



THE UNIVERSITY OF BRITISH COLUMBIA

Department of Language & Literacy Education

Faculty of Education

Handbook for the Online Master of Education in Literacy Education

Introduction to the program

The online Master of Education (M.Ed.) in Literacy Education program is designed for teachers and other professional educators engaging in language and literacy education research and practices from early childhood to adulthood. Students in this program will have opportunities to read and engage with the latest research, simultaneously reflecting on the current literacy practices, both in and out of school, that extend across local, national, and global contexts. The basic requirements for obtaining a Master of Education degree in the Department of Language and Literacy Education (LLED) include successfully completing coursework. Students have the option of conducting a graduating project.

The M.Ed. 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 M.Ed. 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 M.Ed. 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 core focus of study.

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

Organization of the Program

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, Drama, Multimodality and Digital Literacies).

Language and Literacy Education M.Ed. programs (including the Online M.Ed. in Literacy Education program) are designed and supervised by scholars in the various specializations in the Department.

Supervision

The Cohort Advisor is the M.Ed. supervisor for all M.Ed. students in this program. 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 of the program and the university.

The Role of Senior Program Assistant

The Senior Program Assistant provides diversified and complex administrative support for the Online M.Ed. in Literacy Education program at the Faculty of Education. The incumbent is responsible for helping with **non-academic issues** pertaining to their time in the cohort and should be the first point of contact for these questions.



THE UNIVERSITY OF BRITISH COLUMBIA

Department of Language & Literacy Education

Faculty of Education

The main non-academic issues the Senior Program Assistant will deal with include

- Core course registration/drops: The Senior Program Assistant will register cohort students in all cohort-specific courses;
- Leave of Absence: After this has been discussed and approved by the Cohort Advisor, the Senior Program Assistant will process the paperwork and then seek the LLED Graduate Advisor's approval;
- Transfer credit/outside electives: Once these have been approved by the Cohort Advisor, the Senior Program Assistant will process the paperwork (including the Western Dean's Agreement form, if necessary);
- Confirm U-Pass exemption eligibility: While the student does need to apply for the exemption each term, the Senior Program Assistant also provides confirmation to the U-Pass office for exemption requests;
- Canvas cohort shell: Sets up and administers Canvas cohort communication shell. To contact the Senior Program Assistant, however, please email at pdce.educ@ubc.ca rather than use Canvas messaging;
- Graduation: Once a student has completed all requirements and applied for graduation, the Senior Program Assistant confirms eligibility to graduate and processes the paperwork regarding graduation.

The Role of the Course Instructor

The course instructors are responsible for all academic activities related to courses. Their responsibilities include but are not limited to

- Delivering course content,
- Holding regular office hours and responding to any questions with regard to the course they are teaching,
- Having the final responsibility for all the grades assigned in the course,
- Collaborating with the cohort advisor on program matters,

Please direct any questions about the course content to the instructors responsible for the course.

The Role of the Cohort Advisor

The Cohort Advisor is responsible for academic advising in the program. In this online M.Ed. program, Dr. Melanie Wong will take the role and make sure students fulfill any requirements for graduation. If you need to meet with Dr. Wong, please email and request an appointment. The main academic issues the cohort advisor will deal with include:

- Course advising (e.g., elective selection). All elective courses need to be approved by the cohort advisor to ensure they meet graduating requirements;
- Leave approval;
- Provide program guidance as needed;
- Graduating Project supervising.

Coursework

The M.Ed. in Language and Literacy Education program is a part-time program, and the course delivery for this program will be **fully** online (with both synchronous and asynchronous delivery). To complete an M.Ed. in Literacy Education program students are required to complete 30 credits of coursework, including one mandatory course regarding basic educational research methods (EDUC 500). A minimum



of 24 credits must be in graduate-level courses (including 3 credits for the optional graduating project completed as part of **LLED 590**¹).

Satisfactory progress in the courses taken by master's students is outlined by the Faculty of G+PS. Master's students must achieve a minimum of 68% in all courses taken; however, up to 6 credits of undergraduate coursework with grades of 60-67% may be counted towards your master's program.

Graduating Project

Note: This is an optional project for M.Ed. students (no longer required by TQS, effective May 1, 2019). An elective course can be taken in place of LLED 590 (Graduating Project). A student who decides not to complete a graduating project must meet with the cohort advisor to make alternative arrangements prior to the LLED 590 term.

The Graduating Project will be done in the course LLED 590 as part of the coursework. LLED 590 is scheduled as the last course in the program, and you may take another course to replace this course. If you choose this option, please have a conversation with the cohort advisor.

The purpose of the Graduating Project (LLED 590) is to facilitate a broad-based demonstration of students' theoretical and applied knowledge as acquired during their M.Ed. program. For those selecting this option, the graduating project can be the culminating course in the final term of a student's program. The LLED590 is a Pass/Fail course. The cohort advisor will meet with you and lead you through this process. All graduating projects are done in consultation with the cohort advisor.

Content and Format

The Graduating Project can be completed without a fixed format and will look different depending on the individual. *Students will not be doing research to complete this project.* However, the production of any conceptual project will require students to complete a literature review on a particular topic of interest. This literature review will guide the creation of a graduating project.

As part of the graduating project course (LLED 590), each student will conduct a literature review (30 articles minimum). Students will

- have to articulate **3** Goals/Statements of Focus that will guide this graduating project;
- hand in a 6-page summary (highlights version) of their literature review, including your reference list, to the Cohort Advisor/Instructor during LLED 590. More details (such as the submission timeline and requirements for each submission) will be provided at the beginning of the LLED 590 course and on the Canvas shell of the course;
- There is a list in the [LLED M.Ed. handbook \(In Person\)](#) of possible project formats;
- Conference with the Cohort Advisor to determine the format.

At the end of the course, the M.Ed. program will have a Graduate Student Conference to celebrate students' learning with the larger LLED and Faculty of Education community. Students will do brief presentations on their project (maximum 15 minutes). More details will be shared during the course.

¹ Please find more details about the course LLED590 in the following "Coursework" section.



THE UNIVERSITY OF BRITISH COLUMBIA

Department of Language & Literacy Education

Faculty of Education

Tentative Timeline

The basic tentative timeline for students who select to complete a graduating project in the last term of the program is as follows:

- January—Students will have to fill out a Form with their topic and project ideas (the form should be handed into the Cohort Advisor prior to the meeting);
- February (Mid)—Students will hand in a 6-page Literature Review summary;
- March (Mid)—Students will draft the project and attend feedback sessions with classmates and the instructor;
- March (End)—Students will hand in the full project paper for the second round of feedback;
- April (Beginning)—Mock Presentation (more details will be provided during the course).

Participation and Attendance

This online M.Ed. program offers two types of synchronous (Zoom) classes: Optional and Mandatory. Optional Zoom classes may be recorded, and this recording will be made available to students that do not attend. There is an expectation that students attend Mandatory Zoom sessions punctually. If a Zoom session is mandatory, the instructor of the course will clearly communicate this with students and in the syllabus. Marks will be deducted if a student does not attend the Mandatory Zoom classes.

Students are expected to complete all asynchronous components of the course.

Course participation is critical in this program. Students are expected to complete all Canvas module activities and any other online tasks (including assignments) assigned by the course instructor. Students missing more than 20% of the total coursework (including activities in Canvas that are not graded) will be withdrawn from this course. Such a withdrawal results in a “W” on the transcript if it occurs within the withdrawal with “W” period. If this course withdrawal is after the withdrawal with “W” period, the student will receive up to 50% and an “F” standing for the course on the transcript. If a student is withdrawn from a course, a Zoom meeting will occur between the instructor, cohort advisor and the student.

Assignments in a course need to be handed in on time unless the graduate student has communicated with the instructor prior to the due date and the instructor has offered an extension. Consequences for late assignments will be clearly written in the course syllabus.

Please refer to the UBC Calendar for more information about Drop-Withdrawal dates.

<https://vancouver.calendar.ubc.ca/campus-wide-policies-and-regulations/change-registration/winter-and-summer-sessions-course-dropwithdrawal-dates>

Leaves

Any student who finds it necessary for parental, health, personal, professional, or academic reasons to interrupt his or her studies may apply for a leave of absence. In the online M.Ed. in Literacy Education program, leaves have to be approved by both the Cohort Advisor and Graduate Advisor of the Language and Literacy Department (LLED). Please check UBC policies regarding academic leaves and categories of leaves of absence at

<https://vancouver.calendar.ubc.ca/faculties-colleges-and-schools/faculty-graduate-and-postdoctoral-studies/classification-students/leave-status>



THE UNIVERSITY OF BRITISH COLUMBIA

Department of Language & Literacy Education

Faculty of Education

Any student who needs to apply for academic leave should:

- Fill out the Form: <https://www.grad.ubc.ca/forms/request-leave-absence>
- Email the Cohort Advisor (attaching the leave form) and indicate they would like to apply for a leave of absence.
- The Cohort Advisor will contact the Senior Program Assistant to arrange the process.

Graduation Procedures

Please check the [Graduation section of the Faculty of G+PS website](#) for procedures and important dates. The Senior Program Advisor will support graduation documentation.

Academic Integrity

Academic integrity is a commitment to upholding the values of respect, integrity, and accountability in academic work. For students, this means completing academic work honestly, and for instructors, this means supporting students to learn with integrity in their courses. It is an essential part of being a member of the university community since learning with integrity ensures that graduates are properly credentialed.

By following the university policy regarding academic integrity, any academic misconduct in the online M.Ed. in Literacy Education program is NOT allowed. Examples of academic misconduct by a student include, but are not limited to, engaging, attempting to engage, and assisting others to engage in any of the following actions

- Cheating (e.g., falsification of any material subject to academic assessment and possession/use in an examination of any materials or devices not specifically permitted by the instructor or examiner);
- Committing plagiarism, namely submitting or presenting the work of another person as one's own, without appropriate referencing;
- Committing self-plagiarism;
- Failing to comply with any disciplinary measure imposed for academic misconduct.

Please review UBC Academic Calendar regulations for academic misconduct and academic honesty and standards for further information:

- <https://vancouver.calendar.ubc.ca/campus-wide-policies-and-regulations/student-conduct-and-discipline/discipline-academic-misconduct>

APA Citation Format

In the online M.Ed. in Literacy Education program, students are expected to learn, know, and use the *Publication Manual of the American Psychological Association* (7th edition) when submitting coursework assigned by instructors that include any attributions from others. You can check the official website (<https://apastyle.apa.org>) for detailed information about the APA Citation Format.

More resources regarding the APA Citation Format are listed below

- [UBC Library APA Citation Style Guide](#)
- [Purdue OWL APA Formatting and Style Guide](#)
- [Setting up an APA paper](#) (YouTube video)

Copyright

We acknowledge that the UBC Vancouver campus is situated within the traditional, ancestral and unceded territory of the xʷməθkʷəyʷəm (Musqueam).



THE UNIVERSITY OF BRITISH COLUMBIA

Department of Language & Literacy Education

Faculty of Education

UBC Scholars own all the intellectual property in the Teaching Materials that they create, but where they have contributed those Teaching Materials to a Departmental Resource or where UBC has made a material investment in the development of Teaching Materials. UBC also has the irrevocable, non-exclusive right to use and revise those Teaching Materials in UBC credit courses and to share those rights within the community of UBC Scholars.

All materials of the courses (course handouts, lecture slides, assessments, course readings, etc.) in the online M.Ed. in Literacy Education program are typically the intellectual property of the license to be used in this course by the copyright owner. Redistribution of these materials by any means without the permission of the copyright holder(s) constitutes a breach of copyright and may lead to academic discipline. Recording class sessions is not permitted.

Generative Artificial Intelligence (AI) Tools

In any course of the online M.Ed. in Literacy Education program, students are only permitted to use Generative Artificial Intelligence (AI) Tools such as ChatGPT for specific assignments, as designated by the instructor. However, to maintain academic integrity, students must disclose any use of A.I. generated material. Students must properly use attributions, including in-text citations, quotations, and references.

A student should include the following statement in assignments to indicate the use of a Generative AI Tool: “The author(s) would like to acknowledge the use of [Generative AI Tool Name], a language model developed by [Generative AI Tool Provider], in the preparation of this assignment. The [Generative AI Tool Name] was used in the following way(s) in this assignment [e.g., brainstorming, grammatical correction, citation, which portion of the assignment].”

A student will not be penalized for using this tool when the instructor has designated the usage of this tool for an assignment, but your instructor may ask you to provide the generated text in order to help with grading decisions. In this case, your *original* contributions will be evaluated.

Failure to fully declare the use of a Generative AI tool will be considered “unauthorized” (See 3.b below from the UBC’s policy—[3. Academic Misconduct by UBC Students](#)):

- Section 3.1. “any conduct by which a student gains or attempts to gain an unfair academic advantage or benefit”
- Section 3.b. “use or facilitation of unauthorized means to complete an examination of coursework”
- Section 3.e. “committing plagiarism, namely submitting or presenting the work of another person as one’s own, without appropriate referencing.”

The instructor will update this policy (as the situation evolves) and will inform the class by online Canvas announcements or emails.

Equity Diversity and Inclusion (EDI) Considerations

The Faculty of Education is committed to creating a respectful workplace and learning environment that supports inclusion based on the principles of equity, diversity, and social justice in order to create an educational and employment environment that supports our community members’ full participation. The Faculty of Education is committed to providing accessible, usable, and welcoming spaces for faculty, staff, students, and visitors with disabilities, members of racialized communities, Indigenous people, trans, two-spirit and gender-diverse people, regardless of their age, sexual orientation, social status, religion, ethnolinguistic, nationality and citizenship status. Faculty of Education courses occur in learning

We acknowledge that the UBC Vancouver campus is situated within the traditional, ancestral and unceded territory of the xʷməθkʷəyʷəm (Musqueam).



THE UNIVERSITY OF BRITISH COLUMBIA

Department of Language & Literacy Education

Faculty of Education

environments that are inclusive of gender identity, gender expression, sex, race, ethnicity, class, sexual orientation, ability, age, etc. Students, instructors, visitors and readings/media in Education courses may raise controversial issues. Learners and educators expect to be treated respectfully at all times and in all interactions. Non-sexist, non-racist, non-homophobic, non-transphobic, and non-heterosexist language is expected in Faculty of Education class discussions and course assignments. You are welcome to let other people in this program know how you would like your name and pronoun to be used.

Please review UBC Statement on Respectful Environment for Students, Faculty, and Staff for more information about the university policies related to equity, inclusion, and human rights:

- <https://hr.ubc.ca/sites/default/files/wp-content/blogs.dir/14/files/UBC-Statement-on-Respectful-Environment-2014.pdf>

Academic Accommodation for Students with Disabilities

Academic accommodations help students with a disability or ongoing medical condition overcome challenges that may affect their academic success. Students requiring academic accommodations must register with the Centre for Accessibility. Access and Diversity will determine the student's eligibility for accommodations in accordance with Policy 73: Academic Accommodation for Students with Disabilities.

Academic accommodations are not determined by the instructors/senior program advisors, and instructors/senior program advisors should not ask students about the nature of their disability or ongoing medical condition or request copies of their disability documentation. However, instructors/senior program advisors may consult with Access and Diversity should the accommodations affect the essential learning outcomes of courses.

Please check additional resources and UBC academic accommodation policies at

<https://students.ubc.ca/enrolment/academic-learning-resources/academic-accommodations-disabilities>

Tips and resources to be Successful in Graduate School

In addition to course instructors, classmates, and course materials, there is a wide range of other resources available at UBC and elsewhere which could help students succeed in their graduate programs.

Writing Supports

In-Person

- [UBC Learning Commons](#)
- [UBC Library](#)

Online (with explanations, samples, exercises)

- [UBC-Center for Writing and Scholarly Communication](#)
- [University of Sydney Learning Centre: Clearer Writing](#)
- [Purdue University Online Writing Lab](#)
- [University of Richmond Writing Center](#)
- [University of Wisconsin - Madison: The Writers' Handbook](#) (helpful handouts with explanations and examples focusing on grammar, punctuation, etc.)

It is critical that graduate students maintain a regular study schedule. If students have challenges, they may reach out to the course instructor or their cohort advisor for additional support.



THE UNIVERSITY OF BRITISH COLUMBIA

Department of Language & Literacy Education

Faculty of Education

Health Lifestyle Supports

UBC provides resources to support student learning and to maintain healthy lifestyles but recognizes that sometimes crises arise, and so there are additional resources to access, including those for survivors of sexual violence. UBC values respect for the person and ideas of all members of the academic community. Harassment and discrimination are not tolerated nor is suppression of academic freedom. UBC provides appropriate accommodation for students with disabilities and for religious and cultural observances. UBC values academic honesty and students are expected to acknowledge the ideas generated by others and to uphold the highest academic standards in all of their actions. Details of the policies and how to access support are available [here](https://senate.ubc.ca/policies-resources-support-student-success) (<https://senate.ubc.ca/policies-resources-support-student-success>). More lifestyle support resources can be found on the website of [UBC Student Services](#).