proof of English language proficiency, in the form of a TOEFL, IELTS or MELAB test result (some students may be exempt from this requirement; please see the link below). No other tests are accepted. Official test score reports must be sent directly to the University of Victoria by the testing agency. Scores older than two years are not acceptable. The Department of Educational Psychology and Leadership Studies requires higher scores than those set by Graduate Admissions and Records for general admission. For minimum required scores, and exemptions, see: [www.uvic.ca/education/psychology/student-resources/english-proficiency](http://www.uvic.ca/education/psychology/student-resources/english-proficiency).

#### 6. Applicants who hold the following will be considered more competitive:

- Senior undergraduate course in: learning or cognition, statistics and/or research methods, development (childhood, adolescent, adult or lifespan), behavioural interventions, psychological disorders or learning differences.
- Undergraduate honours thesis
- GRE scores

#### 7. Criminal record check

Please note that all applicants that are offered admissions to the program will be required to undergo a criminal record check (Solicitor General CRC only) in compliance with the BC Criminal Records Review Act. Full admittance to the program requires a successful criminal record check. **Await department instructions before proceeding.**

#### 8. Academic accommodation

If you know (or even think you may) need academic accommodation, it will be your responsibility and our expectation that you register with the Centre for Accessible Learning (CAL) to initiate the process of arranging the appropriate academic accommodations to support your success in graduate school.

## Application process

### APPLICATIONS ARE DUE FEBRUARY 1, 2022

Applicants are encouraged to begin the application process early, as there is often a delay in obtaining the necessary supporting documents (e.g., references, transcripts). The online application for this program opens on September 1, 2021.

- Make sure you are aware of all the program requirements.
- Submit your application online at: [www.uvic.ca/application](http://www.uvic.ca/application). Fill out the application clearly and completely. You must include information for all post-secondary institutions at which you registered for courses. Failure to disclose previous studies may result in your admission and registration being cancelled.
- All required documents (PDF format) need to be uploaded with your application.
- Include the application fee with your application - you must pay online with a credit card. Application fees are listed at: [www.uvic.ca/registrar/students/fees/application](http://www.uvic.ca/registrar/students/fees/application).
- Use the application checklist to ensure the proper documents are sent to the proper place. Original documents must be received by the dates indicated.

## Application checklist

**Apply and upload required documents (PDF format) online at [www.uvic.ca/application](http://www.uvic.ca/application) by Feb. 1, 2022**

### Upload the following documents with your application

- Unofficial transcript(s)
- Resumé
- MED applicants: Completed Statement of Purpose+Part A Program purpose
- MA applicants: Completed Statement of Purpose+Part A Program purpose+Part B Research purpose
- Unofficial English language proficiency scores
- Unofficial GRE scores if applicable
- Submit your online application and pay the application fee

### Due February 15, 2022

- Assessment Report #1
- Assessment Report #2

### Due February 15, 2022. Official results must be received directly from testing body.

- For international applicants only: English language proficiency scores: TOEFL, IELTS, MELAB

### If offered admissions to the program, mail in final official transcripts to:

Graduate Admissions and Records  
University of Victoria  
PO Box 3025 STN CSC  
Victoria BC V8W 3P2 Canada

- Mail in all official transcript(s)

*NOTE: You do not need to mail in official transcripts for courses taken at UVic*

## Educational Psychology faculty

More detailed information about the faculty members may be obtained on the department website at: [www.uvic.ca/education/psychology/people/faculty](http://www.uvic.ca/education/psychology/people/faculty).

### Contact information

<b>Graduate Program Assistant:</b> Kerstin Burnett	Email: <a href="mailto:epslgrad@uvic.ca">epslgrad@uvic.ca</a> Office: MacLaurin A439 Phone: 250-721-7883 Fax: 250-721-6190 Website: <a href="http://www.uvic.ca/education/psychology">www.uvic.ca/education/psychology</a>
<b>Graduate Advisor:</b> Dr. Donna McGhie-Richmond	Email: <a href="mailto:edpsadv@uvic.ca">edpsadv@uvic.ca</a> Office: MacLaurin A427 Phone: 250-721-7817
<b>Department Address:</b>	Educational Psychology & Leadership Studies MacLaurin A439 PO Box 1700 STN CSC Victoria, BC V8W 2Y2 Canada
<b>Graduate Admissions &amp; Records Advisor:</b> Maria Soriano or Jeremy Bubiak	Email: <a href="mailto:grad7@uvic.ca">grad7@uvic.ca</a> Phone: 250-721-7974 Fax: 250-472-5420 Website: <a href="http://www.uvic.ca/graduatestudies">www.uvic.ca/graduatestudies</a>
<b>Graduate Admissions &amp; Records Mailing Address:</b>	Graduate Admission and Records University of Victoria PO Box 3025 STN CSC Victoria, BC V8W 3P2 Canada
<b>Graduate Admissions &amp; Records Courier Address:</b>	Graduate Admissions and Records University of Victoria University Centre Room A206 3800 Finnerty Road (Ring Road) Victoria, BC V8P 5C2

## Financial assistance

### Fellowships and Scholarships

- The University of Victoria awards a limited number of graduate fellowships for full-time study. No duties are involved. The awards are competitive and are based on academic standing. MA applicants are considered before MED applicants. All students admitted to the program and assessed with a 7.0 or higher GPA will be considered.
- A small number of scholarships and awards are available to EPLS students in late August/early September. The graduate secretary will notify all students when and how to apply.
- MA students with strong GPAs are encouraged to apply for SSHRC fellowships early in the fall semester. These awards are competitive and compare students on three main criteria: academic excellence, research potential and communication skills. MA students should consult with their supervisor to discuss application procedures. For more information about these awards see: [www.sshrc-crsh.gc.ca](http://www.sshrc-crsh.gc.ca)
- Please visit the University of Victoria's Financial Aid page for information on bursaries, student loans, awards, etc: [www.uvic.ca/registrar/safa](http://www.uvic.ca/registrar/safa)
- International students can find additional funding opportunities on the UVic International website: [www.uvic.ca/international/inbound-students/funding](http://www.uvic.ca/international/inbound-students/funding)

### Paid Research Assistantships

- Paid research assistantships are available with individual faculty members in the department. These assistantships are usually supported through grant funding. They are available to a limited number of qualified students. Students interested in research assistantships should contact faculty members directly.

### Paid Teaching Assistantships

- Paid teaching assistantships (TA) are available within the Department of Educational Psychology & Leadership Studies to a limited number of qualified students. The number of teaching assistantships varies yearly. All available TA positions are emailed to students. If you are interested in the TA position, you would apply as indicated.

### Work Study Program

- The work study program is funded by the University of Victoria Student Awards and Financial Aid department. The objective of the program is to provide additional financial assistance through on-campus, part-time employment opportunities for students who have documented financial need. The work study program runs from September to April of each academic year. Students may only hold one work study position at one time. Additional information is available at: [www.uvic.ca/registrar/safa/work-study](http://www.uvic.ca/registrar/safa/work-study)

### Co-operative Education and Work Placements

- It is possible for graduate students to combine their graduate studies with co-op education in which they apply knowledge and skills in paid work placements across Canada. This involves extending program completion by a year. For more information please contact: [spaco@uvic.ca](mailto:spaco@uvic.ca)