



Handbook for the Teacher Librarianship (LIBE) Program: Certificate & Diploma

Introduction to the Program:

As outlined in our online presences hosted by the Office of Professional Learning (OPL) and Department of Language and Literacy Education (LLED),

A teacher librarian plays a crucial role in promoting literacy, supporting curriculum development, and fostering a love for learning within the school community. Beyond cultivating and maintaining the library's collection, they collaborate with educators and students to support literacies and help students navigate and evaluate a wealth of information and resources.

Teacher librarians curate diverse and inclusive collections that reflect the interests and identities of the educational communities they serve, ensuring equitable access to information. They also champion technology integration, leveraging digital tools to enhance learning experiences. Most importantly, teacher librarians inspire a culture of inquiry and critical thinking, empowering students to become lifelong learners in an ever-evolving world.

If you're passionate about education, innovation, and making a lasting impact on young minds, a career as a teacher librarian offers a fulfilling and rewarding journey.

As such, the Teacher Librarianship Program at The University of British Columbia (UBC) is dynamically designed to cultivate and empower teachers and other education professionals to become critical and creative teacher librarians for today's 21st Century K-12 learners. Our program's focus of study is on collaborative program planning, school library organization and management, and school library automation with cataloging and research components, as well as preparing K-12 students with the skills students will need to be life-long learners. Both of our diploma and certificate programs incorporate course work in educational leadership, inquiry-based learning, collaborative planning and teaching, multiple literacies including information, critical and transition literacies, curriculum design and implementation, multimedia resources including creative presentation skills, and learning technologies.

UBC's Teacher Librarianship Program is nested within The Faculty of Education's Department of Language and Literacy Education (LLED). However, this program is connected to a few different bodies within the university; while LLED houses the coordinator of the program (general oversight, curriculum, etc.), the Teacher Education Office (TEO) houses our Program Manager (e.g. handles admission, student support, etc.), and we are also supported by Office of Professional Learning (OPL) (e.g. course registration, marketing the program, online course setup, etc.). As such, a number of UBC community members work together to facilitate this comprehensive program.



Important Teacher Librarianship Program contacts*:

- Dr. Amber Moore (amber.moore@ubc.ca), LLED, is the Program Coordinator
 - Richard Beaudry (richard.beaudry@ubc.ca) is the former Program Coordinator and a longtime LIBE instructor. He also kindly replies to questions and concerns from our current and prospective students
- Graham Setters (graham.setters@ubc.ca), TEO, is the Program Manager
- Nhu Dinh (nhu.dinh@ubc.ca), OPL, is the Senior Program Assistant

**Please note that some of these roles shift over time (e.g. when our team members are on leave from work, etc.). If you have contacted someone who has changed and/or has stepped away from their role, please email Dr. Amber Moore and she will direct your communication to the appropriate contact.*

The Role of the Course Instructor

We are fortunate to have a team of excellent instructors, all with considerable K-12 classroom, school library, and/or other relevant educational experience; the majority of our instructors have been teaching with the Teacher Librarianship Program for many years - a few of whom have been here since the program's inception in 1991. The course instructors are responsible for all academic activities related to courses. Their responsibilities include but are not limited to

- Delivering, revising, and responding to course content,
- Holding and/or providing opportunities to connect during 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 Program Coordinator on program matters and with the Program Manager on student support matters.

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



Coursework in Our Program(s): Certificate and Diploma

The format of course delivery for both the certificate and diploma programs are **fully** online; however, if you are a diploma student, you have the option to select electives that are in-person on the Vancouver campus but please note that all electives specifically designed for this program are online courses. Most students complete their programs **fully online**.

Certificate in Teacher Librarianship (CLIBE)

The Certificate in Education – Teacher-Librarianship is a 15-credit program. Courses for the Certificate should be selected in consultation with individual school districts, as hiring and qualification policies vary. If your school district does not require specific courses, options for completion of the certificate are:

- Any 5 of the 7 core courses *or*
- Any 4 of the 7 core courses plus 1 course in *Literature & Literacy in Education* or *Children's Literature*

Core Courses

- LIBE 461 Administration of the School Library Resource Centre – 3 credits
- LIBE 463 Selection of Learning Resources – 3 credits
- LIBE 465 Organization of Learning Resources – 3 credits
- LIBE 467 Information Services I – 3 credits
- LIBE 477B Special Topics in Teacher Librarianship (focus in New Media & New Technologies in the School Library Program) – 3 credits
- LLED 462 School Library Resource Centre Programs – 3 credits
- LLED 469 Inquiry-Based Pedagogy in School Library Programs – 3 credits

Language & Literacy in Education (choose one course for 3 credits)

- LLED 450, 451, 453, 454, 456
- LLED 452 Disciplinary Literacies: Intermediate Through Secondary – 3 credits*
- LLED 459 Trends and issues in Literacy Instruction – 3 credits*

**Please note that LLED 452 and LLED 459 are online and asynchronous, as well as coordinated by the Teacher-Librarianship Program. As such, we especially suggest these courses.*

Children's Literature (choose one course for 3 credits)

- LLED 440-445, 449
- LLED 441 Introduction to Teaching Children's Literature – 3 credits*
- LLED 446 Teaching with Illustrated Materials, K-12: From Picture Books to Information Texts – 3 credits*

**Please note that LLED 441 and LLED 446 are online and asynchronous, as well as coordinated by the Teacher-Librarianship Program. As such, we especially suggest these courses.*



Certificate Program Completion

If enrolled in the Certificate program, you have 5 years to complete all 15 required course credits. This five-year time period is counted from the date of the first course started. For example, Winter 2025, Term 1 is when you started your first course. Your completion date would be Winter 2030, Term 1. When you have successfully completed your 15-credit certificate program, you may apply for a certificate by filling out the [Certificate of Completion Request Form](#).

Moving from the Certificate to the Diploma program

If you wish to move from the certificate to the diploma stream, this requires a separate application from the diploma. Please contact admissions.educ@ubc.ca. Please know that we encourage certificate students to strongly consider applying to the diploma program.

Diploma in Education - Teacher Librarianship

The Diploma in Education – Teacher-Librarianship is a 30-credit program. This diploma meets all the course recommendations of the Canadian School Library Association. Students have the option to complete their Diploma entirely online.

The Diploma in Education – Teacher-Librarianship offers flexibility in course selection. Students are encouraged to take the required courses in any order, and at their own pace. All 30 credits must be completed within five years from the commencement of the **first applicable course**. If students begin their coursework as an unclassified student, they may advance their UBC coursework to a maximum of 18 credits (or, if a student has studied outside of UBC, 12 appropriate non-UBC credits) into their Diploma program. Please note that any transferred credits must also be within the five-year limit. If completing the course within the described timeframe becomes a problem for you or you anticipate that it will, please contact the Program Coordinator, Dr. Amber Moore, as soon as possible: amber.moore@ubc.ca

Course options for completion of the diploma are:

Core Courses – Required (21 credits):

Core Courses

- LIBE 461 Administration of the School Library Resource Centre – 3 credits
- LIBE 463 Selection of Learning Resources – 3 credits
- LIBE 465 Organization of Learning Resources – 3 credits
- LIBE 467 Information Services I – 3 credits
- LIBE 477B Special Topics in Teacher Librarianship (focus in New Media & New Technologies in the School Library Program) – 3 credits
- LLED 462 School Library Resource Centre Programs – 3 credits
- LLED 469 Inquiry-Based Pedagogy in School Library Programs – 3 credits



Language & Literacy in Education (choose one course for 3 credits)

- LLED 450, 451, 453, 454, 456
- LLED 452 Disciplinary Literacies: Intermediate Through Secondary – 3 credits*
- LLED 459 Trends and issues in Literacy Instruction – 3 credits*

**Please note that LLED 452 and LLED 459 are online and asynchronous, as well as coordinated by the Teacher-Librarianship Program. As such, we especially suggest these courses.*

Children's Literature (choose one course for 3 credits)

- LLED 440-445, 449
- LLED 441 Introduction to Teaching Children's Literature – 3 credits*
- LLED 446 Teaching with Illustrated Materials, K-12: From Picture Books to Information Texts – 3 credits*

**Please note that LLED 441 and LLED 446 are online and asynchronous, as well as coordinated by the Teacher-Librarianship Program. As such, we especially suggest these courses.*

Elective Courses – Suggested choose any one (3 credits):

Language and Literacy Education courses:

Any 400 level course with the prefix: LLED or LIBE

Curriculum and Pedagogy courses:

- EDCP 362, EDCP 460, EDCP 470, EDCP 473

Other courses may be used as substitutions with permission from the Teacher Librarianship Coordinator, Dr. Amber Moore. Please contact the admissions office for more information.

Diploma Program completion

In order to graduate, you must have completed 30 credits of the above listed courses. Please consult with the admissions office, to ensure all requirements have been met *only if you have deviated from the above course list.*

Students may apply to graduate through the [UBC graduation website](#).



Teacher-Librarianship Program Course Descriptions

LIBE 461 - Administration of the School Library Resource Centre

This course explores the evolution of the school library into a collaborative, inquiry-driven learning commons while examining the key elements involved in effectively administering and managing its programs, resources, and instructional partnerships.

LIBE 463 - Selection of Learning Resources

This course is an introduction to the theory and practice of collection management (including collection evaluation, weeding and selection of resources) in school libraries, and covers issues such as copyright, intellectual freedom, curriculum support, and recreational reading.

LIBE 465 - Organization of Learning Resources

This course provides background and the knowledge of the importance of organizing learning resources and the strategies necessary to provide best access to learning resources for students and teachers in the K-12 setting.

LIBE 467 - Information Services

This course offers an introduction to reference materials, reference services, and how these relate to the school library program.

LIBE 477B - New Media and New Technologies in the School Library Program

This course introduces digital media and technologies to foster personal and social learning and communication in school libraries and aims to support students to increase knowledge and skills in current EdTech trends and develop inquiry skills to scrutinize online information.

LLED 462 - School Library Resource Centre Programs

This course emphasizes the teacher librarian's role in the creation of dynamic and equitable learning environments that encompass curriculum, learning technologies and offer strategies for working with learners, in a variety of ways. This course serves as a starting point for many broad-based topics that are relevant to teacher librarians and school libraries today. It also provides a springboard for discussion, advocacy, future study and best pedagogical practice.



LLED 469 - Inquiry-Based Pedagogy in School Library Programs

This course provides a rationale for using the inquiry approach in teaching and learning where educators often work collaboratively to design inquiry units; the teacher-librarian can provide teaching expertise, resources, and other services that support inquiry-based teaching and learning.

LLED 441 - Introduction to Children's Literature

This course presents children's literature as a resource for developing multi-literacies across the curriculum. Such multimodal forms of literature offer content and inspiration for transformative activities and reflective thinking that serve students literacy and literary development needs.

LLED 446 - Teaching with Illustrated Materials: K-12

This course explores the use of illustrated children's materials in k-12 classrooms with particular attention given to the role of the visual modality in conveying narrative and concept information to readers. This course also explores how illustrated materials support the instructional goals and aims to promote awareness and acceptance of diversity, our own and that of our peers, students and that of the creators of illustrated literary texts.

LLED 452 - Disciplinary Literacies: Intermediate Through Secondary

This course offers opportunities for deepening knowledge(s) of theoretical developments, pedagogical strategies, and emerging possibilities related to the teaching and learning of content-area material in today's diverse intermediate-secondary classroom settings.

LLED 459 - Trends and Issues in Literacy Education

This course explores current trends in literacy instruction, critical literacies, and multiliteracies, expanding the concept of reading to explore a broader conception of literacy. Issues such as assessment, barriers to literacy, new technologies, as well as teaching with and through literature, are explored.



LIBE Course Waitlists

Due to the demand for our courses, we have a waitlist for classes that are full. Please sign up for the waitlist section of the course.

Wait-listed students - please note the following:

1. Please be aware that registration is blocked once courses are full, which prevents everyone from registering. If your registration is blocked, please check to see if the course is full, and then sign up for the waitlist section of the course.
2. The waitlist works on a priority basis; if seats become available they are given to students who are registered in the following programs: (a) DEDU LIBE, (b) DEDU LLED, and (c) EDUC Certificate LIBE. This is followed by students outside of these programs by registration date.
3. Students will be moved into the class automatically as seats become available. Please check the SSC to confirm your registration.
4. We will be moving students off the waitlist and into the course **once per day**. If you see a space available in the course that means we have either not moved in students today, or that someone has dropped the course after we have moved in students and that seat will not be assigned until the next day.
5. In most cases waitlists will continue to be active and will be monitored up to the last day to withdraw without a W standing for the term.
6. If you have any further questions please contact Nhu (OPL): nhu.dinh@ubc.ca

Course Participation

Course participation is critical in this program. Students are expected to complete all Canvas module activities and any other online tasks (including assignments and discussions) assigned by the course instructor. If you are having difficulties with keeping up with coursework, please reach out to your course instructor as soon as possible.

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>

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 Teacher Librarianship 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>

Copyright

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 Teacher Librarianship 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.

Generative Artificial Intelligence (AI) Tools

In any course of the Teacher Librarianship Program, students are only permitted to use Generative Artificial Intelligence (AI) Tools (such as ChatGPT and CoPilot) 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. **Please note that UBC outlines what AI tools are “approved with caution” for required course use; for the most updated information on this item, please access the following resource: <https://ai.cilt.ubc.ca/privacy-impact-assessments-for-generativeai-instructional-use-at-ubc/>*



A student should include the following statement in assignments to indicate 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 announcement 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 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>

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>).



From our LIBE Instructor Team: Best Practices and Top Tips for Success in our Program

Planning your program:

- Be sure to **familiarize yourself with the requirements of different school districts** to help you decide whether to complete the certificate or diploma program.
- Please **sign up for courses as soon as you are able to**, as courses tend to fill up quickly. Alternatively, if courses do not fill up a few weeks before the start date, the course is then at risk of being cancelled. As such, signing up for courses when you have your registration date is key to keeping the program running smoothly for your own pace through it and everyone else's.
- We strongly recommend that you **take a maximum of 3 courses at a time** in Winter 1 and Winter 2 term and even this workload is challenging. Especially if you are a working professional (e.g. a classroom teacher), we suggest taking no more than 2 courses at a time. For summer courses, we strongly recommend that you **take a maximum of 2 courses at a time** because they are intensive; as such, although summer courses have been adapted for compressed timelines, daily work is typically required.
- If the desired course you wish to take is full, please be sure to **join the waitlist**.
- Please note that **our 6-week summer courses are intensive**; please take care to plan to focus on your courses during this time in order to find success in them.

Writing Supports:

- [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.)

Other items:

- It is important that **you have access to a school and/or public library** during this program.
- **If you are struggling**, please reach out to your course instructors, our Program Coordinator and/or Program Manager as soon as possible. We are all committed to helping you enjoy and be successful in this program and we look forward to working with you to ensure that this happens.