



a place of mind

THE UNIVERSITY OF BRITISH COLUMBIA

Graduate Study
in the
Department of
Educational Studies

Faculty *of* Education

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June 2011



This booklet provides basic information about graduate programs in the Department of Educational Studies at The University of British Columbia. Every effort has been made to ensure that the information contained in this document is accurate and up-to-date. However, The university reserves the right to make changes in programs, fees, requirements, regulations, and policies at any time. Persons interested in studying at UBC are advised to read the current University Calendar that contains regulations and policies governing academic programs.

Below is a list of UBC web sites containing up-to-date information:

The Department of Educational Studies	http://edst.educ.ubc.ca/
The official UBC Calendar	http://www.calendar.ubc.ca/vancouver/
Current Tuition and Student fees	http://www.calendar.ubc.ca/vancouver/index.cfm?tree=14,0,0,0
The Faculty of Graduate Studies	http://www.grad.ubc.ca/
UBC Housing	http://www.housing.ubc.ca/



TABLE OF CONTENTS

Contents

Welcome to the Department of Educational Studies	1
Graduate Degrees.....	2
Master’s Programs and Concentrations	2
<i>Graduate programs in the MA and MEd degrees are:</i>	<i>2</i>
<i>Doctor of Philosophy in Educational Studies</i>	<i>3</i>
<i>Edd in Educational Leadership and Policy</i>	<i>4</i>
<i>Program Structure.....</i>	<i>5</i>
<i>Master of Arts</i>	<i>10</i>
<i>Content and expectations.....</i>	<i>10</i>
MA Program Overview	11
<i>Two-year Schedule</i>	<i>11</i>
<i>Research committee and thesis</i>	<i>13</i>
<i>Adult Learning and Education (ALE).....</i>	<i>14</i>
<i>Masters of Arts (Adult Learning and Education)</i>	<i>14</i>
<i>Adult Learning and Global Change (ALGC) (online program)</i>	<i>16</i>
<i>Masters of Educational Administration and Leadership Program (EDAL).....</i>	<i>19</i>
<i>Curriculum Studies/Educational Administration & Leadership - Joint Program</i>	<i>24</i>
<i>Higher Education Program (HIED)</i>	<i>26</i>
<i>Society, Culture & Politics in Education (SCPE).....</i>	<i>28</i>
Ts’kel—First Nations Graduate Studies in Education	32
Academic Requirements for Graduate Study	32
Application Procedures	33
<i>Deadlines</i>	<i>33</i>
<i>Process</i>	<i>36</i>
<i>Components of an Application.....</i>	<i>36</i>
<i>International Applicants</i>	<i>38</i>
<i>PhD Applicants</i>	<i>38</i>
<i>Submitting an Application.....</i>	<i>40</i>
Cost and Financial Assistance.....	40
<i>Tuition and Fees.....</i>	<i>40</i>
<i>Fellowships and Assistantships.....</i>	<i>40</i>
<i>Graduate Support Initiatives Awards (GSI).....</i>	<i>41</i>
<i>Financial Aid</i>	<i>41</i>
Housing	42
<i>On-Campus Housing.....</i>	<i>42</i>
<i>Off-Campus Housing</i>	<i>43</i>
Faculty Profiles.....	44

Welcome to the Department of Educational Studies

Welcome to the Department of Educational Studies. Our students and faculty study—with the aim of improving—educational practices, policies, and theories in all of the spaces in which we learn, lifelong and lifewide. We offer doctoral, master's and/or diploma programs in:

- adult learning and education
- adult learning and global change
- educational administration and leadership
- educational leadership and policy
- higher education
- society, culture and politics in education

Our scholarship and teaching are animated by a commitment to challenging the commonplace and generating possibilities for transformation to foster more sustainable, socially just, democratic societies. The department is further characterized by theoretical depth, methodological diversity and innovation, and praxis in scholarship, teaching and civic engagement. We offer room for disciplinary as well as multidisciplinary and interdisciplinary approaches.

Our fields of scholarship and teaching include (and exceed):

- adult and community education and social movements
- citizenship and human rights
- continuing professional education
- cultural politics, critical multiculturalism and feminist studies
- educational leadership and policy
- epistemology, ethics, and political philosophy
- equity in education (on the axes of race, disability, gender, class, and sexuality)
- indigenous education
- international and comparative education
- media, popular culture and representation
- youth and children in schools, families, and communities

Graduate Degrees

The Department of Educational Studies is committed both to meeting traditional program needs and to developing innovative and integrated approaches to longstanding and emerging issues in education. Graduate students in the Department of Educational Studies have a variety of options. You can apply to programs with a disciplinary orientation in Society, Culture and Politics in Education, or you can apply to a program with a strong professional emphasis in Adult Education, Educational Administration, or Higher Education. The Department offers the following graduate degrees:

Doctor of Philosophy (PhD)
Doctor of Education (EdD)
Master of Arts (MA)
Master of Education (MEd)

Master's Programs and Concentrations

The chart below summarizes the program choices available to students at the masters level. Applicants to the department are asked to indicate on their application which MEd or MA concentrations they are applying to. Each program has required and elective courses and other program requirements that are described in summary form below. Some MEd programs require a graduating paper and all MA concentrations require a research thesis. No comprehensive exams are required in our masters programs. The university allows masters students up to five years to complete program requirements. Although each student has a “home” in one of these programs, students are encouraged to select elective courses from outside their “home” program. All masters programs require a minimum of 30 credits, 24 of which must be in graduate-level courses. All on-campus masters programs in the Department can be pursued either full time or part time. Theses and graduating papers often focus on questions or issues that cut across disciplines and professional fields. The department encourages applications from people with interests in any of the areas of scholarship represented in the department, including those—like multiculturalism, policy and gender studies—that benefit from an interdisciplinary approach. This year there are approximately 136 students studying in the department's various masters programs.

Graduate programs in the MA and MEd degrees are:

Programs and Concentrations	MEd	MA
Adult Learning and Education	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Adult Learning and Global Change (online)	<input checked="" type="checkbox"/>	
Educational Administration & Leadership	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Curriculum Studies/Educational Administration & Leadership (Joint program)	<input checked="" type="checkbox"/>	
Higher Education	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Society, Culture and Politics in Education	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

PhD and MA degrees are intended for students wanting to pursue educational research either professionally or out of personal interest. The EdD and MEd degrees are designed primarily for students wishing to pursue professional study in education or to prepare for positions of leadership in varied settings. The MA degree is particularly recommended for students who may wish to pursue a doctorate at a later date, although the MEd is not a bar to later application for graduate study. Students of Aboriginal ancestry can pursue any of these degrees in combination with the [Ts'kel program](#), which permits a concentration in First Nations education.

Doctor of Philosophy in Educational Studies

The PhD in Educational Studies is a research-oriented doctoral program for students interested in any of the study areas offered in the department. Students are required to take two first-year doctoral seminars and a second year doctoral seminar. All other courses in a student's program are determined in consultation with faculty. Students in the PhD program typically devote two years to coursework, and two to four years to developing and carrying out a research project designed to make an original contribution to knowledge in the study area. The university allows doctoral students up to six years to complete program requirements. There is no set number of credits required for PhD programs at UBC.

Doctoral Seminar and Colloquium

There are three required courses in the PhD program. The first doctoral seminar (EDST 601A) is designed to help beginning students become familiar with the department, policies and procedures related to doctoral studies, and for an examination of critical theoretical traditions and conceptual problems in the social sciences as applied to education.

The second doctoral seminar (EDST 601B) exposes students to positivist, interpretive, historical, and philosophical methods, and a deep understanding of current methodological issues and debates. The third doctoral seminar (EDST 602) integrates the learning from the first two seminars: helping students with their scholarly writing; and preparing for their comprehensive exams and thesis proposals. In both the fall and winter, an evening departmental colloquium is held that all doctoral students are expected to attend.

The colloquia involve broad-ranging discussions of issues related to research and scholarship and their implications for educational practice.

Coursework in Specialization: Students in the PhD program are expected to take courses in their specialization so that they are familiar with current theory and research. Courses are selected in consultation with an advisor or program advisory committee.

Courses in the student's specialization should be completed in the first year of the program.

Other Coursework

PhD students typically take additional courses to give them the breadth and depth of understanding of contemporary educational theories. Doctoral study is oriented toward the thesis research, but relevant coursework beyond the student's specialization is recommended.

Research Methods

PhD students are expected to be familiar with the various methods used in contemporary educational research and master the particular methods relative to their research. Developing proficiency in research methods normally requires enrolling in available courses and reading widely in the research methods literature. Before research proposals are approved, students are expected to demonstrate that they have acquired the knowledge and skills necessary to successfully carry out their research plan.

Comprehensive Examination

All students in the PhD program are required to successfully complete a comprehensive examination after their coursework and before they present their research proposal. The examination is prepared by the student's program advisor or research supervisory committee. Details about the mechanics of the examination and the options in format of the examination can be obtained from advisors.

PhD Thesis

The PhD thesis is an original piece of research in the student's area of specialization. Students develop research proposals which must be approved by a research supervisory committee of a supervisor and at least two other committee members. Research supervisory committees provide direction to the student, read and critique drafts of the thesis, and participate in the final oral examination.

PhD Residency

There is no residency requirement per se, but PhD students are expected to make steady progress through their coursework, comprehensive exams and thesis research. Current policy of the Faculty of Graduate Studies (FoGS) states that: "candidacy should be reached within 24 months and must by 36 months." A student who is not admitted to candidacy within this time period must withdraw from the program. FoGs further states that "Extension of this period may be permitted by the Dean of Graduate Studies in exceptional circumstances." Achieving candidacy involves completing all coursework, passing the comprehensive exam and having an approved research proposal.

For further information, please contact the Chair of the PhD Committee Dr. Andre Mazawi at <andre.mazawi@ubc.ca> or our Graduate Program Assistant, Christine Adams at <grad.edst@ubc.ca>.

EdD in Educational Leadership and Policy

The EdD in Educational Leadership and Policy provides advanced preparation for education practitioners with leadership and policy responsibilities in both formal and non-formal settings. These settings include, among many others, the postsecondary sector, business and health organizations, unions and community groups as well as the K-12 school system.

The program is grounded in the belief that it is important for participants to engage in scholarly discourse about understanding, critiquing and improving practice in educational settings. It consists of six required seminars, two elective courses, a comprehensive examination and a thesis. While the program addresses Canadian educational issues and perspectives in a global context, it is the particular settings and leadership or policy responsibilities of the participants which is the starting point of seminars. The expertise of qualified adjunct faculty from related professional fields supplements that of the regular departmental faculty.



Program Structure

The structural features of the program are as follows:

- Students are admitted in groups of 10–12 and proceed through the program as a cohort. It is possible to complete program requirements in three years although most students take longer. The first cohort began the program in July, 1997; the second cohort began the program in July, 1998; the third in July, 2000; the fourth in July, 2001; the fifth in July 2003; the sixth in July 2004; the seventh cohort began in July, 2006, the eighth cohort began in July 2007. The ninth cohort began the program in July, 2009. The tenth cohort will begin the program in July 2011.
- Required coursework is offered in seminars that take into account the continuing professional responsibilities of those educators the program is designed to attract. Seminars during the Summer Session are scheduled on campus in six-week

blocks during July and August. Winter Session runs from September to April and is divided in two terms. Term 1 is from September to December and Term 2 from January to April. Winter Session seminars normally meet four times each term on Fridays from 5–9 p.m. and Saturdays from 8:30 a.m.–4:30 p.m.

- Each cohort attends classes on campus for two consecutive Summer Sessions (July to mid-August) and two consecutive Winter Sessions (September to early April). Coursework consists of 18 credits of required seminars and 6 credits of elective courses, chosen in consultation with a cohort advisory committee to either broaden the student's academic background or to contribute directly to the development of the proposal for his or her research project. During the Winter Session, a limited number of elective courses may be available in the weekend-only format described above. Students who are able to attend more conventionally-scheduled courses on campus will have a broader selection of electives and are encouraged to consider courses anywhere in the university that are relevant to their professional responsibilities. With prior approval, electives may also be taken at other universities or completed via directed studies and the Web.
- Required seminars and elective courses are typically 3 credits each. The schedule of required and elective courses for the cohort beginning in July, is as follows:

Summer, 2011 (July - August)

First Year Doctoral Seminar (EDST 601). This seminar begins the cohort's exploration and critique of their own practice in the light of issues, problems and concepts which will be important throughout the program - including education, leadership, ethics, policy, and practice - and the relationships among them.

Ethics in Educational Leadership EDST 593A (971). This seminar focuses on understanding and addressing ethical problems drawn from the students' own practice. Ethical theories and forms of ethical analysis are applied to these problems to develop morally-defensible responses.

Term 1, Winter, September-December 2011

The Social Context of Educational Policy (EDST 577). This seminar explores the nature of educational policy in relation to its social context. It includes policy issues drawn from the students' own worlds of practice.

Term 2, January to April 2012

Research 1 (EDST 508). This seminar focuses on what it means to conduct research in and on educational practice. Research paradigms, epistemological debates and their methodological implications are discussed. A variety of completed EdD research projects are analyzed.

Summer, 2012 (July - August)

Research 2 (EDST 508). The purpose of this seminar is to help students develop the methodological expertise needed to carry out their research projects. Students will learn

how to select and apply various research tools and techniques commonly used in the study of educational practice.

Elective # 1. Selected by students in consultation with the Cohort Advisory Committee.

Winter, 2012 Term 1, September to December

Elective # 2. Selected by students in consultation with the Cohort Advisory Committee.

Term 2, January to April 2013 - Second Year

Doctoral Seminar (EDST 602). This final seminar focuses on reviewing and integrating concepts that are central to the program and relating these understandings to practice in preparation for the comprehensive examination and thesis research.

- A comprehensive examination is required following the 2013 Winter Session.
- During each summer session, students meet with a Cohort Advisory Committee the members of which respond to questions, offer advice about elective courses, suggest other faculty whom students should meet to discuss research ideas and help with other issues related to the program. Once a student decides the focus of his or her research, a Research Supervisory Committee is formed which then takes responsibility for supervising the student through to program completion.
- The EdD dissertation is the report of a research project in which the student has intensively studied a problem or set of circumstances in his or her practice. The research is developed under the supervision of a committee which may include (with approval) a senior and appropriately qualified practitioner from a relevant area of education. One part of the dissertation may take the form of a document (or its equivalent in a non-print medium) of the kind commonly used in the field, such as a policy handbook or policy document, an action plan, a white paper, a curriculum or project design, a program evaluation, an institutional re-organization, a community development prospectus, or any other relevant innovative undertaking. If this is the case, the candidate must also provide as part of the dissertation, documentation sufficient to allow others to follow the line of reasoning and evaluate the originality, usefulness and credibility of the work.

Evaluation of the dissertation will be based on both academic and professional norms. The former include, for example, the coherence and integrity of the argument, the adequacy of the research base, the quality of the analysis and interpretation of relevant conceptual and theoretical work. The latter include the educational impact of the work, the level of insight and imagination applied to the issues being dealt with, the sensitivity to historical and local circumstances, and the feasibility and requisite support for recommendations.

All EdD students prepare a dissertation research proposal, the format and substance of which is established in consultation with the student's Research Supervisory Committee. The proposal is developed as early in the student's program as possible, but no later than the end of the second year.

- Coursework and other requirements are scheduled so that students can complete the program in three years from initial registration. It should be noted, however, that most students may take longer than this. A student who, by reason of illness

or altered personal circumstances, is granted leave from the program and is therefore unable to proceed with his or her cohort, will be able to complete required courses with the following cohort.

Tuition Fees

In addition to tuition fees, EdD students are subject to other fees paid by all UBC graduate students to support various student services. The university reserves the right to change tuition and fees without notice.

To get the most up-to-date listing of tuition and fees, consult the <http://www.calendar.ubc.ca/vancouver/index.cfm?tree=14,0,0,0> of the current university calendar online. Additional costs beyond these fees may include travel, accommodation and meals for those who live on campus during the Summer Session and who attend Winter Session classes from outside the Lower Mainland.

Edd Leadership Awards

(Approved by the EdD Management Committee—March 10, 1999)

Up to four EdD Leadership Awards are available annually for students in each EdD cohort. The value of these awards ranges from \$1,500 to \$2,000 per year. Awards are applied to the student's tuition account. The purpose of these awards is to recognize the academic and professional accomplishments of students in the program and to ease the financial burden of participating in the program for those who are less financially secure.

All those admitted to the program will receive application forms and instructions for the EdD Leadership Awards.

Edd Comprehensive Examination

Policy Approved at Department Meeting - March 19, 1998; Revised - July 13, 1999

Purposes of the EdD Comprehensive Examination

“The EdD in Educational Leadership and Policy is centrally concerned with educational practice. It assumes that students and faculty will contribute broad knowledge from diverse backgrounds to scholarly dialogue about theory, practice and the complex interrelationship between the two.” Special attention is given to the program's five key topics: education, leadership, ethics, research and policy. While some courses will emphasize particular topics at various times during the program, the entire program is meant to be an integrated dialogue. The comprehensive examination is therefore intended as an opportunity for students to demonstrate publicly the knowledge and understanding they have developed in the program and how they have integrated this into their practice as educational leaders.

The Examination

1. The Cohort Advisory Committee will announce the questions for the comprehensive examination by June 30 of the cohort's first year of study in the program. Students will be expected to fulfill the requirements of the examination between the conclusion of EDST 602 and June 30 of their second year of study. Students are expected to seek clarification of expectations from members of the Cohort Advisory Committee early in the process; the Committee is responsible for providing such clarification.

2. The comprehensive examination assumes as common background the material covered in the five required courses - EDST 601 (First Year Seminar), 596/593 (Ethics), 508 (Research Methods), 577 (Policy) and 602 (Second Year Seminar). Students will be required to answer one of the several questions provided. In their responses students will be expected to (1) demonstrate their understanding of each of the key topics included in the question (i.e., education, leadership, ethics, research and policy) and (2) show how that understanding has been or could be appropriated for their professional practice.

Some possible examination questions might be:

Provide evidence that you have developed a clear, defensible conception of educational leadership that guides your practice.

Show how you integrate educational research into some of the policy-making efforts of your practice.

How do you address some of the central ethical challenges of your practice as a leader?

3. The answer to the question will consist of two types of documents: a portfolio of documents students have produced in both formal study and practice and a guide to that portfolio. Documents should be selected by students to demonstrate the development of their critical understanding and appropriation for practice of the key topics that are the focus of the examination. The portfolio might include, for example, papers, assignments, presentations, reports, bulletins, articles, critical analyses, reflective journals and formal policies. Students are also expected to provide a guide to these documents for the Committee. This guide will provide an overall framework and explain how the documents relate to the question. The guide should be no longer than 3000 words. One copy of the portfolio and three copies of the guide will be submitted. The portfolio will be returned to the student following the examination.

4. In addition to the written portfolio and guide, students will be expected to present their portfolios and respond to questions from the Cohort Advisory Committee, the EdD adjunct faculty and other interested parties. Total time allocated for the presentation is fifteen minutes; the entire session will last approximately one hour. Both written and oral presentations will be considered by the Committee in evaluating the student's examination. Students will be notified of the results of the Committee's deliberation within a week of the presentation.

5. The Cohort Advisory Committee will specify the criteria to be used in evaluating the portfolios when the assignment is given. Criteria should respect the general norms of scholarship and professional practice and also be specific to the question. Students who are not successful on the first attempt will be given feedback to enable them to revise and resubmit their guide and portfolio within four months of the original examination date. Decisions of the Committee may be appealed to the Department's Graduate Advisor. Students who fail a second time may continue in the program only on the recommendation of the Graduate Advisor.

Master of Arts

Introduction

The MA program in Educational Studies is a cohort program which can be taken full-time over a two year period or over a longer period for part-time students. The EDST MA is a flexible program designed to meet the needs of a wide range of people interested in conducting and learning about educational research. The emphasis on educational research provides students opportunities and training to conduct their own small-scale research projects. MA students can focus their studies in one of four MA concentrations: Adult Learning and Education (ALE); Higher Education (HIED); Society, Culture and Politics in Education (SCPE) or Educational Leadership and Administration (EDAL). MA students can also develop an independent concentration with the support and approval of a faculty supervisor. The EDST MA is excellent preparation for continuing doctoral work in education (PhD and EdD) in addition to providing a rich and satisfying educational experience in its own right.

EDST provides scholarship funding to outstanding full-time MA applicants. Funding is limited and distributed on a competitive basis. Not all students who apply, and are admitted, receive funding. Students who apply to the EDST MA are automatically considered for scholarship funding. The amount of scholarship funding varies from year-to-year.

Content and expectations

The EDST MA is a 30-credit program that culminates in the completion of a research thesis. The degree is a deliberate approach to understanding educational research as an integrated process involved with numerous design choices. The degree provides beginning researchers excellent preparation for their own research projects and a rich learning environment about educational research given the breadth of educational theories, methodologies, and problems.

In addition to the 30-credit requirement, students are expected to complete two (2) research presentations during the course of their studies. The research presentations are predicated on the belief that educational research is a public enterprise and that educational researchers work and share their work with others. The first research presentation occurs during the end of the first year of the program, and is an opportunity for students to present their emerging research designs (MA proposal/drafts). The second research presentation occurs at the completion of the research, and is an opportunity for students to present their research findings (or conclusions) and the research implications.

MA students typically enroll in two courses per term, with the required courses completed within the first year. Students enrolled in the MA program must complete:

- 9 credits of required MA courses (EDST 571: 6 credits; EDST 572: 3 credits)
- 3 credits of research methods coursework
- 12 credits of coursework in an MA concentration (3 required courses; 1 elective)
- 6-credit MA thesis

Required Educational Studies MA courses

- EDST 571 Educational Research: Relating Questions, Theory and Methodology is a required two-term course spanning Winter 1 and Winter 2 terms (3 credits each term, 6-credits total).

- EDST 572 Research, Writing, and Representation (3 credits) is a second required course taken in the summer term over five (5) Fridays. To accommodate both full- and part-time students, required MA courses are offered in evening time slots or on weekends.

Required Courses in each MA Concentration

Adult Learning and Education (ALE)

EDST 503 Foundations of Adult Learning and Education

EDST 514 Adult Education Program Planning Theory

EDST 518 Theory and Research on Adult Learning

Society, Culture and Politics in Education (SCPE)

EDST 577 The Social Context of Educational Policy (Social Contexts of Educational Policy and Politics)

EDST 509 Constructing Citizens: Canada and the Educational Past

EDST 597 Educational Theories (Educational Theories: Equality, Democracy and Justice)

Higher Education (HIED)

EDST 511 Organization and Administration of Higher Education

EDST 521 Foundations of Higher Education

EDST 536 Higher Education Systems in Canada

Educational Administration and Leadership (EDAL)

EDST 532 Leadership in Educational Organizations

EDST 581 Leadership, Administration, and the Aims of Education

EDST 582 The Study of Educational Organizations

MA Program Overview

Two-year Schedule

Full-time students in the MA typically enroll in two courses per term, with the required courses completed within the first year (Chart 1). Part-time students also complete the required courses within the first year, and concentration courses in their second year (Chart 2). In the first year, all students enroll in EDST 571 *Educational Research: Relating Questions, Theory and Methodology*, a two-term course spanning both Winter terms (3-credits each term, 6-credits total). EDST 572 *Research, Writing, and Representation* (3-credits) is then taken in the summer term over five (5) Fridays. Students complete the first research presentation in EDST 572 *Research, Writing, and Representation*. Full-time students usually enroll in one additional course each term. This additional course should fulfill the concentration requirements or fulfill the “open” option in consultation with the research supervisor. All students are required to complete one research methods course that is pertinent to the study being conducted, and in addition to any concentration methodology requirement.

Chart 1 – Full-time Students

Year1	Winter 1	Winter 2	Summer	Credits
Core Courses	<i>571 Educational Research: Relating Questions, Theory and Methodology</i> (required, 3 credits)	<i>571 Educational Research: Relating Questions, Theory and Methodology</i> (required, 3 credits)	<i>572 Research, Writing, and Representation</i> (required, 3 credits)	12
			<i>Research Presentation #1</i>	
			<i>Research Methods Course</i> (required, 3 credits)	
Concentration	<i>Concentration 1</i>	<i>Concentration 2</i>		(6)
Open Option	<i>Course 1</i>	<i>Course 2</i>		(6)
Yr 1 Total				18

Year2	Winter 1	Winter 2	Summer	Credits
Concentration	<i>Concentration 3</i>	Thesis (3 credits – pass/fail)	Thesis (3 credits – pass/fail)	<i>Thesis Defense</i>
	<i>Concentration 4</i>			<i>Research Presentation #2</i>
Yr 2 Total				12
Grand Total				30

Chart 2 – Part-time Students

Year1	Winter 1	Winter 2	Summer	Credits
Core Courses	<i>571 Educational Research: Relating Questions, Theory and Methodology</i> (required, 3 credits)	<i>571 Educational Research: Relating Questions, Theory and Methodology</i> (required, 3 credits)	<i>572 Research, Writing, and Representation</i> (required, 3 credits)	12
			<i>Research Presentation #1</i>	
			<i>Research Methods Course</i> (required, 3 credits)	
Yr 1 Total				12

Year2	Winter 1	Winter 2	Summer	Credits	
Concentration	<i>Concentration1</i>	<i>Concentration2</i>	<i>Concentration3</i>	<i>Concentration4</i>	(12)
Open Option	<i>Course1</i>	<i>Course2</i>	<i>Course3</i>	<i>Course4</i>	(12)
Yr 2 Total				12	

Year3	Winter 1	Winter 2	Summer	Credits
Concentration	<i>Thesis</i> (3 credits pass/fail)	<i>Thesis</i> (3 credits pass/fail)	<i>Thesis Defense</i>	6
Open Option			<i>Research Presentation</i>	
Yr 3 Total				6
Grand Total				30

Research committee and thesis

The MA thesis is the report of a research project in which the student has intensively studied a problem, a set of circumstances, or analyzed a particular concept or set of ideas. Students develop research proposals which must be approved by a research supervisory committee. Research supervisory committees consist of a research supervisor and at least one other committee members (usually two). These may include (with approval) a senior and appropriately qualified practitioner from a relevant area of education. Research supervisory committees provide direction to the student, assist students to develop a research proposal, read and critique drafts of the thesis, and participate in the two research presentations.

Evaluation of the thesis is based on both academic and professional norms. The former include, for example, the coherence and integrity of the argument, the adequacy of the

research base, the quality of the analysis and interpretation of relevant conceptual and theoretical work. The latter include the educational impact of the work, the level of insight and imagination applied to the issues being dealt with, the sensitivity to historical and local circumstances, and the feasibility and requisite support for recommendations. The EDST MA requires a public defense. The defense will include the participation of an external examiner. The length of the thesis should not normally exceed 100 pages in total (including references, etc.).

Adult Learning and Education (ALE)

The mission of the Adult Learning and Education program at UBC is to contribute to the creation, elaboration, exchange and application of knowledge concerning the education of adults. This includes the development of scholars and practitioners who will shape society in ways that promote lifelong education for all. Degree Programs Our graduate programs in adult learning and education challenge students to understand the field and their role in it from a wide variety of theoretical, conceptual and philosophical perspectives.

Masters of Education (Adult Learning and Education)

The MEd is for professional educators whose primary goal is understanding and improving practice. It is a 30-credit program with required and elective courses and a 3-credit graduating paper. MEd students can also choose to complete their programs in Adult Learning and Education by taking coursework only (30 credits is required).

Masters of Arts (Adult Learning and Education)

The MA is a research based degree. It is a 30-credit program with required and elective courses and a 6-credit thesis.

Program Description and Degree Requirements

The Adult Learning and Education program has its roots in traditions of social welfare, community development and extension education. Degrees in adult education were first awarded at The University of British Columbia in 1957, making this program the first in Canada and one of the oldest in North America. The department's Coolie Verner Memorial Reading Room is an important collection of print materials related to the development of adult education as a field of study and area of professional practice. At present there are approximately 100 students in the combined MEd and MA on-campus programs in adult education. Faculty and students bring to the program considerable international experience and have diverse academic and professional backgrounds, varied research interests, and represent a wide range of adult education contexts including:

- literacy/adult basic education
- distance education
- health education/health promotion
- international development
- education for older adults
- continuing professional education
- new social movements
- human resource development
- citizenship education
- university extension
- community development

Master's Degree Requirements in Adult Learning and Education

	MEd	MA
Required Courses:	EDST 503 & any two of the following: EDST 516, 520, 510, 514, 518, 535 and one additional 3-credit adult education course	EDST 503 & any two of the following: EDST 516, 520, 510, 514, 518, 535 and one additional 3-credit adult education course
Research Methods:	One approved research methods course (3 credits)	Two approved research methods courses (6 credits)
Elective Courses:	12 or 15 credits	6 credits
Paper/Thesis:	EDST 590 (3 credits) or one more approved 3 credit elective course	EDST 599 (6 credits)

Apply

The MEd program is a professional degree for aspiring practitioners in any adult education setting as instructors, program planners, consultants, community activists or administrators. An emphasis on coursework and the development of a graduating project rather than a thesis distinguish the MEd from the MA.

MEd students can also choose to complete their programs in Adult Learning and Education by taking coursework only (30 credits is required). The MA is a more research-oriented program for students who wish to develop skills as researchers and policy-makers, or who may plan to go on to doctoral-level study.

All on-campus master's students take a core of 12 credits of adult education courses. This is supplemented with elective courses that allow students to further study adult education; and to explore topics and issues addressed elsewhere in the department and the university that have implications for adult education.

Students are encouraged to pursue topics related to their own professional goals and interests.

Recently completed theses and papers/projects address diverse topics including

- the role of values in patient education
- teaching and learning in career exploration programs for women
- understanding self-direction in learning
- nursing students' perceptions of caring—the 'all but dissertation' phenomenon
- adult education and women's social activism
- collaboration in ethnographic research
- parent involvement in schools
- developing learning objectives for medical school curricula
- aging and transformative learning

- the “radical aesthetic” in feminist documentary film

All applicants must have completed a four-year degree from a recognized post-secondary institution to be admitted to UBC and have a B+ average during the last two years of full time undergraduate study. An undergraduate degree in education is not a requirement for admission to ALE.

Student Life

Students enter our programs with a wide variety of backgrounds and interests. They come from post-secondary institutions, and myriad professions. For some, education is their primary concern and they want seek further education in relation to expanding responsibilities. For others, education is an ancillary responsibility within a broader professional role and they seek further education to improve their professional practice. Through formal classes, informal discussion groups, field experiences, and supervised research, students explore different aspects of adult education—pedagogically, economically and ideologically—inquiring into factors that influence the practice and provision of adult education in every context.

Students organize regular brown bag seminars and other social events. A lounge and nearby eating areas offer opportunities for graduate students to get together. Students have access to a modern computer lab, shared office space and the Coolie Verner Memorial Reading Room.

Adult Learning and Global Change (ALGC) (online program)

About the ALGC Program

The University of British Columbia, in cooperation with partner universities in South Africa (University of the Western Cape), Sweden (Linköping University), and Australia (Monash University) offers an **innovative online, coursework-only, Master of Education (MEd)** in Adult Learning and Global Change (ALGC).

Students proceed through the two-year, 30-credit program as a cohort drawn from the four participating institutions. Instructors are also drawn from these universities; students will benefit from a truly international staff.

Objectives

After completing this program students will be able to:

- Critically analyze dominant and alternative theories and discourses of “globalization.”
- Identify the various ways context shapes adult learning and relevant public policy
- Discuss why and ways learners resist or embrace “education.”
- Analyze relationships nested in successful attempts to foster change through learning.
- Plan learning interventions that help adults increase their influence over the direction and pace of local and global change.

Curriculum

The curriculum covers adult learning found in different cultural contexts and the roles learning plays in understanding and responding to globalizing forces and their impacts.

The program encourages the development of a broad critical perspective on the relationship between adult learning and global change as experienced and understood throughout the world. Students enrolled through UBC will work on collaborative projects with students from other countries.

Required Courses

Required courses in the program are sequenced so that all requirements can be completed in 24 months. The nine credits of electives may be taken at any time and are usually selected from on-campus courses (for those who reside in the Vancouver area), from various distance-mode courses available at UBC, and from directed studies courses tailored to your interests.

Several exchange agreements also permit UBC students to take graduate courses at various Canadian universities.

The first course in the program begins in mid-August. **All the requirements of the program can be completed online**; there is no requirement that students attend any meetings or courses on the UBC campus.

Year One Required Courses:

EDST 540, Locating Oneself in Global Learning I	(3 credits taught by UBC)
EDST 541, Adult Learning: Contexts and Perspectives	(3 credits taught by Linköping)
EDST 575, Work and Learning	(3 credits taught by UBC)
EDST 542, Fostering Learning in Practice	(3 credits taught by Monash)

Year Two Required Courses:

EDST 544, Global/Local Learning	(3 credits taught by UWC)
EDST 543, Understanding Research	(3 credits-teaching rotated among the four universities)
EDST 540, Locating Oneself in Global Learning II	(3 credits taught by UBC)

Admission

Students are admitted through one of the four cooperating universities and fulfill program requirements as set by the admitting institution. UBC invites applications from those residing in the Americas and Asia. Applicants must have a four-year bachelor's degree with a minimum overall average in the B+ range (76% at UBC) in third- and fourth-year level courses. In addition to two official copies of transcripts of all post-secondary work completed, applicants must also submit three letters of reference, a statement of intent, and a writing sample.

Statement of Intent

The statement of intent is a description in one to two pages of your specific reasons for pursuing this degree and how it relates to your experience and goals. Writing samples may be academic papers or professional publications that represent your ability to express yourself in written English.

Applications may be completed online at: <http://www.grad.ubc.ca/prospective-students/application-admission/apply-online> but supporting materials must be sent directly to the Graduate Program Assistant, Department of Educational Studies, at the address below.

Deadlines

For information about deadlines, please go to the deadlines section of the EDST website. Note that there are limited spaces in this program so not all eligible applicants may be admitted.

English Proficiency

The entire program is in English, so applicants whose degrees are from a non-English speaking country are required to submit evidence of English proficiency:

TOEFL (Test of English as a Foreign Language): Minimum score of 600 (paper version), 250 (computer version), 100 (iTB) is required for admission to all programs in Educational Studies, or

IELTS (International English Language Testing Service): Minimum overall band score of 6.5 with no other component score less than 6.0.

MELAB (Michigan English Language Assessment Battery): Minimum overall score of 81.

Equipment and Web Access

Regular internet access is essential in this program. Applicants should have ready access to a Pentium-class or equivalent computer with a minimum 64MB of RAM, a colour monitor, mouse and printer.

Software required includes:

- a word processor; an email program like Outlook Express, Outlook, Eudora Light, or Eudora;
- Adobe Acrobat Reader (free to download from www.adobe.com);
- a recent version of either Netscape (www.netscape.com), Internet Explorer (www.microsoft.com), or Firefox (www.firefox.com);
- a good virus checker. Web access should be via a 56K or faster dial-up modem or broadband/network connection. Applicants should have experience using Windows or another operating system to produce text documents; to cut, paste and save text material; and to access and download materials from the web. The courses in this program are delivered using the “It’s Learning” web platform. The first course in the program will orient students to “It’s Learning” and provide experience using its features.

Costs

For current tuition fees please go to the <http://www.calendar.ubc.ca/vancouver/index.cfm?tree=14,0,0,0>, Section III: Fees, Financial Assistance and Scholarships, Masters of Education, ALGC. (Note: the university reserves the right to adjust tuition and fees at any time). Annual tuition is paid in three installments (September, January and May). (Note: additional student fees are required by the university and can be found in the online University Calendar, Student Fees).

If students must interrupt their program for family, medical, or other reasons, a reduced on-leave fee will apply. Telecommunication access and time charges are the student's responsibility as are costs for textbooks or other required instructional materials not accessible on the web.

Apply

This program is for those seeking a web-based master's degree that provides multiple perspectives on the role adult learning plays as individuals and communities engage with globalization.

The program is also for those interested in international development work; cross-cultural education and training; the role of education in addressing various global health and environmental issues, promoting social justice in the face of economic globalization.

Applicants should be internally motivated learners who are sensitive to cultural differences in worldview, communication styles, learning preferences and instructional approaches. (Note: this is a non-thesis master's program).

Although it is possible to complete a directed study project as an elective, applicants who intend to pursue doctoral study should consider applying for a thesis-based master's program that places greater emphasis on research. (Note: online programs such as this require a high degree of self-direction, motivation and organization).

Students are expected to sign on to courses several times a week, Students should be prepared to devote as much time as needed to assigned readings, discussion groups, interaction with learning partners, and assignments. Those students who need weekly class meetings to structure their learning should consider our on-campus master's programs.

Masters of Educational Administration and Leadership Program (EDAL)

Introduction

The Educational Administration and Leadership Program (EDAL) is a graduate program for students who aspire to be leaders in a wide array of formal and informal educational settings. Our program offers both MA and MEd options. It aims to engage students in learning that will help them understand, critique, and improve their educational practice to better serve children, communities, and the wider society.

Graduates will be prepared to provide leadership as educators, administrators and facilitators of educational change within schools and communities.

We approach educational leadership as a situated ethical practice that extends the boundaries of schooling into the community by engaging with social justice issues. Educational leaders engage with multiple constituencies holding conflicting social, political and cultural claims regarding the aims of education in a democratic and pluralist society. We seek candidates who care about these issues, understand the potential of education in fostering personal development and citizenship in a democratic and multicultural society, and who want to positively influence teaching, learning and the public space in which education operates.

As a community of scholars and practitioners, we come from different disciplinary traditions (philosophy, law, educational administration and management, organizational studies, sociology, policy studies, media studies, Indigenous education). We bring to the Program an engagement with education undertaken in national and cultural settings in different regions of the world (South East and Western Asia, North America and the Pacific). We believe that this diversity enriches our teaching and exposes students to both Canadian and international experiences and approaches in the field of educational leadership.

The EDAL Program is known for its ability to generate student professional growth. It challenges established assumptions and offers critical perspectives on education and society. The Program has a distinctive Canadian content and engages with a wide array of educational initiatives across British Columbia and Canada.

Faculty members take pride in fostering student intellectual growth and in promoting student welfare. We ask much of our students and give much in return. The Program has been operating for over 40 years and has over 800 graduates, many of whom occupy strategic educational roles in schools, school districts, non-governmental organizations and in other community settings.

A focus on education and educational leadership rather than “training” gives our program a special character.

Vision

“The University of British Columbia, aspiring to be one of the world’s best universities, will prepare students to become exceptional global citizens, promote the values of a civil and sustainable society, and conduct outstanding research to serve the people of British Columbia, Canada and the world.”

The University of British Columbia, TREK 2010.

“Our mission is to advance education’s role in the well-being of people and communities.”

Faculty of Education, Mission Statement, 2005.

“Educational leadership is the distinctive and integrating feature of the EDAL program. ‘Education’ and ‘leadership’ have powerful meanings. When they are linked a new connotation is created that emphasizes the centrality of education to the pursuit of the good life. We believe that Educational Leadership is a powerful conduit for a socially just and equitable education in a democratic society. As a community of scholars and practitioners, we strive to improve, sustain, and renew the educational opportunities of all citizens in fair and just ways. We are committed to forms of educational praxis that integrate research and scholarship into sustainable organizational improvements of

schools and other educational settings operating in a variety of contexts and serving a diverse citizenry.”

“As members of the Educational Administration and Leadership Program we aspire to provide our students with knowledge, skills and understandings that equip them to work successfully in diverse leadership roles across complex educational and schooling contexts and exercise their professional judgment in ways which recognize and promote the values of a civil, democratic, multicultural and sustainable society, the empowerment of individuals and the well-being of communities.”

Program Requirements

Course Descriptions

UBC offers many interesting courses that are directly concerned with the interests of educational leaders and others that address a broad range of issues facing educators today. Here is some information on the courses. Each is valued at three credits (semester hours) (Total program = 30 credit hours).

Please note that EDST 508 and 565 are omnibus numbers.

Core Courses

EDST 532: Leadership in Educational Organizations Explores various conceptions and understandings of leadership from classical writings, through traditional leadership studies, to more post-modern conceptions. Students consider the role of objectivity, research, ethics, and values as they refine their personal approach to educational leadership.

EDST 581: Leadership, Administration and the Aims of Education This course focuses on the particular responsibilities of Canadian schools and especially education. Students are expected to articulate their own conceptions of education and apply these conceptions to various aspects of schooling including teaching, leadership and administration

EDST 582: The Study of Organization in the Educational Context Classical and emerging perspectives on organizations. Different ways in which schools may be conceived and be administered. Instructional strategies include seminars, discussions, hands-on activities and simulations. Application of knowledge to organizations within which students work.

Research Courses

EDST 501: Research Traditions in Educational Administration Permits students to become informed consumers of research and to ask fundamental questions regarding claims to knowledge. Incorporates the development of strong analytic skills and the exercise at synthesizing skills needed both in the program and as educational leaders.

EDST 508: Review of Research Methods in Education This course is designed to assist students to write their graduating paper by introducing them to various methods of inquiry, offering peer support and consultation, completing any required ethics applications, and by working through various issues associated with writing a research paper.

EDST 553: Group Inquiry in Educational Administration (Capstone Project) Team projects devoted to a substantial issue in educational administration. Students develop important research, analytic and synthetic skills. Use of data-gathering techniques and the writing of a research report.

Electives within EDAL

EDST 550: The Role of the School Principal Concerned with understanding the practice of school leadership. The work of the principal is seen through various lenses: managerial, political and educational. Students are encouraged to integrate these views into their own conception of practice.

EDST 551: Personnel Administration in Education An overview of staffing issues such as recruitment, placement, transfer, dismissal, appeal procedures and bargaining practices. Performance evaluation techniques. Motivation of personnel from various perspectives. Issues and cases in staff development.

EDST 508: Seminar on Educational Leadership in the BC Context This course may only be taken in conjunction with full participation in the UBC/BCPVPA Short Course offered each summer. It provides a structured opportunity to reflect in more depth on the issues raised in the Short Course and gives students an opportunity to develop a project based on their practice.

NOTE: Students pay the regular UBC course fees as well as the fee for the Short Course.

EDST 517: Improvement of Instruction through Supervision Introduction to the philosophy and practice of supervision. Examination of literature, video-tapes, and classroom teaching. Discussion and practice of both formative and summative evaluation. The supervision cycle is studied and practiced. Students analyze teaching and are made aware of relevant political considerations.

EDST 531: Politics of Educational Governance Overview of issues associated with power, influence, authority, and control in education. A review of conflict and interest groups in education based on recent actions. Micropolitics at the school level, district and board level politics, and influences of politics at the provincial level. Case studies on the politics of innovation.

EDST 548: Teacher Unions and Education This course examines teacher unionism and labour-management relations in education within a North American historical context, within the context of the broader union movement in Canada, and within the broader economic, social, and political context nationally and globally. Teacher unions are presented as complex organizations that represent a variety of intersecting interests related to teachers' roles as employees, professionals, and concerned citizens.

EDST 554: Administration and Educational Policy Development of the knowledge and skills useful to the educational administrator in policy development, implementation, and analysis. Students consider ethical dimensions, formulate policies and update policy manuals, and learn processes for policy implementation. Guest lecturers and use of a journal.

EDST 555: Educational Finance Covers an understanding of how budgets are raised, allocated, and spent for K–12 education in BC. Addresses the principles of finance and applies them to a variety of problems such as budgeting, staffing and fund-raising. The impacts of reforms such as decentralization are discussed. Guest speakers offer differing points of view on relevant issues.

EDST 556: Leadership and Administration of Educational Programs Offers students an opportunity to explore issues related to the administration of a school-wide educational program in the context of issues of equity, excellence, and social justice. Students investigate research and popular opinion related to such topics as grouping and tracking, assessment, teaching and learning styles, multiculturalism, and ESL instruction.

EDST 552: School Law Introduction to basic legal concepts and terminology. Students develop an awareness of the statute law and case law that pertains to education in BC.

They focus on the information needed for legal action, but not on detailed legal rules. Topics include rights, special education, liability for accidents, crime, and copyright.

EDST 561: Practicum Simulation of School Leadership and Administration Aimed at the improvement of administrators' decision-making and communication skills, this course presents problems that elementary and secondary principals face. Using a critical strategies format with a considerable number of case studies, students' insights and understandings of school organizations are increased.

EDST 565: Alternative Programs and Independent Schools Students examine in depth the challenges and issues concerning mission, governance, leadership, curricular focus, funding, staffing, parental roles, and accountability. Debates, visiting speakers, presentations and critiques are used to compare and contrast both public alternatives and independent programs.

EDST 565: Organizational Learning in Education This course aims to develop understanding and basic skills relating to the engagement of organizational members in collaborative incremental and transformational learning and change. Although the emphasis is on public schools, the theory and processes discussed are broadly applicable to a variety of other organizations.

EDST 565: Identity and Power in Work Organizations This course will explore issues of identity and power as they apply across a variety of organizations, including K–12 schools, post-secondary education, and business. Identity is defined and examined using a variety of theoretical lenses. The central questions addressed in the course are: How do individuals come to identify, disidentify, or underidentify with organizations in which they work, and how is this process influenced by the way management treats employees, by organizational policies and practices, and by external policies that affect the organization? The course aims to develop understanding related to processes of engaging organizational learning in collaborative, incremental, and transformative learning and change.

EDST 579: School-Community Relations The course addresses the social, political, and economic forces impacting school-community relations and the role played by educational leadership in this regard.

EDST 580: Independent Study A student links up with a professor and investigates a problem of special interest that is not covered in depth in the course work. Some problems may be selected from the student's place of work. The student and professor maintain contact by meeting, telephone, faxes, and email. Registration is by manual methods, not online.

EDST 590: Graduating Paper An opportunity to focus on an administrative problem in depth that is of particular interest to the student. Often involves assembling the relevant knowledge, collecting information from the student's school district, and submitting the results to the student's employer. The paper may take many forms, including original research, critical literature review, a case analysis, or a proposal for educational policy.

EDST 598: Field Experience Individually tailored, this is an opportunity to spend time shadowing an educator in a school, district office, or other workplace usually during three full-time weeks in May. Students complete a journal and assess their experience in light of what they have learned in their course work. Supervised jointly by a faculty member and an administrator. Most accessible to full-time students.

EDST 599: Master's Thesis Consult the Handbook of Graduate Studies on the website of the Faculty of Graduate Studies at <http://www.grad.ubc.ca>

Application for Admission

We are looking for students with academic strength and a track record of leadership. That means an average of at least 76% or a B+ in the 30 most recent credits, at least 12 credits at a first class level; as well as ample evidence of leadership among adults demonstrated

in a school or community setting. Applicants are required to have at least three years of teaching experience in public, independent schools or in community settings engaged in education. Registration and application procedures are accessible online. You may begin your program in July, September, or January.

To get application deadlines please go to our admissions page.

With the application forms, you are asked to submit a thoughtful statement of how you fit with the program, three strong letters of reference from educators or administrators who are in a position to comment on your work, your professional résumé, two official transcripts from each post-secondary institution attended, and an application fee.

While applicants must have completed a four year degree from a recognized post-secondary institution to be admitted to UBC and have a B+ average during the last two years of full time undergraduate study, an undergraduate degree in education is not a requirement for admission to EDAL. What is required is evidence of experience in the field of education, broadly conceived.

A TOEFL, IELTS or MELAB is required for students whose language is not English. Application can be submitted on-line at <http://www.grad.ubc.ca/apply/online/>.

Alternatively, an application form is available from Roweena Bacchus, (604) 822-5374 or roweena.bacchus@ubc.ca.

Curriculum Studies/Educational Administration & Leadership - Joint Program

Introduction

A joint program in the Curriculum Studies and Educational Administration and Leadership is jointly sponsored by the Department of Educational Studies and the Department of Curriculum and Pedagogy. The program combines requirements of the MEd in Educational Administration and Leadership and Curriculum Studies in equal proportions.

Students may apply through the Educational Studies Department and must meet the admissions criteria for both specializations. Students should complete one application, tailored to meet the admissions criteria for both. Once admitted, students are assigned a pro tem faculty adviser in each department.

Program of Studies for Students in the CUST/EADM Joint Program

Core courses are:

3 credits EDCP 562

3 credits EDCP 566

3 credits EDST 581

3 credits EDST 582

Total 12 credits

Other requirements include three credits from curriculum leadership (EDCP 563, 564 or approved elective), three credits from curriculum issues (EDCP 585 , 568, or approved elective) three credits from policy (EDST 554, 531, 570, 576, 577, 578 or approved

elective), three credits from clinical applications (EDST 561 or 598), three credits from research (EDUC 500, 503, 504, EDCP 510, 512, EDST 501, 508, 513, 514), and three credits for a portfolio, graduating paper, or approved graduating course.

Electives

- 3 Credits **Curriculum leadership**
(EDCP 563, 564 or approved elective)
- 3 Credits **Curriculum issues**
(EDCP 585 , 568, or approved elective)
- 3 Credits **Policy**
(EDST 554, 531, 570, 576, 577, 578 or approved elective)
- 3 Credits **Clinical applications**
(EDST 561 or 598)
- 3 Credits **Research**
(EDUC 500, 503, 504, EDCP 510, 512, EDST 501, 508 513, 514)
- 3 Credits **Portfolio, graduating paper, or approved graduating course**

Total	Credits	18
Total Program Credits 30		

Application for Admission

We are looking for students with academic strength and a track record of leadership. That means an average of at least 76% or a B+ in the 30 most recent credits, at least 12 credits at a first class level; as well as ample evidence of leadership among adults demonstrated in a school or community setting. Applicants are required to have at least three years of teaching experience in public, independent schools or in community settings engaged in education. Registration and application procedures are accessible online. You may begin your program in September.

With the application forms, you are asked to submit a thoughtful statement of how you fit with the program, three strong letters of reference from educators or administrators who are in a position to comment on your work, your professional résumé, two official transcripts from each post-secondary institution attended, and an application fee.

While applicants must have completed a four year degree from a recognized post-secondary institution to be admitted to UBC and have a B+ average during the last two years of full time undergraduate study, an undergraduate degree in education is not a requirement for admission to this program. What is required is evidence of experience in the field of education, broadly conceived.

TOEFL or IELTS or MELAB is required for students whose language is not English. Application can be submitted on-line at <http://www.grad.ubc.ca/apply/online/>.

Alternatively, an application form is available from Roweena Bacchus, (604) 822-5374 or roweena.bacchus@ubc.ca.

Higher Education Program (HIED)

The Higher Education Program at UBC focuses on the study of all facets of institutions of higher learning. The multifaceted, interdisciplinary Program draws on aspects of history, philosophy, sociology, economics, political science, psychology, sociology, law, and administrative studies. The Program addresses two themes that revolve around a central core:

Core

- the foundations of higher education
- the contexts in which institutions and systems of higher education operate
- student success in higher education
- current issues in higher education

Theme One – Student Affairs and Institution Policy

- transitions and access in education
- perspectives on retention, attrition, and success in institutions of higher education
- perspectives on student development
- interrogating higher education environments

Theme Two – International and Comparative Higher Education Policy

- international and comparative perspectives of higher education systems and policies
- international and comparative perspectives on access, admissions, and student mobility

Degree Programs

The Program is committed to promoting comprehensive interdisciplinary approaches to the study of higher education. Generally, graduate students complete a combination of required and elective courses, comprehensive examinations, and dissertations, theses, or graduating papers. Part-time study is possible in the MEd and MA programs; the EdD and PhD programs require various periods of full-time study.

Four graduate degrees are offered for those with an interest in higher education:

- Master of Education (Higher Education). The MEd is designed for professionals in education whose primary focus is understanding and improving educational practice.
- Master of Arts (Higher Education) The MA program involves advanced academic study and the preparation of an original thesis.
- Doctor of Education (Educational Leadership and Policy) The EdD program is a cohort-based program designed for working professional educators and focuses on advanced professional practice.
- Doctor of Philosophy (Educational Studies) The PhD program is an advanced research degree requiring completion of comprehensive academic studies and a research thesis.

Students and Faculty

Students in Higher Education enter the Program with a variety of backgrounds and interests. Many are instructors or administrators within higher education systems seeking

to enhance their understanding of the field in relation to their expanding professional roles and responsibilities. Others work in the private or public service sectors, with interests in systems policy, the relationship between higher education and international education. The Program provides students with opportunities to engage with faculty in interactive collegial class discussions, supervised research, and relevant professional activities. Also, scholars from the Faculty of Education, from the University, and from other British Columbia agencies and Institutions contribute to the Higher Education Program. Visiting scholars bring a distinctive international dimension to the program and provide opportunities for students to broaden their understanding of higher education within a global context.

The Intellectual Environment

The Higher Education Program is located within the Department of Educational Studies at The University of British Columbia (UBC) in Vancouver, British Columbia. The Department is concerned with the study of education in a broad sense and conceives of education as extending through the life span. Department specialists in history, sociology and anthropology, philosophy, educational administration, and adult education complement the Higher Education team.

The Centre for Policy Studies in Higher Education and Training (CHET) is a complementary resource for students and faculty. Established in 1984 as the Centre for Policy Studies in Education, CHET is an interdisciplinary unit in the Faculty of Education. Its mandate is to conduct policy-oriented research in education, disseminate current research to general and academic audiences, provide an interdisciplinary academic environment for graduate and post-doctoral students, and facilitate the exchange of ideas and information between policy makers and researchers.

Program Requirements

All on-campus Masters' students take the equivalent of 30 credits including a core of 9 credits of higher education courses and one 3 credit research methods course (EDUC 500). These credits are supplemented with elective courses that allow students to explore topics and issues addressed elsewhere in the department and the university that have implications for higher education. Students who choose to focus on Student Affairs and Institutional Policy (Theme One) or International and Comparative Higher Education Policy (Theme Two) are required to complete 6 elective credits in courses allocated to this theme. Students in the MEd program have two options for completing their degree requirements. One option is to complete a 3 credit graduating project. Another option is to complete their degree through course work.

Degree	Required Courses	Research Methods	Thematic Courses	Elective Courses	Comprehensive Exam	Paper/Thesis**
MEd	EDST 521 EDST 511 EDST 536	EDUC 500	6 credits	9 credits	not required	EDST 590 (3 credits) or an additional course

MA	EDST 521 EDST 511 EDST 536	EDUC 500 plus another 3 credits	6 credits	3 credits	not required	EDST (6 credits)	599
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**** the MA thesis, graduating paper or extra course is to be on a topic (or course) in one's theme of specialization**

Society, Culture & Politics in Education (SCPE)

The MA and MEd graduate programs in Society, Culture and Politics in Education (SCPE) **address the historical, social, political, philosophical, and cultural aspects of education.** Education here is defined broadly to include not only formal schooling, but also non-formal education and informal learning at all levels and life stages. SCPE programs focus on the meaning and outcomes of educational theories, policies, and practices for public and private life in Canada and internationally.

Students and faculty share interests in education's role in developing socially and ecologically just societies. These interests range from the education of responsible global citizens to the improvement of Aboriginal students' educational experiences, the well-being and the resistance of children, youth, and women, the formulation of anti-racist and anti-ableist educational and social strategies, and from curricular representations to the politics and practices of citizenship in both public and private spaces.

Background

The SCPE programs were created in 2004 when previous programs in History of Education, Philosophy of Education, and Sociology/Anthropology of Education merged with the specialization in Feminism and Social Justice in Education. Students in the SCPE programs can pursue historical, philosophical, sociological or anthropological interests in education and also approach educational questions from multidisciplinary and interdisciplinary perspectives.

Consistent with the multidisciplinary nature of Educational Studies, SCPE faculty draw from the disciplines and fields of sociology, history, anthropology, and philosophy of education; political science; cultural and social geography; and the interdisciplinary fields of women's and gender and cultural studies. They investigate education conceptually and empirically, analyzing its contexts as well as the justifications of and challenges to its purposes. Pressing issues in education tackled by EDST faculty include youth culture; marginalization and exclusions based on race and ethnicity, gender, sexuality, ability, and class; representation and power; multicultural and anti-oppressive approaches; and ecological justice.

Who Are These Programs For?

The graduate programs in Society, Culture and Politics in Education are of interest to students with a variety of profiles that can broadly be categorized as:

- those who wish to become educational researchers at universities or non-university research centers;

- those who are, or wish to become, policy makers or analysts in education;
- those who work as K–12 teachers, community educators, vocational curriculum developers, or other kinds of educators, and who are interested in deepening their understanding of their professional practice.

Students in SCPE graduate programs, both MA and MEd, become critical readers and users of educational research into causes of and possible solutions for educational inequalities at the local, provincial, national and global levels.

What Is The Difference Between The MA And The MEd Program?

The MA program in Society, Culture and Politics in Education involves the completion of an independent research project culminating in a Master's thesis. This is the most common path for those wishing to pursue doctoral studies and to become educational researchers, and it prepares graduates in the basics of conducting educational research. The emphasis in the MEd program is on the critical use, rather than production, of educational scholarship and research. Educational practitioners and those who are or wish to become policy makers or analysts may choose to pursue either an MA or an MEd degree, depending on how much independent research they wish to carry out.

Program Requirements

The core course requirements for the Master of Arts program (MA) and Master of Education program (MEd) in Society, Culture and Politics in Education are the same. The MA program requires an additional research methods course and the completion of an MA thesis. The MEd program requires more elective courses and the completion of a graduating paper or capstone course.

	MA	MEd
Required courses	EDST 577: Social context of educational policy EDUC 500: Research methods in education	
Two of the following three core courses	EDST 509: Constructing ‘citizens’: Canada and the educational past EDST 570: Seminar in sociology of education EDST 597: Educational theories	
Additional research methods course	e.g., EDUC 503A (Ethnography), EDUC 594 (Seminar in qualitative data analysis), EDST 508B (Analysing survey data), EDST 595 (Conceptual inquiry in educational research) or another approved research methods course	
Elective courses	9 credits (can be taken in other departments or faculties)	15 credits (can be taken in other departments or faculties)
Thesis/Capstone/ Graduating paper	EDST 599: Master’s thesis	EDST 590: Graduating paper OR EDST 585: Capstone course
Minimum credits	30 (of which min. 24 at 500 level)	30 (of which min. 24 at 500 level)

Core course descriptions

EDST 577: Social context of educational policy This course examines the relationships among educational policy, research, knowledge, and power relations as they affect educational practice and outcomes. Participants examine how educational policies work through various theoretical frames or traditions with the aim of showing how each tradition would construct and deconstruct educational policy. These frames are used to tease out what researchers mean when they refer to the authority of “policy” to make educational claims.

EDUC 500: Research methods in education This course offers an introduction to various issues, methods, and techniques in educational research. As a first course in research, the focus is on a range of methodological possibilities, guided by the hope that this sort of introduction will enable students to make more informed decisions regarding those issues and methods that they might investigate further. As such, students should leave the course with a broad familiarity of the field, not with a detailed knowledge of particular methodologies.

EDST 509: Constructing ‘citizens’: Canada and the educational past This course explores how understandings of race, gender, and class inform assumptions about citizens, citizenship, and nations that are integral to education. It asks how some Canadians’ values and beliefs about citizenship have shaped identities of other Canadians both in and out of the classroom. Examination of past attitudes and practices helps to understand that notions of equity, that are sometimes taken for granted, are as socially constructed today as they ever were.

EDST 570: Topics in sociology of education This course will serve as an introduction to the contested field of sociology of education. Some argue that sociology is a traditional discipline that embraces normative concepts of the state and society and has not kept up

with contemporary debates about the constitution of the 'subject' and power. Others argue that contemporary sociology is no longer a body of knowledge that solely represents normative concepts of power. Studying a range of theoretical perspectives and debates in sociology will aid in both the application of sociological concepts, as well as an understanding of sociology's relationship to education and social thought.

EDST 597: Educational theories This course addresses the intersection of theories of education and theories of social justice. Since education is a central social institution, forming an organizing force in society together with other institutions such as law, health care, or family, ideas about what education is, what purposes it should serve, and how it should be provided, are closely entwined with ideas about what a society is and how it should function. Influential theories of education and social justice, and their connections, will be discussed.

EDST 553: Capstone course This course serves as a final course requirement in the Masters of Education program in Society, Politics and Culture in Education (SCPE). It includes critical analysis of relevant reading material and practical application of ideas learned in the program to a specific educational and/or community-based context of interest to the student.

Application and Admissions

We are looking for students with a genuine interest in the role of educational policies, theories, and practices in developing more socially and ecologically just societies. Students should be able to demonstrate academic strength, preferably in one or more of the disciplinary or interdisciplinary areas in the humanities and social sciences that inform the SCPE programs (history, sociology, philosophy, cultural studies, women's and gender studies, human geography, political science, etc.).

Both the Master of Arts (MA) and Master of Education (MA) programs in SCPE start in September of each year.

All applicants to graduate programs in EDST must meet basic requirements established by the [Faculty of Graduate Studies](#), which oversees graduate work at UBC, as well as departmental standards.

While applicants must have completed a four year degree from a recognized post-secondary institution to be admitted to UBC and have a B+ average during the last two years of full time undergraduate study, an undergraduate degree in education is not a requirement for admission to SCPE. What is required is evidence of experience in the field of education broadly conceived.

Applicants whose degrees are from a university outside Canada in which English is not the primary language of instruction must present evidence of competency to pursue studies in the English language prior to being extended an offer of admission. Acceptable English language proficiency tests for applicants to graduate studies are TOEFL, IELTS or MELAB. For minimum scores and documentation requirements, please see and or MELAB. For minimum scores and documentation requirements, please see [How to Apply](#).

Your application can be submitted on-line at <http://www.grad.ubc.ca/prospective-students/application-admission/apply-online> Alternatively, an application form is available from Roweena Bacchus, receptionist, (604) 822-5374 or roweena.bacchus@ubc.ca.

Ts'kel—First Nations Graduate Studies in Education

Ts'kel, a Halq'emeylem word meaning 'Golden Eagle,' provides an opportunity for the bicultural pursuit of magistral and doctoral studies.

Since 1984 an alternative educational program has been available to graduate students of First Nations ancestry. Ts'kel, a Halq'emeylem word meaning 'Golden Eagle,' provides an Indigenous Education concentration in masters and doctoral studies. Students must enroll in an existing graduate program in order to access Ts'kel. Non-Indigenous students may take the Ts'kel courses with instructor permission. Students complete two required methodology courses: EDST 508A Indigenous Inquiry and Methodology, and EDST 508B, Indigenous Epistemology and Methodology. Two additional Indigenous focused elective courses are required for the Ts'kel concentration. In 2005, Ts'kel was chosen for the Peter Larkin Award as UBC's outstanding graduate program.

Since inception, Ts'kel has witnessed research growth in topics directly related to First Nations educational administration, curriculum and instruction, history, philosophy, sociology, and policy development. Many of the graduating papers, theses and dissertations completed are, by necessity, of an interdisciplinary and bicultural nature, indicating the exciting potential of weaving European research traditions with(in) First Nations thoughts, feelings and issues. The epistemological and ontological breakthroughs of many of the completed research projects have contributed to furthering the knowledge base of Indigenous and non-Indigenous scholars, particularly in the areas of science education, multigenerational effects of enforced residential schooling, community leadership, teacher education, textual (re)presentation and deconstruction, history, historiography, traditional epistemology, and self-determination and self-governance of education. Two faculty members in the department specialize in Indigenous Education.

Academic Requirements for Graduate Study

All applicants to graduate programs in the Department of Educational Studies must meet the basic requirements established by the Faculty of Graduate Studies, which oversees graduate work at UBC, as well as departmental standards.

Applicants for graduate study who do not meet the minimum requirements will be considered for admission only in exceptional circumstances. Students holding only three-year degrees or who lack prerequisites in their chosen field of graduate study may be permitted to register for a year of qualifying studies, during which time the necessary courses are taken, normally at the upper undergraduate level.

Applicants for graduate study whose degrees are from universities outside Canada in which English is not the primary language of instruction must present evidence of English proficiency.

While applicants must have completed a four year degree from a recognized post-secondary institution to be admitted to UBC and have a B+ (76%) average during the last two years of full time undergraduate study, an undergraduate degree in education is not a requirement for admission to EDST. What is required is evidence of experience in the field of education, broadly conceived.

MA and MEd Degrees

To be eligible for admission to a master's degree program at The University of British Columbia, an applicant must hold a four-year bachelor's degree (apart from applicants from Quebec) with:

1. Honours in the field of the proposed master's courses with at least 12 credits of third- and fourth-year courses in the A- grade range (at UBC 80% or higher) in the field of study, or
2. A minimum overall average in the B+ range (at UBC 76%) in third- and fourth-year courses prescribed by the Department concerned as prerequisite to the master's program.

Any graduate work already completed must be at a comparable or higher level. No second language is necessary.

PhD in Educational Studies

Applicants to a doctoral program ordinarily hold a master's degree in a relevant discipline or field with overall first-class standing (a minimum of A- or 80%), in exceptional cases with high second class standing (B+ or 76%). Clear evidence of research ability must be demonstrated. Professional work experience in education is highly desirable. No second language is required.

Edd in Educational Leadership and Policy

A recognized master's degree related to the area of professional practice with a minimum 80% or (A-) average.

At least five years of professional experience.

Strong letters of reference. A minimum of two letters from senior practitioners in the applicant's professional field; at least one letter from an academic referee.

Demonstrated ability to write clear, compelling and technically-correct prose.

Evidence that the applicant understands the nature of the program and believes that the program will benefit her or his professional career.

Application Procedures

Deadlines

Application deadlines vary by program/concentration. Please note below the program or concentration you are interested in, the possible start dates and the corresponding application deadline.

The dates listed are final deadlines for receiving all components of the application (application form, application fee, letters of reference, official transcripts, statement of intent, writing sample, etc.). It is your responsibility to ensure that all materials reach the

Graduate Secretary in the Department of Educational Studies in time to be considered for your desired beginning date. Application materials will be accepted after these deadlines only in very exceptional circumstances.

2011/2012 Academic Year

All application documents are required to be received by the application deadline date.

Program	Program Date	Application Deadline
PhD in Educational Studies	September 2012	December 1, 2012
EEd in Educational Leadership and Policy	July 2012 <i>No intake for 2013</i>	December 1, 2012
MA in Educational Studies	September 2012	December 1, 2011
MEd in Adult Learning and Education	May or July 2012 September 2012	October 17, 2011 February 1, 2012
MEd only in Adult Learning and Global Change	August 2012	February 28, 2012
MEd in Educational Administration and Leadership	July 2012 September 2012	October 17, 2011 February 1, 2012
MEd only Joint program: Curriculum Studies / Educational Administration and Leadership	September 2012	February 1, 2012
MEd in Higher Education	May or July 2012 September 2012	October 17, 2011 February 1, 2012
MEd Society, Culture and Politics in Education	September 2012	February 1, 2012
Visiting Students	September 2012	February 1, 2012

Process

The number of graduate students who can be accommodated is limited and only the best qualified applicants can hope to secure places. To ensure that all applicants are treated equitably, your application will go through several stages before a decision is made on acceptance or rejection. Once your transcripts have been reviewed to determine if you are eligible for admission to graduate study at UBC, several faculty members in scholarly areas related to your area of interest will read your application and individually assess your suitability for admission. As well as evaluating all components of your application, we must be convinced by the statement of intent that your academic interests are congruent with those of the department, that your background is adequate for graduate work in your area of interest, and that the department and university possess the necessary resources for you to complete the degree. An Educational Studies faculty member in your area of interest must be willing to become your advisor.

You will be informed of the department's decision as soon as possible. If you are admitted conditionally, subject to completing a degree in progress or courses, these conditions will be included in the offer of admission. Successful applicants are asked to inform the department as soon as possible whether or not they are accepting a place in the Department of Educational Studies. If you decide to accept our offer, you should contact your advisor and together plan out a program of study.

Components of an Application

Applications should be submitted online at <http://www.grad.ubc.ca/prospective-students/application-admission/apply-online>. All of the following components of an application must be received by the department's Graduate Program Assistant before the file can be reviewed by the appropriate admissions committee.

- Online UBC application form. When you submit an online application at <http://www.grad.ubc.ca/prospective-students/application-admission/apply-online> the completed form is automatically forwarded to the Graduate Program Assistant.
- Non-refundable processing fee payable to UBC. See the cover of the official UBC application form for the exact amount. If applying online, you can pay this fee by credit card.
- TWO original, official copies of transcripts from each and every college or university that you have previously attended or are currently attending. These must be sent directly from the issuing institution to the Department of Educational Studies. Photocopies are not acceptable. All transcripts from non-English-speaking countries must be accompanied by official certified English translations. Applicants sending transcripts from an institution in the People's Republic of China must also send an official degree certificate in both Chinese and English. Without complete documentation, the application review process cannot begin. For further information on the submission of transcripts/degree certificates go to <http://www.grad.ubc.ca/prospective-students/application-admission/international-students-transcripts>

The Faculty of Graduate Studies (<http://www.grad.ubc.ca/>) stipulates the documentation required

- Three references, preferably but not absolutely necessarily submitted on the official forms in [Word](#) or [PDF](#). The references can, alternatively, be in the form of letters but must

be in English. If the original letter is in another language, the letter must be accompanied by a certified English translation. Original recommendation letters signed in ink by the referee are acceptable along with reference letters generated through the online e-reference; fax copies and email letters are not acceptable. Letters of recommendation sent by regular mail must be received by the graduate department in sealed, endorsed envelopes. The purpose of the references is to give as complete an idea as possible of your relevant background and capacity to complete the degree. One or two, if at all possible, of the references must be from a course instructor or other person able to assess your academic ability. Other suitable referees include a supervisor, principal or other person to whom you are, or have been, accountable in employment or as a volunteer.

☐ Statement of intent. You need to describe in one to two pages your specific interests in pursuing a graduate degree and precisely why you are applying to the Department of Educational Studies and to the program or concentration you have selected. This statement should relate your academic background, work experience and other relevant considerations to the course work and research that you propose to pursue toward a graduate degree. Some applicants will have more precise academic goals or intellectual passions than others, but anyone applying to the department is doing so for some purpose, and these reasons need to be made explicit in your statement of intent.

☐ Applicants to doctoral programs must also include an example, or examples, of scholarly writing, preferably a chapter from a master's thesis, the thesis itself, a scholarly or professional publication, or substantial paper(s) written for a university course. In the latter case, it is useful to include the instructor's comments or other assessment. The sample of writing should demonstrate your ability to think clearly about complex issues and to communicate in an organized and readable manner. Please include a self-addressed, stamped envelope if you wish to have submissions returned.

☐ To all applicants to the MEd and MA programs except Educational Administration and Leadership: In addition to the above you should also submit a sample of written work (published or unpublished). The writing sample you submit should demonstrate your ability to think critically and write clearly. Writing samples typically take the form of academic or scholarly papers from previous studies. They can, however, take various forms, such as professional documents, reports, workshop materials, or journalistic pieces. If you have questions about your writing sample, please contact the Coordinator of the Program to which you are applying.

☐ To applicants to the MEd and MA programs in Educational Administration and Leadership: In addition to the above, you should also submit an up-to-date professional resume. The three letters of reference should be from administrators.

☐ Applicants to MEd and MA in Adult Education are normally expected to have at least two years of paid or volunteer work experience (teaching, training, coordinating, planning, counseling, etc.) in adult education, broadly defined.

☐ Where your previous degree is from a university in a non-English-speaking country, you must arrange to have an official, original copy of your TOEFL/IELTS/MELAB score sent by the testing service directly to the Graduate Program Assistant, Department of Educational Studies at the address below. Photocopies are not acceptable.

In assessing applications, the Department considers a variety of factors in addition to the minimum UBC requirements. Academic transcripts, letters of recommendation, statements of intent, and writing ability are assessed carefully in admissions decisions, so you want to take special care that your application is complete. To find out whether all

materials have arrived safely, you may want to contact the department's Graduate Program Assistant at email: grad.edst@ubc.ca.

International Applicants

Applicants from outside Canada should be aware of additional requirements that **may** apply. Please read the following to determine which of these requirements may apply to you.

☐ **English Proficiency Test Score:** Applicants whose degrees are from a university outside Canada in which English is not the primary language of instruction must present evidence of competency to pursue studies in the English language prior to being extended an offer of admission. Acceptable English language proficiency tests for applicants to graduate studies are:

☐ **TOEFL** (Test of English as a Foreign Language): Minimum score of 600 (paper version), 250 (computer version), 100 (iTB) is required for admission to all programs in Educational Studies. Visit TOEFL's web site

☐ **IELTS** (International English Language Testing Service): Minimum overall band score of 6.5 with no other component score less than 6.0.

☐ **MELAB** (Michigan English Language Assessment Battery): Minimum overall score of 81.

The applicants must have an *official* report of their score on one of these tests sent directly from the testing service to the Graduate Program Assistant, Department of Educational Studies at the address below by the application deadline. Score reports more than two years old will not be accepted.

Documents not in English

If any transcripts or diplomas/certificates or letters of reference submitted with an application are not in English, then *official* documents (not photocopies) must be submitted along with *certified* translations in English. All documents are to be sent directly to the department you are applying to from the issuing institution.

Entering Canada

To enter Canada, a "Student Authorization" (Student Visa) is required. Apply as soon as possible to the nearest Canadian Consular or Immigration Office since it may take 8–10 weeks for processing. For applicants applying from the People's Republic of China it may take 3–6 months.

Applying for a Student Authorization requires: a UBC letter of admission/acceptance; a valid passport; evidence of adequate funds for tuition, maintenance of the student and, if married, the student's spouse and children, plus travel funds to and from Canada. If the application for a visa is approved, the UBC letter of admission/acceptance will be returned to the student and *must* be retained for presentation to the Immigration Officer at the Canadian point of entry.

PhD Applicants

After you have completed the application, you will be required to send in the following items in support of your application:

Three letters of reference. Applicants are advised to choose persons who can comment at some length on strengths that are relevant to their success in the PhD program at U.B.C. All letters should attest to the applicant's potential to: i) work at a high level of conceptualization; ii) undertake research with a sophisticated methodology; iii) produce very strong written academic work; iv) produce scholarship at the level expected at a major research university.

Official TOEFL score (if applicable) of at least 600 (paper version), 250 (computer based) or 100 (iTB) taken within the past 2 years.

IELTS (International English Language Testing Service): Minimum overall band score of 6.5 with no other component score less than 6.0.

MELAB (Michigan English Language Assessment Battery): Minimum overall score of 81.

Two official sets of transcripts (or certified copies) from all universities/colleges previously and currently attended. Transcripts issued in a language other than English must be accompanied by certified English translations. To be considered official, all academic records must be received in envelopes, which have been sealed and endorsed by the issuing institution. For further information on the submission of transcripts/degrees go to <http://www.grad.ubc.ca/prospective-students/application-admission/international-students-transcripts>

Sample of scholarly writing such as a master's thesis, a chapter from a thesis, a published article or a substantial paper written for a university course.

Statement of Intent. In the statement of Intent you are asked to provide a preliminary description of the research you plan to pursue during your PhD and to explain how your research interests fit into the Department of Educational Studies. You should include the following in your Statement of Intent i) a description of the purpose and related research questions of the proposed study; ii) an indication of the academic literature and theoretical perspective that will inform the study; iii) a preliminary presentation of the research design and iv), if applicable, the name of faculty member(s) you have been in touch with regarding your proposed study. Also, this statement should relate your academic background, work, experience and other considerations to the course work and research that you propose. This statement should be limited to 800–1200 words. A successful applicant to the EDST PhD program has a high GPA, strong letters of reference, a clear statement of intent informed by the relevant bodies of literature and related theories, an indication of departmental fit, and evidence of scholarly promise as demonstrated through publications and other examples of written work.

Submitting an Application

All components of the application should be submitted to the department's graduate Program Assistant at the following address:

Christine Adams, Graduate Program Assistant
The University of British Columbia
The Faculty of Education
Department of Educational Studies
2125 Main Mall
Vancouver, BC V6T 1Z4

Tel: 604.822.6647

Fax: 604.822.4244

Email: grad.edst@ubc.ca

Courier Packages Only:

Department of Educational Studies
Ponderosa Annex G, 2044 Lower Mall
Vancouver, BC V6T 1Z2

Cost and Financial Assistance

Tuition and Fees

Note: The university reserves the right to change tuition and fees without notice.

For the most up-to-date listing of current tuition and fees, consult the University Calendar online at: <http://www.calendar.ubc.ca/vancouver/> For Domestic Tuition and International Tuition fees go to <http://www.calendar.ubc.ca/vancouver/index.cfm?tree=14,0,0,0>. Contact the department for information on tuition for off-campus programs. Full-time tuition for international students in on-campus MEd, MA or PhD programs is \$7,641 per year. For part-time international students enrolled in MEd and MA programs, tuition is \$4,307 per year. Tuition for the EdD in Educational Leadership and Policy is a minimum of \$29,261 paid in installments. Tuition for the online MEd in Adult Learning and Global Change is \$7,179 per year for both domestic and international students. In addition to tuition, there are mandatory fees for full time graduate students. Fees for part time students are prorated depending on the number of credits taken. Tuition and fees are normally paid in three installments in September, January and May.

Fellowships and Assistantships

Several forms of financial assistance may be available to students studying in the Department of Educational Studies. Some of these are merit-based and some are need-based. Fellowships and assistantships are generally regarded as merit-based while awards, bursaries and work-study assignments are most often need-based. Online information about need-based support can be found at <http://www.students.ubc.ca/finance/> and information about merit-based support can be found at <http://www.grad.ubc.ca/prospective-students/scholarships-awards-funding>. The Office of

Graduate Programs and Research, Faculty of Education, maintains a webpage that summarizes many of the forms of assistance available to students in education. This page can be found at <http://ogpr.educ.ubc.ca>

Social Sciences and Humanities Research Council Doctoral Fellowships (SSHRCs) and Canada Graduate Scholarships (CGSs) are awarded by competition annually. The departmental deadline for complete SSHRC applications is usually in late September. SSHRC fellowships are open to Canadian citizens and permanent residents and are currently \$19,000 per year. Canada Graduate Scholarships are currently \$17,500 per year for master's students and \$35,000 per year for three years for doctoral students. Information on applying for SSHRC fellowships and Canada Graduate Scholarships can be found at <http://www.sshrc.ca>

Affiliated Awards are highly competitive and only full-time graduate students with first-class records may apply. This competition occurs concurrently with the SSHRC competition. Students who are not Canadian citizens or permanent residents may apply for these. Fellowship values range from \$300 to \$27,500, but most are in the range of \$16,000–\$17,000. More information on Affiliated Awards can be found on the website: <http://www.grad.ubc.ca>

Teaching Assistantships are usually awarded to advanced graduate students who have been in their programs for at least one year. Duties are required up to a maximum of 12 hours per week. TA positions are posted on the department's email network and Web site.

Research Assistantships are offered when faculty have work to be done on funded research projects. Openings for research assistants are usually posted by the supervising faculty. These postings typically include information on the nature of the work, the pay rate, the total number of hours expected and the duration of the project.

Graduate Academic Assistantships involve duties up to 10 hours per week and are dependent upon the availability of special project grants or contracts. Openings for GAA positions are usually posted on the department's Web site for a minimum of 2 weeks. Postings include information about the nature of the work, the pay rate, and procedures and deadlines for applying.

Graduate Support Initiatives Awards (GSI)

These scholarships are intended to encourage the enrolment in UBC graduate programs of highly talented students who have completed previous work at other universities. Those applicants who are enrolled in their masters degrees from UBC at the time of application are not eligible for GSI funds. Those with master's degrees from UBC who completed that degree more than 12 months prior to the start date of the program they are applying for are eligible for GSI funding. You cannot apply for these scholarships directly, but all eligible applicants to the department's PhD program will be considered. In most cases, the offer of a GSI will accompany the offer of admission to the PhD program.

Financial Aid

Various forms of need-based financial aid are available to students who meet eligibility requirements. These most often take the form of awards, bursaries or work-study assignments. Additional information on these forms of aid can be obtained from:

Awards and Financial Aid

University of British Columbia, Brock Hall, 1036-1874 East Mall,
Vancouver, British Columbia V6L 1Z1
Tel: (604) 822-5111; Fax: (604) 822-6929; Email: awards.enquiry@ubc.ca
Web address: www.students.ubc.ca/finance

Housing

On-Campus Housing

- **Single Student Housing (Winter Session)** — Furnished residence accommodation is available for single students during Winter Session on a room-and-board basis in Place Vanier and Totem Park residences, or on a room-only basis in Walter Gage, Fairview Crescent or Ritsumeikan-UBC House residences. *The Housing Department's application process is completely separate from the University's admissions system, so students should not wait until they are admitted to UBC before applying for housing.* Information booklets, application forms and rate sheets for Place Vanier, Totem Park, Walter Gage, Ritsumeikan-UBC House, and Fairview Crescent Residences are available from the Department of Housing and Conferences, The University of British Columbia, Vancouver BC V6T 1Z1. Tel: 604.822.2811, Fax: 604.822.6935, email information@housing.ubc.ca, online: <http://www.housing.ubc.ca/>
- **Single Student Housing (Year Round)**—The Thunderbird Residence is designed for single students and couples, without children, requiring year-round on-campus accommodation. These units are assigned to graduate students, students registered in professional programs and mature students. Thunderbird Residence also has 72, four-bedroom, furnished townhouses that are assigned to qualified applicants on a first-come, first-served basis on a year-round contract. Information specific to Thunderbird Residence should be requested separately from Winter Session accommodation. Please contact: Thunderbird Residence Assignments, UBC Housing Office, Brock Hall, 1874 East Mall, Vancouver, BC V6T 1Z1. Phone: 604.822.2811, Fax: 604.822.6935.
- **Summer Housing**—UBC reserves room in either the Fairview Crescent townhouses, or the Totem Park or Place Vanier room-and-board residences for Summer Session students. Summer Session housing enquiries should be directed to: UBC Summer Housing at the Brock Hall address and phone numbers immediately above, or online at: www.housing.ubc.ca.
- **Student Family Housing**—Some 531 unfurnished apartments and townhouses are available on a yearly tenancy basis in the Acadia Park development for couples with or without children and single parents with children. Families should apply to UBC Family Housing at the Brock Hall address above. Phone: 604.822.4411, Fax: 604.822.6935.
- **Residential Graduate Colleges—Green College** and St. John's College are residential graduate colleges that provide housing for graduate student fellows, post-doctoral fellows and senior scholar. Green College serves as a focus for interdisciplinary activities on campus, while St. John's College dedicated to international understanding and cooperation. Resident fellows are chosen on the basis academic quality, for their commitment to the spirit of the College to which they apply, and to reflect the diverse mix of the University's graduate student population. For Green College, information and

application materials, write to Green College, 6201 Cecil Green Park Road, Vancouver, BC, V6T 1Z1, phone 604.822.8660, fax 604.822.8742, email greencol@interchange.ubc.ca or online at www.greencollege.ubc.ca. For St. John's College information and application materials, write to Principal, St. John's College, 2111 Lower Mall, Vancouver, BC V6T 1Z4, phone 604.822.8788, fax 604.822.8885, email sjc.reception@ubc.ca. The St. John's College website is www.stjohns.ubc.ca.

Off-Campus Housing

- **International Student Centre** (International House) and the **Graduate Student Centre** each have listings on their notice boards of off-campus accommodation available to students.

Faculty Profiles

Note that the primary affiliation of each faculty member is noted in **bold** print, but most faculty members are affiliated with several specializations within the department. For more detailed information and list of faculty members' research projects and publications, go to the EDST website: www.edst.educ.ubc.ca. Additional information on all faculty members in the Faculty of Education can be found online in the Faculty Research Directory: <http://ogpr.educ.ubc.ca/faculty/directory/faculty.html>

ANDRES, Lesley, M.Ed. (Lakehead), Ed.D. (British Columbia), Professor. **Higher Education**. Foundations of Higher Education. Sociology of Education. Inequality. Access to Post-Secondary Education. Quantitative and Qualitative Research Methods. 604-822-8943 and lesley.andres@ubc.ca

AQUASH, Mark, B.F.A. (Minnesota-Duluth) M.Ed.(Minnesota-Twin Cities), Ed.D. (OISE/UT). Assistant Professor, Director, Native Indian Teacher Education Program. **Indigenous Education**. 604-822-5238 and mark.aquash@ubc.ca

ARCHIBALD, Jo-ann, Ph.D. (Simon Fraser), Associate Professor and Associate Dean, Indigenous Education. **First Nations Education**. Curriculum Instruction. Teacher Education. First Nations Storytelling. 604- 822-3071 and jo-ann.archibald@ubc.ca

BUTTERWICK, Shauna, M.A., Ed.D. (British Columbia), Associate Professor. **Adult Learning and Education**. Job Training. Labour Market Policy. Women's Education, Feminist/Critical Pedagogy. Learning and Social Movements. Qualitative/Feminist Methodology. Ethnography. 604-822-3897 and shauna.butterwick@ubc.ca

CHAN, Jennifer, M.A., Ph.D. (Stanford). Associate Professor. **Adult Learning and Education**. Gender. Human Rights. Transnational Social Movements. Citizenship. Multiculturalism. Globalization. International Comparative Education. Japan. France. 604-822-5353 and jennifer.chan@ubc.ca

COULTER, David, M.Ed., (McGill), Ph.D. (Simon Fraser), Associate Professor. **Educational Administration and Leadership**. Conceptions of Education. Practice and Leadership. Practitioner Research. Hermeneutics and Discourse Ethics. 604-822-6196 and david.coulter@ubc.ca

DILLABOUGH, Jo-Anne, M.A. (UBC), Ph.D. (McGill), Associate Professor. **Society, Culture and Politics in Education/Sociology of Education**. Social Exclusion and Education. Youth Culture. Teenage Youth Homelessness. Race, Gender, Class. Critical Legal Studies and Feminist Theory. Policy Studies. Sociology of Education. 604-822-4504 and jdillabo@interchange.ubc.ca .

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