

Introduction to the Program

The Master of Education program in Language and Literacy Education is designed for students engaging in applied research in language education, language study, literacy, and the teaching of literature. The program consists of course work and includes the option of writing a graduating paper. Examples of research areas in the Department are: bilingual education, second language education, socio-cultural dimensions of literacy learning, early reading and writing development, early language development, oral language in the classroom, drama in education, literacy across cultures, multi-modal and digital literacies, post-structuralist critical theory, written composition, language assessment, the role of children's literature in language and literacy, and educational linguistics.

The MEd degree is designed as a practitioner's degree, for students who wish to acquire the knowledge, skills and experience necessary to work in a professional field. As a professional degree, the MEd is intended for students who wish, upon graduation, to assume positions of leadership in a practical setting or positions requiring more advanced study than that available at the bachelor's level. Although MEd students are not required to carry out and defend an independent research project, the program is nevertheless research-based in that consideration of educationally-relevant research constitutes a major focus of study.

The MEd in Language and Literacy Education is governed by the policies of the Faculty of Graduate Studies which are described, in part, in [The University of British Columbia Calendar](#) and on the [Faculty of Graduate Studies \(G+PS\) website](#). This Handbook offers a description of the MEd degree program specific to LLED students. General guidelines for UBC Master's students are provided throughout this text with links to the G+PS website.

Organization of the Program

The Department of Language and Literacy Education (LLED) is organized into the general fields of applied language studies (Modern Languages Education, Teaching English as a Second Language) and literacy studies (Reading, Writing, Literature, Drama, and Multimodal and Digital Literacies). Language and Literacy Education MEd programs are designed and supervised by scholars in the various specializations in the Department.

Supervision

The supervisor is a faculty member in the department and advises MEd students on coursework and the graduating paper. The [supervisor is responsible for](#) ensuring that the student's program is conducted in accordance with all University and Faculty regulations. [Student responsibilities](#) include understanding and accepting the rules, procedures and standards in place in the program and at the university.

Registration

Students in a master's program are expected to spend the equivalent of at least one year in full-time study. All master's degree students admitted to the Faculty of Graduate Studies must register when they begin their studies. Students must remain continuously registered until the degree is completed, except for periods of time for which the student is away on an approved leave of absence. Refer to the G+PS website for further information about the [status and classification](#) of students. Students have 5 years to complete the MEd program, with [extensions granted](#) only under exceptional circumstances.

Students who wish to transfer from a MEd program to a MA program should consult with their program advisor.

Intellectual Property, Scholarly Integrity, & Digital Archiving

The [Intellectual Property Guide](#) provides a comprehensive description of students' right and responsibilities and academic practices concerning intellectual property, including information about [Joint Author-ship](#) and [Publication](#) of one's research. [University policies](#) regarding scholarly integrity and research can also be found in the "Student Responsibilities" section of the G+PS website. Information regarding digital archiving for increased visibility of one's research publications consult [cIRcle](#), UBC's institutional repository.

Master of Education Program

Overview

The basic requirements for obtaining a Master of Education degree in LLED include successfully completed coursework. Local students have the option of also submitting a graduating paper.

Course Work

The MEd program requires 30 credits, of which a minimum of 12 credits should be from the program area. A minimum of 24 credits must be in graduate-level courses (including 3 credits for the optional graduating paper completed as part of LLED 590). All on-campus MEd programs in the Department can be pursued either full time or part time. Information regarding [course registration](#) is found on the Faculty of Graduate Studies website. As part of this course work, master's students in LLED must take EDUC 500 as a basic research methods requirement.

[Satisfactory progress](#) in the courses taken by master's students is outlined by the Faculty of Graduate Studies. Master's students must achieve a minimum of 68% in all courses taken; however, up to 6 credits of coursework with grades of 60-67% may be counted towards your master's program.

Graduating Paper

The purpose of the Capstone Project (LLED 590) is to facilitate a broad-based demonstration of students' theoretical and applied knowledge as acquired during their M.Ed. program. The Capstone Project is the culminating course in the final term of a student's program, to be taken concurrently with the final course or following completion of all courses outlined in the Program of Graduate Studies. During the Capstone Project students will create a final project with a focus on its conceptual foundation and application to practice. All M.Ed. students wishing to obtain a TQS (Teacher Qualification Service) categorization are required to enroll in this 3-credit course. This course is offered once a year, either as a seminar, on an individual basis with a faculty member or, for cohort students, at the end of their two-year program, and is facilitated by a faculty member.

Process

At the beginning of the program students are asked to articulate 3 statements of focus related to the subject area that will guide their coursework (see last page of this document). For example, subject areas may pertain to "Aboriginal perspectives in FSL education," or "technology in the FSL classroom." The focus statements may be general goals, such as "To increase my knowledge about the integration of Aboriginal worldviews in the FSL classroom" or "To improve my ability to facilitate successful reading experiences for my students." Or, the statements may be more specific, such as "To be able to integrate Aboriginal stories for primary French immersion students" or "To integrate technological resources related to successful reading strategies." The statements will provide a framework for the development of students' final project for the course.

Content

Throughout the M.Ed. program, in conjunction with their coursework, students are encouraged to accumulate a collection of evidence of her/his development and learning in preparation for the final project. This collection of evidence should represent a student's own work, but may include collaborative work in which the student had a substantial role and in which case the nature and extent of a student's contribution to collaborative work should be specified. The collection of work may, for example, include course notes, assignments, and reflections, an evolving annotated bibliography, performances, artifacts, and any other work that might contribute to the final project. This work should relate to the student's original statements of focus and/or additional or revised statements. All evidence of work may be collected in print or digital format and compiled in a physical and/or digital workspace folder.

Final Project Proposal

Midway through the program, students will be asked to communicate to their supervisor the format and topic of their final project.

Final Project

The final project must contain evidence of a student's ability to apply graduate coursework in "real world" school, community, or other contexts. Students who are part of a cohort may be asked to focus on one particular type of project format (e.g., an e-portfolio); other students, including students working

independently on their M.Ed., may choose from a variety of final products, depending on the student's area(s) or inquiry and focus, and in consultation with the supervisor/cohort coordinator:

- a conceptual research project;
- an e-portfolio;
- a website;
- workshops or other presentations designed and to be presented by the student in his or her place of employment or at a conference;
- parent training materials;
- an innovative unit or a set of lesson plans;
- a set of curriculum materials;
- resource manuals or packages on specific topics;
- other products that demonstrate authentic application of coursework to students' work or goal areas;
- or another type of format.

During the capstone course, in addition to completing the final project, students (typically part of a cohort) may be asked to present their final project. Class presentations will be held at the end of the course and are open to students, faculty and the general public. Students' final projects (and presentations) are evaluated by the course facilitator and, if necessary and depending on the M.Ed. program format, by a content area specialist. Grades are assigned on a Pass/Fail basis.

Given the variety of disciplines in which students work in this program, the program does not follow a single style guide for scholarly writing, although, the *Publication Manual of the American Psychological Association (APA)* (most recent online or print edition) is recommended as one that is used by many of the academic journals in education. There are also a number of commercial guidebooks to thesis writing available in the UBC Bookstore. Recent theses from LLED students are available on the [Department website](#). In addition, students' theses can be found in the [Theses Canada Portal](#) or [Proquest Dissertations and Theses](#) among the "[Research Tools](#)" of the Education Library website. In writing course papers and the thesis, students are expected to use gender neutral language according to APA guidelines by consulting the [Guidelines for Non-sexist Language in APA Journals](#).

The [UBC regulation on plagiarism](#) is laid out by the Provost and Vice President Academic. The Faculty of Graduate Studies defines plagiarism as follows: *Plagiarism is intellectual theft. It occurs when an individual submits or presents the oral or written work of another person as his or her own. This definition, taken from the UBC Calendar, applies to draft work and oral presentations as well as to final submissions. Failing to properly cite the work of another also constitutes plagiarism, even if it is accidental.* For further information about [plagiarism](#) please consult the G+PS website.

Graduation Procedures

Please check the [Graduation](#) section of the Faculty of Graduate Studies website for procedures and important dates. Note that graduate students must register for the session during which they wish to graduate by applying online on the [Student Services website](#).

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