

Archived: September 9, 2021

## **Education Programs**

# **Master of Education in Educational Leadership**

### **Location Offered:**

Cowichan, Nanaimo, Online

### **Credential:**

Master Degree

## **The Program**

**This program is offered in three different formats:**

### **Full-Time Option**

This cohort-based model is designed for students wishing to study full-time on the VIU campus. All formal coursework is completed over two semesters. The Field Inquiry and Major Project components are completed during the second year over two semesters. Students may complete these components with online support and can complete up to one semester early.

### **Weekends/Summer Option**

This part-time, cohort-based model is designed for those who can commute to VIU Campus (Nanaimo or Cowichan). Classes meet Friday night and Saturday six times during each of the Fall and Spring semesters over two years. As well, classes are held during July between first and second year.

### **Distance Option**

This part-time, cohort-based model is designed for those who live at a distance from VIU. Preference is given to applicants who live beyond the mid-island region. During the school year, coursework is online. Year One begins with students meeting for eight days at a VIU campus. Between years One and Two, the cohort studies at VIU for the month of July.

The M.Ed. in Educational Leadership provides a program of preparation for aspiring and practicing school leaders. Grounded in the rich educational leadership literature supplemented by extensive faculty expertise and experience, the program provides a balance of research, policy and practice. Graduates of our program will have demonstrated the knowledge, skills and attitudes of successful leaders as outlined in the Leadership Standards for BC Principals and Vice-Principals. These competencies are central to formal and informal leadership in schools.

The M.Ed. program will develop leaders who can:

- Guide the development and implementation of shared values, vision, mission and goals to support learning for all students;
- Foster quality learning opportunities to support student learning;

- Lead teams in becoming assessment literate;
- Create systems and structures for the effective supervision of learning;
- Provide strong leadership in the area of Aboriginal Education;
- Provide knowledgeable guidance regarding current curricula, instructional and assessment practices and their impact on student learning;
- Sustain a collaborative learning culture and climate linked to student learning and based on distributed leadership;
- Build positive and effective interdependencies amongst partner groups;
- Incorporate systemic thinking and strategic planning for school improvement;
- Demonstrate self-knowledge and the personal qualities that support positive relationships and build cultures of integrity;
- Build and support relational trust within the school and community;
- Address issues of diversity and social justice;
- Lead teams in reflective inquiry and action research.

## Program Outline

### Program Outline (Full-Time Option)

| Year 1   | Credits   |
|--|-----------|
| <b>August</b>                                      |           |
| Pre-semester Orientation                           | 0         |
| <b>Fall Semester</b>                               |           |
| MEDL 500 - (Foundations of Educational Leadership) | 5         |
| MEDL 590 - (Leadership Values and Ethics)          | 5         |
| MEDL 580 - (Leadership in the BC Context)          | 5         |
| <b>Spring Semester</b>                             |           |
| MEDL 550 - (Research in Education)                 | 5         |
| MEDL 600 - (Educational Change)                    | 5         |
| MEDL 650 - (Leading Learning)                      | 5         |
| <b>Total Credits</b>                               | <b>30</b> |

| Year 2 (September-April)         | Credits   |
|----------------------------------|-----------|
| <b>Fall and Spring Semesters</b> |           |
| MEDL 680* - (Field Inquiry)      | 5         |
| MEDL 690* - (Major Project)      | 5         |
| <b>Total Credits</b>             | <b>10</b> |
| <b>Total Program Credits</b>     | <b>40</b> |

*\* These courses may be completed on-campus or online.*

### Program Outline (Weekends/Summer Option)

| Year 1   | Credits   |
|--|-----------|
| <b>Fall Semester</b>                                       |           |
| MEDL 500 - (Foundations of Educational Leadership)         | 5         |
| <b>Spring Semester</b>                                     |           |
| MEDL 550 - (Research in Education)                         | 5         |
| <b>Intersession</b>  |           |
| MEDL 600 - (Educational Change)                            | 5         |
| MEDL 590 - (Leadership Values and Ethical Decision-Making) | 5         |
| <b>Total Credits</b>                                       | <b>20</b> |

| Year 2                                     | Credits   |
|--|-----------|
| <b>Fall Semester</b>                       |           |
| MEDL 580 - (Leadership in the BC Context)* | 5         |
| <b>Spring Semester</b>                     |           |
| MEDL 650 - (Leading Learning)              | 5         |
| <b>Intersession (Online)</b>               |           |
| MEDL 680 - (Field Inquiry)                 | 5         |
| MEDL 690 - (Major Project)                 | 5         |
| <b>Total Credits</b>                       | <b>20</b> |
| <b>Total Program Credits</b>               | <b>40</b> |

\*Students may take MEDL 581 as a directed study in place of MEDL 580.

## Program Outline (Distance Option)

| Year 1  | Credits   |
|---|-----------|
| <b>Intersession (July or August)</b>                |           |
| MEDL 500 - (Foundations of Educational Leadership)* | 5         |
| <b>Fall Semester (Online)</b>                       |           |
| MEDL 580 - (Leadership in the BC Context)           | 5         |
| MEDL 650 - (Leading Learning)**                     | 5         |
| <b>Intersession (July)</b>                          |           |
| MEDL 550 - (Research in Education)***               | 5         |
| MEDL 600 - (Educational Change)***                  | 5         |
| <b>Total Credits</b>                                | <b>25</b> |

| Year 2   | Credits   |
|--|-----------|
| <b>Fall Semester (Online)</b>                              |           |
| MEDL 680 - (Field Inquiry)                                 | 5         |
| <b>Spring Semester (Online)</b>                            |           |
| MEDL 590 - (Leadership Values and Ethical Decision-Making) | 5         |
| <b>Intersession (Online)</b>                               |           |
| MEDL 690 - (Major Project)                                 | 5         |
| <b>Total Credits</b>                                       | <b>15</b> |
| <b>Total Program Credits</b>                               | <b>40</b> |

\* MEDL 500 includes an 8 day face-to-face seminar (VIU Nanaimo).

\*\* MEDL 650 is a year-long online course.

\*\*\* MEDL 550 and MEDL 600 contain face-to-face seminars (VIU Nanaimo).

## Program Progression Requirements

- Students must maintain a minimum average of 'B' (3.0) in each semester of the program
- Students must receive a 'CR' grade in each course (where applicable)
- Any student that receives a grade below a 'C+' in an individual course is required to meet with the Program Coordinator and/or the Program Chair to create an action plan to improve academic performance.
- Should students receive a failing grade, they may retake up to 2 individual courses. If they are unsuccessful in a third course, or in a second attempt of the same course, they will be required to leave the program.
- To be eligible to progress into MEDL 680 and/or MEDL 690, the following

requirements must be met:

- a minimum grade of 'B' (3.0) or 'CR' in MEDL 550
- an approved proposal
- Students are permitted one attempt at MEDL 690.
- Students who find it necessary to interrupt their program may request a leave of absence and are advised to meet with their Program Coordinator and/or the Program Chair in support of completing the Graduate Studies Leave of Absence process.
- Students returning to the program after an absence of five years or longer will have their course work reassessed for relevancy and may be required to retake courses and resubmit a proposal (if applicable).
- Upon successful completion of 15 credits (i.e. 3 MEDL courses) students are eligible to exit the program with the Teacher Leadership Graduate Diploma.

## **Completion Requirements**

- Graduation requires the successful completion of all required courses and M.Ed. graduate work (i.e. Thesis, Major Project, etc.) as agreed upon in an approved proposal.
- Students requiring extra time to complete MEDL 680 and/or MEDL 690 as agreed upon in an approved proposal, must maintain continuous enrollment in EXTN 500 at an additional cost for up to three (3) additional consecutive terms.

## **Admission Requirements**

To be admitted into the program, applicants must meet the following criteria:

- Completion of a Bachelor's degree, (preferably a Bachelor of Education degree, or equivalent), from a recognized university that is acceptable in content to the Faculty of Education with either:
  - a cumulative grade point average of "B" in the final two years and/or
  - demonstration of academic excellence
- Applicants whose previous degree was obtained in a country where English is not the primary/official language and from a university where English was not the language of instruction must meet one of VIU's English Language requirements for Graduate Programs.
- Acceptance and satisfactory review of the following items by the Admissions Committee:
  - A résumé outlining teaching experience (two years preferred).
  - A letter of intent explaining why the applicant wishes to pursue graduate work in this area.
  - Two current, confidential assessment reports (reference letters are not acceptable in lieu of the confidential assessment reports).

### **Flexible Admission**

In exceptional circumstances, an applicant may be admitted with lower formal qualifications when there is significant professional experience relevant to the proposed area of scholarship. The objective of flexible admission is to recognize prior learning accomplishments and to ensure a high probability of successful program completion. Applicants must show evidence of having sufficient knowledge, skills and attitudes to complete a demanding academic course of study. Applicants seeking Flexible Admission will be required to:

- Provide a letter of intent explaining why they wish to pursue graduate work in this area;
- Provide a detailed résumé, including evidence of applicable learning;
- Provide two current, confidential assessment reports;
- Provide two or more letters of reference;
- Provide official transcripts of all post-secondary coursework

In limited cases, applicants may also be required to:

- Provide a portfolio containing evidence of applicable prior learning;
- Appear for an interview;
- Take one or more qualifying courses; and/or
- Provide additional documentation as may be required to adjudicate the application

### **Notes on Admission**

- Enrollment in this program is limited. Students who meet or exceed the minimum admission requirements may not necessarily be admitted to the program.
- For application review, applicants must submit all admission documents, including official transcripts for all post-secondary coursework/studies within two weeks of the admissions deadline. Applicants are advised to submit documents as early as possible.

### **Transfer from other Institutions**

Applicants may apply to the Program Chair for possible transfer credits from other accredited Master's programs.

## **Career Opportunities**

Domestic graduates of the M.Ed. program will be well-poised to assume leadership positions in the education sector, both domestically and abroad, including that of Principal and Vice-Principal. Based on survey data from the BC Principals and Vice-Principals Association and the age demographic of BC educators, the Ministry of Education predicts over 1,000 administrative vacancies over the next five years. Employers require a Master's Degree for administrative positions. Recently, some school districts have made public their preference for a graduate degree from a BC post-secondary institution.

## **Start Date and Application Deadline**

Please note the specific start date as applicable to your program of choice.

All program applications are accepted starting the first business day in October and close as listed below. All supporting application documents are due two (2) weeks after the posted closing date.

Applications to the Full-Time option are accepted and assessed on a continuous basis until the application closing date. Seats are allocated on merit and a first come first served basis. Occasionally this program option may fill and cease accepting applications prior to the posted closing date.

Late applications for all program options will only be processed/considered as space permits.

For specific program contact information and further application details for each program option, please see below.

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