



University  
of Victoria

British Columbia  
Canada

## Leadership Studies Graduate Program

# A GUIDE for STUDENTS

**Welcome to Leadership Studies**—a Section of the Department of Educational Psychology and Leadership Studies. This brief guide provides information to assist you in planning your program and in answering questions. We invite your feedback and suggestions for additional information that you feel would be helpful.

This Guide is meant as an aid—the *University Calendar* is the official document that outlines the University-student relationship. Please be sure to familiarize yourself with relevant sections of the *Calendar*, since as a graduate student, you are ultimately responsible for your program. The UVic Website <http://registrar.uvic.ca/grad/index.html> contains useful forms and information that will assist you to verify dates and regulations regarding your course of studies.

We wish you the best. If you have questions or concerns at any time, please feel free to contact me or the Graduate Assistant for the program. (gbennett@uvic.ca)

**Darlene E. Clover, PhD.**

Graduate Adviser  
September, 2008

**Educational Psychology and  
Leadership Studies**  
Faculty of Education

## **Degrees in Leadership Studies**

### **Master of Education (MEd)**

Most students applying for admission to the Leadership Studies program are involved in, or aspire to be involved in, leadership activity within their profession. Some will seek designated leadership positions; others will continue to develop their skills as informal leaders. At present, we are accepting Master's degree applicants to the MEd and MA programs; the greater majority of our students complete an MEd degree. The Faculty of Graduate Studies provides for later transfer into the MA program from an MEd should you wish to pursue coursework in research design and/or statistics.

The MEd degree is not by definition either a terminal degree or a barrier to proceeding with doctoral studies. However, some students request transfer to the MA during their program because of personal objectives. To make this change, you must first identify a faculty member who is available to serve as your MA supervisor on your committee. A candidacy examination may be required.

### **Master of Arts (MA)**

Applicants for the MA program are accepted only if (a) an individual student has identified in advance a regular Leadership Studies faculty member who agrees to be the student's committee supervisor and (b) the student will attend full-time for at least one winter session.

An MA candidate will work closely with the program supervisor and supervisory committee members on the development and preparation of the thesis. The student's program will include coursework in research design and/or statistics. The thesis is defended publicly at an externally chaired oral examination conducted by the supervisory committee and an external examiner from outside the Department. The examining committee reports its findings to the Dean of Graduate Studies.

### **Doctor of Philosophy (PhD)**

Leadership Studies presently admits PhD students by Special Arrangement within a standing quota of six students. Identifying a committee supervisor and committee members is an early step in the process. The University is contemplating changes that could regularize all PhD degrees as Departmental programs, replacing the Special Arrangement option. Information is available from the Graduate Adviser.

If you decide to apply for a PhD program at another university after completing the MEd program, the receiving university will review your transcript and assess your MEd program content. If they intend to offer you a position, that university would determine your PhD coursework requirements, including any courses deemed essential for candidacy, i.e. statistics or research design.

The Faculty of Graduate Studies provides the possibility of proceeding directly to a PhD degree after the bachelor's degree or during a master's program. Consult Graduate Admissions and Records for details.

## MEd Program Delivery Options

### Fulltime study on campus

Students usually begin in May/July or September. A fulltime MEd student is typically on campus for 14 to 16 months to complete the 18-unit program.

### Part-time study on campus

The part-time MEd program is primarily summer-based, although students residing in or near Victoria have access also to the full range of Winter Session (September-April) and Intersession (May-June) courses. It is often possible to locate suitable courses from elsewhere over the winter period. See the Graduate Adviser or Graduate Secretary for information.

### Part-time study in a community-based cohort group

The MEd degree is offered in various locations in British Columbia, on the basis of local need and request. Students work as a group on a common set of courses and attend at least one Summer Session on campus.

## The MEd Research Project

The Leadership Studies program seeks to aid your development as a *scholar-practitioner*. The scholarly component includes a major activity beyond your regular coursework consisting of the **Research Project—ED-D 598** ( 3.0 units ).

## Overview

### The MEd Project

Your work on the ED-D 598 Project starts immediately after you have completed ED-D 561B Introduction to research (in the case of the September 561B in conjunction and extends to June). **These two courses—ED-D 598 and ED-D 561 B—work together as a team.** You will not take these two courses until you have completed a minimum of 10.5 units of coursework. Attached to this Guide is a list of the types of projects you can do. Your project may require prior approval by the Human Research Ethics Committee if you use ‘human subjects’. If so, you will develop that HREC form in ED-D 561B. You cannot proceed with your data collection until you receive a certificate of approval from the University. However, there are many different types of projects that do not require human subjects.

The project does not include either a committee or a public defence. **You can only enrol in ED-D 598 once** and must complete the project in the 3.0 units allotted to this activity. Your supervisor will help you to develop a manageable project.

## Project supervision

Completion of ED-D 561b *Introduction to Research in Leadership Studies* introduces the process of independent research activity. During that course you will receive considerable instruction regarding the research project. You will be expected to manage this process, beginning with preparation of the Human Research Ethics Committee application and concluding with the final report. Your instructor will provide ongoing support, advise regarding timeline, review your work, and monitor your progress, but will not usually take the proactive stance of reminding you about your own in-process deadlines. The project is the hallmark activity of your program, and is clearly regarded as an **independent research activity**.

## The Comprehensive Examination

Once you have completed all 18 units of your coursework, including the project, you must pass a written 3-hour comprehensive examination on topics related to the Leadership Studies program. There are three comprehensive examination sittings each year. Deadlines for project sign-off and permission to write the exam are:

- April sitting                      March 15 preceding
- August sitting                     June 15 preceding
- November sitting                November 15 preceding

## Advising and Program Supervision

### Graduate Adviser

The Graduate Adviser may be your first point of contact with the program. S/he will

- review your application for admission, often in conjunction with other faculty members,
- assist you with MEd program planning and information as your program supervisor (see Program Planning Guide appended), and
- convey information about policies, regulations and awards and financial assistance (the latter primarily for full-time MEd, MA and PhD students).

### Program Supervisor

In the **MEd program**, you are assigned a two-member program committee (see Graduate Secretary for record). The then current Leadership Studies graduate adviser is identified as the program supervisor for MEd students. The program committee **monitors course completion** (through record systems) and **ensures acceptability of projects** (through carefully identifying and working with ED-D 598 Project instructors).

If you are an **MA student**, you will work closely with your committee supervisor, and perhaps with other committee members, on course selection, thesis topic identification, and the progress and completion of your thesis.

\*If you are enrolled in a community-based MEd cohort, that program's academic coordinator will be your program supervisor.

## Notes and People

1. This Guide provides some essential information and answers to some of your questions. It is a “living” document; we will revise it from time to time as necessary. Remember that the *UVic Calendar* is your primary and essential reference document.
2. An MEd Program Planning Worksheet is enclosed (MA is available as well) and also available from the Graduate Assistant or the Graduate Adviser. We encourage you to maintain this as a helpful adjunct to your official record.
3. There are other specific questions which may need to be answered to meet individuals’ needs for information. We have not tried to answer them in this Abbreviated Guide. However, answers are readily available from the Graduate Advisor and the Graduate Assistant.

**Graduate Adviser (Associate Professor)**      **Darlene E. Clover, PhD**      250.721.7816  
clover@uvic.ca

Responsibilities of the Graduate Advisor are outlined in this guide and in Faculty of Graduate Studies policy.

Graduate Assistant      Gloria Bennett      250.472.5005  
[gbennett@uvic.ca](mailto:gbennett@uvic.ca)

Community Based Program Assistant      Ione Wagner      250.721.7875  
[iwagner@uvic.ca](mailto:iwagner@uvic.ca)

Responds to information requests, handles a wide range of program-related materials and records.

Department Chair      Dr. J. Walsh      250.721.7760      [eplschr@uvic.ca](mailto:eplschr@uvic.ca)

Department administration; instructional, student and administrative matters.

Other relevant contact information is available from any of these people. Contact information for Leadership Studies faculty members is provided in the program brochure, at the Department Website (through <http://www.educ.uvic.ca/epls/> and in the *UVic Calendar* and *Graduate Studies Calendar*..

**Program Planning for  
Leadership Studies MEd  
September 08 effective**

Department of Educational Psychology and Leadership Studies

<b>MEd</b>	<b>18.0 units comprise program</b>	<b>units earned</b>
<p style="text-align: center;"><b>one 1.5</b></p> <p>compulsory course from this group all are 1.5 units</p>	Ed-D 531 Concepts and Theories of Organization	
	Ed-D 533 D Concepts and Theories of Leadership in Learning Contexts	
	Ed-D 538 A Community Leadership and Adult Learning	
	Ed-D 539 A Leadership, Learning and Social Justice	
<p style="text-align: center;"><b>both 4.5</b></p> <p>compulsory courses <b>These are taken together after 10.5 units have been earned</b></p>	Ed-D 561 B Research Methods in Leadership 1.5 units	
	Ed-D 598 Independent Research Work 3.0 units	
<p style="text-align: center;"><b>other 4.5 to 10.0 units</b></p>	<p>Select from Ed-D 531, 532, 533, 534, 535, 536, 537, 538, 539, 590, 591</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>1.5 to 3.0 units can be in the form of an Independent Directed Study 590. You are required to find the instructor to teach this course.</p>	
<p style="text-align: center;"><b>electives up to 6.0 units</b></p> <p>allowed from outside of Leadership courses and faculties across campus</p>	<p>one 400 level course with Graduate Advisor's permission and the remaining three courses at the 500 level</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	

<p style="text-align: center;"><b>one</b></p> <p style="text-align: center;">Compulsory Core Comprehensive Examination</p>	<p>Ed-D 597 Comprehensive Examination 0.0 units</p> <p>This is the final requirement of the program, which is set 3 times per year in April, August and November. It consists of a 3 hour written exam in which a candidate is expected to demonstrate the synthesis and application of concepts and theories in Leadership Studies.</p>	
	<p><b>total 18.0 units</b></p>	

**Note**

1. This form is not an official UVic record and is provided as a means for students to keep track of their coursework throughout their program. A CAPP form must be maintained by the student and the supervisor/advisor.
2. Ed-D 531 must be a University of Victoria course.
3. Ed-D 591 may be taken more than once with different titles.
4. Ed-D 598 project must be 'signed-off' as complete before the comprehensive exam may be written.
5. Comprehensive exam may be written only after the completion of all 18.0 units.

Sept. 08

**Program Planning for  
Leadership Studies MA  
September 08 effective**

Department of Educational Psychology and Leadership Studies

MA	18.0 units comprise program	units earned
<p style="text-align: center; color: red;">one 1.5</p> <p style="text-align: center; color: red;">compulsory course from this group all are 1.5 units</p>	Ed-D 531      Concepts and Theories of Organization	
	Ed-D 533 D      Concepts and Theories of Leadership in Learning Contexts— Leadership	
	Ed-D 538 A      Community Leadership and Adult Learning	
	Ed-D 539 A      Leadership, Learning and Social Justice	
<p style="text-align: center; color: red;">4.5 units compulsory course</p>	Ed-D 599      Thesis – Educational Psychology & Leadership Studies	
<p style="text-align: center;">two courses</p>	<p>In qualitative or quantitative research design taken within any faculty at UVic. <span style="color: red;">See graduate advisor for more information on these courses.</span> <b>These must be completed prior to beginning the thesis.</b></p> <p>_____</p> <p>_____</p>	
<p style="text-align: center;">other 6.0 to 7.5 units</p>	<p>Will be selected from amongst Ed-D level courses 531, 532, 533, 534, 535, 536, 537, 538, 539 including all Ed-D 591 courses offered through Leadership Studies.</p> <p>Up to 3.0 units can be in the form of an Independent Directed Study (Ed-D 590 ) the student is required to find the instructor to teach this course</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	
	total 18.0 units	

### Note

1. This form is not an official UVic record and is provided as a means for students to keep track of their coursework throughout their program. An official UVic CAPP form must be maintained by the student and the supervisor/advisor.
2. Ed-D 531 must be a University of Victoria course.
3. Ed-D 591 may be taken more than once with different titles.

Sept. 08

## Master of Education Projects

( pages do not include references or appendices )

- Thesis Project (human subjects, full ethical review, written like a thesis) (85-120 pages)
- Instructional course or curriculum design (including discussions of creation, significance, future ideas for development, etc.). Could incorporate a diverse perspective into a programme of study/reframe the curriculum through a new lens (i.e. environmental issues, aboriginal perspectives, gender, gay and lesbian, etc. (45-50 pages)
- Program evaluation (evaluative research) or program feasibility study (a school programme on bullying, an adult education or training programme in an organization or community, could involve a survey, etc.) (45-50 pages)
- Historical study of an organization, school, etc. including an analysis of its significance and importance culturally, socially and/or educationally (45-50 pages).
- Scholarly content analysis (survey of articles, chapters or books on a particular topic area – all in the public domain) (45-50 pages)
- Complete a practicum/volunteer experience (of a minimum number of hours) and an accompanying Learning Journal and Critical Reflection Paper (with references) (25-30 pages)
- An artistic rendition, art installation, video, quilt, visual art, book of poetry, or photo novella, sculpture, with an accompanying overview and reflection paper (25-30 pages).
- Policy analysis: historical and contemporary analysis. This could involve tracing policy decisions by examining documents or other artefacts using a particular framework such as gender discrimination, affirmative action, colonialization etc. (45-50 pages)
- Policy development (45-50 pages)
- Critical Auto-biography: exploration of your experiences as a teacher, community leader, activist, adult education practitioner, trainer, union worker, etc. (45-50 pages)
- Case study (including artefact/document analysis, ethnographic observation, analysis of mission statements of museums, galleries, schools; curriculum or other program documents etc.) (45-50 pages)

- Biography: a key figure in the community or organization; his/her contributions to the field/organization/endeavour. (45-50 pages)
- Strategic planning document or handbook: future oriented actions for an organisation or school. (45-50 pages including reflections)
- Needs assessment (45-50 pages)

### **Thesis Project**

#### Chapter One - Introduction

Statement of the Problem  
 Purpose and Objectives of the Study  
 Context (site of the study)  
 Literature Review  
 Methodology and Methods  
     - locating yourself in the study  
 Delimitations and Limitations of the Study  
 Significance of the Study

#### Chapter Two – Literature Review

#### Chapter Three – Methodology and Methods

#### Chapter Four – Findings of the Study

#### Chapter Five – Discussion and Conclusions

#### References

#### Appendices

**Note:** Involves full ethical approval

## **Scholarly Content Analysis**

### *Introduction*

This section talks about the issue, why its important, the purpose of the project, and highlights some of the main points it is 6-8 pages in length.

### *Methodology*

This section talks about what content analysis is and the sources you looked and why chosen, what data bases were searched, what sites (if applicable) and how you coded the information you will present. You can provide a chart of the documents, sites, etc. here.

This section also includes a description of the limitations. It should be about 6-8 pages in length as well.

### *Findings*

This section is likely to be about 10-12 pages. It highlights the major themes that have emerged through your content analysis. Highlight the main arguments, theories, ideas from the articles under their separate sections.

### *Discussion and Conclusion*

Conclude with a discussion of why all of the above are important, what you have learned. You can also put forward ideas for future research, highlight something missing, a key concern or issue you have that was not there, something you disagree with, etc). (this would also be about 6-10 pages)

### *References*

**Note:** Will not involve ethical approval

## **Non-thesis style projects**

This category includes program evaluation or program feasibility study, historical study of an organization or a school (this could also be content analysis), a case study, a policy analysis, narrative inquiry, oral history biography (both types), strategic planning document and curriculum development.

These projects are not mini theses, but rather a different style of report that focuses on a problem and potential solutions; most often these arise from your own professional practice and work related interests.

Projects are made up of two general components: a background component that sets out the nature of the problem or inquiry process; and a report component, written for the appropriate audience. It should have a relatively short conclusion that describes the importance of the outcomes and/or learning accomplished through the study.

### Part I:

*Overview:* set out the problem and the context

*Literature review:* discuss the strands of research that are important to consider in how you address the problem.

*Approach to the project design:* in this section you describe the "how" of your work. What you did, who you did it with, what were the steps taken in approaching this problem, and a rationale that supports the decisions taken.

### Part II:

*The report:* In this part of the project you describe/outline the work, written in a form that is specific to its intended audience. This is not necessarily an APA style paper.

*Conclusion:* Reflect on what you found, your own learning and growth over the project period, and consider how the project process affirmed your own commitments or beliefs. Recommendations for future action could also be identified.

**Note:** May involve ethical approval

## **Aesthetic projects: general criteria**

These projects take a different form. They have three components: the work itself (in whatever medium), a summary that describes how the project was completed and why a particular medium was chosen, and a self reflective learning journal.

The written component, like the alternative project criteria described above, should be written in a way that provides evidence that its producer has considered the benefits of aesthetic forms of learning and representation of knowledge.

The journal should also be rich in its description of the process itself as well as the learning accomplished.

**Note:** May involve ethical approval

**Volunteer/mentorship experiences: general criteria**

This project will include a document that is created in three parts: part one describes your plan and rationale, part two reports on your actual experiences, and part three summarized learning.

*Part one:* This will set out your goals and hopes for the mentorship experience, including how outcomes will flow in two directions, personal and organizational. This should draw on some contemporary literature that applies to the field/organization you will be working within, linking theory and practice.

*Part two:* The second part of the project will report on your experiences during the mentorship experience. Students are expected to keep an ongoing journal that will be used as a source for reporting on the experience over all. After analysis of the research journal, the report can be divided into categories that reflect key themes or observations.

*Part three:* The final section of this report will report on what learning took place over the course of the mentorship period, expected and unexpected outcomes, and potential recommendations.

**Note:** May involve ethical approval