Department of Educational Psychology and Leadership Studies

PhD Degree in Educational Psychology

ADMISSIONS GUIDE
2016 - 2017

PhD CONCENTRATIONS OPTIONS

Learning & Development
Measurement and Evaluation & Computer Applications
Special Education

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# Doctoral Studies in Educational Psychology

## 2016 - 2017

## TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Why Study Educational Psychology at the University of Victoria?</td>
<td>1</td>
</tr>
<tr>
<td>Program Description</td>
<td>1</td>
</tr>
<tr>
<td>Program Requirements</td>
<td>1</td>
</tr>
<tr>
<td>Faculty</td>
<td>2</td>
</tr>
<tr>
<td>Financial Assistance</td>
<td>3</td>
</tr>
<tr>
<td>Requirements for Admission</td>
<td>4</td>
</tr>
<tr>
<td>Application Deadline</td>
<td>5</td>
</tr>
<tr>
<td>Application Assistance</td>
<td>5</td>
</tr>
<tr>
<td>Application Checklist</td>
<td>6</td>
</tr>
<tr>
<td>Graduate Program Contacts</td>
<td>7</td>
</tr>
</tbody>
</table>
WHY STUDY EDUCATIONAL PSYCHOLOGY AT THE UNIVERSITY OF VICTORIA?

1. Small, intensive programs with close faculty contact.
3. Excellent record of post-graduation employment.
4. Fellowships and scholarships are available.
5. Research and teaching assistantships are available.

PROGRAM DESCRIPTION

The doctoral program in Educational Psychology permits concentrations in Special Education; Learning and Development; and Measurement and Evaluation. Normally students are admitted every year depending on the quality of applications received and faculty availability.

Each student’s program of studies is individually planned. It is expected that there will be considerable variation among students as a result of differences in academic background and experience, research interests, and future professional goals. The program of studies requires that a broad knowledge of the field or fields of study be demonstrated through the successful completion of candidacy examinations. A major portion of the doctoral program is devoted to a research project culminating in a dissertation, which satisfies the requirements and standards of the Department of Educational Psychology & Leadership Studies and the Faculty of Graduate Studies.

Typically, the doctoral program only takes applications to be considered for a September entry point. If you are interested in applying for a January entry point please contact the graduate program assistant, Stacey Brownell at eplsgrad@uvic.ca or 250-721-7883, to obtain permission before you apply.

PROGRAM REQUIREMENTS

The minimum total number of units required for the PhD program is 48.0 units. The program requires a minimum of 15.0 units of coursework, a candidacy examination of 3.0 units, and a dissertation of 30.0 units. Of the 15.0 minimal units of coursework required, all students must take ED-D 660 Doctoral Seminar in Contemporary Issues in Educational Psychology (3.0 units) and ED-D 562 Advanced Statistical Methods in Education (1.5 units). Another 3.0 units of advanced statistics/research methodology (e.g., ED-D 501, Theory of Measurement; ED-D 563, Qualitative Research Methods; ED-D 503, Program Development and Evaluation) is also required.

A minimum residency of one year is required. During the residency year, students are expected to be committed full time to their studies. Normally, a student proceeding toward a Doctoral degree will be required to complete all the requirements within seven years from the date of first registration in the program.

Ph.D. students write candidacy examinations in research methodology and in their area of specialization (for example, learning and development) within educational psychology. The format normally consists of two written papers followed by an oral examination. In the oral examination, the candidate will be examined on both research methodology and his/her area of specialization.

A degree will not be awarded in less than 24 consecutive months from the time of first registration. Students are required to register in every term from the time of admission until the requirements of the degree have been met, or formally withdraw in accordance with regulations set out in the University of Victoria’s calendar.
EDUCATIONAL PSYCHOLOGY FACULTY

John O. Anderson, PhD (Alberta)
Educational measurement and evaluation

Timothy G. Black, PhD (British Columbia) R.Psych., CCC
Integral Psychology, military and civilian trauma; posttraumatic stress disorder; group counselling, counsellor training/education, Therapeutic Enactment, clinical supervision, career transition.

Wanda Boyer, PhD (Southern Mississippi)
Early childhood: learning and development and elementary education, self-regulated learning, play therapy, special education, family development, research designs, research ethics.

David de Rosenroll, PhD (Victoria)
Trauma and trauma healing, somatic approaches to counselling, indigenous healing approaches.

M. Honore France, EdD (Massachusetts)
Diversity and cultural issues related to counselling, transpersonal psychology, eco-psychology, Spirituality, Indigenous forms of counselling, working with residential school survivors, group dynamics.

Allyson Hadwin, PhD (Simon Fraser)
Instructional psychology, learning/educational technologies, self-regulated learning, computer-supported collaborative learning, learning strategies, learning sciences.

Gina Harrison, PhD (British Columbia) R.Psych.
Cognitive and linguistic processes involved in processing written language, specific learning difficulties (especially developmental dyslexia), assessment in special education, school psychology.

Sarah Macoun, PhD (Victoria) R.Psych.
Neuropsychological assessment and special education, school neuropsychology/psychology, autism spectrum disorders, attention deficit hyperactivity disorder and attention processes in learning, developmental neuropsychology, level of need in students with special needs.

E. Anne Marshall, PhD (Toronto) R. Psych.
Adolescent and emerging adult transitions and identity, cultural approaches to counselling, counsellor skill development, career and life planning, interdisciplinary and community-based research, qualitative inquiry, counselling in Aboriginal communities.

Joan M. Martin, PhD (Notre Dame)
Child and adolescent development, achievement motivation, emotion and cognition, developmental psychopathology.

Donna McGhie-Richmond, PhD (OISE, Toronto)
Inclusive education, teacher beliefs and practices in inclusive classrooms, teacher education, teaching online, instructional and universal design for learning, assistive and learning technologies.

Natalee Popadiuk, PhD (Calgary) R. Psych.
International student transition and adjustment; institutional support of international students; diversity, including the intersection of gender, ethnicity, and social class; feminist and interpersonal/relational theories; qualitative inquiry.

Jillian Roberts, PhD (Calgary) R. Psych.
Medically fragile school children, concepts of quality of life, psychology of the individual, program planning, ethics and qualitative research methodology.

Susan L. Tasker, PhD (McMaster)
Siblings of young murder victims; psychosocial adjustment to brain injury; meaning and quality of life in the face of loss and grief; caregiver-infant joint attention, counsellor-client joint attention, compassion fatigue.

W. John C. Walsh, PhD (Simon Fraser) R.Psych.
Cognition and motivation, quantitative methods, multivariate techniques; school psychology, assessment of children with learning problem.
FINANCIAL ASSISTANCE

Fellowships and Scholarships
- The University of Victoria awards a limited number of Graduate Fellowships for full-time study. No duties are involved. The awards are competitive and are based on academic standing. All students admitted to the program and assessed with a 7.0 or higher GPA will be considered. Renewals are considered on a year-by-year basis.
- A small number of scholarships and awards are available to EPLS students in late August/ early September. The graduate secretary will notify all students when and how to apply.
- Students with strong GPAs are encouraged to apply for SSHRC fellowships early in the fall semester. These awards are competitive and compare students on three main criteria: academic excellence, research potential, and communication skills. Students should consult with their supervisor to discuss application procedures. For more information about these awards see: http://www.sshrc-crsh.gc.ca/
- Please visit the University of Victoria’s Financial Aid page for information on bursaries, student loans, awards, etc: http://registrar.uvic.ca/safa/index.html

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

Paid Teaching Assistantships
- Paid teaching assistantships are available within the department of Educational Psychology & Leadership Studies to a limited number of qualified students. The number of teaching assistantships varies yearly. For more information, contact the Graduate Secretary (eplsgrad@uvic.ca) and review postings on the Departmental website.

Work Study Program
- The Work Study Program is funded by the University of Victoria Student Awards and Financial Aid department. The objective of the program is to provide additional financial assistance through on-campus part-time employment opportunities for students who have documented financial need. The Work Study Program runs from September to April of each academic year and students may earn up to a maximum of $3,400 for this 8 month period. Students may only hold one work study position at one time. Additional information is available online at: http://registrar.uvic.ca/safa/workstudy/workstudyindex.html

Co-operative Education and Work Placements
- It is possible for graduate students to combine their graduate studies with co-op education in which they apply knowledge and skills in paid work placements across Canada. This usually involves extending program completion by two semesters. For more information please contact: ephecoop@uvic.ca or Nancy Reed at nbreed@uvic.ca
REQUIREMENTS FOR ADMISSION

1. **Graduate Record Exam (G.R.E.)**
   Applicants must submit scores (no greater than 5 years old). No specific cut-off scores are used to determine entrance. **No application will be adjudicated until scores have been received.**

2. **Completion of a Master’s degree in a field related to Educational Psychology from a recognized university.**
   a) The completed Master’s degree can be with or without thesis. However, applicants who have completed a non-thesis Master’s degree are required to have completed a research paper in which design principles and analytic techniques are demonstrated.
   b) Candidates must have completed ED-D 560 (Statistical Methods in Education) and ED-D 561A (Methods in Educational Research), or their equivalents within their Master’s degree program.

3. **Thesis or a first-authored published paper**
   A copy of the applicant's Master's thesis, a major paper, published research, or a professional report may be submitted to fulfill this requirement as long as it demonstrates design principles and analytic techniques.

4. **Statement of Research Experience and Interests** (not to exceed 3 pages in length)
   Applicants are asked to address the following issues/questions:
   (i) A description of previous research and work experience related to your area of doctoral study.
   (ii) A description of past and present research interests in Educational Psychology.
   (iii) A statement describing your intended research area during your doctoral studies.
   (iv) Name 2 Faculty members with whom you might like to work. For each, provide a brief explanation about how your research interests connect with their’s.

5. **A Letter of Intent** (not to exceed 5 pages in length).
   Applicants are asked to address the following issues/questions:
   (i) Discuss your reasons for pursuing doctoral studies in Educational Psychology.
   (ii) How might enrollment in an Educational Psychology doctoral program at the University of Victoria help you meet your immediate and long-term professional goals?
   (iii) What are your strengths and weaknesses as a learner? In addition, please provide any other relevant information that you think would help the admissions committee to know about you as a person and a potential Educational Psychologist.

6. **A Current Curriculum Vitae**

7. **Assessment reports (3)**
   Each applicant is required to submit three confidential assessment reports from persons who are in positions to comment on the candidate's abilities and performance. One must be from the student’s Master’s thesis supervisor and at least one other should be from a professor from whom you have taken a graduate-level course. It is not acceptable to have an assessment report completed by a coworker or friend. The names and email addresses of your chosen assessors are required when you submit your application. It is important that you contact your referees prior to providing them here in order to confirm their willingness to provide you with an assessment. A letter of reference may also be supplied as part of the assessment report. UVic will send assessment form information directly to your referees upon submission of your application. Submissions of references will be collected electronically alongside your application information. For more information on these reports visit: http://www.uvic.ca/graduatestudies/admissions/admissions/beforeapplying/documents/index.php

8. **English Language Requirement** *For applicants whose first language is not English only*
   Applicants whose first language is not English, and who have not resided in a designated English-speaking country for three years immediately prior to the entry-point applied for, must provide proof of English Language proficiency. Normally this is done by providing results directly to the University from a TOEFL, IELTS or MELAB test. Official test score reports must be sent directly to the University of Victoria by the testing agency. Scores older than two years are not acceptable. Applicants holding a recognized degree from a designated English-speaking country are exempted from the Language proficiency requirements. Visit the following website for details: http://www.uvic.ca/education/psychology/future/home/elpr/index.php
APPLICATION DEADLINES:

September 2016 Entry: January 22nd, 2016

APPLICATION ASSISTANCE

1. Applicants are encouraged to begin the application process early, as there is often a delay in obtaining the necessary supporting documents (e.g., references, G.R.E scores). Graduate Admissions is particularly busy and it is advisable to have all supporting documents in as early as possible to avoid a processing delay.

2. Make sure you are aware of all the program requirements.

3. All required documents should be uploaded with your application. Please visit the following site to prepare for the submission of your application and your supporting documents: http://www.uvic.ca/graduatestudies/admissions/admissions/beforeapplying/documents/index.php

4. Submit your application online: https://www.uvic.ca/application. Fill out the application clearly and completely. You must include information for all post-secondary institutions at which you registered for courses. Failure to disclose may result in having your admission and registration cancelled. Include the application fee with your application - you must pay online with a credit card.

5. If you need to send in new documents after you have submitted your application, please send them to graddocs@uvic.ca. They must be in PDF format. DO NOT RESEND documents that you uploaded in your application.

6. Use the Application Checklist below to ensure the proper documents are sent to the proper place. Failure to do so may result in an incomplete application and may jeopardize the application.

7. Documentation from applicants who are not admitted or do not take up an offer of admission will be kept on file for ONE year.

For assistance with the Department admissions policy and procedure contact:
Stacey Brownell, eplsgrad@uvic.ca, 250-721-7883

For assistance with the Graduate Admissions policy and procedures contact:
Sarah Burrough, grad6@uvic.ca, 250-472-5419
# APPLICATION CHECKLIST FOR PhD PROGRAM

Apply and upload required documents (PDF format) online at: [https://www.uvic.ca/application](https://www.uvic.ca/application) by the deadline indicated above for term of entry

- Submit an online application and pay the application fee
- **Upload the following documents with your application**
  - Personal Statement
  - Research Statement
  - Résumé
  - Thesis
  - Unofficial transcripts
  - Unofficial GRE Scores
  - For applicants who are re-applying: A letter stating actions taken to strengthen the new application

Due 2 weeks after application deadline: Results must be received directly from testing body.

- Official GRE Scores
- For International Applicants only: English Language Proficiency: TOEFL, IELTS, MELAB

Due 3 weeks after application deadline:

- Assessment Report #1
- Assessment Report #2
- Assessment Report #3

If offered admissions to the program mail final transcript(s) to Graduate Admissions and Records:

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

- Copy of your official transcript(s)

*NOTE: You do not need to mail in official transcripts for courses taken at UVic*
| **Graduate Advisor:** | Email: edpsadv@uvic.ca  
Dr. Gina Harrison  
Office: MacLaurin A562  
Phone: 250-721-7783 |
|----------------------|--------------------------------------------------|
| **Graduate Program Assistant:** | Email: eplsgrad@uvic.ca  
Stacey Brownell  
Office: MacLaurin A439  
Phone: 250-721-7883  
Fax: 250-721-6190  
Website: http://www.uvic.ca/education/psychology/ |
| **Department Address:** | Educational Psychology & Leadership Studies  
University of Victoria  
PO Box 100 STN CSC  
Victoria, B.C. V8W 3N4  
Canada |
| **Department Courier Address:** | Educational Psychology & Leadership Studies  
University of Victoria  
MacLaurin Building, Room A439  
3800 Finnerty Road, Victoria BC V8P 5C2  
Canada |
| **Graduate Admissions & Records Office** | Email: grad6@uvic.ca  
Phone: 250-472-5419  
Fax: 250-472-5420  
Website: http://web.uvic.ca/gradstudies/index.php |
| **Graduate Admissions & Records Address:** | Graduate Admission and Records  
University of Victoria  
PO Box 3025 STN CSC  
Victoria, BC V8W 3P2  
Canada |
| **Graduate Admissions & Records Courier Address:** | Graduate Admissions and Records  
University of Victoria  
University Centre A206  
3800 Finnerty Road (Ring Road)  
Victoria, BC V8P 5C2 |