Disclaimer
All the information in this publication was correct at the time of printing, however some details may be subject to change.
Welcome

Kia ora and welcome to prospective postgraduate and professional development students.

Embarking on postgraduate or professional development studies at the University of Canterbury College of Education is a fascinating and rewarding journey. It provides pathways for students to further extend their learning and contribute to a growing body of research. Our programmes prepare students to become leaders in education or health sciences as well as in a range of professional areas.

Our programmes allow you to gain experience from renowned academic experts who will help guide and mentor you towards your educational goals. Our experienced academics are held in high esteem both nationally and internationally so you can be sure that your qualifications will be well regarded around the world. As a student you will enjoy close interaction with approachable, friendly professors and lecturers as you work towards the successful completion of your chosen programme of study.

Whether you wish to add to your existing degree with Honours, extend your knowledge with postgraduate certificates or diplomas, or embark on research based studies in a Masters or PhD Degree, the College of Education provides numerous options to meet your needs, including both on-campus and distance study options.

The College of Education campus is equipped with modern classrooms and lecture theatres, beautiful outdoor areas, and both indoor and outdoor sporting facilities. Our doctoral students have offices and a dedicated research hub in the top floor of a building that looks across to the snow-capped Southern Alps. The view is inspirational, as often are the discussions between students and academics in the postgraduate lounge or research labs. Our fulltime Masters thesis students are also provided with a shared study facility. Students from an array of ages, backgrounds, and nationalities are catered for with care and respect.

Thank you for your interest in the University of Canterbury College of Education. Postgraduate and professional development studies are an excellent opportunity to open new career doors, extend your mind, or enhance your career interests. Your inquiry for further information would be most welcomed through our College Office.

With Best Wishes

Professor Gail Gillon
Pro-Vice-Chancellor
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Introduction

Welcome to postgraduate studies in the College of Education

Postgraduate study is achievable for graduates from all walks of life and circumstances. Some choose full-time study, others part-time. Study by distance is also possible. This range of options suits practicing professionals such as educators and health workers, as well as our immediate graduates who want to build a stronger platform of knowledge and research before they begin their careers.

While most of our students are based within New Zealand, we have a strong and growing community of international students who not only return home with robust qualifications but also add to our communal understandings by the experience they bring from their own countries.

We have a strong team of teachers and supervisors, academics who are recognised nationally and internationally for their research and scholarship. They are dedicated to supporting and mentoring students towards their study goals. Likewise, our postgraduate students have created a strong supportive community of colleagues.

Good luck in your academic endeavours. We look forward to working with you and making your time at the UC College of Education empowering and memorable.

Please remember that applications close on 10 January, 2012.

Associate Professor Janinka Greenwood
Associate Dean of Postgraduate Studies in Education
Welcome to the PhD programme

A PhD in Education is a recognition that you have delved deeply into a specific educational issue or field of inquiry and that you have become an expert in that field. You will have acquired the skills to continue to do leading research and in most cases you will have published one or more refereed journal articles.

Our PhD in Education programme is strong and rapidly growing. Our students are able to choose supervisors who are at the cutting edge of their fields of research and scholarship. Currently we have students engaged in research in a wide range of educational fields and working with a diverse range of methodological approaches. As a result of the integration of teacher education into the University environment we have welcomed professional educators who are interested in practice-based doctoral research.

We have a postgraduate centre that provides a strong academic support base, a stimulating learning environment, dedicated research offices, a community of scholarship, and regular interactive seminars. We have the capacity to develop collegial teams of students and supervisors in particular fields of interest, such as practice-based research within schools and early childhood centres.

Duration

Minimum two years full-time, up to seven years part-time.

Fees

Please refer to the following weblink for information regarding fees and costs for PhD students: http://www.canterbury.ac.nz/enrol/postgrad/phd.shtml

Schedule of Courses

EDUC790 Education PhD

Admission

New Zealand Bachelor’s degree with first or second class honours, or a Master’s degree at the standard of first or second class honours, or the equivalent.

Please refer to the 2012 UC Calendar: http://www.canterbury.ac.nz/publications/calendar.shtml for full official University regulations and policies for this programme.

Enrolment

All students are encouraged to seek a senior supervisor prior to enrolment. Students should see the ‘Supervisors’ section for a list of PhD supervisors in education and their research interests. You can either contact a supervisor directly or the Education Postgraduate Office Administrator. Please email or post for consideration your CV and a brief outline (no more than one page) of what you intend to study.

Once you have confirmed a senior supervisor in the Faculty you should proceed to enrolment. Students with international qualifications must first seek admission as an international student. Relevant forms and information can be found at: http://www.canterbury.ac.nz/intstud/admiss/

International Admissions

University of Canterbury
Private Bag 4800
Christchurch
New Zealand

Email: international@canterbury.ac.nz
Phone: +64 3 364 2459

Students with qualifications from New Zealand institutions should Apply To Enrol. Applications can be found on the following weblink: http://www.canterbury.ac.nz/acad/phd/. PhD students may apply to enrol on the 1st day of any month. Applications must be supported by a senior supervisor from within the Faculty and their Head of School.

For further information

Please refer to the website:
http://www.canterbury.ac.nz/acad/phd/ for PhD policies and regulations.

Please contact:

Education Postgraduate Office Administrator
College of Education, University of Canterbury
Private Bag 4800
Christchurch 8140
New Zealand

Email: postgraduate@education.canterbury.ac.nz
Phone: +64 3 364 2987 ext 4877
Master of Arts
MA

This degree consists of Part I - typically the four courses comprising the BA (Hons) - followed by Part II, a thesis (EDUC 690). For information on the courses available for Part I please refer to the BA (Hons).

Students who have qualified for a BA (Hons) or equivalent with good grades may be admitted to the MA by thesis (Part II only) in that subject. The thesis is completed full-time in one or two years or with the approval of the Dean of Humanities and Social Sciences, part-time in up to four years. Please note this degree is currently under development.

Programme Structure

Master of Arts

Part I

EDUC courses

Part II

EDUC 690

Compulsory Course

Part I and II consists of 2.0 EFTS. Part I consists of four courses totalling 1.0 EFTS from courses EDUC 402 - 461. Part II consists of the thesis EDUC 690. Students who have graduated BA (Hons) in Education may be admitted directly to Part II of the MA.

Students may also take up to two courses from the MEd or other schedules, with approval of the Head of School of Educational Studies and Human Development.

Duration

The required four courses are normally taken in one full-time year, with an additional year for thesis research. Arrangements may be made for part-time study. Before embarking on a thesis, students should contact the programme coordinator and approach potential supervisors to discuss their interest in supervising a thesis in this field. Separate approval for thesis research must be obtained.

Fees

Please refer to the Course Information website for up to date fees information: http://www.canterbury.ac.nz/courses/

Schedule of Courses

EDUC 690  MA Thesis

For further information regarding the above courses please refer to the Enrolment Handbook.

Admission

The requirements for enrolling in the MA degree Part I are the same as those for the BA (Hons). Students are normally expected to have completed 56 points at the 300 level in Education and have an average grade of B or better in these courses. Students who have graduated with a BA (Hons) degree may proceed to take an MA degree by completing a thesis (EDUC 690). In this case, the MA may be awarded with Distinction or Merit, but not with Honours. Approval for admission to Part I is granted through the Head of School. Entry to the MA Part I does not automatically mean a thesis proposal for Part II will be accepted. A separate process for enrolling in Part II must be followed. See the Postgraduate Research section of this publication for further details.

Please refer to the Faculty of Arts section of the UC Calendar http://www.canterbury.ac.nz/publications/calendar.shtml for official University regulations and policies for this programme.

Pathways

The Master of Arts in Education can lead to doctoral study. The University of Canterbury offers a Doctor of Philosophy in Education.

Enrolment

Please see the ‘Enrolment Information’ section.

Please note: Students intending to do a Masters degree are strongly advised to discuss their course options and career plans with the Coordinator of the programme, Dr Helen Hayward. Consultation will allow you to learn about the full-range of course and study paths available to you, and which will fit your interests and plans for the future.

Further Information

Please contact:

Dr Helen Hayward
MA in Education Coordinator
College of Education, University of Canterbury
Private Bag 4800
Christchurch 8140
New Zealand

Email:  helen.hayward@canterbury.ac.nz
Phone:  +64 3 3642987 ext 8266
Master of Education
MEd

The College of Education welcomes Master of Education students into a scholarly research culture strongly linked to the wider educational community. The Master of Education programme prepares students to be leaders in education as well as in a range of professional areas. Graduates of the Master of Education develop specialised knowledge and research skills relevant to teaching, leadership, policy analysis and research in both the public and private sectors. The Master of Education can be completed by taught courses, but students are encouraged to undertake a thesis. Thesis students are supervised by leading experts in their fields. The Master of Education provides a pathway to doctoral study.

Admission

The entry criteria for the Master of Education is:
• An appropriate degree with at least two 300-level (0.45 EFTS) courses in Education; or
• Qualified for a Postgraduate Diploma in Education or equivalent; or
• Qualified for any appropriate degree AND either
  - Approved teaching qualification; or
  - Experience as a teacher in a recognised educational institution; or
  - Experience as a counsellor in a recognised counselling setting; or
  - Experience as an educator in a work-place or community setting; or
  - Been deemed suitable for training as a counsellor and admission to EDEM671 and EDEM672; or
  - Been deemed suitable for admission to EDEM661, EDEM662, EDEM663 and EDEM664; or
  - Completed the Postgraduate Certificate in Education or
  - Admitted under the Regulations for admission ad eundem statum

Note: The relevance and standard of undergraduate studies and any subsequent professional work experience are the main criteria of approval. Students enrolling in the PGDipEd or MEd will normally be expected to have at least a B average in their 300-level courses.

Specialisations and Endorsements

Our team of Academic Advisors can help you choose a broad range of courses, or help you put together a specialised programme of study tailored to your interests. A few examples include Curriculum Studies, Early Years Education, Inclusive Education, Policy Analysis, Philosophy of Education, Sociology of Education, and Special Education. The MEd is offered with an endorsement in Inclusive and Special Education (see over page). Talk to our Academic Advisors about your interests and they can help you choose courses relevant to your current work, as well as courses that can help in your career development.

The College of Education also offers a number of endorsements at Postgraduate Diploma level in areas including Child and Family Psychology, e-learning and Digital Technologies, Leadership, Literacy, Bilingual and Immersion Teaching (Hāaka Pounamu), Inclusive and Special Education and Teaching and Learning Languages (subject to CUAP approval). Full details about requirements for admission and course selection for endorsed programmes of study in the College can be found at http://www.education.canterbury.ac.nz/study/postgrad.shtml.

Scholarships and Fee Waivers

You may be eligible to apply for a scholarship or fee waiver. Refer to page 46 for fees and scholarships information.
Schedule of Courses, 2012

This schedule was correct at time of printing: refer to www.canterbury.ac.nz/courses for up-to-date information.

Courses on this schedule EDEM 602 - EDEM 689 are worth 30 points.

EDEM 603 Learning, Teaching and Curriculum
EDEM 606 Curriculum Implementation in Science Education
EDEM 607 Contemporary Issues in Literacy Education
EDEM 609 Contemporary Issues in Mathematics Education
EDEM 610 Teaching Drama in the Curriculum
EDEM 611 Framing Curriculum for Diversity
EDEM 614 Assessment for Learning
EDEM 616 Critical Literacy in Children’s Literature and Media Texts
EDEM 617 Enhancing Reading Development in Young Children at Risk
EDEM 618 Dyslexia: Identification and Intervention
EDEM 620 Inclusive and Special Education
EDEM 621 Disability Studies in Education
EDEM 622 Teaching and Learning in Inclusive Settings
EDEM 625 Challenging Behaviours: Positive and Effective Management
EDEM 627 e-Learning and Pedagogy: Effective Strategies for the Classroom
EDEM 628 Best Practice in Online Teaching and Learning
EDEM 629 Teaching meets Technology: Reading and Planning Research
EDEM 631 Foundations of Language Acquisitions and Learning
EDEM 632 Language and Learning: Context and Curriculum
EDEM 634 Leadership of Learning
EDEM 635 Leadership for Effective Teaching
EDEM 637 Distributing Leadership for Learning
EDEM 638 Curriculum Leadership
EDEM 639 Leadership for School and Centre Improvement
EDEM 642 Sport Exercise Physiology in Education
EDEM 647 Education, Globalisation and Development
EDEM 649 Te Tiriti O Waitangi te Ao Mātauranga
EDEM 650 Educational Philosophy and Policy
EDEM 651 Re-examining Early Years Education
EDEM 652 Contrasting Pedagogies in Early Childhood
EDEM 656 Tikanga and Rautaki Whakaako Reo
EDEM 657 Whakaora Reo-Language Revitalisation
EDEM 658 Mātauranga Māori Hei Marautanga
EDEM 660 Te Reo Te Kohure
EDEM 661 Disorders of Childhood and Adolescence
EDEM 662 Child Development: Research, Contexts and Application
EDEM 663 Introduction to Interventions
EDEM 664 Counselling and Psychology: Theory and Skills
EDEM 671 Group, Family and Systems Interventions
EDEM 672 Counselling Skills
EDEM 673 Counselling Practicum (FT)
EDEM 674 Counselling Practicum (Part A) (PT)
EDEM 675 Counselling Practicum (Part B) (PT)
EDEM 676 Professional Studies/Issues A
EDEM 677 Professional Studies/Issues B
EDEM 680 Independent Study
EDEM 682 Special Topic: Developing Literacy and Oracy: Teaching for English as a Second Language
EDEM 683 Special Topic: Māori Knowledge as the Basis of Curriculum
EDEM 685 Special Topic: Culturally Inclusive Pedagogies: Motivating Diverse Learners
EDEM 687 Special Topic: From Practice to Theory in Teaching Art
EDEM 688 The Treaty in Education Today
EDEM 689 Special Topic: Critical Approaches to Global Citizenship Education
EDEM 690 MEd Thesis (3 course thesis) ~ 90 points
EDEM 691 MEd Thesis (4 course thesis) ~ 120 points

Pathways

The Master of Education can lead to Doctoral Study. The University of Canterbury offers a Doctor of Philosophy degree.

Enrolment

Applications must complete the Application for Award Entry and submit with verified relevant certificates and transcripts as directed.

Note: transcripts may not be required for students who completed entry qualifications at the University of Canterbury or the Christchurch College of Education.

Applications can be downloaded from the College website: http://www.education.canterbury.ac.nz/study/postgrad.shtml. Students must also apply to enrol in courses. Please see the ‘Enrolment Information’ section. Applications close to January, 2012.

For further information

Please contact:

Dr Missy Morton
MEd Coordinator
School of Educational Studies and Human Development
College of Education, University of Canterbury
Private Bag 4800
Christchurch 8140
New Zealand

Email: missy.morton@canterbury.ac.nz

For information on the Master of Education with Certificate in Counselling MEd please turn to page 31.
The Master of Education (Inclusive and Special Education) MEd(IncSpEd)

Scholarships and Fee Waivers
You may be eligible to apply for a scholarship or fee waiver. Refer to page 46 for fees and scholarships information.

Programme Structure
Master of Education (Inclusive and Special Education)

A) Compulsory Course

- EDEM 620
- EDEM
- EDEM
- EDEM

Research Methodology Courses

- EDEM 690

or

- Compulsory Course

- Restricted Optional Courses

- Thesis

B) Compulsory Course

- EDEM 620
- EDEM
- EDEM
- EDEM

Research Methodology Courses

- EDEM 691

or

- Compulsory Course

- Restricted Optional Courses

- Thesis

- Optional Course

The MEd endorsed in Inclusive and Special Education consists of one compulsory course, two restricted optional courses* and two 15 point research methodology courses from EDEM 693 - EDEM 698 totally 1.0 EFTS. Plus EDEM 691 Master of Education thesis or EDEM 690 Master of Education 90 point thesis plus one additional 30 point course taken from the MEd Schedule.

Schedule of Courses

Compulsory Courses:
EDEM 620 Inclusive and Special Education
* And two restricted optional courses:
EDEM 618 Dyslexia: Identification and Intervention
EDEM 619 Education of the Gifted Learner: Issues and Strategies for New Zealand Education
EDEM 624 Autism Spectrum Disorders
EDEM 625 Challenging Behaviours: Positive and Effective Management
EDEM 685 Special Topic: Culturally Inclusive Pedagogies: Motivating Diverse Learners

Pathways

The Master of Education (Inclusive and Special Education) can lead to Doctoral Study. The University of Canterbury offers a Doctor of Philosophy degree.

Enrolment

Applicants must complete the Application for Award Entry and submit with verified relevant certificates and transcripts as directed. Note: transcripts may not be required for students who completed entry qualifications at the University of Canterbury or the Christchurch College of Education.

Applications can be downloaded from the College website: http://www.education.canterbury.ac.nz/study/postgrad.shtml. Students must also Apply to Enrol in courses. Please see the ‘Enrolment Information’ section. Applications close 10 January, 2012.

For further information

Please contact:
Dr Missy Morton
School of Educational Studies and Human Development
College of Education, University of Canterbury
Private Bag 4800
Christchurch 8140
New Zealand
Phone: +64 3 345 8312
Email: missy.morton@canterbury.ac.nz

Admission

Candidates for the MEd endorsed in Inclusive and Special Education shall have:
(a) either:
   i) qualified for a Postgraduate Diploma in Education (Special and Inclusive Education); or
   ii) qualified for a Postgraduate Diploma in Specialist Teaching; or
   iii) equivalent and;
(b) been approved as a candidate for the Degree by the Dean of Education.
Bachelor of Arts with Honours
BA(Hons)

The Honours programme is designed for students who want a further year of specialised study in Education after they have completed their BA in Education. It allows students to develop their research skills in preparation for embarking on thesis work within the MA or PhD degrees.

Programme Structure

**Bachelor of Arts (Honours) in Education**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC480 Research project</td>
<td>1.0 EFTS</td>
</tr>
</tbody>
</table>

Each block represents a 0.25 EFTS course. The BA(Hons) in Education comprising a total of 1.0 EFTS. Please refer to the Schedule of Courses listed below.

**Duration**

The BA(Hons) in Education is normally completed over one year full-time. Part-time enrolment is permitted provided that the course of study shall be completed within four calendar years.

**Fees**

Please refer to the Course Information website for up to date fees information:
http://www.canterbury.ac.nz/courses/

**Schedule of Courses**

**Compulsory Courses:**

- EDUC480 Research project

A supervised research project on a topic chosen by the student. Students are required to consult BA(Hons) Coordinator, Dr Helen Hayward, in selecting supervisors and topics.

Some students may also be required to take two of the following 15 point research methods courses:

**Semester One:**

- EDEM 693 Introduction to Methodologies and Ethics in Educational Research
- EDEM 694 Between Groups Experimentation in Education
- EDEM 697 Qualitative Research in Education

**Semester Two:**

- EDEM 695 Single Case Experimentation in Education
- EDEM 696 Educational Evaluation Research Methods
- EDEM 698 Emergent Research Methodologies (Distance)

**Optional Courses:**

**Semester One:**

- EDUC 402/EDUC 417/EDUC 414/EDUC 412
- EDEM 644 Socio-cultural perspectives
- EDEM 647 Development
- EDEM 650 Child and Family Psychology

**Semester Two:**

- EDEM 645/EDUC 661
- EDEM 646 Contemporary Issues in Curriculum and Diversity
- EDEM 647 Child and Family Psychology

**Full Year:**

- EDEM 648 Counselling and Psychology: Theory and Skills
- EDEM 649 Theories and Skills
- EDEM 662 Assessment for Learning

For further information regarding the courses listed above, please refer to EDUC 402-480 in the Course Catalogue. Not all courses are offered every year, please check the Course Catalogue.

**Admission**

Students completing the BA with a major in Education at the University of Canterbury with a B or higher will be eligible to apply for admission. Students from other universities should phone the Contact Centre for information on application for admission (0800 VARSITY).

Please refer to the Faculty of Arts section of the UC Calendar http://www.canterbury.ac.nz/publications/calendar.shtml for official University regulations and policies for this programme.

**Pathways**

The Bachelor of Arts (Honours) can lead to the Master of Arts and a PhD.

**Entry to the MEd with Certificate in Counselling Programme**

Students who are interested in applying for entry to the Counselling Programme should refer to that section in this brochure.

BA(Hons) students who have successfully completed EDUC461 (Counselling and Psychology: Theory and Skills) are eligible to apply for entry to the MEd with Certificate in Counselling. For more information contact Associate Professor Judi Miller or www.hsci.canterbury.ac.nz/study/counselling.shtml

**Entry to Child and Family Psychology Programmes**

Students who are interested in applying for entry to the Child and Family Psychology programme should refer to entries to the MA/MSc in Child and Family Psychology, or the approved MEd.

For more information contact Dr Karyn France and Dr Michael Tarren-Sweeney or visit www.hsci.canterbury.ac.nz/study/chfampsyc.shtml

**Enrolment**

Please refer to the Enrolment Handbook.

**For further information**

Please contact:

Dr Helen Hayward
BA(Hons) in Education Coordinator
College of Education, University of Canterbury
Private Bag 4800
Christchurch 8140
New Zealand
Email: helen.hayward@canterbury.ac.nz
Phone: +64 3 364 2987 ext 8266
Bachelor of Teaching and Learning with Honours

The BTchLn(Hons) is a one-year full-time postgraduate qualification for Bachelor of Teaching and Learning (or equivalent) graduates. It develops knowledge and research skills to equip you for further study and improve your classroom/centre practice, provides you with the opportunity to focus on educational issues or curriculum areas in which you have special interests and makes you more competitive in the job market.

What are the advantages of doing a fourth Honours year?

- Develop knowledge and research skills that will equip you for further study and improve your classroom/centre practice
- Provide you with the opportunity to focus on educational issues or curriculum areas in which you have special interests
- Provide a fourth year of tertiary education which is the norm for teachers in most countries eg Australia, Great Britain, USA, and Canada
- It will make you more competitive in the job market
- You may be eligible to enter the second year of the Master of Education
- Access to databases and other research facilities
- Mentoring by researchers with strengths in teaching and learning
- You move from the Q3 to the Q3+ step on the salary scale

Programme Structure

Bachelor of Teaching and Learning with Honours

You will need to complete three 0.25 EFTS courses and two 0.125 EFTS research courses, a total of 1.0 EFTS.

Compulsory Courses:

- EDEM 603 Teaching, Learning and Curriculum (0.25 EFTS)
- EDEM 697 Qualitative Research in Education (0.125 EFTS)

The other two 0.25 EFTS courses are selected from the MEd schedule. The other 0.125 EFTS research courses are from EDEM 693-698 also from the MEd Schedule.

Pathways

The Bachelor of Teaching and Learning with Honours can lead to Masters and Doctoral study. The University of Canterbury offers Master of Education and PhD degrees. Graduates may transfer 120 points toward their Master of Education.

Enrolment

Applicants must complete the Application for Award Entry and submit with verified relevant certificates and transcripts as directed.

Note: transcripts may not be required for students who completed entry qualifications at the University of Canterbury or the Christchurch College of Education.

Applications can be downloaded from the College website: http://www.education.canterbury.ac.nz/study/postgrad.shtml. Students must also Apply To Enrol in courses by 10 January, 2012. See enrolments page 45.

Scholarships

Two scholarships for Academic Excellence are being offered. See http://www.canterbury.ac.nz/scholarships/ucschols/uc_coed_btchln.shtml for further information.

For further information

Please contact:

Fiona Gilmore
BTchLn(Hons) Coordinator
College of Education, University of Canterbury
Private Bag 4800
Christchurch 8140
New Zealand

Email: fiona.gilmore@canterbury.ac.nz
Phone: +64 3 345 8341

The BTchLn(Hons) is a one-year full-time postgraduate qualification for Bachelor of Teaching and Learning (or equivalent) graduates. It develops knowledge and research skills to equip you for further study and improve your classroom/centre practice, provides you with the opportunity to focus on educational issues or curriculum areas in which you have special interests and makes you more competitive in the job market.

What are the advantages of doing a fourth Honours year?

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Programme Structure

Bachelor of Teaching and Learning with Honours

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- EDEM 697 Qualitative Research in Education (0.125 EFTS)

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Pathways

The Bachelor of Teaching and Learning with Honours can lead to Masters and Doctoral study. The University of Canterbury offers Master of Education and PhD degrees. Graduates may transfer 120 points toward their Master of Education.

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For further information

Please contact:

Fiona Gilmore
BTchLn(Hons) Coordinator
College of Education, University of Canterbury
Private Bag 4800
Christchurch 8140
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Phone: +64 3 345 8341
Postgraduate Diploma in Education
PGDipEd

The Postgraduate Diploma in Education is designed to give teachers, counsellors and other educational professionals the opportunity to improve their professional practice and examine critically significant issues in education. Students may proceed to the Master of Education. The PGDipEd is also offered with endorsements. See pp. 16-21 for endorsements available in 2012. On the recommendation of the Dean of Education the Postgraduate Diploma in Education may be awarded with Distinction.

Programme Structure
Postgraduate Diploma in Education

Schedule of Courses
Please refer to courses EDEM 601-687 in the Course Catalogue.

Admission
Candidates must be approved for the diploma by the Dean of Education, and have either:
• qualified for any appropriate degree in New Zealand with two 300-level courses in Education; or any appropriate degree in New Zealand and have either completed a minimum one-year teacher training course or have experience as a teacher, educator or counsellor, or satisfied the conditions for admission to the endorsed diplomas
• qualified for any appropriate degree in New Zealand and completed the Postgraduate Certificate in Education
• been admitted Ad Eundem Statum.

The relevance and standard of undergraduate studies and any subsequent professional work experience are the main criteria of approval. Students will normally be expected to have at least a B average in their 300-level courses. Please refer to the Faculty of Education section of the UC Calendar http://www.canterbury.ac.nz/publications/calendar.shtml for official University regulations and policies for this programme.

Pathways
The Postgraduate Diploma in Education can lead to the Masters and Doctoral study. The College of Education offers Master of Education and PhD degrees. Candidates wishing to enrol in a thesis for the Master of Education following the award of this Diploma must complete 0.25 EFTS of approved research methodology courses.
The Postgraduate Diploma in Education (e-Learning and Digital Technologies) provides educators and training or support staff with opportunities to develop their understanding and professional practice with digital technologies, and to critically examine significant issues related to ICT in education.

All e-learning courses are fully online and accessible via the web. The fully online course delivery blends the best of independent flexible study with the benefits of belonging to a supportive cohort. Course members can organise their study around busy schedules while at the same time enjoying interaction with colleagues and experienced e-facilitators in virtual classroom spaces. Additional support is provided through telephone and email communication; excellent library facilities for local and distance students; and ICT resources. Students are not assumed to be expert with digital technologies. It is only necessary to be computer literate and enthusiastic to learn more about this field.

Course participants engage in e-learning experiences while developing their own skills and expertise in the wider applications of digital technologies in education. Courses provide opportunities to connect current research with workplace experiences; to develop confidence and competence in designing, implementing, evaluating and researching various aspects of e-learning in traditional classrooms and online or blended contexts; and to develop critical analysis skills within a theoretical context to inform and lead practice.

The Postgraduate Diploma in Education (e-Learning and Digital Technologies) consists of three compulsory courses and one optional course totalling 1.0 EFTS. Please refer to the Schedule of Courses that follow.

Programme Structure

Duration

The PGDipEd (e-Learning and Digital Technologies) may be completed part-time over a period of up to four years or as a one-year full-time qualification, usually for those with study award leave.

Fees

Please refer to the Course Information website for up to date fees information: http://www.canterbury.ac.nz/courses/

Schedule of Courses

Compulsory Courses:
Select at least three courses (0.75 EFTS) from the following:
EDEM 627 e-Learning and Pedagogy: Effective Strategies for the Classroom
EDEM 628 Best Practice in Online Teaching and Learning
EDEM 629 Teaching Meets Technology: Reading and Planning Research
EDEM 630 Change with Digital Technologies in Education

Optional Courses:
One course (0.25 EFTS) (or two courses of 0.125 EFTS) may be selected from the schedule of courses for the MEd. Students are encouraged to seek academic advice regarding their course selection.

For further information on the courses listed above please refer to the Course Catalogue.

Admission

The entry criteria is a bachelor’s degree (or equivalent).

Pathways

The compulsory courses, EDEM 627-630, may also be used as single courses for the MEd, the PGDipEd and the PGCertEd, subject to the same entry criteria.

Please refer to the Faculty of Education section of the UC Calendar http://www.canterbury.ac.nz/publications/calendar.shtml for official University regulations and policies for this programme.

The Postgraduate Diploma in Education (e-Learning and Digital Technologies) can lead to the Masters and Doctoral study. The College of Education offers Master of Education and PhD degrees.
The PGDipEd (Hōaka Pounamu) is designed to extend and develop teachers in the use of Te Reo Māori in the classroom. These qualifications are ideal for early childhood, primary and secondary teachers who are teaching te reo Māori in mainstream, bilingual and immersion settings.

The courses are all offered on campus. The Diploma offers courses which are grounded in te reo Māori language teaching pedagogy, language revitalisation and bilingual and immersion education.

The Postgraduate Diploma in Education (Hōaka Pounamu) consists of three compulsory courses and one optional course totalling 1.0 EFTS. Please refer to the Schedule of Courses listed below.

Programme Structure

Each block represents a 0.25 EFTS course.

The Postgraduate Diploma in Education (Hōaka Pounamu) consists of three compulsory courses and one optional course totalling 1.0 EFTS. Please refer to the Schedule of Courses listed.

Duration

The PGDipEd (Hōaka Pounamu) may be completed part-time over a period of up to four years or as a one-year full-time qualification, usually for those with study award leave.

Fees

Please refer to the Course Information website for up to date fees information: http://www.canterbury.ac.nz/courses/

Schedule of Courses

Compulsory Courses:
EDEM 649 Te Tiriti i Te Ao Mātauranga
EDEM 656 Tikanga and Rautaki Whakaako Reo
EDEM 657 Whakaora Reo – Language Revitalisation
EDEM 658 Mātauranga Māori Hei Marautanga

Admission

The entry criteria are a bachelor’s degree (or equivalent). A registered teacher with a diploma of teaching may be granted admission ad eundum with approval of the Dean of Faculty. In addition, teachers applying for the course must have a basic knowledge of Te Reo Māori before they start the course. If you do not meet this requirement please enquire about suitable preliminary courses.

Please refer to the Faculty of Education section of the UC Calendar http://www.canterbury.ac.nz/publications/calendar.shtml for official University regulations and policies for this programme (The 2010 is expected to be published in December).

Pathways

The Postgraduate Diploma in Education (Hōaka Pounamu) can lead to Masters and Doctoral study. The College of Education offers Master of Education and PhD degrees.

Enrolment

Applicants must complete the Application for Programme Entry and submit with verified relevant certificates and transcripts by September in the year prior to the course start (late applications may be accepted). Students must also Apply to Enrol by 10 January, 2012.

For further information

Please contact:

Nichole Gully
PGDipEd (Hōaka Pounamu) Coordinator
College of Education, University of Canterbury
Private Bag 4800
Christchurch 8140
New Zealand
Email: nichole.gully@canterbury.ac.nz
Phone: +64 3 34 58199
Postgraduate Diploma in Education (Inclusive and Special Education)  

PGDipEd(IncSpEd)

The Postgraduate Diploma in Education is designed to give teachers, counsellors and other educational professionals the opportunity to improve their professional practice and to critically examine significant issues in education. The Diploma develops research skills and investigates theories and practices in a range of areas of education. Through a range of learning experiences across courses the programme aims to develop a rigorous approach to the theory/practice nexus in the field of Inclusive and Special Education.

The Postgraduate Diploma in Education endorsed in Inclusive and Special Education is designed to give students interested in this area of education the opportunity to improve their professional knowledge, practice, and ability to critically examine significant educational issues. The specific goals of the endorsed programme are to enable participants to:

1. Systematically analyse and engage in research in the field of inclusive and special education.
2. Understand controversies in the fields of inclusive and special education.
3. Critically examine policies and procedures in inclusive and special education.
4. Work effectively with children and young people with special education needs, professionals, parents, and whānau in inclusive and special education.

Programme Structure

<table>
<thead>
<tr>
<th>Course</th>
<th>Compulsory Course</th>
<th>Restricted Optional Courses</th>
<th>Optional Course</th>
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<tbody>
<tr>
<td>EDEM 620</td>
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<td>EDEM 618</td>
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<td>EDEM 625</td>
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<tr>
<td>EDEM 685</td>
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Each block represents a 0.25 EFTS course. The PGDipEd(Inclusive and Special Education) consists of three compulsory courses and one optional course totalling 1.0 EFTS. Please refer to the Schedule of Courses listed below.

Duration

One year full-time, up to four years part-time.

Fees

Please refer to the Course Information website for up to date fees information: http://www.canterbury.ac.nz/courses/

Schedule of Courses

**EDEM 620 Inclusive and Special Education**

* And at least two from the following restricted options:
  - EDEM 618 Dyslexia: Identification and Intervention
  - EDEM 619 Education of the Gifted Learner: Issues and Strategies for New Zealand Education
  - EDEM 624 Autism Spectrum Disorders
  - EDEM 625 Challenging Behaviours: Positive and Effective Management
  - EDEM 685 Special Topic: Culturally Inclusive Pedagogies: Motivating Diverse Learners

And an additional 30 points from the MEd Schedule.

Admission

Candidates must be approved for the Diploma by the Dean of Education, and have either:

- qualified for any appropriate degree in New Zealand with two 300-level courses in Education; or any appropriate degree in New Zealand and have either completed a minimum one-year teacher training course or have experience as a teacher, educator or counsellor, or satisfied the conditions for admission to the endorsed diplomas; and
- qualified for any appropriate degree in New Zealand and completed the Postgraduate Certificate in Education; and
- been admitted to Eundem Statum.

The relevance and standard of undergraduate studies and any subsequent professional work experience are the main criteria of approval. Students will normally be expected to have at least a B average in their 300-level courses.

Pathways

The Postgraduate Diploma in Education (Inclusive and Special Education) can lead to the Master of Education with an endorsement in Inclusive and Special Education (students complete by thesis – EDEM 690 or EDEM 691), or an unendorsed Master of Education (students may complete 120 points via course work, thesis or a combination). It can also lead to Doctoral study. Candidates wishing to enrol in a thesis for the Master of Education following the award of this Diploma must complete at least 0.25 EFTS of approved research methodology courses prior to enrolling in the thesis.

Enrolment

Applications must complete the Application for Award Entry and submit with verified relevant certificates and transcripts as directed.

Note: transcripts may not be required for students who completed entry qualifications at the University of Canterbury or the Christchurch College of Education.

Applications can be downloaded from the College website: http://www.education.canterbury.ac.nz/study/postgrad.shtml. Students must also Apply To Enrol in courses by 10 January, 2012. See enrolments page 45.

Study awards and scholarships may be available through the Ministry of Education. For more information visit www.minedu.govt.nz

For further information

Please contact:

**Professor John Everatt**

School of Literacies and Arts in Education  
College of Education, University of Canterbury  
Private Bag 4800  
Christchurch 8140  
New Zealand

Phone: +64 3 364 2987  
Email: john.everatt@canterbury.ac.nz
The Postgraduate Diploma in Education (Leadership) is designed for those already holding leadership positions and positions of responsibility in all education sectors, and those who are planning for future promotion as principals, senior and middle management. The courses are offered by distance delivery. Course members receive course materials on CD and use the UC Learn site for online learning. Communication is by telephone, email and through on-line support. There is a high level of support for academic writing, use of the library, discussion of assignments and pastoral matters. The courses are grounded in educational workplace experience of teaching and leadership, developing skills of critical analysis within a theoretical context and against a background of applied research.

Programme Structure

Postgraduate Diploma in Education (Leadership)

<table>
<thead>
<tr>
<th>Compulsory Courses</th>
<th>Optional Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDEM 634</td>
<td>EDEM 635</td>
</tr>
<tr>
<td>One of: EDEM 637-639</td>
<td></td>
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</tbody>
</table>

Each block represents a 0.25 EFTS course.

The Postgraduate Diploma in Education (Leadership) consists of three compulsory courses and one optional course totalling 1.0 EFTS. Please refer to the Schedule of Courses listed below.

Duration

The PG DipEd (Leadership) may be completed part-time over a period of up to four years or as a one-year full-time qualification, usually for those with study award leave.

Fees

Please refer to the Course Information website for up to date fees information:
http://www.canterbury.ac.nz/courses/

Schedule of Courses

Compulsory Courses:
- EDEM 634 Leadership of Learning
- EDEM 635 Leadership of Effective Teaching
- and one of:
  - EDEM 637 Distributing Leadership for Learning
  - EDEM 638 Curriculum Leadership
  - EDEM 639 Leadership for School and Centre Improvement

Optional Courses:
- An approved course with a leadership component from the MEd schedule, including any course EDEM 637 - 9 not selected as the compulsory course. Consideration should be given to selecting 30 points (2 x 15 point courses) research methodology courses for those intending to continue onto Masters study (EDEM693-8).

For further information on the courses listed above please refer to the Course Catalogue.

Admission

The entry criteria is a bachelor's degree (or equivalent), senior or middle management experience and five years teaching experience. The compulsory courses, EDEM 634-635, EDEM637-639 may also be used as single courses for the MEd, the PG DipEd and the PGCertEd, subject to the same entry criteria.

Please refer to the Faculty of Education section of the UC Calendar http://www.canterbury.ac.nz/publications/calendar.shtml for official University regulations and policies for this programme.

Pathways

The Postgraduate Diploma in Education (Leadership) can lead to the Masters and Doctoral study. The College of Education offers Master of Education and PhD degrees.

Enrolment

Applicants must complete the Application for Award Entry and submit with verified relevant certificates and transcripts as directed.

Note: transcripts may not be required for students who completed entry qualifications at the University of Canterbury or the Christchurch College of Education.

Applications can be downloaded from the College website: http://www.education.canterbury.ac.nz/study/postgrad.shtml. Students must also Apply To Enrol in courses by 10 January, 2012. See enrolments page 45.

For further information

Please contact:
Jan Daley (to December, 2011)
PG DipEd (Leadership) Coordinator
College of Education, University of Canterbury
Private Bag 4800
Christchurch 8140
New Zealand

Email: jan.daley@canterbury.ac.nz
Phone: +64 3 364 2987 ext 44248

Susan Lovett (from January, 2012)
PG DipEd (Leadership) Coordinator
College of Education, University of Canterbury
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Christchurch 8140
New Zealand

Email: susan.lovett@canterbury.ac.nz
Phone: +64 3 345 8108
Postgraduate Diploma in Education (Literacy)  
PGDipED(Literacy)

The PGDipEd (Literacy) critically examines literacy achievement and underachievement through a combination of theory and practice. Studies focus on the shifts of developmental theories and best classroom practice. It also incorporates study of Children’s literature. Building on the substantial base of the compulsory course, students are offered an opportunity to explore in depth other complex issues around literacy education, in the light of current thinking.

Programme Structure

- **Compulsory Course**: EDEM 607
- **Optional Courses**:
  - EDEM 616: Critical Literacy in Children’s Literature and Media Texts
  - EDEM 617: Enhancing Reading Development for Young Children at Risk
  - EDEM 618: Dyslexia: Identification and Intervention
  - Plus 30 points selected from the MEd schedule.

Each block represents a 0.25 EFTS course.

The Postgraduate Diploma in Education (Literacy) consists of one compulsory course and three optional courses totalling 1.0 EFTS. Please refer to the Schedule of Courses listed below.

Duration

The PGDipEd (Literacy) may be completed part-time over a period of up to four years or as a one-year full-time qualification, usually for those with study award leave.

Fees

Please refer to the Course Information website for up to date fees information: http://www.canterbury.ac.nz/courses/

Schedule of Courses

**Compulsory Course**:
EDEM 607 Contemporary Issues in Literacy Education

**Optional Courses**: (select at least two)
- EDEM 616 Critical Literacy in Children’s Literature and Media Texts
- EDEM 617 Enhancing Reading Development for Young Children at Risk
- EDEM 618 Dyslexia: Identification and Intervention

Plus 30 points selected from the MEd schedule.

Admission

Candidates must be approved for the diploma by the Dean of Education, and have either:
- qualified for any appropriate degree in New Zealand with two 300-level courses courses in Education; or any appropriate degree in New Zealand and have either completed a minimum one-year teacher training course or have experience as a teacher, educator or counsellor, or satisfied the conditions for admission to the endorsed diplomas
- qualified for any appropriate degree in New Zealand and completed the Postgraduate Certificate in Education
- been admitted Ad Eundem Statum.

The relevance and standard of undergraduate studies and any subsequent professional work experience are the main criteria of approval. Students will normally be expected to have at least a B average in their 300-level courses.

Pathways

The Postgraduate Diploma in Education (Literacy) can lead to Masters and Doctoral study. The College of Education offers Master of Education and PhD degrees.

Enrolment

Applicants must complete the Application for Award Entry and submit with verified relevant certificates and transcripts as directed.

Note: transcripts may not be required for students who completed entry qualifications at the University of Canterbury or the Christchurch College of Education.

Applications can be downloaded from the College website: http://www.education.canterbury.ac.nz/study/postgrad.shtml. Students must also Apply To Enrol in courses by 10 January, 2012. See enrolments page 45.

Please contact:

Faye Parkhill  
PGDipEd(Literacy) Coordinator  
College of Education, University of Canterbury  
Private Bag 4800  
Christchurch 8140  
New Zealand  
Email: faye.parkhill@canterbury.ac.nz  
Phone: +64 3 345 8284
Postgraduate Diploma in Education (Teaching and Learning Languages) **PGDipEd(TLL)**

In the contemporary educational setting, effective and responsive educators must continually strive to enhance their ability to serve the diverse learning and achievement needs and aspirations of the students in their classroom, particularly students for whom English is an additional language. The PGDipEd (Teaching and Learning Languages) is designed to support experienced educators in extending their understanding of the importance of a bilingual/bicultural learning context for learners in Aotearoa/New Zealand, and support them in developing the skills needed to work effectively within these contexts. Through the programme, educators will engage with the current national and international research and literature in additional language teaching methodology, programme and curriculum design, and assessment, while also enhancing their inquiry and research skills.

The PGDipEd (TLL) programme serves the professional development needs of a variety of teachers engaged in languages teaching, including:

- **EFL and other languages who are seeking a language teaching qualification, including native speakers of languages other than English;**
- **generalist primary teachers who may now be teaching language to their students as a result of the introduction of the new Learning Languages area of The New Zealand Curriculum (2007);**
- **teachers who are supporting Māori students in transitioning from immersion/bilingual programs into English medium contexts; and**
- **school leaders supporting teacher learning, curriculum development, and/or policy implementation for engaging diverse learners.**

### Programme Structure

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Description</th>
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<tbody>
<tr>
<td>EDEM 631</td>
<td>Compulsory Courses</td>
</tr>
<tr>
<td>EDEM 632</td>
<td>Compulsory Courses</td>
</tr>
<tr>
<td></td>
<td>Optional Courses</td>
</tr>
</tbody>
</table>

Compulsory – EDEM 631 and EDEM 632
Optional - 60pts in approved courses from the schedules of the MEd or MA degrees.

### Schedule of Courses

Please refer to courses MEd and MA schedules

### Admission

Candidates must be approved for the diploma by the Dean of Education, and have either:

- qualified for any appropriate degree in New Zealand with two 300-level courses in Education; or any appropriate degree in New Zealand and have either completed a minimum one-year teacher training course or have experience as a teacher, educator or counsellor, or satisfied the conditions for admission to the endorsed diplomas
- qualified for any appropriate degree in New Zealand and completed the Postgraduate Certificate in Education
- been admitted Ad Eundem Statum.

The relevance and standard of undergraduate studies and any subsequent professional work experience are the main criteria of approval. Students will normally be expected to have at least a B average in their 300-level courses.

Please refer to the Faculty of Education section of the UC Calendar http://www.canterbury.ac.nz/publications/calendar.shtml for official University regulations and policies for this programme.

### Pathways

The Postgraduate Diploma in Education can lead to the Masters and Doctoral study. The College of Education offers Master of Education and PhD degrees. Candidates wishing to enrol in a thesis for the Master of Education following the award of this Diploma must complete 30pts of approved research methodology courses.

### Enrolment

Applicants must complete the Application for Award Entry and submit with verified relevant certificates and transcripts as directed.

Note: transcripts may not be required for students who completed entry qualifications at the University of Canterbury or the Christchurch College of Education.

Applications can be downloaded from the College website: http://www.education.canterbury.ac.nz/study/postgrad.shtml. Students must also Apply To Enrol in courses by 10 January, 2012. See enrolments page 45.

### For further information

Please contact:
Prof Letitia Fickel
Programme coordinator
School of Māori, Social and Cultural Studies
College of Education, University of Canterbury
Private Bag 4800
Christchurch 8140
New Zealand
Phone: +64 3 345 8460 Extn 44460
Email: letitia.fickel@canterbury.ac.nz

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Fees

One year full-time, up to four years part-time.

Duration

One year full-time, up to four years part-time.

Schedule of Courses

Please refer to courses MEd and MA schedules.
Postgraduate Diploma in Specialist Teaching (Deaf and Hearing Impairment) PGDipSpTch(Deaf and Hearing Impairment)

The PGDipSpTch endorsed in Deaf and Hearing Impairment is part of the postgraduate specialist teaching programme developed by leading educators and researchers from the University of Canterbury and Massey University. It is one of the programmes designed to develop core and specialist knowledge and skills relevant to the field of Deaf and Hearing Impairment within the context of specialist and interprofessional practice including; Deaf culture, language and communication, literacy, audiology and assistive technology.

Deaf education is an exciting field, providing opportunities to support Deaf students or students with a hearing impairment to ensure they achieve academic success. Children and young people who are Deaf or have a hearing impairment often have unique learning needs. Families, whānau, teachers and schools may need support to provide the best learning environments for these students.

This qualification utilises an inquiry-based interprofessional learning model. It will employ a range of distance and blended delivery options that provide a range of flexible learning options for all students regardless of location. Students will be provided with learning pathways in to and out of postgraduate qualifications.

Duration
A candidate will normally complete the Diploma within 24 months of part-time study from the date of first enrolment. Candidates would normally complete EDST601 and EDST621 in their first 12 months study and EDST622 and EDST623 in their second 12 months of study.

Programme Structure
Students complete one compulsory core theory and foundations course (30 credits), and three compulsory courses (90 credits) from one of the endorsement schedules. Each endorsement includes one specialist theory and foundations course, one professional practice course (including practical assignments) and one extended practicum course including experience in specialty practice settings.

EDST 601  EDST 621  EDST 622  EDST 623

For further information on the courses listed above please refer to Course Catalogue.

The programme will be delivered via the Flexible Learning Option. This involves a combination of on-campus block courses (eg 2 weeks each year) and self-directed study using a variety of online resources available via the University's online learning management system. Access to broadband internet is therefore essential.

Fees
Please refer to the Course Information website for up to date fees information: http://www.canterbury.ac.nz/courses/

Study awards and scholarships may be available through the Ministry of Education. For more information visit http://www.minedu.govt.nz/sesstudyawards

Schedule of Courses
EDST 601 Core Theory and Foundations of Specialist Teaching
EDST 621 Theory and Foundations of Deaf and Hearing Impairment
EDST 622 Evidence-based Practice in Deaf and Hearing Impairment
EDST 623 Practicum in Deaf and Hearing Impairment

Admission
1 Qualifications Required to Enrol in the Diploma
Every candidate for the Postgraduate Diploma in Specialist Teaching shall:
(a) have either
i. qualified for a New Zealand teacher education degree; or
ii. qualified for a recognised three year diploma in early childhood, primary, or secondary teaching in New Zealand; and,
iii. hold current teacher registration in New Zealand; and,
iv. normally acquired at least two years experience as a teacher or educator in a recognised educational, work-place or community setting; or,
v. been admitted ad eundem statum to enrol for the PGDipSpTch; and,

(b) been approved as a candidate for the Diploma by the Dean of Education.

Notes:
a) The relevance and standard of undergraduate studies and any subsequent professional work experience are the main criteria of approval.
b) Candidates who do not hold current New Zealand professional Registration will be required to undergo police vetting prior to gaining entry into the programme. Such candidates must meet requirements equivalent to those set down by the New Zealand Teachers Council for registration as a teacher in terms of character and fitness to be a teacher.

Candidates for whom English is a second language must provide evidence of IELTS (Academic) 7.0 with no individual score below 7.0 (or the equivalent TOEFL score) or other evidence that is acceptable to the Dean of Postgraduate Studies.

Enrolment
Applications must complete the Application for Award Entry and submit with verified relevant certificates and transcripts as directed.

Note: transcripts may not be required for students who completed entry qualifications at the University of Canterbury or the Christchurch College of Education.

Applications can be downloaded from the College website: http://www.education.canterbury.ac.nz/study/postgrad.shtml. Students must also Apply To Enrol in courses by 10 January, 2012. See enrolments page 45.

For further information
Please contact:
Dr Dean Sutherland
PGDipSpTch(Deaf and Hearing Impairment)
Programme Coordinator
Email: dean.sutherland@canterbury.ac.nz
Phone: +64 3 364-2987
Postgraduate Diploma in Specialist Teaching (Early Intervention)
PGDipSpTch(Early Intervention)

The PGDipSpTch endorsed in Early Intervention is part of the postgraduate specialist teaching programme developed by leading educators and researchers from the University of Canterbury and Massey University. It is one of the programmes designed to develop core and specialist knowledge and skills relevant to the field of early intervention within the context of interprofessional practice.

Early intervention is an exciting field, providing opportunities to support families and early childhood educators so that infants and young children can make early gains toward reaching their potential. Children in early intervention range in age from birth to 5 years, and have special learning, development and behavioural needs. Families and early childhood centres may need support to help the children learn and develop their competencies prior to school entry. This new qualification utilises an inquiry-based interprofessional learning model. It will employ a range of distance and blended delivery options that provide a range of flexible learning options for all students regardless of location. Students will be provided with learning pathways in to and out of postgraduate qualifications.

Duration
A candidate will normally complete the Diploma within 24 months of half-time study from the date of first enrolment. Candidates would normally complete EDST601 and EDST631 in their first 12 months study and EDST632 and EDST633 in their second 12 months of study.

Programme Structure
Students complete one compulsory core theory and foundations course (30 credits), and three compulsory courses (90 credits) from one of the endorsement schedules. Each endorsement includes one specialist theory and foundations course, one professional practice course (including practical assignments) and one extended practicum course including experience in specialty practice settings.

Schedule of Courses
EDST 601 Core Theory and Foundation of Specialist Teaching
EDST 631 Theory and Foundations of Early Intervention
EDST 632 Evidence-based Practice in Early Intervention
EDST 633 Practicum in Early Intervention

Admission
Every candidate for the Postgraduate Diploma in Specialist Teaching shall:
(a) have either
i. qualified for a New Zealand teacher education degree; or
ii. qualified for a recognised three year diploma in early childhood, primary, or secondary teaching in New Zealand and,
iii. hold current teacher registration in New Zealand; and,
iv. normally acquired at least two years experience as a teacher or educator in a recognised educational, work-place or community setting; or,
v. been admitted ad eundem statum to enrol for the PGDipSpT; and,
(b) been approved as a candidate for the Diploma by the Dean of Education.

Notes:
(a) The relevance and standard of undergraduate studies and any subsequent professional work experience are the main criteria of approval.
(b) Candidates who do not hold current New Zealand professional Registration will be required to undergo police vetting prior to gaining entry into the programme. Such candidates must meet requirements equivalent to those set down by the New Zealand Teachers Council for registration as a teacher in terms of character and fitness to be a teacher.

Candidates for whom English is a second language must provide evidence of IELTS (Academic) 7.0 with no individual score below 7.0 (or the equivalent TOEFL score) or other evidence that is acceptable to the Dean of Postgraduate Studies.

Enrolment
Applicants must complete the Application for Award Entry and submit with verified relevant certificates and transcripts as directed.

Note: transcripts may not be required for students who completed entry qualifications at the University of Canterbury or the Christchurch College of Education.

Applications can be downloaded from the College website: http://www.education.canterbury.ac.nz/study/postgrad.shtml. Students must also Apply To Enrol in courses by 10 January, 2012. See enrolments page 45.

For further information
Please contact:
Dr Dean Sutherland
Programme Coordinator
Email: dean.sutherland@canterbury.ac.nz
Phone: +64 3 364 2545

For further information on the courses listed above please refer to Course Catalogue.
The programme will be delivered via the Flexible Learning Option (FLO). This involves a combination of on-campus block courses and self-directed study using a variety of online resources available via the University’s online learning management system. Access to broadband internet is therefore essential.

Fees
Please refer to the Course Information website for up to date fees information: http://www.canterbury.ac.nz/courses/
Study awards and scholarships may be available through the Ministry of Education. For more information http://www.minedu.govt.nz/sestudyawards
Postgraduate Diploma in Specialist Teaching (Learning and Behaviour) **PGDipSpTch**(Learning and Behaviour)

The PGDipSpTch is a programme designed to develop core and specialist knowledge/skills/practices relevant to the field of special and inclusive education including: the history of special and inclusive education; models of disability and diversity; relevant curricula, legislation, documents and policies; learning and assessment theories and practices; effective interventions; individualised education planning; culturally appropriate collaborative practice; evidence-based, ethical and reflective practice; interprofessional communities of practice.

The field of learning and behaviour is an exciting area, providing opportunities to support students who experience learning and behaviour difficulties in educational settings to ensure they reach their potential. Students who experience learning and behaviour difficulties often have unique learning and social needs. Families, whānau, teachers and schools may need support to provide the best learning environments for these students. There has been enormous growth in research identifying powerful strategies and techniques that can support the learning and development of students. A graduate of this programme will acquire this knowledge and practice skills, as well as develop strategies for ongoing professional development.

This endorsed qualification will adopt and implement an inquiry-based interprofessional learning model. It will employ a range of distance and blended delivery options that provide a range of flexible learning options for all students regardless of location. Students will be provided with learning pathways in to and out of postgraduate qualifications.

**Programme Structure**

Students complete one compulsory core theory and foundations course (30 credits), and three compulsory courses (90 credits) from one of the endorsement schedules. Each endorsement includes one specialist theory and foundations course, one professional practice course (including practical assignments) and one practicum course including experience in specialty practice settings.

For further information on the courses listed above please refer to Course Catalogue. The programme will be delivered via the Flexible Learning Option. This involves a combination of on-campus block courses (eg 2 weeks each year) and self-directed study using a variety of online resources available via the University’s online learning management system. Access to broadband internet is therefore essential.

**Fees**

Please refer to the Course Information website for up to date fees information: [http://www.canterbury.ac.nz/courses/](http://www.canterbury.ac.nz/courses/)

Study awards and scholarships may be available through the Ministry of Education. For more information visit [http://www.minedu.govt.nz/sestudyawards](http://www.minedu.govt.nz/sestudyawards)

**Schedule of Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>EDST 601</td>
<td>Core Theory and Foundations of Specialist Teaching</td>
</tr>
<tr>
<td>EDST 641</td>
<td>Theory and Foundations of Learning and Behaviour Diversity</td>
</tr>
<tr>
<td>EDST 642</td>
<td>Evidence-based Practice in Learning and Behaviour Diversity</td>
</tr>
<tr>
<td>EDST 643</td>
<td>Practicum in Learning and Behaviour Diversity</td>
</tr>
</tbody>
</table>

**Admission**

(a) have either

i. qualified for a New Zealand teacher education degree; or

ii. qualified for a recognised three year diploma in early childhood, primary, or secondary teaching in New Zealand; and,

iii. hold current teacher registration in New Zealand; and,

iv. normally acquired at least two years experience as a teacher or educator in a recognised educational, workplace or community setting; or,

v. been admitted ad eundem statum to enrol for the PGDipSpTch; and,

(b) been approved as a candidate for the Diploma by the Dean of Education.

**Notes:**

a) The relevance and standard of undergraduate studies and any subsequent professional work experience are the main criteria of approval.

b) Candidates who do not hold current New Zealand professional Registration will be required to undergo police vetting prior to gaining entry into the programme. Such candidates must meet requirements equivalent to those set down by the New Zealand Teachers Council for registration as a teacher in terms of character and fitness to be a teacher.

Candidates for whom English is a second language must provide evidence of IELTS (Academic) 7.0 with no individual score below 7.0 (or the equivalent TOEFL score) or other evidence that is acceptable to the Dean of Postgraduate Studies.

**Enrolment**

Applicants must complete the Application for Award Entry and submit with verified relevant certificates and transcripts as directed.

**Note:** transcripts may not be required for students who completed entry qualifications at the University of Canterbury or the Christchurch College of Education.

Applications can be downloaded from the College website: [http://www.education.canterbury.ac.nz/study/postgrad.shtml](http://www.education.canterbury.ac.nz/study/postgrad.shtml). Students must also Apply To Enrol in courses by 10 January, 2012. See enrolments page 45.

**For further information**

Please contact:

**Professor Garry Hornby**

Programme Coordinator

**Email:** garry.hornby@canterbury.ac.nz

**Phone:** +64 3 364 2987 ext 4906

**Duration**

A candidate will normally complete the Diploma within 24 months of part-time study from the date of first enrolment. Candidates would normally complete EDST601 and EDST641 in their first 12 months study and EDST642 and EDST643 in their second 12 months of study.
Postgraduate Certificate in Education
PGCertEd

The Postgraduate Certificate in Education is designed to give teachers, counsellors and other educational professionals the opportunity to improve their professional practice and examine critically significant issues in education. The Certificate can be a pathway to the Master of Education.

Programme Structure
Postgraduate Certificate in Education

Optional Courses
Each block represents a 0.25 EFTS course.

The course of study for the Postgraduate Certificate in Education comprises courses equivalent to 0.5 EFTS listed in the Schedule to the Master of Education Regulations (excluding EDEM 680, EDEM 690, EDEM 691).

Duration
A candidate must complete the qualifications for the Postgraduate Certificate in Education within two years of the date of first enrolment.

Fees
Please refer to the Course Information website for up to date fees information:
http://www.canterbury.ac.nz/courses/

Schedule of Courses
Please refer to courses EDEM 601-687 in the Course Catalogue.

Admission
Candidates must be approved as a candidate for the Certificate by the Dean of Education, and have either:
• qualified for any appropriate degree in New Zealand with two 300-level courses in Education; or
• qualified for any appropriate degree in New Zealand and have either completed a minimum one-year teacher training course or have experience as a teacher, educator or counsellor; or
• been admitted Admission Ad Eundem Statum.

The relevance and standard of undergraduate studies and any subsequent professional work experience are the main criteria of approval.

Please refer to the Faculty of Education section of the UC Calendar http://www.canterbury.ac.nz/publications/calendar.shtml for official University regulations and policies for this programme.

Pathways
The Postgraduate Certificate in Education can lead to Postgraduate Diploma or Masters study. The College of Education offers a Postgraduate Diploma in Education and a Master of Education. Students interested in enrolling in the Certificate should be advised that they should not graduate with the award if they wish to credit courses studied to the Postgraduate Diploma in Education or the Master of Education.

Enrolment
Applicants must complete the Application for Award Entry and submit with verified relevant certificates and transcripts as directed.

Note: transcripts may not be required for students who completed entry qualifications at the University of Canterbury or the Christchurch College of Education.

Applications can be downloaded from the College website: http://www.education.canterbury.ac.nz/study/postgrad.shtml. Students must also Apply To Enrol in courses by 10 January, 2012. See enrolments page 45.

For further information
Please contact:
Professor John Everatt
School of Literacies and Arts in Education
College of Education, University of Canterbury
Private Bag 4800
Christchurch 8140
New Zealand
Phone: +64 3 364 2987 ext 4003
Email: john.everatt@canterbury.ac.nz
The Postgraduate Certificate in Tertiary Teaching aims to produce effective, professional tertiary teachers. Central to the programme is the notion of teacher practitioner as lifelong learner. To this end, the programme adopts a “learner-centred” and experiential approach that is situated within participants’ own professional practices. Building on participants’ prior experiences, the programme uses teaching methods that encourage the further development of existing knowledge, skills and attitudes. It seeks to build participants’ competencies and confidence as teachers and encourage them to take further responsibility for their own learning. The programme curriculum is underpinned by a commitment to scholarship: the notion that all teaching should be embedded in a search for knowledge and on-going critical inquiry into practice. Participants are encouraged to begin research into their own teaching and how their students learn in the context of that teaching. This approach emphasises the essential inter-relation of teaching and research. Literature on learning and teaching is introduced systematically and participants are guided to develop comparative frameworks for critical application in their own practices. In particular, the programme highlights the critical application of literature on how students learn to four dimensions of teaching: planning, delivery, assessment of learning, and evaluation of practice. At all times the focus of attention is on the improvement of practice in terms of student learning outcomes.

### Programme Structure

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
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<tbody>
<tr>
<td>HEDN 601</td>
<td>Compulsory Courses</td>
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<td>HEDN 602</td>
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<td>HEDN 603</td>
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<tr>
<td>HEDN 604</td>
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</tbody>
</table>

**Compulsory Courses**

- HEDN 601, HEDN 602, HEDN 603, HEDN 604

### Duration

One year full-time, up to four years part-time.

### Fees

Please refer to the Course Information website for up to date fees information: [http://www.canterbury.ac.nz/courses/](http://www.canterbury.ac.nz/courses/)

### Admission

(a) Every candidate for the Postgraduate Certificate in Tertiary Teaching shall, before enrolling for the Certificate, fulfil the following conditions:

1. be practising in tertiary teaching, and either
2. be a graduate, or
3. have alternative qualifications or experiences which are considered equivalent to those of a graduate in the field in which the applicant is teaching.

(b) Every candidate for the Postgraduate Certificate in Tertiary Teaching shall be approved as a candidate by the Chair of the Board of Studies Tertiary Teaching.

### Enrolment

Applicants must complete the Application for Award Entry and submit with verified relevant certificates and transcripts as directed.

Note: transcripts may not be required for students who completed entry qualifications at the University of Canterbury or the Christchurch College of Education.

Applications can be downloaded from the College website: [http://www.education.canterbury.ac.nz/study/postgrad.shtml](http://www.education.canterbury.ac.nz/study/postgrad.shtml). Students must also Apply To Enrol in courses by 10 January, 2012. See enrolments page 45.

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**Postgraduate Certificate in Tertiary Teaching**

**PGCertTT**

**Programme Coordinator**

Dr Billy O’Steen

School of Educational Studies and Human Development.

College of Education, University of Canterbury

Private Bag 4800

Christchurch 8140

New Zealand

Phone: +64 3 022 074 5296

Email: billy.osteen@canterbury.ac.nz

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**For further information**

Please contact:
Bachelor of Teaching and Learning (Early Childhood or Primary) via Upgrade BTchLn(Early Childhood)/BTchLn(Primary)

Note: There are no new enrolments in the Primary Upgrade.

The Bachelor of Teaching and Learning (BTchLn) is an NZQA-approved Bachelor’s degree and is rated as Q3 for salary purposes. To graduate with a BTchLn (Early Childhood) or (Primary) you need:

- Diploma in Teaching (Early Childhood) or (Primary) which leads to teacher registration;
- Two Compulsory courses:
  1. EDTL 746 Investigating Issues in the Curriculum
  2. EDTL 747 Studies in Teaching and Learning Theory
- Six courses at Level 7 *

Programme Structure

Students holding a three-year Diploma of Teaching and eligible for New Zealand Teacher Registration must complete the two compulsory courses and six selected courses.

*Teachers who have completed a Diploma of Teaching awarded by CCE or UC will need to complete both compulsory courses and three optional courses.

Other education or curriculum subject courses at level 7 may be credited to the BTchLn (ECE) Upgrade. For further information please contact a Student Advisor at the College of Education.

Duration

Students may complete in a maximum of six years part-time. Students are advised to enrol in one or two courses per semester as 10 hours per week of study time are required for each course.

Fees

Please refer to the Course Information website for up to date fees information:
http://www.canterbury.ac.nz/courses/

Schedule of Courses 2012

Compulsory Courses:
EDTL 746 Investigating Issues in the Curriculum
EDTL 747 Studies in Teaching and Learning Theory

Optional Courses:
EDTL 717 Classroom Based Research for Teachers
EDTL 718 Foundations of Teaching and Learning Languages (TESOL)
EDTL 719 Curriculum-based Language Learning for Diverse Learners (TESOL)
EDTL 722 Language and Communication in Early Childhood Education
EDTL 732 An Introduction to Elements of English Linguistics, Grammar and Usage
EDTL 738 Legislative Processes and Early Childhood Education in Aotearoa/New Zealand
EDTL 742 Supervision of Teachers and Student Teachers
EDTL 745 Transition to School
EDTL 748 Family/Whānau and Community in Early Childhood Education
EDTL 751 Guiding Young Children’s Social Development
EDTL 752 Designing Environments for Children
EDTL 753 Operational Management in Early Childhood Education
EDTL 754 Professional Guidance and Leadership in Early Childhood Education
EDTL 768 Academic Literacy for Tertiary Study
EDTL 778 Designing Programmes and Materials in Second Language Teaching
EDTL 795 Issues in the Education of the Gifted Learner
EDTL 796 Strategies for Teaching and Learning in Gifted Education

Additional optional courses may be selected from the Schedules to the Regulations for the Diploma in Children’s Literature (EDCL), Graduate Diploma in ICT in Education (EDIC) and the Graduate Diploma in the Education of Students with Special Teaching Needs (EDSN) as approved by the Dean of Education.

Application Process

To apply for entry into the BTchLn(ECE) via Upgrade programme, students must:
- download an Application into Award Form from http://www.education.canterbury.ac.nz
- send certified copies of their Diploma of Teaching certificate and transcript to the College of Education with the completed AAA form. Applications cannot be approved until documents have been received.
- UC Graduates do not need to attach transcripts.
- Students also need to apply To Enrol in courses by requesting an enrolment pack from the Contact Centre on 0800 VARSITY (827 748).
- Please refer to the Faculty of Education section of the UC Calendar http://www.canterbury.ac.nz/publications/calendar.shtml for official University regulations and policies for this programme.

Pathways

The BTchLn(ECE), and BTchLn(Primary) can lead to Honours, Postgraduate or Masters study.

The College of Education offers a BTchLn(Hons), various specialised and Postgrad Certificates and Diplomas, and the Master of Education.

Credit Transfer

Some courses may be cross-credited to the BTchLn from the following qualifications: GradDipICTEd, GCertOTL, DipChLit, CertChLit, GCertGiftedEd, GCertTESOL, GDipSTN, and DipTSD. No more than 50% of courses in any qualification may be cross-credited (i.e. counted towards more than one qualification). Contact a Student Advisor for details.

Study and Assessment

For most courses there will be a course outline, study guide, course reader, and two assignments. For Distance (D) courses, course materials will be posted at the beginning of the semester, once you are fully enrolled.

All assessments must be submitted through the Distance Material & Assignments Centre. Students should regularly access the UC student intranet ‘Learn’ and check their student emails.

More information is available on the university website: www.education.canterbury.ac.nz

Enrolment

Applicants must complete the Application for Award Entry and submit with verified relevant certificates and transcripts as directed.

Note: transcripts may not be required for students who completed entry qualifications at the University of Canterbury or the Christchurch College of Education.

Applications can be downloaded from the College website: http://www.education.canterbury.ac.nz/study/postgrad.shtml. Students must also apply to enrol in courses. Please see the ‘Enrolment Information’ section on page 45.

For further information

Please contact:
Student Advisor
College of Education
Phone: +64 3 343 7713
Email: education@canterbury.ac.nz
Diploma in Adult Teaching and Learning
DipADTL

Adult Education is about preparing people to become skilled educators of adults, who understand how adults learn best in a wide range of settings, from classroom to the community. Adult and community educators work in a variety of settings which may include: Community organisations, Tertiary Education institutions, Informal education settings, such as ESOL, home tutors, community centres, libraries, workplace training in Private companies.

The Diploma in Adult Teaching and Learning will develop effective teaching and training skills to enhance your capability as an educator of adults, whether you have had previous experience or not. It will help you understand why and how some adults learn differently from others and enable you to develop new programmes of teaching and learning effective in a range of different settings – in the workplace, the community or in the classroom.

Programme Structure
The Diploma in Adult Teaching and Learning comprises of 8 compulsory courses outlined below.
Participants may also enrol in individual courses as part of their professional development (with the exception of ADTL 786).

Semester One 2012
ADTL 581 Core Skills and Knowledge for Adult Teaching
ADTL 682 Facilitating Adult Learning in Groups
ADTL 783 Course Design, Assessment and Evaluation
ADTL 785 Adult Development, Learning and Transitions

Semester Two 2012
ADTL 784 Enhancing Performance as an Adult Educator
ADTL 787 Psychological Perspectives in Adult Teaching and Learning
ADTL 788 Current Issues in the Field of Adult Teaching and Learning

Any time Start
ADTL 786 Professional Practice Portfolio

Duration
The Diploma may be completed on a full-time or part-time basis.

Other than in exceptional circumstances approved by the Dean of Education, the maximum elapsed time from first enrolment will be four years.

Fees
Please refer to the Course Information website for up to date fees information: http://www.canterbury.ac.nz/courses/
2012
Domestic fee $622.00 per course
International fee $2,588.00 per course

Admission
(a) Candidates must satisfy the admission requirements of this University
(b) Every candidate for the Diploma shall have been approved as a candidate by the Dean of Education.

Enrolment
Students must complete the Application to Enrol form in the Enrolment Pack and Apply to Enrol through the Contact Centre. To request an Enrolment Pack or Apply to Enrol phone +64 3 364 2555 or freephone in NZ 0800 VARSITY (827 748).
An enrolment offer will be sent to you once your application is approved. You must accept your enrolment offer and pay your fees before you become officially enrolled.
Please note: International students must complete enrolment in person.

For further information
Please contact:
Dr Veronica (Ronnie) O’Toole
Programme coordinator
School of Educational Studies and Human Development
College of Education, University of Canterbury
Private Bag 4800
Christchurch 8140
New Zealand
Phone: 03 364 2987 ext: 44138
Email: veronica.o’toole@canterbury.ac.nz
Certificate in Learning Support CertLS

The Certificate in Learning Support (CertLS) covers supporting learning from early childhood through to early secondary school education. The CertLS is designed for:

- people working, or wishing to work, as teacher-aides or community support workers supporting disabled children, young people and adults in a variety of educational and community settings
- parents who are assisting or seeking to assist teaching staff

Programme Structure
Certificate in Learning Support

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>EDSL 101</td>
<td>Working in Inclusive Settings</td>
</tr>
<tr>
<td>EDSL 102</td>
<td>Introduction to Numeracy, Literacy and ICT in New Zealand Educational Settings</td>
</tr>
<tr>
<td>EDSL 103</td>
<td>Supporting Learning and Behaviour Needs</td>
</tr>
<tr>
<td>EDSL 104</td>
<td>Supporting Diverse Learners</td>
</tr>
</tbody>
</table>

Each block represents 0.0833 EFTS course.

Schedule of Courses

**Semester 1**
Distance delivery only
EDSL101 Working in Inclusive Settings
EDSL102 Introduction to Numeracy, Literacy and ICT in New Zealand Educational Settings

**Semester 2**
Distance delivery only
EDSL103 Supporting Learning and Behaviour Needs
EDSL104 Supporting Diverse Learners

Admission

Every candidate must be approved as a candidate by the Dean of Education and meet the entry requirements of the University.

Please refer to the Faculty of Education section of the UC Calendar http://www.canterbury.ac.nz/publications/calendar.shtml for official University regulations and policies for this programme.

Pathways

The CertLS can lead to teacher aide positions in early childhood centres and primary, intermediate, area and secondary schools, and can be a step towards meeting the academic entry requirements for Early Childhood or Primary Teacher Education programmes.

Enrolment

Please see the ‘Enrolment Information’ section on page 45.

For further information

Please contact:
Trish McMenamin
CertLS Coordinator
College of Education, University of Canterbury
Private Bag 4800
Christchurch 8140
New Zealand
Email: trish.mcmenamin@canterbury.ac.nz
Phone: +64 3 345 8214

Duration

Up to three years part-time.

Fees

Please refer to the Course Information website for up to date fees information:
http://www.canterbury.ac.nz/courses/
Doctor of Philosophy in Health Sciences

PhD

The PhD in Health Sciences is offered by thesis, not coursework, and the topic is negotiated/agreed with the supervisory team. The supervisory team supporting the candidate’s research project may be drawn from a range of health-related disciplines and local and overseas institutions. The Health Sciences Centre’s areas of special interest can be seen on the website: www.health.canterbury.ac.nz and include health systems, health care delivery, prevention and early intervention, health information management, health behaviour change, indigenous health issues, family health, men’s health, counselling, cancer epidemiology, etc.

Schedule of Courses

HLTH 790  Health Sciences PhD

Admission

New Zealand Bachelor’s degree with first or second class honours, or a Master’s degree at the standard of first or second class honours, or the equivalent.

Please refer to the 2012 UC Calendar http://www.canterbury.ac.nz/publications/calendar.shtml for full official University regulations and policies for this programme. (The 2012 UC Calendar is expected to be published in December.)

Enrolment

All students are encouraged to seek a senior supervisor prior to enrolment. Students should see ‘Supervisors’ section for a list of PhD Supervisors in Health Sciences and their research interests. You can either contact a supervisor directly or the Health Sciences Centre Office Administrator. Please email or post for consideration your CV and a brief outline (no more than one page) of what you intend to study.

Once you have confirmed a senior supervisor in the Faculty you should proceed to enrolment. Students with international qualifications must first seek admission as an international student. Relevant forms and information can be found at: http://www.canterbury.ac.nz/intstud/admiss/

Enrolment

All students are encouraged to seek a senior supervisor prior to enrolment. Students should see ‘Supervisors’ section for a list of PhD Supervisors in Health Sciences and their research interests. You can either contact a supervisor directly or the Health Sciences Centre Office Administrator. Please email or post for consideration your CV and a brief outline (no more than one page) of what you intend to study.

Once you have confirmed a senior supervisor in the Faculty you should proceed to enrolment. Students with international qualifications must first seek admission as an international student. Relevant forms and information can be found at: http://www.canterbury.ac.nz/intstud/admiss/

International Admissions

University of Canterbury
Private Bag 4800
Christchurch 8140
New Zealand

Email: international@canterbury.ac.nz
Phone: +64 3 364 2459

For further Information

Please contact:

Philippa Drayton
Health Sciences Centre
College of Education, University of Canterbury
Private Bag 4800
Christchurch 8140
New Zealand

Email: healthsciences@canterbury.ac.nz
Phone: +64 3 366 7001 ext 8691

Duration

Two years minimum full-time, maximum of four years or in extenuating circumstances up to five years full-time. Part-time enrolment must be completed over a minimum of three years and a maximum of seven years or in extenuating circumstances up to eight years part-time.

Fees

Please refer to the following weblink for information regarding fees and costs for PhD students: http://www.canterbury.ac.nz/acad/phd/enrol.shtml.
Master of Education with Certificate in Counselling

MEd

The MEd and Certificate in Counselling is a degree comprising eight postgraduate papers, four of which are compulsory counselling papers. This degree is designed to equip students with the academic knowledge and professional skills to work as counsellors in a variety of settings. A solution-focused model of counselling forms the basis of the degree. Students are encouraged to integrate this model with previous skills and knowledge and their critical examination of other models. Some recent graduates are extending their studies as doctoral students, whilst others are working as school counsellors, family therapists, health counsellors, vocational counsellors, tertiary education counsellors, consultants, managers and counsellor educators.

All students must complete the equivalent of 240 points comprising:

a) Four compulsory papers:
   - EDEM 664: Counselling and Psychology: Theory and Skills
   - EDEM 671: Group, Family and Systems Interventions
   - EDEM 672: Counselling Skills
   - EDEM 673: Counselling Practicum

b) Four elective papers which can be 4 taught papers, a 3 paper thesis and 1 taught paper or a 4 paper thesis.

Please note: An approved 30 point research methods course(s) is prerequisite to enrolling in the 3 or 4 paper thesis. Elective courses should be selected from the schedule EDEM 601-691.

Schedule of Courses

| EDEM 664 | Counselling and Psychology: Theories and Skills |
| EDEM 671 | Group, Family and Systems Interventions |
| EDEM 672 | Counselling Skills |
| EDEM 673 | Counselling Practice (FT) or Counselling Practicum (Part A) (PT) |
| EDEM 674 | Counselling Practicum (Part B) (PT) |
| EDEM 664 must be taken before or concurrently with EDEM 671 and EDEM 672. |

Duration

Two years full-time study or a maximum of six years part-time.

Fees

Please refer to the Course Information website for up to date fees information: http://www.canterbury.ac.nz/courses/

Admission

Admission to EDEM 671, 672 and 673 is by selection interview. Applications must be made on the appropriate forms by October 1 prior to the year of commencement (forms available from the Programme Coordinator, Judi Miller). Criteria for selection is based on aptitude for post-graduate level study, previous counselling experience, relevance of vocational goals, openness to self examination and reflection, personal maturity, stability and self readiness to undertake postgraduate study in counselling.

Please refer to the Faculty of Education section of the UC Calendar http://www.canterbury.ac.nz/publications/calendar.shtml for official University regulations and policies for this programme.

Pathways

The Master of Education with Certificate in Counselling can lead to Doctoral Study. The University of Canterbury offers a Doctor of Philosophy degree.

Enrolment

Application forms are available from the course coordinator:

Associate Professor Judi Miller
Coordinator of Counsellor Education
Health Sciences Centre
College of Education, University of Canterbury
Private Bag 4800
Christchurch 8140
New Zealand

Phone: +64 3 364 2546
Fax: +64 3 364 2418
Email: judi.miller@canterbury.ac.nz

Programme Structure

Master of Education with Certificate in Counselling

A) EDEM 664 EDEM 671 EDEM 672 EDEM 673

or

Compulsory Cert Counselling Courses

Optional Courses

B) EDEM 664 EDEM 671 EDEM 672 EDEM 673

or

Compulsory Cert Counselling Courses

Optional Courses

C) EDEM 664 EDEM 671 EDEM 672 EDEM 673

or

Compulsory Cert Counselling Courses

Research Methods

3-paper thesis

D) EDEM 664 EDEM 671 EDEM 672 EDEM 673

or

Compulsory Cert Counselling Courses

Research Methods

3-paper thesis

Each block represents a 0.25 EFTS course. EDEM 674 and EDEM 675 are the part-time equivalent of EDEM 673. Students may enrol in EDEM 691, 4-paper thesis if prior qualifications, or experience are deemed equivalent to research methods.

Provided they are eligible to enrol in an MEd, students may enrol in EDEM 664 without a selection interview.
MA or MSc in Child and Family Psychology, or approved MEd

NB The programme was restructured in 2009. Students who had completed three or more of the Foundation papers (EDEM 661, EDEM 662, EDEM 663 and EDEM 664, or their equivalents) before 2010 can complete the programme under the previous regulations, so long as this falls within the transitional arrangements set out in the University Calendar (enquiries to the programme coordinator).

The MA or MSc in Child and Family Psychology (or an approved MEd) are postgraduate degrees which can be completed alone or in combination with the limited entry Postgraduate Diploma in Child and Family Psychology (PGDipChFamPsych). The limited entry PGDipChFamPsych can be started after the first year of the masters is completed and has been designed for students who wish to become registered psychologists working with children, adolescents and families.

The Child and Family Psychology Programme is offered across the Health Sciences Centre and the School of Educational Studies and Human Development. There is also a relationship with the Department of Psychology regarding alternate developmental and research methods papers and thesis supervision.

Programme Structure

(a) MA or MSc in Child and Family Psychology

Part 1: (Foundation Year, normally the 4th year at University) Six courses are taken: CFPY 601 Disorders of Childhood (.25 cw), CFPY 602 Child Development: Research Contexts and Applications (.25 cw) or PSYC 413 Research Theory in Developmental Psychology. CFPY 603 Introduction to Interventions (.25 cw), CFPY 604 Counselling and Psychology: Theory and Skills (.25 cw), HLTH 472 Introduction to Psychometric Theory and Administration (.125 cw), and an approved research methods course (.125). This can be one of EDEM 695-697, or HLTH 462, or PSYC 460 or PSYC 461 or PSYC 464 or their equivalents.

Part 2: 1.00 EFTS (120 points) consisting of a thesis in a subject area approved by the Director of the Health Sciences Centre.

• CFPY 690: MA Child and Family Psychology Thesis
• CFPY 695: MSc Child and Family Psychology Thesis

Schedule of Courses

CFPY 601 Disorders of Childhood and Adolescence

CFPY 602 Child Development: Research, Contexts and Application

PSYC 413 Research Theory in Developmental Psychology

CFPY 603 Introduction to Interventions

CFPY 604 Counselling and Psychology: Theories and Skills

HLTH 472 Introduction to Psychometric Theory and Administration

EDEM 695-697, or HLTH 462, or PSYC 460 or PSYC 461 or PSYC 464 or their equivalents

CFPY 690 MA Child and Family Psychology Thesis

CFPY 695 MSc Child and Family Psychology Thesis

(b) Approved MEd

Students with a bachelor's degree in Education or Teaching and a minor in Psychology, and doing an approved MEd, complete the following papers: EDEM 661 Disorders of Childhood (.25), EDEM 662 Child Development: Research Contexts and Applications (.25) or PSYC 413 Research Theory in Developmental Psychology (.25). EDEM 663 Introduction to Interventions (.25), EDEM 664 Counselling and Psychology: Theory and Skills (.25), HLTH 472 Introduction to Psychometric Theory and Administration (.125) and an approved research methods course (.125). This can be one of EDEM 695-697, or HLTH 462, or PSYC 460 or PSYC 461 or PSYC 464 or their equivalents. This is followed by a thesis (EDEM 691) in an approved topic.

Duration

Two years full-time study or a maximum of six years part-time study.

Fees

Please refer to the Course Information website for up to date fees information: http://www.canterbury.ac.nz/courses/

Admission

1 The requirements for entry to the MSc or MA Child and Family Psychology are as follows.

(a) A Bachelors degree with a major in Psychology; or

(b) A Bachelors degree with a major in Education and at least 135 points in Psychology, with at least 45 points in Psychology at 200 level, and 60 points in Psychology at 300 level or above (MA only), or

(c) Any relevant Bachelors degree and a Graduate Diploma of Science or Arts in Psychology, or equivalent; and

(d) PSYC 206 Research Design and Statistics or other research methods paper deemed equivalent.

Students will normally be expected to have at least a B average in their 300-level undergraduate courses.

Prior to enrolling in the Foundation Year papers students should meet with appropriate staff in order to choose the most suitable research methods course in relation to their proposed thesis area. Choice of thesis area at this point is not an irrevocable decision but allows the student to study research methods which are most likely to be relevant.

2 Prerequisites for an approved MEd

Students with a bachelor’s degree with a major in Education or Teaching and a minor in Psychology (including PSYC 206 or equivalent) may complete the masters programme as an MEd and are eligible to apply for entry to the PGDipChFamPsych once they have completed the 4th year papers.

Please refer to the Faculty of Education section of the UC Calendar http://www.canterbury.ac.nz/publications/calendar.shtml for official University regulations and policies for this programme.

Pathways

The MA or MSc in Child and Family Psychology can lead to doctoral study. The University of Canterbury offers a Doctor of Philosophy degree. Students can seek principal supervision for a PhD from the Health Sciences Centre or the School of Educational Studies and Human Development, or Department of Psychology.

Enrolment

Students seeking to enrol in the Child and Family Psychology programme are advised first to obtain and read the brochure and Frequently Asked Questions List for this programme. These are available from the programme coordinator.

Further information and FAQs can be found at www.hsci.canterbury.ac.nz/study/chfampsy.c.shtml and at www.education.canterbury.ac.nz.

Students must also Apply to Enrol in courses, (please see the ‘Enrolment Information’ section). Students with enquiries about the Child and Family Psychology programme or their eligibility to enter the programme should contact:

Karyn France (Programme Coordinator)
Email: karyn.france@canterbury.ac.nz
Phone: +64 3 364 2610, Waimairi 208
The postgraduate Health Sciences programme is aimed at people who are currently employed in, or seeking employment in, a health-related field, the social services, or local or central government. An interdisciplinary programme, students will complete advanced study in the Health Sciences choosing from courses in over twenty disciplines, with the option of an endorsement in Environment and Health, Early Intervention, Health Behaviour Change, Health Information Management, Men’s Health or Palliative Care.

**Programme Structure**

**Master of Health Sciences**

HLTH 401 is compulsory accompanied by either HLTH 695; or HLTH 697 or HLTH 690 and approved optional courses to at least 2.0 EFTS. Please see the Schedule of Courses below for a list of courses and endorsed options.

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<th>A)</th>
<th>HLTH 401</th>
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<th>HLTH 401</th>
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<td>Compulsory Course</td>
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Each block represents a 0.25 EFTS course.

The MHealSc may be taken with or without endorsement.

The endorsed options are in the following areas of specialisation:

i. Environment and Health
ii. Early intervention
iii. Health Behaviour Change
iv. Health Information Management
v. Palliative Care
vi. Men’s Health

The requirements for each specialisation are listed in the Schedule of Courses.

**Duration**

At least two years full-time.

Part II only (thesis, or coursework and dissertation): 1-2 years full-time.

Part-time enrolment requires the approval of the Dean of Education.

**Fees**

Please refer to the Course Information website for up to date fees information:

http://www.canterbury.ac.nz/courses/

Those eligible for CTA funding should enquire locally.

**Schedule of Courses**

HLTH 401 Health and Health Systems
HLTH 402 Health Information Management
HLTH 405 Special Topic: Independent Study
HLTH 406 Special Topic
HLTH 407 Bioethics
HLTH 408 Special Topic: Independent Study
HLTH 409 Health and Culture
HLTH 410 Health Leadership
HLTH 414 Interprofessional Learning and Collaborative Practice
HLTH 415 Designing and Managing Learning and Supervision in a Health Care Setting
HLTH 416 Issues and Processes in Learning and Supervision in a Health Care Setting
HLTH 417 Education Proposal for a Health context
HLTH 420 Early Intervention Foundations
HLTH 421 Early Intervention Practice
HLTH 422 Early Intervention Advanced Practice
HLTH 430 Motivating Behaviour Change I
HLTH 431 Motivating Behaviour Change II
HLTH 433 Bioethics A
HLTH 434 Bioethics B
HLTH 440 Family Health Assessment
HLTH 441 Family Health in Complex Situations
HLTH 442 Special Topic: Research related to Complementary and Alternative/Integrative Medicine (CAM/IM)
HLTH 448 The Foundation of Hospice Palliative Care
HLTH 449 Praxis in Hospice Palliative Care
HLTH 450 Palliative Care: Advanced Theory and Practice
HLTH 451 Men’s Health
HLTH 460 Health Intervention Assessment and Research Methods
HLTH 462 Health Intervention Research Methods
HLTH 472 Introduction to Psychometric Theory and Administration
HLTH 690 MHealSc Thesis
HLTH 695 Health Sciences Dissertation
HLTH 697 Health Sciences Thesis

**Endorsement Requirements for the Master of Health Sciences**

**Environment and Health**

HLTH 401 and GEOG 401; and approved courses to at least 1.0 EFTS, plus HLTH 690; or HLTH 401 and GEOG 401; and approved courses to at least 1.25 EFTS, plus HLTH 697; or HLTH 401 and GEOG 401, and approved courses to at least 1.5 EFTS, plus HLTH 695.

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Each block represents a 0.25 EFTS course.
Environment and Health (cont.)

### Early Intervention

HLTH 401 and HLTH 420 and HLTH 421, and approved courses (which may include HLTH 422) to at least 1.0 EFTS, plus HLTH 690; or HLTH 401 and HLTH 420 and HLTH 421, and approved courses (which may include HLTH 422) to at least 1.25 EFTS, plus HLTH 697; or HLTH 401 and HLTH 420 and HLTH 421, and approved courses (which may include HLTH 422) to at least 1.5 EFTS, plus HLTH 695.

#### Early Intervention Teacher Option

If you have a diploma or degree in Early Childhood you should refer to the Postgraduate Diploma in Specialist Teaching (Early Intervention).

### Health Behaviour Change

HLTH 401 and HLTH 430 and HLTH 431, and approved courses to at least 1.0 EFTS, plus HLTH 690; or HLTH 401 and HLTH 430 and HLTH 431, and approved courses to at least 1.25 EFTS, plus HLTH 697; or HLTH 401 and HLTH 430 and HLTH 431, and approved courses to at least 1.5 EFTS, plus HLTH 695.
**Health Information Management**

HLTH 401 and HLTH 402, and GEOG 401 or HLTH 407 or HLTH 434 plus HLTH 433 or HLTH 460, and approved courses to at least 1.0 EFTS, plus HLTH 690; or HLTH 401 and HLTH 402, and GEOG 401 or HLTH 407 or HLTH 434 plus HLTH 433 or HLTH 460, and approved courses to at least 1.25 EFTS, plus HLTH 697; or HLTH 401 and HLTH 402, and GEOG 401 or HLTH 407 or HLTH 434 plus HLTH 433 or HLTH 460, and approved courses to at least 1.5 EFTS, plus HLTH 695.

For more information please refer to courses in the Course Catalogue.

HLTH 690; 695 and 697 must address an approved topic relevant to the endorsed option and be approved prior to enrolment.

For further options see overleaf.
Health Information Management (cont.)

Men’s Health
HLTH 401 and HLTH 405 and HLTH 451, and approved courses to at least 1.0 EFTS, plus HLTH 690; or HLTH 401 and HLTH 405 and HLTH 451, and approved courses to at least 1.25 EFTS, plus HLTH 697; or HLTH 401 and HLTH 405 and HLTH 451, and approved courses to at least 1.5 EFTS, plus HLTH 695.

Palliative Care
HLTH 401 and HLTH 405 and HLTH 450, and approved courses to at least 1.0 EFTS, plus HLTH 690***; or HLTH 401 and HLTH 405 and HLTH 450, and approved courses to at least 1.25 EFTS, plus HLTH 697***; or HLTH 401 and HLTH 405 and HLTH 450, and approved courses to at least 1.5 EFTS, plus HLTH 695***.

**A candidate who holds the Whitireia Community Polytechnic PGCertHPC, or HLTH 448 and HLTH 449, with approval of the Director, Health Sciences Centre, may be exempt 0.5 EFTS and complete the MHealSc Endorsed in Palliative Care with HLTH 401 and HLTH 450, plus HLTH 690; or HLTH 401 and HLTH 450 and approved courses to at least 0.25 EFTS, plus HLTH 697; or HLTH 401 and HLTH 450, and approved courses to at least 0.5 EFTS, plus HLTH 695.

Each block represents a 0.25 EFTS course.
Admission

Students enrolling for the Master of Health Sciences should have:
- completed the Postgraduate Diploma in Health Sciences or equivalent, normally with a B average; or
- completed an appropriate degree in a New Zealand Tertiary Educational Organisation; or
- completed an appropriate health or allied professional qualification; or
- completed a qualifying course prescribed by the Joint Board of Studies: Health; AND
- presented evidence of ability for advanced level academic study; OR
- admitted ad eundem statum
- Note students with international qualifications and New Zealand registration in the health sector should contact the Health Sciences Centre Administrator.

Please refer to the Faculty of Education section of the UC Calendar http://www.canterbury.ac.nz/publications/calendar.shtml for official University regulations and policies for this programme. (The 2012 UC Calendar is expected to be published in December.)

Fees

Please refer to the Course Information website for up to date fees information:
http://www.canterbury.ac.nz/courses/
Those eligible for CTA funding should enquire locally.

Pathways

The Master of Health Sciences can lead to Doctoral Study. The University of Canterbury offers a Doctor of Philosophy.

Enrolment

Applicants should download the Health Sciences Application for HSC Programme at UC from the Health Sciences website:
http://www.health.canterbury.ac.nz
Submit the application as a word document by email to healthsciences@canterbury.ac.nz. Post certified transcripts, as required, to the Administrator, Health Sciences Centre, Private Bag 4800, Christchurch 8140, and apply to enrol through the University Contact Centre (0800 VARSITY).

Further Information

Please contact:
Philippa Drayton
Health Sciences Centre
College of Education, University of Canterbury
Private Bag 4800
Christchurch 8140
New Zealand
Email: healthsciences@canterbury.ac.nz
Phone: +64 3 366 7001 ext 8691

Each block represents a 0.25 EFTS course.
Postgraduate Diploma in Child and Family Psychology *PGDipChFamPsyc*

The programme was restructured in 2009. Students who had completed three or more of the Foundation papers before 2010 (EDEM 661, EDEM 662, EDEM 663 and EDEM 664, or their equivalents) can complete the programme under the previous regulations, so long as this falls within the transitional arrangements set out in the University Calendar.

The PGDipChFamPsyc has been designed for students who wish to become registered psychologists working with children, adolescents and families. Entry to the PGDipChFamPsyc is limited. To gain entry to these courses, intending students must make a formal application by 1st October after Part I of the MAC(ChFamPsyc) or MSC(ChFamPsyc) or the first year of an approved MEd. The procedure for doing this is described below.

This programme is offered by the Health Sciences Centre. In order to become eligible to apply for registration as a psychologist, students who are accepted into the PGDipChFamPsyc must complete CPFY 501 and CPFY 502 in the year they are accepted.

**Programme Structure**

**Year 1 Practicum Year.**

This is normally the 5th year at University and is completed alongside the thesis, but beginning with a summer programme. Alternatively this may be completed in a year prior to or subsequent to the thesis. Students accepted into the PGDipChFamPsyc must complete CPFY 501 and CPFY 502 in the year they are accepted.

- CPFY 501: Models of Practice in Child and Family Psychology (30 cw): This is a summer course offering an academic programme which considers the models which inform practice as a psychologist with children and families.
- CPFY 502: Professional Skills and Practicum. (325 cw): This is a laboratory programme teaching practical skills together with a practicum. The practicum involves supervised work in agencies such as Child and Adolescent Mental Health, Child Youth and Family Service, Group Special Education Services (Formerly SES) and Paediatrics, as well as non-governmental settings. Some practical placements are located outside of Christchurch.

**Year 2 Internship Year (normally the 6th year at University).**

Students undertake a programme of academic study and professional development while completing a 1500 hour supervised internship. Students are responsible for finding their own intern placement in consultation with Programme staff and for registering as an Intern Psychologist with the Psychologists’ Board. The internship can be held outside of Christchurch with the student returning for four one-week intensive courses. An oral and practical examination is held in February, at the end of the internship period.

- CPFY 503: Advanced Academic Development (.25 EFTS): Further academic study
- CPFY 504: Advanced Professional Practice in Child and Family Psychology (.50 EFTS): Developing portfolios of professional work for examination
- CPFY 505: Structuring and Examining Professional Practice (.25 EFTS): Presenting and defending professional work in formal settings

The PGDipChFamPsyc is not awarded until the Masters or PhD degree has been completed. Once the internship is completed and the PGDipChFamPsyc awarded students become eligible to apply for registration as a psychologist with the New Zealand Psychologists’ Board.

**Duration**

A candidate will normally complete the Diploma within 27 months from the date of first enrolment. With the approval of the Dean of Education a candidate may complete the Diploma within four years from the date of first enrolment.

CPFY 501 and CPFY 502 completed concurrently with a thesis makes a very heavy year. Working more than a few hours a week as a full-time 5th year student may compromise your marks and completion. If you require income or have family commitments then we suggest that you complete the 5th year part-time. It is also possible to complete the 6th year (internship) part-time.

**Fees**

Please refer to the Course Information website for up to date fees information: [http://www.canterbury.ac.nz/courses/](http://www.canterbury.ac.nz/courses/)

**Schedule of Courses**

- CPFY 501: Models of Practice in Child and Family Psychology
- CPFY 502: Professional Skills and Practicum
- CPFY 503: Advanced Academic Development
- CPFY 504: Advanced Professional Practice in Child and Family Psychology
- CPFY 505: Structuring and Examining Professional Practice

For further information on the courses listed above please refer to Course Catalogue.

**Admission**

1. To gain entry to the PGDipChFamPsyc candidates must
   
   (a) hold either
      
      (i) A Bachelors degree with a major in Psychology; or
      (ii) A Bachelors degree with a major in Education and at least 135 points in Psychology, with at least 45 points in Psychology at 200 level, and 60 points in Psychology at 300 level or above, or
   
   (b) have achieved a pass in PSYC 206 Research Design and Statistics, or an equivalent research methods paper; and
   
   (c) have completed CPFY 601, CPFY 602, CPFY 603 and CPFY 604, HLTH 472 and an approved research methods course; or equivalent, as approved by the Director, Health Sciences Centre; and
   
   (d) either
      
      (i) be currently enrolled in, or have completed a Master of Arts in Child and Family Psychology or a Master of Science in Child and Family Psychology, or an approved MEd or equivalent; or
      (ii) be currently enrolled in, or have completed a PhD approved by the Director, Health Sciences Centre; and
   
   (e) been approved as a candidate by the Dean of Education.
Notes:

(i) You must apply for and gain entry to the limited entry courses CFPY 501 and CFPY 502 by completing an application form and undergoing a selection process. The selection criteria include: academic ability, openness to self-examination and reflection, degree of understanding of ethical practice, relevant prior experience, the relevance of the applicant's vocational goals to the programme aims, and the applicant's personal maturity, stability and self-confidence. Selection will be based on written material, academic background, referees' reports and the selection interview. The interview will involve attendance for half a day and the making of a role-played videotape of work with a client.

(ii) Applications must be made by 1st October prior to the commencement of the CFPY 501 summer course in November. Further details about the application process are included with the application form. Application forms may be obtained from jennifer.ravenscroft@canterbury.ac.nz

(iii) If your application is successful, and you intend completing your thesis and the practicum in the same year, then work on the thesis must begin during the previous summer and you must gain approval for the proposed research dissertation topic well before enrolment in February.

2 To gain entry to the Internship year

Students must have passed CFPY 501 and CFPY 502 and submission of the thesis must be imminent. The student must have secured an approved 1500 hour internship and be registered with the Psychologists' Board as an Intern Psychologist.

Please refer to the Faculty of Education section of the UC Calendar http://www.canterbury.ac.nz/publications/calendar.shtml for official University regulations and policies for this programme.

Pathways

The Postgraduate Diploma in Child and Family Psychology leads to registration as a Psychologist with the New Zealand Psychologists' Board.

Enrolment

Please contact the programme coordinator for details.

For further information

Please contact:

Karyn France (Programme Coordinator)
Email: karyn.france@canterbury.ac.nz
Phone: +64 3 364 2610, Waimairi 208
The postgraduate Health Sciences programme is aimed at people who are currently employed in, or seeking employment in, a health-related field, the social services, or local or central government.

An interdisciplinary programme, students will complete a programme of advanced study in the Health Sciences choosing from courses in over twenty disciplines, with the option of a particular focus in environment and health, early intervention, health behaviour change, health information management, men’s health or palliative care.

Programme Structure

Postgraduate Diploma in Health Sciences

The Postgraduate Diploma consists of approved courses from the Schedule to at least 1.0 EFTS.

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The Diploma may be awarded with or without an endorsement. The endorsed options are in the following areas of specialisation:

i. Environment and Health

ii. Early Intervention

iii. Health Behaviour Change

iv. Health Information Management

v. Palliative Care

vi. Men’s Health

The requirements for each specialisation are listed in the Schedule of Courses.

A) Environment and Health

HLTH 401 and GEOG 401, and approved courses to at least 1.0 EFTS.

B) Early Intervention

HLTH 401 and HLTH 420 and HLTH 421, and approved courses (which may include HLTH 422) to at least 1.0 EFTS.

Early Intervention Teacher Option

If you hold a diploma or degree in Early Childhood you should refer to the Postgraduate Diploma in Specialist Teaching (Early Intervention).

C) Health Behaviour Change

HLTH 401 and HLTH 430 and HLTH 431, and approved courses to at least 1.0 EFTS.

D) Health Information Management

HLTH 401 and HLTH 402, and GEOG 401 or HLTH 407 or HLTH 434 plus HLTH 433 or HLTH 460, and approved courses to at least 1.0 EFTS.

E) Palliative Care

HLTH 401 and HLTH 405 and HLTH 450, and approved courses to at least 1.0 EFTS.

** A candidate who holds the Whitireia Community Polytechnic PGCertHPC, or HLTH 448 and HLTH 449, with the approval of the Director, Health Sciences Centre, may be exempt 0.5 EFTS and complete the PGDipHealSc Endorsed in Palliative Care with HLTH 401 and HLTH 450.

F) Men’s Health

HLTH 401 and HLTH 405 and HLTH 451, and approved courses to at least 1.0 EFTS.

Unless stated otherwise each block represents a 0.25 EFTS course.
Duration
Normally one year full-time. Part-time enrolment requires the approval of the Dean of Education.

Fees
Please refer to the Course Information website for up to date fees information:
http://www.canterbury.ac.nz/courses/

Schedule of Courses
HLTH 401 Health and Health Care Systems
HLTH 402 Health Information Management
HLTH 405 Special Topic: Independent Study
HLTH 406 Special Topic
HLTH 407 Bioethics
HLTH 408 Special Topic: Independent Study
HLTH 409 Health and Culture
HLTH 410 Health Leadership
HLTH 414 Interprofessional Learning and Collaborative Practice
HLTH 415 Designing and Managing Learning and Supervision in a Health Care Setting
HLTH 416 Issues and Processes in Learning and Supervision in a Health Care Setting
HLTH 417 Education Proposal for a Health context
HLTH 420 Early Intervention Foundations
HLTH 421 Early Intervention Practice
HLTH 422 Early Intervention Advanced Practice
HLTH 430 Motivating Behaviour Change I
HLTH 431 Motivating Behaviour Change II
HLTH 433 Bioethics A
HLTH 434 Bioethics B
HLTH 440 Family Health Assessment
HLTH 441 Family Health in Complex Situations
HLTH 442 Special Topic: Research related to Complementary and Alternative/Integrative Medicine (CAM/IM)
HLTH 448 The Foundation of Hospice Palliative Care
HLTH 449 Praxis in Hospice Palliative Care
HLTH 450 Palliative Care: Advanced Theory and Practice
HLTH 451 Men’s Health
HLTH 460 Health Intervention Assessment and Research Methods
HLTH 462 Health Intervention Research Methods
HLTH 472 Introduction to Psychometric Theory and Administration

Courses may also be selected from other subjects. A list of subjects is available from the Health Sciences Centre.

Admission
Students enrolling for the Postgraduate Diploma in Health Sciences should have:
• completed an appropriate degree in a New Zealand Tertiary Educational Organisation; or
• completed an appropriate health or allied professional qualification; or
• completed a qualifying course prescribed by the Joint Board of Studies: Health; AND
• presented evidence of ability for advanced level academic study; OR
• admitted ad eundem statum

• Note students with international qualifications and New Zealand registration in the health sector should contact the Health Sciences Centres Administrator.

Please refer to the Faculty of Education section of the UC Calendar http://www.canterbury.ac.nz/publications/calendar.shtml for official University regulations and policies for this programme. (The UC Calendar is expected to be published in December.)

Pathways
The Postgraduate Diploma in Health Sciences can lead to Masters study. The Health Sciences Centre offers a Master of Health Sciences.

Fees
Please refer to the Course Information website for up to date fees information:
http://www.canterbury.ac.nz/courses/
Those eligible for CTA funding should enquire locally.

Enrolment
Applicants should download the Health Sciences Application for HSC Programme at UC from the Health Sciences website:
http://www.health.canterbury.ac.nz

Submit the application as a word document by email to healthsciences@canterbury.ac.nz. Post certified transcripts, as required, to the Administrator, Health Sciences Centre, Private Bag 4800, Christchurch 8140, and apply to enrol through the University Contact Centre (0800 VARSITY).

Further Information
Please contact:
Philippa Drayton
Health Sciences Centre
College of Education, University of Canterbury
Private Bag 4800
Christchurch 8140
New Zealand
Email: healthsciences@canterbury.ac.nz
Phone: +64 3 366 7001 ext 8691
The Postgraduate Certificate in Clinical Teaching is designed for health professionals who are involved in teaching or training or clinical supervision. The qualification aims to develop the skills necessary to become competent educators within a wide range of healthcare settings and gain the skills and preparatory work toward a research project or educational project.

The training is aimed at health professionals working in a range of health care settings, both hospitals and in the community.

- Health professionals who maintain a clinical practice focus to their work but take on the responsibility of supervising students, novice practitioners and other staff in healthcare settings.
- Clinical supervisors of undergraduate and postgraduate health professionals.
- Educational institute based or appointed clinical tutors.
- In-Service Educators based on wards, clinics or community health settings educating patients/clients.

### Programme Structure

**Postgraduate Certificate in Clinical Teaching**

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<tr>
<th>Course</th>
<th>Credits</th>
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<tr>
<td>HLTH 415</td>
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<tr>
<td>HLTH 416</td>
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<tr>
<td>HLTH 417</td>
<td>0.25 EFTS</td>
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HLTH 415 & 416 are 0.125 EFTS each. HLTH 417 is a 0.25 EFTS course.

The Certificate consists of 3 compulsory courses totalling 0.5 EFTS. Please refer to the Schedule of Courses listed below.

### Duration

It is expected that the Certificate will be completed on a part-time basis, normally over two years. The programme must be completed within a maximum of four years.

### Fees

Please refer to the Course Information website for up to date fees information: [http://www.canterbury.ac.nz/courses/](http://www.canterbury.ac.nz/courses/)

Those eligible for CTA funding should enquire locally.

### Schedule of Courses

- HLTH 415: Designing and Managing Learning and Supervision in a Health Care Setting
- HLTH 416: Issues and Processes in Learning and Supervision in a Health Care Setting
- HLTH 417: Education Proposal for a Health context

For more information on the courses listed above please refer to the Course Catalogue.

### Admission

Students enrolling for the Postgraduate Certificate in Clinical Teaching should have:

- completed an appropriate degree in a New Zealand University; or
- completed an appropriate health professional qualification; or
- admitted ad eundem statum [Students with international qualifications who are considered to meet the above criteria]; AND
- qualifications and experience that accord with membership of an approved health professional association, or be registered to practice within a health environment.

Please refer to the Faculty of Education section of the UC Calendar [http://www.canterbury.ac.nz/publications/calendar.shtml](http://www.canterbury.ac.nz/publications/calendar.shtml) for official University regulations and policies for this programme.

### Pathways

The Postgraduate Certificate in Clinical Teaching can lead to the Postgraduate Diploma in Health Sciences and Master of Health Sciences, both of which are offered by the Health Sciences Centre.

### Enrolment

Applicants should download the Health Sciences Application for HSC Programme at UC from the Health Sciences website:

[http://www.health.canterbury.ac.nz](http://www.health.canterbury.ac.nz)

Submit the application for award approval as a word document by email to healthsciences@canterbury.ac.nz. Post certified transcripts, as required, to the Administrator, Health Sciences Centre, Private Bag 4800, Christchurch 8140, and apply to enrol through the University Contact Centre (0800 VARSITY).

For further information

Please contact:

**Dale Sheehan**
PGCertCT Coordinator
Health Sciences Centre
College of Education, University of Canterbury
Private Bag 4800
Christchurch 8140
New Zealand

Email: dale.sheehan@canterbury.ac.nz
Phone: +64 3 364 2987

or

**Jenni Ravenscroft**
Email: healthsciences@canterbury.ac.nz
Phone: +64 3 366 7001 extn: 3329
1. Qualifications Required to Enrol in the Postgraduate Certificate
Every candidate for the Postgraduate Certificate in Palliative Care, before enrolling for the Certificate, shall have:
(a) i. qualified for a degree in a New Zealand Tertiary Educational Organisation which is of relevance to the health sciences and the proposed course of study; or
ii. an appropriate health or allied professional qualification requiring at least three years equivalent full-time tertiary study at an appropriate level; or
iii. successfully completed a qualifying course prescribed by the Joint Board of Studies: Health; and
iv. presented evidence of ability for advanced level academic study; or
v. been admitted ad eundem statum to enrol for the Postgraduate Certificate in Palliative Care and
(b) i. qualifications and experience that accord with membership of an approved health professional association, or be registered to practice within a health environment and
ii. have access to relevant clinical placement to the satisfaction of the Director, Health Sciences Centre.

2. Structure
(a) To qualify for the award of Postgraduate Certificate in Palliative Care (PGCertPC) a candidate shall pass an approved course of study from the Schedule to the Regulations for this postgraduate certificate to the value of 60 points (0.5 EFTS).
(b) With the approval of the Dean of Education, a course of study may include up to a total of 0.25 EFTS in 400-level courses or higher from another New Zealand Tertiary Educational Organisation or equivalent overseas institution.

3. Approval of course of study
The course of study for every candidate for the Postgraduate Certificate is subject to approval of the Director, Health Sciences Centre.

4. Duration of the Course
The Certificate will normally be completed over two years.
Note: In special circumstances the Dean of Education may approve an extension.

5. Repeating of Courses
Should a candidate fail any course, the candidate may re-enrol in that course only with the approval of the Dean of Education.

Schedule to the Regulations for the Postgraduate Certificate in Palliative Care (PGCertPC)
Note: Not all courses will necessarily be offered in any one year.

HLTH 448: The Foundation of Hospice Palliative Care (0.25 EFTS/30 points)
P: Subject to approval of the Director, Health Sciences Centre
HLTH 449: Praxis in Hospice Palliative Care (0.25 EFTS/30 points)
P: HLTH 448: The Foundation of Hospice Palliative Care. Subject to approval of the Director, Health Sciences Centre.

6. Transfer from PGCertPC to PGDipHealSc (Palliative Care) or MHealSc (Palliative Care)
With the approval of the Dean of Education a candidate may elect to have the courses passed for the Postgraduate Certificate in Palliative Care transferred to either a Postgraduate Diploma in Health Sciences Endorsed in Palliative Care, or the Degree of Master of Health Sciences endorsed in Palliative Care, in lieu of being awarded the Certificate, if the candidate meets the eligibility criteria of these qualifications. With approval of the Dean of Education a candidate who holds a PGCertPC may be exempt 0.5 EFTS/ 60 points and complete the PGDipHealSc with 0.5 EFTS/ 60 points, or the MHealSc with 1.5 EFTS/ 180 points if the candidate meets the eligibility criteria of these qualifications.

Programme Structure
Postgraduate Certificate in Palliative Care

<table>
<thead>
<tr>
<th>Compulsory Courses</th>
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</thead>
<tbody>
<tr>
<td>HLTH 448</td>
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<tr>
<td>HLTH 449</td>
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Each block represents a 0.25 EFTS course.

Pathways
The Postgraduate Certificate can lead to the Postgraduate Diploma in Health Sciences and Master of Health Sciences either endorsed in palliative care or unendorsed. These are offered by the Health Sciences Centre.

Enrolment
Applicants should download the Health Sciences Application for HSC Programme at UC from the Health Sciences website: http://www.health.canterbury.ac.nz
Submit the application for award approval as a word document by email to healthsciences@canterbury.ac.nz. Post certified transcripts, as required, to the Administrator, Health Sciences Centre, Private Bag 4800, Christchurch 8140, and apply to enrol through the University Contact Centre (0800 VARSITY).

For further information
Please contact:
Philippa Drayton
Health Sciences Centre
College of Education, University of Canterbury
Private Bag 4800
Christchurch 8140
New Zealand

Email: healthsciences@canterbury.ac.nz
Phone: +64 3 366 7001 ext 8691
Postgraduate Certificate in Health Sciences
PGCertHealSc

1. Qualifications Required to Enrol in the Certificate
Every candidate for the Postgraduate Certificate in Health Sciences shall have:
(a) i. qualified for a degree in a New Zealand Tertiary Educational Organisation which is of relevance to the health sciences and the proposed course of study; or
ii. an appropriate health or allied professional qualification requiring at least three years equivalent full-time tertiary study at an appropriate level; or
iii. successfully completed a qualifying course prescribed by the Joint Board of Studies: Health; and
iv. presented evidence of ability for advanced level academic study; or
v. been admitted ad eundem (to enrol for the Postgraduate Certificate in Health Sciences.
(b) been approved as a candidate for the Postgraduate Certificate in Health Sciences by the Dean of Education.

2. Structure of the Certificate
(a) All students admitted to the Postgraduate Certificate in Health Sciences will complete a coherent programme of study approved by the Joint Board of Studies: Health.
(b) The course of study for the Postgraduate Certificate in Health Sciences shall comprise courses equivalent to 0.50 EFTS (60 points).

3. Courses for the Certificate
The courses for the Postgraduate Certificate in Health Sciences are the HLTH coded courses listed in the Schedule to the Postgraduate Diploma in Health Sciences Regulations, and CFPY 601, CFPY 602, CFPY 603 and CFPY 604, or equivalent.

4. Approval of Course of Study
Each candidate is subject to the approval of the Dean of Education. Prior qualifications and experience of the candidate will be taken into account in approving the course of study.

5. Time Limits
The minimum period of enrolment for a full-time candidate is one semester. A candidate must complete the qualifications for the Postgraduate Certificate in Health Sciences within two years of the date of first enrolment.

6. Re-enrolling in Courses
A candidate who fails any course for the Postgraduate Certificate in Health Sciences may not re-enroll in that course but, with the approval of the Dean of Education, may substitute another course for it.

7. Transfer from PGCertHealSc to PGDipHealSc or MHealSc
With the approval of the Dean of Education a candidate may elect to have the courses passed for the Postgraduate Certificate in Health Sciences transferred to either a Postgraduate Diploma in Health Sciences or the Degree of Master of Health Sciences in lieu of being awarded the Certificate. If the candidate meets the eligibility criteria of these qualifications, with the approval of the Dean of Education a candidate who holds an appropriate postgraduate certificate may be exempt 0.5 EFTS/60 points and complete the PGDipHealSc with 0.5 EFTS/60 points, or the MHealSc with 1.5 EFTS/180 points.

Fees
Please refer to the Course Information website for up to date fees information:
http://www.canterbury.ac.nz/courses/

Enrolment
Applicants should download the Health Sciences Application for HSC Programme at UC from the Health Sciences website:
http://www.health.canterbury.ac.nz

For further information please contact:
Philippa Drayton
Health Sciences Centre
College of Education, University of Canterbury
Private Bag 4800, Christchurch 8140,
New Zealand
Email: healthsciences@canterbury.ac.nz
Phone: +64 3 366 7001 ext 8691
Enrolment Information

Most qualifications require a two step enrolment process:

1. Application for Award Entry
2. Application To Enrol in courses

Continuing students need only complete step 2.

New and continuing students should phone the University Contact Centre on 0800 VARSITY or email: enrol@canterbury.ac.nz to receive an enrolment pack.

New students interested in enrolling in the programmes listed below should submit the Application for Award Entry (Postgraduate and Professional Development in Education) which can be downloaded from the College website: http://www.education.canterbury.ac.nz/study/postgrad.shtml.

Certified copies of all required documentation must be enclosed. Applicants with international qualifications must first apply for admission to the University.

New and continuing students must Apply To Enrol in their courses by telephoning the Contact Centre (current students may apply to enrol online).

Further information about the enrolment process can be found in your enrolment pack.

- Master of Education
- Master of Education (Special and Inclusive Education endorsement)
- Postgraduate Diploma in Education
- Postgraduate Diploma in Education (e-Learning and Digital Technologies)
- Postgraduate Diploma in Education (Leadership)
- Postgraduate Diploma in Education (Hōaka Pounamu: Māori Bilingual and Immersion Teaching)
- Postgraduate Diploma in Education (Literacy)
- Postgraduate Diploma in Education (Special and inclusive Education endorsement)
- Postgraduate Diploma in Education (Teaching and Learning Languages)*
- Postgraduate Diploma in Specialist Teaching (Learning and Behaviour)
- Postgraduate Diploma in Specialist Teaching (Early Intervention)

- Postgraduate Diploma in Specialist Teaching (Deaf and Hearing Impairment)
- Postgraduate Certificate in Education
- Postgraduate Certificate in Tertiary Teaching
- Bachelor of Teaching and Learning Honours
- Bachelor of Teaching and Learning via Upgrade
- Certificate in Learning Support

Applicants for the following Health Sciences programmes should download the Health Sciences application form from the College website: http://www.education.canterbury.ac.nz/study/postgrad.shtml or the Health Sciences website: http://www.health.canterbury.ac.nz. Submit the application for award approval as a word document by email to healthsciences@canterbury.ac.nz. Post certified transcripts, as required, to the Administrator, Health Sciences application form from the College website: http://www.health.canterbury.ac.nz. Submit the application for award approval as a word document by email to healthsciences@canterbury.ac.nz. Post certified transcripts, as required, to the Administrator, Health Sciences Centre, Private Bag 4800, Christchurch 8140, and apply to enrol through the University Contact Centre (0800 VARSITY).

- Master of Health Sciences
- Postgraduate Diploma in Health Sciences
- Postgraduate Certificate in Clinical Teaching
- Postgraduate Certificate in Health Sciences
- Postgraduate Certificate in Palliative Care

Applicants for the following programmes should contact the programme coordinator for application procedures.

- Master of Arts/Science in Child and Family Psychology
- Postgraduate Diploma in Child and Family Psychology
- Master of Education with Certificate of Counselling

Transitional Students

Students enrolled in the following programmes prior to 2012 are advised that they are able to complete under the regulations of the year in which they first enrolled:

- Master of Education
- Master of Teaching and Learning
- Postgraduate Diploma in Teaching and Learning, or the
- Postgraduate Diploma in Educational Leadership
- Cert and Dip in Children’s Literature
- Graduate Diploma in ICT in Education
- Hōaka Pounamu: Graduate Diploma in Bilingual and Immersion Teaching
- Graduate Certificate in Online Teaching and Learning

Students enrolled in the following programmes prior to 2012 may complete under 2010 regulations.

- Graduate Diploma in the Education of Students with Special Teaching Needs
- Diploma in Teaching and Supporting People with Disabilities
- Graduate Certificate in Gifted Education
- Graduate Certificate in Teaching English to Speakers of Other Languages
- Certificate in Learning Support

* Subject to NZUCC CUAP approval due December 2012.
Fees and Scholarships Information

Fees

Student fees are calculated according to the courses enrolled in, plus non-tuition fees. Your fees will be listed on your enrolment offer. When you accept your offer and pay your fees your enrolment is finalised.

To work out tuition fee costs you should search the course code you wish to enrol for on the Courses, Subjects and Qualifications website http://www.canterbury.ac.nz/courses/index.shtml. The domestic and international course fees are listed at the bottom of each course listing.

Masters and PhD thesis students should refer to the follow link http://www.canterbury.ac.nz/enrol/fees/pg_fees.shtml and download the PDF for Fee and Enrolment information.

Please refer to: http://www.canterbury.ac.nz/enrol/fees/non_tuition.shtml for 2012 non-tuition fees (eg late enrolment fees, Student Levy).

Student Services Levy

A fee of $630 per student per annum is payable at enrolment. Rebates are available for students who are employed in schools and early childhood centres, those who live outside the Christchurch area, and those enrolling in only one Semester (conditions apply).

See www.canterbury.ac.nz/enrol/fees/levy.shtml for details.

Student Loans, allowances, living and course-related costs

To be eligible for a student loan you must be a New Zealand citizen or have been granted permanent resident status.

Please contact StudyLink: www.studylink.govt.nz or freephone: 0800 88 99 00 for full information relating to student loans and allowances. Remember to apply early, even if you haven’t yet confirmed your course of study.

Scholarships

There are various scholarships, awards and grants available to fund your University study.


Scholarships Office
University of Canterbury
Private Bag 4800
Christchurch 8140
New Zealand

Email: scholarships@canterbury.ac.nz
Phone: +64 3 366 7001 ext 8976

Associate Teacher Waiver

Associate teachers of the University of Canterbury are invited to apply for a 30% fee waiver for a course, from a range of programmes. For further details and enrolment forms please see: http://www.education.canterbury.ac.nz/scholarships

Partnership with Schools Scholarships

Principals, Deputy Principals and Associate Teachers at Partnership Schools may apply for a 30% fee waiver for a range of courses. For more info see www.education.canterbury.ac.nz/partnership
Education Library - Te Puna Ako

The Education Library is one of the branches of the University Library. We offer specialist, individual assistance with information requests for both distance and on-campus education students. Drop in to our office in the library or contact one of us to arrange a suitable time if you would like help with:

- Identifying relevant information sources for your topic,
- Designing search strategies for finding information,
- Using the Library’s resources, both print and electronic,
- Ways of keeping up with what is being published in your subject,
- Endnote bibliographic software,
- We also offer distance library services to off-campus students.

EndNote

EndNote is software that enables you to store and manage references, and use these to format citations and bibliographies in documents. The software can be loaded onto the student login from the campus network or a copy of the software can be borrowed from the IT Help Desk for downloading for home use. The software is of particular use to Postgraduate students. The Library offers tutorials in EndNote which can be booked through their website:
http://library.canterbury.ac.nz/endnote/

Referencing

Using the correct referencing ensures that you avoid plagiarism. You must always acknowledge other people’s ideas in your work. Most education courses use APA referencing. However, you should always check with your course lecturer.

The Library provides a guide to citing books, serials and electronic materials in your assignments. This guide with examples is available from the library website: http://library.canterbury.ac.nz/services/ref/apa/index.shtml

Liaison Librarians

Kathryn Andrews is the liaison librarian for the School of Educational Studies and Human Development. She has a special interest in Information Literacy. Kathryn has in-depth knowledge of all education databases and of Endnote.

kathryn.andrews@canterbury.ac.nz

Caroline Syddall is the liaison librarian for the School of Literacies and Arts. She has a particular interest in New Zealand resources and in sustainability. Caroline has in-depth knowledge of all education databases and of New Zealand information.

caroline.syddall@canterbury.ac.nz

Ariana Tikao is the liaison librarian for the School of Māori, Social and Cultural Studies. Ariana is of Kai Tahu descent, and she has a special interest in Māori services and in performing arts.

ariana.tikao@canterbury.ac.nz

Margaret Paterson is the liaison librarian for the School of Sciences and Physical Education, as well as the Health Sciences Centre. She has a special interest in health education and has an in-depth knowledge of education and medical databases as well as EndNote.

margaret.paterson@canterbury.ac.nz

Contact

Education Library
University of Canterbury
Private Bag 4800
Christchurch 8140
New Zealand
Phone: +64 3 343 7736
Toll free: 0800 763 676
Email: education@libr.canterbury.ac.nz
Support services and useful contacts

The University of Canterbury offers a comprehensive range of support services to postgraduate and graduate students. For more information please visit these websites.

- **Accommodation**

- **Adult Students**

- **Chaplaincy Service**

- **Child Care Services**
  [http://www.canterbury.ac.nz/earlyyears/](http://www.canterbury.ac.nz/earlyyears/)

- **College of Education**
  Student Advisors
  education@canterbury.ac.nz
  +64 3 343 7713

- **Counselling Services**

- **Disability Resource Service**

- **Education Postgraduate Office**
  postgraduate@education.canterbury.ac.nz
  +64 3 364 2987 ext: 4877

- **Hardship Support**

- **Health Centre**

- **Health Sciences Centre Administrator**
  healthsciences@canterbury.ac.nz
  +64 3 366 7001 ext: 8691

- **Information and Communication Technology Services**
  You can contact the IT Helpdesk directly:
  Phone: ext 6060 (internal) or
  Direct dial: +64 3 364 2060
  Email: ictservicedesk@canterbury.ac.nz

- **International Students**

- **Learning Skills Centres**
  The Learning Skills Centre offers a range of free teaching services to help UC students at all levels acquire the specialised skills they need for academic success.

- **Māori Students**

- **Mentoring Programme**

- **Orientation**

- **Pacific Students**
  [http://www.canterbury.ac.nz/pacificstudents/](http://www.canterbury.ac.nz/pacificstudents/)

- **Postgraduate Students Association**

- **Recreation Centre**
  [http://www.phed.canterbury.ac.nz/](http://www.phed.canterbury.ac.nz/)

- **Security**

- **Student exchange opportunities**

- **UCSA**

- **UC Careers and Employment**
Many graduate and postgraduate courses are offered by online, distance or flexible delivery. Some distance courses have a block course requirement. If you are unsure, please contact the Course Coordinator.

Distance students are recommended to have broadband internet access. Students in some courses are encouraged to make contact with each other by telephone, email or Internet.

Distance Study Equipment

As a distance course, information and content may come as printed material, however, much will be provided via CD’s, DVD’s and/or on-line interaction.

All students are required to have immediate access to an internet-linked computer. Your student email account will be an important communication tool between you, your tutors and the University Student Administration areas.

Learn (Moodle) is the Learning Management System for the University of Canterbury. Learn is designed to support the teaching and learning process by assisting with collaboration, idea sharing and communication between students and tutors.

Course Materials

Your course materials will be dispatched by the Distance Material & Assignments Centre (DMA Centre).

It is important that we have an accurate record of an address to which your course materials can be mailed. Students are responsible for keeping their details updated via Student web.

You should expect to receive a package of course materials in the week before the beginning of each semester, provided that you are fully enrolled as a student. Materials are not dispatched until payment is received.

Other materials may be sent to you during the semester, but notice of this will be included in the initial mailout.

You will be responsible for checking the list of courses on the packing slip, against your course enrolment, and to notify the Distance Material & Assignments Centre (DMA Centre) immediately if anything is missing.

The Distance Freephone is 0800 763 676 and you may contact the College Office, DMA Centre, Library or College of Education staff on this number.

Assignments

You are invited to read the College of Education ‘Assessment Guidelines for Students’ available at www.education.canterbury.ac.nz. This should be read in conjunction with your course outlines.

You will be sent assignment cover sheets and assignment barcodes with your course materials. You will be directed to either send your assignments directly to your tutor/marker, or to the DMA Centre at the College of Education, submission directions will be sent to you from the course coordinators.
Postgraduate Research

Note: All Masters and PhD thesis students should read the principles, guidelines and application documents for Ethics approval and the relevant University guidelines for Masters and PhD thesis submission, the Code of Practice and Intellectual Property.

Master's Thesis and Dissertation Enrolment Process

You may begin a thesis at any time (usually the first of the month) that is convenient to you and your supervisor. Please note that if you wish to begin your thesis at the beginning of semester one, then the start date should be 1 March. For semester 2, the start date is 1 August. Applicants for master's theses and dissertations submit a brief proposal. The process for enrolling in a master's thesis or dissertation in the College of Education is available at http://www.education.canterbury.ac.nz/postgrad/masters_enrolment_process.shtml

Health Sciences applicants should discuss their proposed topic with the administrator or potential supervisor. Prior to formal enrolment the Health Sciences Centre must approve the potential supervisor. Prior to formal enrolment their proposed topic with the administrator or contact the supervisor directly using the http://www.canterbury.ac.nz/ucresearchprofile/. Please see the UC Research Profile: or phone: +64 3 364 2987 ext 4877 for EDUC 790 or the Health Sciences Administrator: healthsciences@canterbury.ac.nz or phone: +64 3 364 7001 ext 8691. Student must submit a CV, transcripts and a brief outline of your proposed research. Applicants will be advised whether the College can provide adequate supervision for your study. Applicants with international qualifications must then apply to the International Office for Admission to the University. Successful applicants will be advised whether they are eligible to enrol. Enrolment forms can be found on the Student Administration website: http://www.canterbury.ac.nz/acad/phd/. Applications must be supported by a senior supervisor from within the Faculty and Head of School.

PhD students should seek a supervisor before they apply for admission to the Programme or enrolling. For further information regarding any of the supervisors listed in the following pages please search the UC Research Profile: http://www.canterbury.ac.nz/ucresearchprofile/ or contact the supervisor directly using the contact details listed.

Note: We do have a number of adjunct staff members who are able to provide supervision, particularly in the Health Sciences Centre. In addition, it may be appropriate for the College to seek external supervision for your thesis. If you are unsure please contact the thesis coordinator.
Supervisors

PhD and Masters Supervisors
(as at Oct 2011)

Professor Niki Davis
+64 3 364 2987  ext 44246
niki.davis@canterbury.ac.nz
E-Learning, innovation and change, ICT
Information & Communication Technologies

Professor John Everatt
+64 3 364 2987  ext 4003
john.everatt@canterbury.ac.nz
Reading ability and disability (dyslexia),
educational implications of the learning abilities/
disabilities and cognitive-developmental aspects
of attention and reading

Professor Gail Gillon
+64 3 364 2987  ext 44024
gail.gillon@canterbury.ac.nz
Children at risk for literacy difficulties,
phonological awareness, dyslexia, childhood
speech and language disorders

Professor Letitia Fickel
+64 3 345 8460  ext 44460
letitia.fickel@canterbury.ac.nz
Teacher learning and professional development
(Initial teacher education, teacher self-study
and shared inquiry; professional learning
communities; program evaluation); school-
university collaboration and partnerships;
multicultural education and culturally responsive
teaching and learning; and social studies, history,
and democracy education; school change,
innovation, and leadership; education policy and
practice.

Professor Andrew Horblow
+64 3 364 2987  ext 7628
andrew.horblow@canterbury.ac.nz
Public health, health services, health promotion,
mental health, health workforce development

Professor Gary Horby
+64 3 364 2987  ext 4906
gary.horby@canterbury.ac.nz
Counselling, educational psychology, health
education, inclusive education, special education,
parental involvement, transition from school to work

Professor Gregory Lee
+64 3 364 2987  ext 6271
gregory.lee@canterbury.ac.nz
Aotearoa/New Zealand educational history;
primary, secondary, and tertiary education
policy; institutional change and reform; state
and private school comparisons; examinations
and credentials; church and state relations in
education; Māori education history

Professor Angus Hikairo Macfarlane
+64 3 364 3037
angus.macfarlane@canterbury.ac.nz
Kaupapa Māori research, Faculty engagement in
Māori scholarship, Culturally related scholarship
external to the university community, Culturally
inclusive pedagogies for pathways to success in
schools

Professor Ann Richardson
+64 3 3643286
ann.richardson@canterbury.ac.nz
Inclusive education, special education, Māori
education and achievement, culturally responsive
pedagogy, Māori wellbeing and identity

Professor Peter Roberts
+64 3 364 2987  ext 6263
peter.roberts@canterbury.ac.nz
Philosophy of education, educational policy
studies

Associate Professor Pauline Barnett
+64 3 364 2987  ext 7628
pauline.barnett@canterbury.ac.nz
Public health, primary health care, mental health,
health governance and restructuring

Associate Professor Lindsey Conner
+64 3 364 2987  ext 44463
lindsey.conner@canterbury.ac.nz
Bioethics, social issues in science education,
teacher education, school change, educational
theory, futures in education, learning in science,
teaching in science, innovative pedagogy

Associate Professor Judith Duncan
+64 3 364 2987  ext 3466
judith.duncan@canterbury.ac.nz
Early childhood education, childhood studies,
pedagogy and practices, children's rights and
children's participation, teachers and teaching,
educational policy, qualitative studies

Associate Professor Alison Gilmore
+64 3 364 2987  ext 6259
alison.gilmore@canterbury.ac.nz
Assessment of educational achievement,
educational evaluation, National/large
scale assessment, school/classroom-based
assessment policies and practices

Associate Professor Janinka Greenwood
+64 3 364 2987  ext 44292 or 44390
janinka.greenwood@canterbury.ac.nz
The arts in education, creativity, bicultural and
cross-cultural studies, critical literacy, building
sustainable learning communities

Associate Professor Ray Kirk
+64 3 364 3108
ray.kirk@canterbury.ac.nz
Decision making in health care, evidence based
healthcare, health informatics, health services
research and evaluation, health technology
assessment

Associate Professor Kathleen Liberty
+64 3 364 2987  ext 6545
kathleen.liberty@canterbury.ac.nz
Children’s health and learning, early intervention,
education and treatment of children with behaviour
and learning difficulties

Associate Professor Judi Miller
+64 3 364 2987  ext 6546
judi.miller@canterbury.ac.nz
Brief counselling, career development theory
and practice, professionalisation of counselling,
qualitative research methodology, sociology of
counselling

Dr Jane Abbiss
+64 3 364 2987  ext 44465
jane.abbiss@canterbury.ac.nz
Curriculum issues (including social sciences and
ICT), gender relations, social constructionism
and critical approaches, qualitative methodologies.

Dr Chris Astall
+64 3 364 2987  ext 44219
chris.astall@canterbury.ac.nz
Developing attitudes and outcomes in the
practicing and learning of Primary Science through
‘hands-on, minds-on’ methodologies

Dr Eileen Britt
+64 3 364 2987  ext 7195
eileen.britt@canterbury.ac.nz
Training and clinical supervision, health
behaviour change, diabetes, forensic psychology,
university, depression, eating disorders, bicultural
practice, motivational interviewing, single-case
research design, and clinically-based research.
Dr Barry Brooker  
+64 3 364 2987  ext 44021  
barry.brooker@canterbury.ac.nz  
Educational leadership  and initial teacher education  

Dr John Church  
+64 3 364 2987  ext 6544  
john.church@canterbury.ac.nz  
Applied behaviour analysis, instructional design, responding effectively to behaviour problems and learning difficulties in children, evaluating teaching  

Dr Jenny Clarke  
+64 3 364 2987  ext 44329  
jenny.clarke@canterbury.ac.nz  
Biomechanics  

Dr Gina Colvin  
+64 3 364 2987  ext 44394  
gina.colvin@canterbury.ac.nz  
Whiteness studies, critical discourse analysis, Media and racism, critical pedagogies and transformative praxis.  

Dr Taffy (John) Davies  
+64 3 364 2987  ext 6262  
john.davies@canterbury.ac.nz  
Comparative education, education in South Africa, higher education, social class analysis, sociology of education  

Dr Nick Draper  
+64 3 364 2987  ext 4193  
nick.draper@canterbury.ac.nz  
Physiology of adventure sports including kayaking, canoeing and rock climbing. Exercise interventions in a health context: traditional versus non-traditional prescription. Sport specific measures of performance. Exercise science pedagogy.  

Dr Karyn France  
+64 3 364 2987  ext 6610  
karyn.france@canterbury.ac.nz  
Assessment and treatment of child behaviour and emotional problems, child advocacy, child development, development of sleep, developmental interactions in the first year of life, parent behaviour  

Dr John Freeman-Moir  
+64 3 364 2987  ext 6261  
john.freeman-moir@canterbury.ac.nz  
Democracy and education, sociology of education  

Dr Myron Friesen  
+64 3 364 2987  ext 8914  
myron.friesen@canterbury.ac.nz  
Child and family development, particularly parenting and family relationship dynamics. Prosocial development including interpersonal forgiveness. Personal and professional identity development of teaching students.  

Dr Jeffrey Gage  
+64 3 364 2987  ext 7403  
jeffrey.gage@canterbury.ac.nz  
Family and Community Health, school health and health promotion, Community Nursing, fathering and the transition to parenting, smoking during pregnancy  

Dr Michael Grimley  
+64 3 364 2987  ext 8117  
michael.grimley@canterbury.ac.nz  
Learning and cognitive processes, educational technology, e-learning, individual differences, serious games, virtual worlds, interest, engagement and motivation  

Dr Alex Gunn  
+64 3 364 2987  ext 4929  
alex.gunn@canterbury.ac.nz  
Early childhood education, teaching, learning and assessment in Early Childhood Education, Heteronormativity, queer theory and discourse analysis, Foucaultian genealogy, parenting in families headed by lesbians and gay men, barriers to learning, social justice and inclusion, Queer theory, inclusive education  

Dr Helen Hayward  
+64 3 364 2987  ext 8226  
helen.hayward@canterbury.ac.nz  
Educational policy, impact of student debt on Māori, indigenous education, Mana Wahine Māori, Māori education, Māori pedagogies, research methodologies, state funding and ngā Whare Wänanga  

Dr Susan Lovett  
+64 3 364 2987  ext 44108  
susan.lovettt@canterbury.ac.nz  
Early career learning & development for teachers, teacher leadership, leadership for school improvement, school community partnerships  

Dr Richard Manning  
+64 3 345 8389  
richard.manning@canterbury.ac.nz  
Treaty of Waitangi issues in relation to schooling, place based education and critical pedagogies of place, New Zealand race relations and schooling, the international ‘culture wars’ and their impact upon the teaching of Social Studies and History (Australia, USA and NZ), contemporary Māori education issues (Policy), contemporary Pacifica education issues (Policy), education for sustainability and community development issues  

Dr Elaine Mayo  
+64 3 364 2987  ext 44447  
eila.mayo@canterbury.ac.nz  
Developing learning communities, fostering and investigating practice-based of research including self-study and collaborative forms of research, exploring the relevance of complexity, post-structural and neo-pragmatic theory  

Dr Jane McChesney  
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Mathematics education in primary and secondary schools, social practices and classroom interactions in mathematics and science lessons, (1 to 14 year olds)  

Dr Brigid McNeill  
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Dr McNeill is a leading expert in intervention for childhood apraxia of speech. Her research focuses on enhancing the educational achievement of children with speech, language, and literacy difficulties. Her fields of research include the examination of effective literacy teaching strategies within the classroom, phonological awareness, literacy development and difficulties, and oral language.  

Dr Missy Morton  
+64 3 364 2987  ext 44312  
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My research interests include inclusive education, the sociology of special education, and disability studies in education. My recent projects and publications look at structures and practices that support teachers and schools to welcome all children, young people and their families and provide a quality education for all students. Back from study leave in July 2012.
Dr Donna Morrow  
+64 3 364 2987 ext 44109  
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Research interests include writing achievement and school climate, learning and teaching in the online environment, the impact of ICT on writing processes, ICT in early childhood education and ICT in the teaching and learning process.

Dr Kerry Purdue  
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Early childhood curriculum, quality in early childhood education, the teacher as a researcher, inclusion, children’s rights, and social justice.

Dr Kathleen Quinlivan  
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Genders/sexualities and secondary schooling from student perspectives, Queer, Post-critical and Post-structural pedagogical approaches, secondary schooling Reform, cultural construction of schooling, Poststructural ethnography.

Dr Ann Richardson  
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Cancer Epidemiology, Screening and Early Detection of Disease, Evaluation of Screening Programmes, Public Health.

Dr Neil Rodgers  
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Counsellor efficacy, Identity and health-related behaviours, Narrative Therapy – discourse and practice, Mindfulness and counselling, Qualitative research methodology.

Dr Dale Sheehan  
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Learning in clinical environments, inter professional learning and communication, bicultural learning.

Dr Patrick Shepherd  
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IT in music education, composing in the classroom, Antarctic arts; cross-curricular teaching in the arts; synaesthetics life and work of Gerald Finzi, music and history of Antarctica, administration of John F. Kennedy.

Dr Mere Skerrett  
Ph. 03 345 8225  
mere.skerrett@canterbury.ac.nz  
Ngāi Tahu, Waikato/Maniapoto, Te Arawa, Mataatua Mother of five. Research Interests/Professional Speciality: Bilingual/Bicultural Education – Second language early childhood teaching methodologies; Language Development in young children (including reading, writing as well as aural, oral); Equity issues first as they relate to Māori as Tāngata Whenua – power sharing, and second as they relate to women’s issues and children’s rights; Māori education (past and present); Māori politics (its progression); Pedagogy Māori; Assessment Māori.

Dr David Small  
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Development education, development theory, education in the Asian Pacific region, educational philosophy and theory, globalisation, sociology of education, The knowledge society.

Dr Billy O’Steen  
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Curriculum, experiential education, professional development, teacher education.

Dr Dean Sutherland  
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Deaf education, augmentative and alternative communication technology and strategies, phonological development and disorders, autism spectrum disorders.

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Motivational interviewing, applications of MI and training health care professionals.

Dr Anna Wilson  
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Mind, Brain and Education, Dyscalculia (mathematics learning disability), mathematical cognition, cognitive neuroscience, numeracy, learning disabilities.

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Science education and using computer-based technologies to enhance science teaching and learning.

Dr Mere Skerrett  
Ngāi Tahu, Waikato/Maniapoto, Te Arawa, Mataatua Mother of five. Research Interests/Professional Speciality: Bilingual/Bicultural Education – Second language early childhood teaching methodologies; Language Development in young children (including reading, writing as well as aural, oral); Equity issues first as they relate to Māori as Tāngata Whenua – power sharing, and second as they relate to women’s issues and children’s rights; Māori education (past and present); Māori politics (its progression); Pedagogy Māori; Assessment Māori.

Dr David Small  
Development education, development theory, education in the Asian Pacific region, educational philosophy and theory, globalisation, sociology of education, The knowledge society.

Dr Dean Sutherland  
Deaf education, augmentative and alternative communication technology and strategies, phonological development and disorders, autism spectrum disorders.

Dr Michael Tarren-Sweeney  

Dr Mark Wallace-Bell  
Motivational interviewing, applications of MI and training health care professionals.
Masters Supervisors

Associate Professor Ian Culpan
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Curriculum development in physical education, sports in schools, olympism studies and sports pedagogy.

Dr Arindam Basu
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Health services, environmental epidemiology, information technology, epidemiology, educational research, evidence based medicine, meta analysis and systematic review.

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Māori population health; whānau/hapū/iwi and community development, Traditional Māori healing/rongoā Māori, Māori research methodological development.

Sue Bridges
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Literacy, children’s learning strategies, teachers’ work and roles (historical and current), children’s literature and classroom practice, inclusive education.

Judy Bruce
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Physical education curriculum and pedagogy (including Olympism education and adapted physical education), critical pedagogy, alternative education, youth development, global citizenship education, diversity in education.

Jan Byres
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Construction of curriculum by primary teachers with a particular focus on visual art, assessment practices in primary schools.

Jan Daley
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Career development for aspiring education leaders, educational leadership, leadership for school improvement, curriculum leadership, community home-school educational partnerships, student engagement and achievement in learning.

Ronnie Davey
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Writing pedagogy, literacy and critical literacy and English education pedagogies, teacher education induction, beginning teachers/ing/induction and development of professional identity, mentoring and professional learning (pre and in-service), action research and self study methodologies.

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Primary mathematics education and pedagogy, cultural performance in literacy and mathematics, Japanese study programmes in New Zealand and the Physiology of rock climbing.

Murray Fastier
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Social science education in secondary schools, curriculum and assessment issues and initial teacher education.

Jo Fletcher
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Literacy, reading, adult literacy, diverse learners, leadership and Pasifika.

Kiri Fortune
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Inclusive education, special education, disability and identity, strategic management, Māori language revitalisation and planning, language disorders, Māori education and achievement.

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Primary literacy, writing and reading pedagogy, professional development within literacy education, developing effective literacy practices, action research.

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Cultural and linguistic diversity; EFL and ESL teacher education; implementation of language curriculum innovations; languages teaching and learning.

Chris Jansen
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Adventure therapy, challenging adolescents, counselling, experiential learning, facilitation, leadership development, outdoor education, teaching, training and professional development, youth work.

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Inclusive education, special education, Māori education and achievement, culturally responsive pedagogy, Maori wellbeing and identity.

Glynne Mackey
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Early childhood education for sustainability & environmental education; competence in young children; ICT in early childhood; young children as participants in research.

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E-Learning, ICT planning, information and communication technology, online and blended learning, professional development.

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Physical education curriculum and pedagogy, learning communities and practitioner based research.

Nathan Mikaere-Wallis
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Nueroscience, Parent Education, Te Ao Māori, early years, socio-emotional well-being, Resilience.

Chris North
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Outdoor and environmental education, secondary teacher education and adventure education.

Faye Parkhill
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Literacy including multimedia, diversity, low progress literacy learners.
Research Design

Once your initial project has been accepted and you have provisional supervisors appointed you will work with your supervisors to develop your proposal and the scope of your research.

Progress Reports

Masters
Following the approval of the thesis proposal, students enrolled in a Masters thesis must submit progress reports every six months. Progress reports should be accompanied by the appropriate form and submitted to your senior supervisor.

PhD
PhD Progress reports are due initially in the first six months, one year and then annually thereafter. The Central Postgraduate Office (Level, 3, Registry) send students a reminder but you should make a record of when your report is due. Forms can be downloaded from the Student Administration website: http://www.canterbury.ac.nz/acad/phd/proposal.shtml. Progress reports should be signed by your senior supervisor and Head of School. Reports will be co-signed by the Associate Dean of Postgraduate Studies in Education and forwarded to the Dean of Postgraduate Studies for final approval. You will receive notification of whether the Dean has approved your report.

Research Proposal

Masters
Proposals should be completed with your supervisor and be approved by the College. The process and time frames are set out on the College of education Masters students.

Website: http://www.education.canterbury.ac.nz/postgrad/thesis_proposal.shtml

PhD
You must register your research proposal within six months from the date of enrolment for your PhD. Proposals should be accompanied by the PhD Registration Form which is found on the Student Administration website: http://www.canterbury.ac.nz/acad/phd/proposal.shtml. There are sections for your supervisor and HOS to fill out. Your application form and full research proposal are then sent to the Dean of Postgraduate Studies. You will be advised by the Postgraduate Office whether your proposal has been approved or not.

Ethical Approval

Most theses require ethical approval before data collection can begin. Details about applying for ethical approval can be found at http://www.canterbury.ac.nz/humanethics/

Financial Reimbursement

MA or MSc (Child and Family Psychology) students (CFPY 690 and CFPY 695) may be entitled to financial reimbursement to a maximum value of $500 for research-related expenses.

MEd Dissertation and Thesis students (EDUC 695, EDEM 690 and EDEM 691) may be entitled to financial reimbursement to a maximum value of $500 for research-related expenses.

MHealSc Thesis students (HLTH 695, HLTH 697 and HLTH 699) may be entitled to financial reimbursement to a maximum value of $500 for research related expenses.

MFchThesis students (EDEL 904 and EDEL 905) may be entitled to financial reimbursement to a maximum value or $500 for research-related expenses.

PhD Students (EDUC 790 and HLTH 790) may be entitled to financial reimbursement to a maximum value of $500 for research-related expenses.

MTchLn Thesis students (EDTL 904 and EDTL 905) may be entitled to financial reimbursement to a maximum value of $500 for research-related expenses.

Research students (CFPY 690 and CFPY 695) may be entitled to financial reimbursement to a maximum value of $500 for research-related expenses.

Research students (CFPY 690 and CFPY 695) may be entitled to financial reimbursement to a maximum value of $500 for research-related expenses.

Contact

MEd Thesis or PhD in Education
Email: postgraduate@education.canterbury.ac.nz
Phone: +64 3 364 2987  ext 4877

MHealSc Dissertation, Thesis or PhD in Health Sciences
Email: healthsciences@canterbury.ac.nz
Phone: +64 3 366 7001 ext 8691
Course Catalogue

Information is subject to change. Please check the CIS website http://www.canterbury.ac.nz/courses/ for timetable details and up-to-date information.

Child and Family Psychology
Health Sciences Centre

**CFPY 501 Models of Practice in Child and Family Psychology**

0.3000 EFTS

This course provides initial professional scholarship and training in child and Family Psychology, with particular focus on models of practice. Using the Scientist-Practitioner model as a reference point, two themes are emphasised: "what is a Child and Family Psychologist?" and "the research-practice nexus.

P: (i) Enrolled in the Master of Arts in Child and Family Psychology, or Master of Science in Child and Family Psychology or an approved Master of Education or their equivalents. (ii) CFPY 601, CFPY 602, CFPY 603, CFPY 604 and HLTH 472 (iii) An approved 15-point, 0.125 EFTS postgraduate or honours-level research methods course (iv) Subject to approval of the Director, Health Sciences Centre.

EQ: EDUC 623, HLTH 670 and HLTH 671 or CFPY 501 and CFPY 502


International Fee: $7,460 (2012)

**CFPY 503 Advanced Academic Development**

0.2500 EFTS

Further academic study relevant to the area of Child and Family Psychology

P: (i) Subject to approval of the Director, Health Sciences Centre. (ii) EDUC 623 and EDUC 624 or HLTH 670 and HLTH 671 or CFPY 501 and CFPY 502.

R: EDUC 501, HLTH 501

Domestic Fee: $1,681 (2012)

International Fee: $7,460 (2012)

**CFPY 504 Advanced Professional Practice in Child and Family Psychology**

0.5000 EFTS

This course directs the candidate's experiences in their approved 1500 hour internship in order to ensure a wide range of experience with children and their families and to assist their preparation of case-studies and their professional development plan.

P: (i) Subject to approval of the Director, Health Sciences Centre. (ii) EDUC 623 and EDUC 624 or HLTH 670 and HLTH 671 or CFPY 501 and CFPY 502. (iii) An approved 15-point, 0.125 EFTS postgraduate or honours-level research methods course (iv) Subject to approval of the Director, Health Sciences Centre.

EQ: EDUC 623, HLTH 670 and HLTH 671 or CFPY 501 and CFPY 502


International Fee: $14,900 (2012)

**CFPY 505 Structuring and Examining Professional Practice**

0.2500 EFTS

Preparation for, presentation and defence of professional work in formal settings.

P: (i) Subject to approval of the Director, Health Sciences Centre. (ii) EDUC 623 and EDUC 624 or HLTH 670 and HLTH 671 or CFPY 501 and CFPY 502

R: EDUC 503, HLTH 503

Domestic Fee: $1,681 (2012)

International Fee: $7,460 (2012)

**CFPY 506 Disorders of Childhood and Adolescence**

0.2500 EFTS

The nature, prevalence, causes and current intervention relating to disorders and disabilities arising during the developmental period.

P: Subject to approval of the Director, Health Sciences Centre

R: EDM 664, EDUC 461

EQ: EDM 664, EDUC 461

Domestic Fee: $1,444 (2012)

International Fee: $7,875 (2012)

**CFPY 507 Child Development: Research Contexts and Applications**

0.2500 EFTS

This course provides an opportunity to develop an advanced understanding of child development research and its application to children in applied settings. Students will gain knowledge and skills in the conduct of development and family assessments, and undertake a supervised child development study.

P: Subject to approval of the Director, Health Sciences Centre

R: EDM 662, EDUC 416, PSYC 413

EQ: EDM 662, EDUC 416, PSYC 413

Domestic Fee: $1,444 (2012)

International Fee: $7,875 (2012)

**CFPY 601 Disorders of Childhood and Adolescence**

0.2500 EFTS

Studies of counselling and psychological theories and their implications for practice. Practice in the skills of problem management model of helping.

P: Subject to approval of the Director, Health Sciences Centre

R: EDM 664, EDUC 461

EQ: EDM 664, EDUC 461

Domestic Fee: $1,444 (2012)

International Fee: $7,875 (2012)

**CFPY 602 Child Development: Research Contexts and Applications**

0.2500 EFTS

Further academic study relevant to the area of Child and Family Psychology

P: (i) Enrolled in the Master of Arts in Child and Family Psychology, or Master of Science in Child and Family Psychology or an approved Master of Education or their equivalents. (ii) CFPY 601, CFPY 602, CFPY 603, CFPY 604 and HLTH 472 (iii) An approved 15-point, 0.125 EFTS postgraduate or honours-level research methods course (iv) Subject to approval of the Director, Health Sciences Centre. (v) Subject to approval of the Director, Health Sciences Centre.

EQ: EDUC 623, HLTH 670 and HLTH 671 or CFPY 501 and CFPY 502


International Fee: $7,460 (2012)

**CFPY 603 Introduction to Interventions**

0.2500 EFTS

This course provides an overview of interventions for children and adolescents with commonly occurring childhood disorders, and behaviour / learning difficulties (anxiety, phobia, depression, antisocial behaviour, ADHD, dyslexia, dyscalculia, dyspraxia). We will cover how to recognise these disorders, what is known about their causes, and how to plan and evaluate interventions. We will examine what the current academic literature tells us about effective evidence-based interventions, and challenges and issues in intervention work. The course introduces students to multiple perspectives on disorders and interventions, including cognitive behavioural therapy (CBT) and applied behaviour analysis (ABA). Introduction to interventions is one of the compulsory first year courses in the Child and Family Psychology programme, and is also suitable for students who are pursuing postgraduate qualifications in special education.

P: Subject to approval of the Director, Health Sciences Centre

R: EDM 663, EDUC 421

EQ: EDM 663, EDUC 421

Domestic Fee: $1,444 (2012)

International Fee: $7,875 (2012)

**CFPY 604 Counselling and Psychology: Theories and Skills**

0.2500 EFTS

Limited entry. See limitation of entry regulations.

**CFPY 605 Structuring and Examining Professional Practice**

0.2500 EFTS

Preparation for, presentation and defence of professional work in formal settings.

P: (i) Subject to approval of the Director, Health Sciences Centre. (ii) EDUC 623 and EDUC 624 or HLTH 670 and HLTH 671 or CFPY 501 and CFPY 502

R: EDUC 503, HLTH 503

Domestic Fee: $1,681 (2012)

International Fee: $7,460 (2012)

**CFPY 606 Thesis**

Limited entry. See limitation of entry regulations.

**CFPY 607 Child Development: Research Contexts and Applications**

0.2500 EFTS

Further academic study relevant to the area of Child and Family Psychology

P: (i) Enrolled in the Master of Arts in Child and Family Psychology, or Master of Science in Child and Family Psychology or an approved Master of Education or their equivalents. (ii) CFPY 601, CFPY 602, CFPY 603, CFPY 604 and HLTH 472 (iii) An approved 15-point, 0.125 EFTS postgraduate or honours-level research methods course (iv) Subject to approval of the Director, Health Sciences Centre. (v) Selection will be based on academic record, personal suitability and an interview. The closing date for applications is normally October 1st in the year prior to enrolment.

R: EDUC 623, HLTH 670, EDUC 624, HLTH 671

EQ: EDUC 624, HLTH 671

Domestic Fee: $2,185 (2012)

International Fee: $9,685 (2012)

**CFPY 690 MA Child and Family Psychology Thesis**

1.0000 EFTS

Limited entry. See limitation of entry regulations.

P: (i) CFPY 601-604, HLTH 472 and one of EDEM 695-697, or HLTH 462, or PSYC 460 or PSYC 461. (ii) Subject to approval of the Director, Health Sciences Centre

R: EDEM 662, EDUC 416, PSYC 413

Domestic Fee: $6,449 (2012)

International Fee: $32,900 (2012)

**CFPY 690-12A (C) Whole Year (S1 and S2)**

Starts Anytime

Part-time enrolment (0.65 EFTS) is available on approval.
EDEM 606 - Contemporary Issues in Curriculum and Diversity

30 Points 0.2500 EFTS

This course explores the ways in which the curriculum reflects the "knowledge considered worth knowing" at a particular social and historical point in time. It critically engages with the extent to which both the intended and operational curriculum shape notions of learner difference and diversity, and can play a role in perpetuating the status quo in society. The course also investigates the possibilities for engaging with learner difference and diversity within a range of curriculum contexts.

P: Subject to approval of the Head of School
R: EDTL 840
Domestic Fee: $1,444 (2012)
International Fee: $5,875 (2012)
EDEM611-12S1 (C) Semester 1
EDEM611-12S1 (D) Semester 1

EDEM 614 - Assessment for Learning

30 Points 0.2500 EFTS

This course seeks to promote the understanding and use of assessment for improving learning. Recognising the diversity of learners and education sectors, topics covered will include discussion of and experience with socio-cultural theories of assessment; narrative assessment approaches; national and exemplars in special education, early childhood, primary and secondary settings; assessment and reporting against national standards in literacy and numeracy; and national assessment tools. There will be an opportunity for class members to pursue an assessment topic of their own interest. The course will adopt formative assessment practices to facilitate the learning interests of class members.

P: Subject to approval of the Head of School
Domestic Fee: $1,444 (2012)
International Fee: $5,875 (2012)
EDEM614-12S2 (C) Semester 2
EDEM614-12S2 (D) Semester 2
EDEM 618  Dyslexia: Identification and Intervention  
30 Points  0.2500 EFTS  
The aim of this course is to provide the students with an understanding of dyslexia as it relates to educational practice. Identifying procedures will be covered, which will provide the student with an understanding of the main characteristics associated with dyslexia. This will also cover theories of causes of dyslexia and literacy problems, as well as ways of differentiating dyslexia from other learning difficulties. This background will be used to cover some of the methods that have been used to overcome some of the learning problems related to dyslexia.  
P: Subject to approval of the Head of School  
Domestic Fee: $1,444 (2012)  
International Fee: $5,875 (2012)  
EDEM618-12S2 (C)  Semester 2

EDEM 619  Education of the Gifted Learner: Issues and Strategies for New Zealand Education  
30 Points  0.2500 EFTS  
Not offered in 2012  
This course explores the historical, political and theoretical background for the teaching of the gifted learner. Participants will analyse and critique the rationale and methods available for defining giftedness, identification and assessment processes, and provision for gifted learners in early childhood, primary and secondary education. Participants will study a range of teaching and learning approaches for gifted learners and the management of the special needs of the gifted learner. Participants will apply the knowledge gained to their own teaching by conducting a small scale investigation in an educational setting of their choice.  
P: Subject to approval of the Head of School  
R: EDUC 609, EDSN 751, EDTL 851

EDEM 620  Inclusive and Special Education  
30 Points  0.2500 EFTS  
This course is designed to provide students with knowledge of the diversity and challenges in inclusive and special education. The course will develop students' understanding of the history, philosophies, and policies relevant to inclusive and special education. Students will also study a range of assessment and teaching strategies appropriate for children with various types of special learning needs.  
P: Subject to approval of the Head of School  
Domestic Fee: $1,444 (2012)  
International Fee: $5,875 (2012)  
EDEM620-12S1 (C)  Semester 1

EDEM 622  Teaching and Learning in Inclusive Settings  
30 Points  0.2500 EFTS  
This course is for people working in school and/or community settings with children, adolescents, and adults who have developmental disabilities. The focus of the course is a critical review of the principles, practices and research which underpin the inclusive model of teaching, learning and support for people with developmental disabilities in education and community settings.  
P: Subject to approval of the Head of School  
R: EDSN 755, EDTL 855  
Domestic Fee: $1,444 (2012)  
International Fee: $5,875 (2012)  
EDEM622-12S2 (C)  Semester 2

EDEM 624  Autism Spectrum Disorders  
30 Points  0.2500 EFTS  
Not offered in 2012  
This course is for people working in the school and/or community settings with children, adolescents and adults who have Autism Spectrum Disorder or Asperger's Syndrome. The course includes a detailed study of the features and characteristics of Autism Spectrum Disorder and Asperger's Syndrome and a critical review and evaluation of the principles, practices and research related to the successful inclusion in education and community settings for people with Autism Spectrum Disorder and Asperger's Syndrome. Theories and treatments are evaluated and critiqued. Implications for family/whanau and the role of the family/whanau are explored and reviewed.  
P: Subject to approval of the Head of School  
R: EDSN 766, EDTL 866

EDEM 625  The Response to Intervention (RtI) Model and School-Wide Positive Behaviour Support (SW-PBS)  
30 Points  0.2500 EFTS  
The Response to Intervention (RtI) Model and School-Wide Positive Behaviour Support (SW-PBS) provide the overall structure to this course. Course participants will undertake a detailed study of the principles of applied behaviour analysis (ABA) and its application to children, youth, and adults with various learning/behaviour difficulties in various settings. With a selected person, participants will undertake a functional assessment and analysis, plan, implement and monitor a learning/behaviour change programme based on ABA principles. The evidence-based literature on this topic will be reviewed and critiqued.  
P: Subject to approval of the Head of School  
R: EDTL 852, EDSN 752  
Domestic Fee: $1,444 (2012)  
International Fee: $5,875 (2012)  
EDEM625-12W (C)  Whole Year (S1 and S2)  
EDEM625-12W (D)  Whole Year (S1 and S2)

EDEM 627  e-Learning and Pedagogy: Effective Strategies for the Classroom  
30 Points  0.2500 EFTS  
The course focuses on developing a critical awareness of the pedagogical issues involved in the integration of information technologies into classroom practice. Exemplars of curriculum based activities involving a variety of information technologies will be related to theories of learning and relevant academic research. Participants will further their computer application skills as well as investigate, analyse and evaluate contemporary theories and predictions related to the use of computers as effective teaching/learning aids in education.  
P: Subject to approval of the Head of School  
R: EDTL 891  
Domestic Fee: $1,444 (2012)  
International Fee: $5,875 (2012)  
EDEM627-12S1 (D)  Semester 1

EDEM 628  Best Practice in Online Teaching and Learning  
30 Points  0.2500 EFTS  
This course will help participants to structure an online environment that delivers content appropriately, fosters online collaboration and supports the learner. The course will provide participants with an opportunity to carry out an extended independent online teaching project, and to enhance both their professional practice and the theoretical understandings which inform that practice by undertaking an action research project which investigates their online practices.  
P: Subject to approval of the Head of School  
R: EDTL 894  
Domestic Fee: $1,444 (2012)  
International Fee: $5,875 (2012)  
EDEM628-12W (D)  Whole Year (S1 and S2)

EDEM 629  Teaching Meets Technology: Reading and Planning Research  
30 Points  0.2500 EFTS  
This course will engage participants in an online community while exploring issues pertinent to learning, teaching and researching in virtual contexts. Participants will critique research literature related to e-pedagogies, technologies, educational design, institutional strategies, and learner support. The course will examine methodologies and strategies for researching in virtual environments, and will equip participants to design their own professional enquiry.  
P: Subject to approval of Head of School  
R: EDTT 801, EDTT 802  
Domestic Fee: $1,444 (2012)  
International Fee: $5,875 (2012)  
EDEM629-12S2 (D)  Semester 2

EDEM 630  Change with Digital Technologies in Education  
30 Points  0.2500 EFTS  
Not offered in 2012  
This course is designed to study change with digital technologies in education. In this course, students will discover principles and approaches that prompt complex changes affecting society and education today and explore their roles in leadership and change. This course has three complementary elements: technology diffusion, shared leadership and models of change. Students will lead online seminars, conduct field observation and engage in project work to prompt and understand change within their own contexts. The course aims to help each student gain experience as a change agent using digital technologies reflectively and responsibly to support educational change.  
P: Subject to the approval of Head of School

EDEM 631  Foundations of Language Acquisition and Learning  
30 Points  0.2500 EFTS  
This course extends the professional knowledge-based of educational professionals through the examination of the main theories of first and second language acquisition, examining the linguistic, psychological and social processes that underlie language(s) learning and use.
P: Subject to Approval by Head of School.
R: Enrolment in PGDipEd or M.Ed./Subject to Approval by HOS
Domestic Fee: $1,444 (2012)
International Fee: $5,875 (2012)
EDEM631-12S1 (C) Semester 1
EDEM631-12S2 (D) Semester 2

EDEM 632 Languages Learning: Context and Curriculum
30 Points 0.2500 EFTS
This course is designed for practicing educators to support their ability to apply current research on how learners acquire second language proficiency to language pedagogy. It will enable students to develop a range of research-based practices for classroom teaching and school programmes that are grounded in critical examination of second language acquisition research and theory.
P: Subject to Approval by Head of School.
R: EDTL 841
Domestic Fee: $1,444 (2012)
International Fee: $5,875 (2012)
EDEM632-12S2 (C) Semester 2
EDEM632-12S1 (D) Semester 2

EDEM 634 Leadership of Learning
30 Points 0.2500 EFTS
This course provides current and aspiring educational leaders, in the early childhood, primary and secondary educational sectors, with theoretical frameworks and strategies from which to critique leadership practice in their own educational setting and community. It will enable exploration of leadership theory, models and research and requires critical analysis of a student's leadership values and visions and a justification of a preferred framework for leadership.
P: Subject to Approval by Head of School.
R: EDTL 810, EDTL 801
Domestic Fee: $1,444 (2012)
International Fee: $5,875 (2012)
EDEM634-12S2 (D) Whole Year (S1 and S2)

EDEM 635 Leadership of Effective Teaching
30 Points 0.2500 EFTS
This course provides current and aspiring leaders, in the early childhood, primary and secondary education sectors, with theoretical frameworks and strategies for reflecting on teaching practice and leadership of teaching and learning in their institutions. Teacher appraisal and its links to teacher professional development are examined for their effectiveness in improving achievement for all learners. The applicability of learning theory in catering for the learning needs of the diversity of students is explored and there is a focus on the use of appropriate methodologies for gathering and interpreting data and action research in the classroom.
P: Subject to Approval by Head of School.
R: EDEL 803, EDEL 804
Domestic Fee: $1,444 (2012)
International Fee: $5,875 (2012)
EDEM635-12S2 (D) Whole Year (S1 and S2)

EDEM 637 Distributing leadership for learning
30 Points 0.2500 EFTS
This course is designed to assist teachers in their professional support and guidance of other teachers. They may be working as tutor teachers, associate research teachers, associate teachers, or in positions of leadership or mentoring in their workplace. The course explores the theoretical and practical bases of supporting others in developing professional roles and responsibilities. It is located within current theories of teacher thinking and development, theories of teacher reflection and effectiveness, and communities of learners and learning organisations.
P: Subject to approval of the Head of School
R: EDTL 821
Domestic Fee: $1,444 (2012)
International Fee: $5,875 (2012)
EDEM637-12W (D) Whole Year (S1 and S2)

EDEM 638 Curriculum Leadership
30 Points 0.2500 EFTS
This course is designed to encourage new and aspiring curriculum leaders to explore ways of leading curriculum change in order to develop high quality curriculum programmes. The course will involve critical reflection on current curriculum developments in Aotearoa New Zealand and leadership models that create and sustain effective curriculum practices. The course will be presented in three sections which focus on context and issues related to: Current curriculum changes, Leadership for curriculum change, Action research on leading curriculum change. The action research will be supervised individually or in small groups according to curriculum area.
P: Subject to approval of the Head of School
R: EDTL 841
Domestic Fee: $1,444 (2012)
International Fee: $5,875 (2012)
EDEM638-12W (D) Whole Year (S1 and S2)

EDEM 639 Leadership for School and Centre Improvement
30 Points 0.2500 EFTS
This course relates the theory of educational leadership and management to school/centre improvement. The focus is on developing strategies for analysing the prevailing institutional culture, planning for improvements and on-going review.
P: Subject to approval of the Head of School
R: EDTL 863
Domestic Fee: $1,444 (2012)
International Fee: $5,875 (2012)
EDEM639-12W (D) Whole Year (S1 and S2)

EDEM 642 Sport and Exercise Physiology Education
30 Points 0.2500 EFTS
The course is designed to give teachers and coaches the opportunity to examine alternative approaches to teaching and learning for exercise physiology. The course provides the opportunity for students to improve their professional practice by critically examining significant issues in exercise physiology and in particular explore aspects regarding the design and implementation of exercise science/physiology programmes.
P: Subject to approval of the Head of School
Domestic Fee: $1,444 (2012)
International Fee: $5,875 (2012)
EDEM642-12S2 (C) Semester 2

EDEM 644 Contemporary Issues in Education: Socio-Cultural Perspectives
30 Points 0.2500 EFTS
Not offered in 2012
This course develops research skills and analysis in the sociocultural analysis of education, with a particular focus on policy and practices in relation to diverse learners. It is aimed at students who have an interest in investigating policies and practices using sociocultural frameworks.
P: Subject to approval of the Head of School
R: EDEM 621, EDEM 646, EDUC 419, EDUC 402, EDUC 413
EQ: EDUC 402

EDEM 645 Policy Studies in Education
30 Points 0.2500 EFTS
Not offered in 2012
An examination of some of the major debates, theoretical frameworks and central issues within the wider field of the political sociology of education.
P: Subject to approval of the Head of School
R: EDUC 403, EDUC 603
EQ: EDUC 403

EDEM 647 Education, Globalisation and Development
30 Points 0.2500 EFTS
This course analyses education in the Pacific region. It introduces students to theories of development and underdevelopment and discusses education in relation to notions of colonialism, neo-colonialism and nationalism.
P: Subject to approval of the Head of School
R: EDUC 417, EDUC 617, PACS 405
EQ: EDUC 417, PACS 405
Domestic Fee: $1,444 (2012)
International Fee: $5,875 (2012)
EDEM647-12S2 (C) Semester 2

EDEM 649 Te Tiriti o Waitangi i te Ao Matauranga
30 Points 0.2500 EFTS
This course is taught in Te Reo Maori. It will enable teachers and educators to gain a sound knowledge of the Treaty of Waitangi, its role in the history of New Zealand and its implications for theory and practice in learning communities today. In the course students will select a nominated area of study which will enable them to align Maori and bicultural principles with current policies and practices. Students will critically analyse the context of their practice and prepare a strategic plan which meets the needs of Maori and non-Maori in relation to the treaty partnership in their educational settings.
P: Subject to approval of the Head of School
R: EDTL 826
Domestic Fee: $1,444 (2012)
International Fee: $5,875 (2012)
EDEM649-12S1 (C) Semester 1
EDEM 650  Educational Philosophy and Policy  
30 Points  0.2500 EFTS  
This course provides an overview of major trends in philosophy of education from the 1960s to the present day. Particular emphasis will be placed on the relationship between epistemology, ethics and education. Students will have the opportunity to address the work of selected thinkers in critical detail, and will be encouraged to apply philosophical skills to practical educational problems.  
P: Subject to the approval of Head of School  
R: EDUC 414  
EQ: EDUC 614  
Domestic Fee: $1,444 (2012)  
International Fee: $5,875 (2012)  
EDEM650-12S2 (C)  Semester 2

EDEM 651  Re-examining Early Years Education  
30 Points  0.2500 EFTS  
This course introduces students to a critique of early years education using postmodern theories to analyse research, teaching practices, and New Zealand educational contexts for the very young child.  
P: Subject to approval of Head of School  
Domestic Fee: $1,444 (2012)  
International Fee: $5,875 (2012)  
EDEM651-12S1 (D)  Semester 1  
EDEM651-12S2 (D)  Semester 1

EDEM 652  Contrasting Pedagogies in Early Years Education  
30 Points  0.2500 EFTS  
This advanced course will canvass national and international research literature, focussing on relationships between languages, culture and identity, with particular reference to the socio-political context of postcolonial Aotearoa/New Zealand. Emphasis will be placed on the intergenerational transmission of knowledge/language in communities of practice, and on how teachers/researcher roles, as agents of change, are mediated in wider educational contexts of technological and socio-political change. The focus of the course will be in early years education, which also has relevance for the early years of the compulsory school sector.  
P: Subject to the approval of Head of School  
Domestic Fee: $1,444 (2012)  
International Fee: $5,875 (2012)  
EDEM652-12S1 (C)  Semester 1  
EDEM652-12S2 (D)  Semester 1

EDEM 654  Adult Learning and Education  
30 Points  0.2500 EFTS  
Not offered in 2012  
An introduction to the processes and practice of adult learning and education and the assumptions underlying diverse approaches to the education and training of adults.  
P: Subject to approval of the Head of School  
R: EDUC 646

EDEM 656  Tikanga and Rautakau Whakako Reo  
30 Points  0.2500 EFTS  
This course will explore, develop and critically assess communicative teaching and learning methodologies and strategies for a range of learners and learning styles in Maori bilingual and immersion settings. Students will explore and critique international models and practices in first and second language teaching and assessment. Students will design effective language programmes and assessments practices appropriate to age group and language experiences of learners, inclusive of Maori values and cultural practices. Note: This course will be taught through the medium of te reo Maori.  
P: Subject to approval of the Head of School  
R: EDUC 701  
Domestic Fee: $1,444 (2012)  
International Fee: $5,875 (2012)  
EDEM656-12S1 (C)  Semester 1

EDEM 657  Whakaora Reo-Language Revitalisation  
30 Points  0.2500 EFTS  
Students will critically examine the historical represssion of the Maori language/indigenous languages and the growth of language revitalisation movements in the twentieth century. They will review the key educational and Maori development drivers in Maori/wai led movements. Kohanga Reo, Kura Kaupapa Maori, Wharekura, wananga and bilingual/immersion programmes. They will assess the role that teachers can play in creating and shaping communities of language learners and develop appropriate strategic plans. Note: This course will be taught through the medium of Maori.  
P: Subject to approval of the Head of School  
R: EDHP 702, MAOR 427, TREO 405  
EQ: EDHP 405  
Domestic Fee: $1,444 (2012)  
International Fee: $5,875 (2012)  
EDEM657-12S1 (C)  Semester 2

EDEM 658  Matarauranga Maori Hei Marautanga  
30 Points  0.2500 EFTS  
This course is taught through te reo Maori. It will critically examine Matarauranga Maori: Maori ways of knowing and engaging with their environment in traditional and contemporary contexts as a means of developing a Kaupapa Maori based curriculum. Maori knowledge systems are valued and central to curriculum development. Students will also compare and contrast other indigenous epistemologies as frameworks for curriculum development in educational settings. There will be a strong emphasis on Te Wai Pounamu contexts and content and students will work in partnership with selected Maori and marae communities to investigate, report and apply Matarauranga Maori in the development of curriculum materials and teaching resources.  
P: Subject to approval of the Head of School  
R: EDHP 705  
Domestic Fee: $1,444 (2012)  
International Fee: $5,875 (2012)  
EDEM658-12S1 (C)  Semester 2

EDEM 659  Issues in Pasifika Education  
30 Points  0.2500 EFTS  
Not offered in 2012  
This course analyses issues affecting Pasifika education in Te Wai Pounamu, Aotearoa/New Zealand and other settings. It enables students to critique issues affecting the formation of Pasifika education policy and pedagogical models from the perspectives of community members, students, teachers, policy planners and academics.  
P: Subject to the approval of the Head of School

EDEM 660  Te Reo Te Kohure  
30 Points  0.2500 EFTS  
This is an advanced-level paper in te reo Maori. Te Kohure is the final level of the Te Whanake language programme. The course aims to attain high language proficiency and fluency. Topics include: kiwaha/idioms, whakatauki/proverbs, kupu whakarite/analogy, tongi and kupu whakaari/prophetic sayings, korero o nehera, whakapapa, mana and tapu, religious beliefs, te taenga mai te Pakeha, the study of celestial bodies, leadership, the etchings of prophets and tohunga, haka and waiata, composing and delivering formal and informal proce such as whaikore, poroporoaki mihi mate (eulogies), invitations, notices, advertisements and general speech-making.  
P: Approval of the Head of School  
R: TREO 401  
Domestic Fee: $1,444 (2012)  
International Fee: $5,875 (2012)  
EDEM660-12S1 (C)  Semester 1

EDEM 661  Disorders of Childhood and Adolescence  
30 Points  0.2500 EFTS  
This course looks at the nature, prevalence, causes, education and treatment of common childhood disorders and disabilities.  
P: Subject to approval of the Head of School  
R: EDUC 412, EDUC 612  
EQ: EDUC 412  
Domestic Fee: $1,444 (2012)  
International Fee: $5,875 (2012)  
EDEM661-12W (C)  Whole Year (S1 and S2)

EDEM 662  Child Development: Research, Contexts and Application  
30 Points  0.2500 EFTS  
This course aims to provide an advanced understanding of child development by focusing on issues and concerns that may affect children and families across multiple developmental contexts. Students will gain knowledge and research skills by undertaking a comprehensive literature review in an approved topic and applying contemporary research to a case study problem.  
P: Subject to approval of the Head of School  
R: EDUC 416  
EQ: EDUC 416  
Domestic Fee: $1,444 (2012)  
International Fee: $5,875 (2012)  
EDEM662-12W (C)  Whole Year (S1 and S2)

EDEM 663  Introduction to Interventions  
30 Points  0.2500 EFTS  
An overview of the effectiveness of the interventions and therapies commonly used in the treatment of various childhood disorders.  
P: Subject to approval of the Head of School  
R: EDUC 421, EDUC 621  
EQ: EDUC 421
EDM661 or EDEM 664, EDUC 662 or EDEM 672. R. EDUC 664

EDM664-12W (C) Whole Year (S1 and S2)

EDM665
EDUC 663 or EDEM 671, related to that experience completed over one year.

EDM667
Professional Studies/Issues A
30 Points
P: Subject to approval of the Coordinator of Counsellor Education.
R. EDUC 666

EDM669-12S2 (C)

EDM680
Independent Study
30 Points
An independent course of postgraduate study on approved topics.
P: Subject to approval of the Head of School.
R. EDUC 667

EDM680-12A (D) Starts Anytime
EDM680-12C (C)

EDM682
Special Topic: Developing Literacy and Oracy: Teaching for English as a Second Language
30 Points
This course will focus on language and literacy programmes for the growing number of ESL learners in New Zealand and international contexts. Theories of second language learning, including differences between subtractive and adding bilingualism, will be examined. Literacy and language teaching approaches will be explored within bilingual, full immersion and mainstream contexts. An investigation into the research surrounding the barriers and supports for ESL learners will be included. Literacy development and disorder across different orthographic systems and language contexts will be compared and contrasted. Strategies for the development of oracy and communicative competencies will be explored.

EDM682-1252 (D) Semester 2

EDM685
Special Topic: Culturally Inclusive Pedagogies: Motivating Diverse Learners
30 Points
P: Subject to approval of Head of School

EDM685-12SU1 (C)

EDM686
Special Topic: New Zealand Theatre (Education)
30 Points
Not offered in 2012

EDM687
Special Topic: From practice to theory in teaching art
30 Points
Designed for Art teachers, wishing to teach in a specific visual arts discipline at senior secondary school level. This studio based course has a strong emphasis on the acquisition, analysis and contextualisation of practical knowledge for teaching purposes.
P: Subject to approval of Head of School

EDM687-1252 (C) Semester 2
EDEM 688 Special Topic: The Treaty in Education Today
30 Points 0.2500 EFTS
This course will enable teachers and educators to gain a sound knowledge of the Treaty of Waitangi, its role in the history of New Zealand and its implications for theory and practice in learning communities today. In the course students will select a nominated area of study which will enable them to align Maori and bicultural principles to current policies and practices. Students will critically analyse the context of their practice and prepare a strategic plan which meets the needs of Maori and non-Maori in relation to the treaty partnership in their educational settings.
P: Subject to the approval of the Head of School
R: EDEM 649
Domestic Fee: $5,444 (2012)
International Fee: $5,875 (2012)
EDM668-12W (D) Whole Year (St and S2)

EDEM 689 Special Topic: Critical approaches to Global Citizenship Education
30 Points 0.2500 EFTS
This online course was designed as an entry point into contemporary conceptual debates and critical approaches related to global citizenship education. It supports the development of learners' critical, transnational and political literacies emphasising the connections between language, knowledge, power, representation, positionality and agency. This course engages learners in a critical examination of theory, case studies of educational practices and conceptual debates related to notions of knowledge and identity construction, globalisation, culture, indigeneity, nationalism, cosmopolitanism, cross-cultural dialogue, social action, epistemological pluralism (i.e. seeing the world from different lenses) and the roles of education in the '21st century'. It also examines the implications of these discussions in terms of pedagogical approaches, social relations and possible future interventions. This course includes optional on-campus study as a residential block in early January.
P: Subject to the approval of the Head of School
Domestic Fee: $5,444 (2012)
International Fee: $5,875 (2012)
EDM693-11SU2 (D) Summer (Nov 11)

EDM 690 MEd Thesis
90 Points 0.7500 EFTS
P: Subject to approval of the Head of School.
R: EDTL 904
Domestic Fee: $4,938 (2012)
International Fee: $5,725 (2012)
EDM690-12A (D) Starts Anytime
Part time enrolment (0.475 EFTS) is available on approval.

EDM 691 MEd Thesis
120 Points 1.0000 EFTS
P: Subject to approval of the Head of School.
R: EDTL 905
Domestic Fee: $5,874 (2012)
International Fee: $6,350 (2012)
EDM691-12A (D) Starts Anytime

EDM 693 Introduction to Methodologies and Ethics in Educational Research
15 Points 0.1250 EFTS
This course is an introduction frameworks for thinking about research, ethical considerations required for planning research and the ethical clearance process. The course provides students with opportunities to identify appropriate research issues and formulate research questions. This course supports students' critical reading of research and decisions made in planning research. A range of methodologies and methods of educational research are introduced.
P: Subject to the approval of Head of School
R: EDUC 459, EDUC 659, EDTL 801, EDEM 682, EDEM 683, EDEM 698, EDEM 699, EDEM 701, EDEM 702, EDEM 703, EDEM 704, EDEM 705
Domestic Fee: $722 (2012)
International Fee: $2,938 (2012)
EDM693-12S1 (C) Semester 1
EDM693-12S1 (D) Semester 1

EDM 694 Quantitative Research in Education
15 Points 0.1250 EFTS
This course provides postgraduate training in educational research methods. The course covers the various research methodologies used in education that involve quantitative data (from experiments to surveys, single-subject designs to group interventions) and provides a background to related statistical analytic procedures. The course will familiarise students with those concepts and assumptions underling such educational research and provide education-based examples to support understanding. The aims of the course are to bring the student to the point where they have the basic skills/knowledge to interpret most quantitative research papers, as well as the background to undertake thesis-level work that includes quantitative research.
P: Subject to the approval of the Head of School
R: EDI 801, EDEM 683, EDUC 660
Domestic Fee: $722 (2012)
International Fee: $2,938 (2012)
EDM694-12S2 (C) Semester 2

EDM 697 Qualitative Research in Education
15 Points 0.1250 EFTS
This course gives students both theoretical tools and practical experience in the design and implementation of qualitative research. Students will learn how to describe, apply and critique strategies for qualitative data collection and data analysis. Students will identify and discuss ethical issues in qualitative research, including suggestions for researching ethically throughout the process of data collection, analysis and reporting. The course prepares students to write the methodology (and methods) section of a research proposal suitable for a thesis.
P: Subject to the approval of the Head of School
R: EDUC 459, EDUC 659, EDTL 801, EDEM 682, EDEM 683, EDEM 698, EDEM 699, EDEM 701, EDEM 702, EDEM 703, EDEM 704, EDEM 705
Domestic Fee: $722 (2012)
International Fee: $2,938 (2012)
EDM697-12S1 (C) Semester 1

EDM 698 Emergent Research Methodologies
15 Points 0.1250 EFTS
Emergent research methodologies address approaches to research where the researcher is active in the context of the research, as well as in the design and analysis of the research. In many cases other participants also become co-researchers and knowledge is generated iteratively. In some cases, knowledge is generated by the community with the researcher as their agent.
P: Subject to the approval of the Head of School
Domestic Fee: $722 (2012)
International Fee: $2,938 (2012)
EDM698-12S2 (D) Semester 2

EDL501 - Working in Inclusive Settings
15 Points 0.1250 EFTS
EDL501 will provide graduates in the Certificate of Learning Support with the required knowledge, skills and attributes to enable them to competently and effectively support the educational needs of diverse learners in a range of contexts including early childhood, primary and secondary settings. This course will focus on and is designed to give a basic introduction to and understanding of the following areas: policies and practices in special and inclusive education, the New Zealand Curriculum (2007) and Te Whariki; the Treaty of Waitangi and working in bi-cultural and multi-cultural contexts; and the professional of the teacher-aide.
EDL501-12S1 (D) Semester 1

EDL502 Introduction to Numeracy, Literacy and ICT in New Zealand Educational Settings
This course provides students with an introduction to the teaching of numeracy, literacy and ICT in New Zealand educational settings. The course focuses on numeracy, literacy and ICT knowledge, content and skills required to participate in early childhood centres and classrooms as a teacher aid or support person. The course also aims to provide students with knowledge of the New Zealand Curriculum (2007), in Mathematics and Statistics, Literacy and e-learning. Successful completion of this course may lead to further study at a higher level such as the Bachelor of Teaching and Learning.
EDL502-12S1 (D) Semester 1

EDL503 Supporting Learning and Behaviour Needs
EDL503 will provide graduates in the Certificate of Learning Support with the required knowledge, skills and attributes to enable them to competently and effectively support the educational needs of diverse learners in a range of contexts including early childhood, primary and secondary settings. This course provides an introduction to basic knowledge, skills and strategies required to support the learning and behaviour needs of diverse learners.
EDL503-12S2 (D) Semester 2

EDL504 Supporting Diverse Learners
EDL504 will provide graduates with the required knowledge, skills and attributes to enable them to competently and effectively support the educational needs of diverse learners in a range of contexts including early childhood, primary and secondary settings. This course will focus on the implications of diversity in relation to teaching, learning and support, and will provide students with skills and strategies to provide effective support to diverse learners in educational settings.
EDSL104-12S2 (D) Semester 2
EDSL 401 Developing Children's Literacy
10 Points 0.0833 EFTS
This is one of three compulsory courses for the Certificate in Learning Support. It includes key aspects in the supporting of children's literacy development and focuses on developing and extending writing skills with a focus on strategies and practical activities. The content covers speaking and listening, reading, writing and visual language. It covers children's literacy development from early childhood through to early secondary schooling.
Domestic Fee: $398 (2012)
International Fee: $1,618 (2012)
EDSL41-1251 (D) Semester 1
EDSL 402 Developing Children's Numeracy
10 Points 0.0833 EFTS
This is one of three compulsory courses for the Certificate in Learning Support. It includes key aspects in the supporting of children's numeracy development. It focuses on strategies and practical activities. The content covers the eight stages within the Number Framework, which relates to the teaching of number in mathematics in the New Zealand Curriculum. It covers children's numeracy development from early childhood through to early secondary schooling.
Domestic Fee: $398 (2012)
International Fee: $1,618 (2012)
EDSL402-1252 (D) Semester 2
EDSL 404 Working in the Learning Environment
10 Points 0.0833 EFTS
This is one of three compulsory courses for the Certificate in Learning Support. The content covers understanding the New Zealand Curriculum, the roles and responsibilities of school/ECE staff, working as a teacher aide, professional communication skills, working within a bicultural context, and the IEP process.
R: EDSL 403
Domestic Fee: $398 (2012)
International Fee: $1,618 (2012)
EDSL404-1251 (D) Semester 1
EDSL 412 Children's Literature and the Library
10 Points 0.0833 EFTS
This is an optional course for the Certificate in Learning Support which explores the visual aspects of the picture book, examines young adult fiction and highlights ways of supporting children's exploration of literature. The course is also aimed at developing the participants' awareness of their role of supporting the operation of an effective school library.
Domestic Fee: $398 (2012)
International Fee: $1,618 (2012)
EDSL412-1251 (D) Semester 1
EDSL 414 Developing Personal Literacy
10 Points 0.0833 EFTS
This is an optional course for the Certificate in Learning Support which is designed to meet the personal literacy needs of part-time ECE staff. It includes key aspects in focusing on developing and extending writing skills including grammar, spelling, usage and presentation.
EDSL414-1252 (D) Semester 2
EDSL 419 Health Issues for Children
10 Points 0.0833 EFTS
This is an optional course for the Certificate in Learning Support. Participants will gain knowledge about a variety of health issues that affect New Zealand children. The course will focus on understanding how issues such as bullying, poor nutrition, and poor self-esteem impact on children's health, how they may affect learning and the effects may be minimized.
Domestic Fee: $398 (2012)
International Fee: $1,618 (2012)
EDSL419-1252 (D) Semester 2
EDSN 752 Managing Challenging Behaviour
30 Points 0.2500 EFTS
The Response to Intervention Model(RtI) and School-wide positive behaviour support (SW-PBS) provide the structure for this course. Course participants will undertake a detailed study of the principles of applied behaviour analysis (ABA) and their application to children, youth and adults with learning/behaviour difficulties in various settings. With a selected person, course participants will undertake a functional assessment and analysis, plan, implement and monitor a learning/behaviour change programme based on ABA principles. The evidence-based literature on this topic will be reviewed.
R: EDEM 625, EDTL 852 and EDTL 751
Domestic Fee: $1,191 (2012)
International Fee: $5,500 (2012)
EDSN752-12W (C) Whole Year (S1 and S2)
EDSN752-12W (D) Whole Year (S1 and S2)
EDSN 753 Teaching Strategies for Diverse Learners
30 Points 0.2500 EFTS
This course equips participants to deliver effective instruction to diverse learners through a detailed study of the principles and practices of Direct Instruction, Precision Teaching, Naturalistic Teaching Strategies. Participants are taught to assess, design, deliver and monitor effective learning for their learners. The techniques are research-based.
R: EDTL 853
Domestic Fee: $1,191 (2012)
International Fee: $5,500 (2012)
EDSN753-12W (D) Whole Year (S1 and S2)
30 Points 0.2500 EFTS
This course is for people working in school and/or community settings with children, adolescents and adults who have developmental disabilities. The focus of the course is the application of the principles, practices and research which underpin the inclusive model of teaching, learning and support for people with developmental disabilities in education and community settings.
R: EDEM 622, EDTL 855
Domestic Fee: $1,191 (2012)
International Fee: $5,500 (2012)
EDSN755-1251 (D) Semester 1
EDSN 763 Community Services: Issues, Development and Delivery
30 Points 0.2500 EFTS
A detailed study of the principles and practices involved in the development and delivery of community-based services for developmentally disabled people. The concepts of life-style planning, normalisation, self-determination and empowerment provide the basis for examining critical issues, including personal and vocational development, self-determination and choice, inclusion and advocacy, and the establishment of formal and informal community support systems. Relevant policy, legislation and regulations will be examined. Strategies for identifying vocational and recreational opportunities, organising involvement in community environments and developing self-advocacy, personal decision-making and communication skills will be reviewed and evaluated.
Domestic Fee: $1,191 (2012)
International Fee: $5,500 (2012)
EDSN763-1251 (D) Semester 1
EDSN 764 Special Education Co-ordination
30 Points 0.2500 EFTS
This course describes the organisational and communication skills required for coordinating special education in early childhood centres, primary and secondary schools. Processes for the involvement of family and whanau are included. The legislation and policies related to special education are described and their implications explored. Methods of individualised planning (IDPs and IEPs) are explained. Course members are introduced to methods of assessment, programme development and adaptation and evaluation. Resources and support services for learners with special educational needs and the staff who teach them are included.
Domestic Fee: $1,191 (2012)
International Fee: $5,500 (2012)
EDSN764-12W (D) Whole Year (S1 and S2)
EDSN 766 Autism and Asperger's Syndrome
30 Points 0.2500 EFTS
This course is for people working in school and/or community settings with children, adolescents and adults who have Autism Spectrum Disorder or Asperger's syndrome. The course includes a detailed study of the features and characteristics of Autism Spectrum Disorder and Asperger's Syndrome and the examination and evaluation of the principles, practices and research related to the successful inclusion in education and community settings for people with Autism Spectrum Disorder and Asperger's Syndrome. Theories and treatments are evaluated and critiqued. Implications for family/whanau and the role of the family/whanau are explored and reviewed.
R: EDEM 624, EDTL 866
Domestic Fee: $1,191 (2012)
International Fee: $5,500 (2012)
EDSN766-1251 (D) Semester 1
EDST622-12W (D)  
**International Fee:** $5,875 (2012)  
**Domestic Fee:** $1,444 (2012)  
An advanced study of theoretical and research-based foundations of specialist teaching relating to understanding, recognizing, assessing and providing for learners who have needs in the area of Learning and Behaviour.  
P: A teaching qualification or entry at the discretion of the Dean of Education.  
R: Experience working with children who are Deaf or Hearing Impaired.  
EQ: HLTH 420  
RP: Successful completion of EDST 601 and EDST 621  
EDST622-12W (D)  Whole Year (S1 and S2)  
0.2500 EFTS  
30 Points  

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EDST623-12W (D)  Whole Year (S1 and S2)  
0.2500 EFTS  
30 Points  
A supervised practicum in the area of Deaf and Hearing Impairment.  
P: Successful completion of EDST 601 and EDST 621  
Domestic Fee: $1,444 (2012)  
International Fee: $5,875 (2012)  
EDST623-12W (D)  Whole Year (S1 and S2)  
0.2500 EFTS  
30 Points  

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EDST642-12W (D)  Whole Year (S1 and S2)  
0.2500 EFTS  
30 Points  
An examination of evidence-based professional practices in the area of Learning and Behaviour, including common professional practices of specialist teachers and other educational and health professionals involved in special and inclusive education.  
P: Successful completion of EDST 601 and EDST 641  
Domestic Fee: $1,444 (2012)  
International Fee: $5,875 (2012)  
EDST642-12W (D)  Whole Year (S1 and S2)  
0.2500 EFTS  
30 Points  

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EDST643-12W (D)  Whole Year (S1 and S2)  
0.2500 EFTS  
30 Points  
A supervised practicum in the area of Learning and Behaviour.  
P: Successful completion of EDST 601 and EDST 641  
Domestic Fee: $1,444 (2012)  
International Fee: $5,875 (2012)  
EDST643-12W (D)  Whole Year (S1 and S2)  
0.2500 EFTS  
30 Points  

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EDST644-12W (D)  Whole Year (S1 and S2)  
0.2500 EFTS  
30 Points  
An advanced study of theoretical and research-based foundations of specialist teaching relating to understanding, recognizing, assessing and providing for learners who have needs in the area of Learning and Behaviour.  
P: A teaching qualification or entry at the discretion of the Dean of Education.  
R: Experience working with children who are Deaf or Hearing Impaired.  
EQ: HLTH 420  
RP: Successful completion of EDST 601 and EDST 641  
Domestic Fee: $1,444 (2012)  
International Fee: $5,875 (2012)  
EDST644-12W (D)  Whole Year (S1 and S2)  
0.2500 EFTS  
30 Points  

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EDST621-12W (D)  Whole Year (S1 and S2)  
0.2500 EFTS  
30 Points  
An advanced study of generic core theory and foundations of specialist teaching common to professionals working in the areas of: Early Intervention, Deaf and Hearing Impairment; Blind and Vision Impairment; Learning and Behaviour; Autism Spectrum Disorder; Special Learning Needs, and Gifted and Talented.  
P: A teaching qualification or entry at the discretion of the Dean of Education.  
R: Experience working with children with special educational needs.  
Domestic Fee: $1,444 (2012)  
International Fee: $5,875 (2012)  
EDST621-12W (D)  Whole Year (S1 and S2)  
0.2500 EFTS  
30 Points  

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EDST631-12W (D)  Whole Year (S1 and S2)  
0.2500 EFTS  
30 Points  
An advanced study of theoretical and research-based foundations of specialist teaching relating to understanding, recognising, assessing and providing for learners who have needs in the area of Early Intervention.  
P: A teaching qualification or entry at the discretion of the Dean of Education.  
R: HLTH 420  
RP: Two or more years experience in early childhood sector  
EQ: HLTH 420  
Domestic Fee: $1,444 (2012)  
International Fee: $5,875 (2012)  
EDST631-12W (D)  Whole Year (S1 and S2)  
0.2500 EFTS  
30 Points  

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EDST633-12W (D)  Whole Year (S1 and S2)  
0.2500 EFTS  
30 Points  
A supervised practicum in the area of Early Intervention.  
P: Successful completion of EDST 601 and EDST 631  
Domestic Fee: $1,444 (2012)  
International Fee: $5,875 (2012)  
EDST633-12W (D)  Whole Year (S1 and S2)  
0.2500 EFTS  
30 Points  

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EDTL717-12S1 (D)  Semester 1  
0.1250 EFTS  
15 Points  
Not offered in 2012  
This course focuses on quality teaching and implementation of perceptual motor programmes for children. Course participants will develop knowledge and understanding of perceptual motor functioning and will critically reflect on historical and current research in this area. Course participants will implement either a preventative or intervention perceptual motor programme based on relevant and current curriculum documents in their respective centre or school.  
EQ: TL709  
EDTL717-12S1 (D)  Semester 1  
0.1250 EFTS  
15 Points  

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EDTL718-12S1 (D)  Semester 1  
0.1250 EFTS  
18 Points  
This course is part of the Graduate Certificate in TESOL and also a BITchin degree upgrade course. It introduces teachers to theoretical understandings about second language acquisition and the practical implications for classrooms. Course content includes the impact of culture on teaching and learning, intercultural communication, bilingual education and how schools and teachers can respond to diversity.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Semest er 1</th>
<th>Semest er 2</th>
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<tbody>
<tr>
<td>EDTL 718-12S1 (D)</td>
<td>Family/Whānau and Community</td>
<td>Semester 1</td>
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<tr>
<td>EDTL 719</td>
<td>Curriculum-based Language Learning for Diverse Learners</td>
<td>18 Points 0.1500 EFTS</td>
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<tr>
<td>EDTL 722-12S2 (D)</td>
<td>Designing Environments for Children</td>
<td>Semester 2</td>
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<tr>
<td>EDTL 723-12S1 (D)</td>
<td>Language and Communication in Early Childhood Education</td>
<td>Semester 2</td>
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<tr>
<td>EDTL 724</td>
<td>Legislative Processes and Early Childhood Education in Aotearoa/New Zealand</td>
<td>15 Points 0.1250 EFTS</td>
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<tr>
<td>EDTL 742</td>
<td>Supervising Teachers and Student Teachers</td>
<td>15 Points 0.1250 EFTS</td>
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<td>EDTL 745</td>
<td>Transition to School from Early Childhood</td>
<td>15 Points 0.1250 EFTS</td>
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<td>EDTL 746</td>
<td>Investigating Issues in Curriculum</td>
<td>15 Points 0.1250 EFTS</td>
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<tr>
<td>EDTL 747</td>
<td>Studies in Teaching and Learning Theory</td>
<td>15 Points 0.1250 EFTS</td>
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<tr>
<td>EDTL 748</td>
<td>Family/Whānau and Community in Early Childhood Education</td>
<td>15 Points 0.1250 EFTS</td>
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<tr>
<td>EDTL 752-12S1 (D)</td>
<td>Oper ational Management in Early Childhood Education</td>
<td>Semester 1</td>
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<tr>
<td>EDTL 753-12S2 (D)</td>
<td>Professional Guidance and Leadership in Early Childhood Education</td>
<td>Semester 2</td>
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</tbody>
</table>

This course provides a comprehensive and experiential approach to children’s speech/language and communication development. It also enables students to evaluate critically the many roles adults play in interactive learning and provides techniques to enhance this learning.

This compulsory course is part of the transitional process for students upgrading from the DipT to BchLn qualification. It explores the concept of curriculum and its application at both national and school/centre levels. Particular attention is given to curriculum changes since 1987 in New Zealand/Aotearoa. An in depth examination of curriculum models and issues is a focus of this course.

This course is designed to give Early Childhood and Primary teachers an awareness of the process and implications involved in a child’s transition to school.

This course provides current early childhood teachers with an awareness of the diversity of families/whānau in Aotearoa/New Zealand. Participants will gain an understanding of their role regarding current social and ethical issues that impact on families and the community. Course content will equip early childhood teachers to better support and work collaboratively with families/whānau of infants, toddlers, and young children.

This course examines issues regarding guidance and leadership in an early childhood setting. It will introduce basic principles in a theoretical setting and use case studies to underline best practice.

This course provides current early childhood teachers with responsibility for student teachers, teachers or beginning teachers in early childhood, primary or secondary settings.

This course examines structures and systems relating to operating an early childhood centre/service. It focuses on planning for review and incorporates a component of critical reflection through action research.

This course provides a comprehensive and experiential approach to children’s speech/language and communication development. It also enables students to evaluate critically the many roles adults play in interactive learning and provides techniques to enhance this learning.

This course examines issues regarding guidance and leadership in an early childhood setting. It will introduce basic principles in a theoretical setting and use case studies to underline best practice.
EDTL 756  Science Teaching for Interest and Understanding  
18 Points  0.1500 EFTS  
Not offered in 2012  
This course focuses on understanding science in a broad sense, and on the ability to translate this into learning activities and outcomes.

EDTL 760  Issues in Mathematics Education  
15 Points  0.1250 EFTS  
Not offered in 2012  
This course is for experienced teachers with an interest in mathematics education. It involves an analysis and critical examination of current research of mathematics education issues as they apply in the New Zealand classroom setting. Issues relating to the implementation of the aims of Mathematics in the New Zealand Curriculum will be the major focus.  
EQ: TL760

EDTL 768  Academic Literacy for Tertiary Study  
15 Points  0.1250 EFTS  
This course addresses the wide range of study skills required to successfully undertake tertiary study and introduces participants to the terminology, resources and expectations applicable to study in tertiary settings.  
EQ: TL768  
Domestic Fee: $595 (2012)  
International Fee: $2,750 (2012)  
EDTL768-1252 (D)  Semester 2

EDTL 778  Designing Programmes and Materials in Second Language Teaching  
18 Points  0.1500 EFTS  
This course is part of the Graduate Certificate in TESOL and also a BChLrn degree upgrade course. This course is designed to complement the other courses in the Graduate Certificate in TESOL. It is the culmination of the other courses and offers the opportunity to apply skills and knowledge gained to the design of language teaching and learning programmes and materials. This course will introduce participants to a range of approaches to second language teaching, curriculum and syllabus design, and evaluating and designing appropriate materials to meet the second language learning needs of diverse learners.  
P: EDTL 719 and EDTL 732  
C. EDTL 719 and/or EDTL 732. These courses may also be taken as pre-requisites.  
Domestic Fee: $714 (2012)  
International Fee: $3,950 (2012)  
EDTL778-1252 (D)  Semester 2  
EDTL778-12X (C)  23 July 2012 - 04 Nov 2012

EDTL 787  TESOL in the Secondary School  
18 Points  0.1500 EFTS  
Not offered in 2012  
This course is part of the Graduate Certificate in TESOL and also a BChLrn degree upgrade course. It provides a secondary school focus on the teaching of English as an additional language. Participants will consider the cultural and linguistic needs of second language learners at secondary level, and the implications of these within the curriculum. The role of ESOL teachers is also considered.  
P: EDTL 732  
C. EDTL 732

EDTL 795  Issues in the Education of the Gifted Learner  
15 Points  0.1250 EFTS  
This course is an introduction to the field of education of the gifted and talented learner. Participants will examine the current understandings of the definitions of giftedness and talent, the characteristics and assessment of giftedness and talent, and the developmental, cultural and educational issues for learners who are gifted and talented.  
EQ: TL795  
Domestic Fee: $595 (2012)  
International Fee: $2,750 (2012)  
EDTL795-1251 (D)  Semester 1

EDTL 796  Strategies for Teaching and Learning in Gifted Education  
15 Points  0.1250 EFTS  
This course is an overview of the teaching strategies proven to provide differentiated learning for the gifted and talented learner. Strategies for extending and enriching the learning of gifted and talented learners will be explored with examination of teacher behaviours, and planning and implementation and assessment of learning within the mainstream setting.  
P: EDTL 795 or HA577, or with the approval of the Head of School.  
EQ: TL796  
Domestic Fee: $595 (2012)  
International Fee: $2,750 (2012)  
EDTL796-1251 (D)  Semester 2

EDTL 802  Research Project  
30 Points  0.2500 EFTS  
Not offered in 2012  
For students enrolled in the MTchLn, the Research Project is an optional research course designed to provide an opportunity for extended research. Students who do not choose this course are required to complete either EDTL904 Research Dissertation or EDTL905 Research Thesis. It would be expected that a research project would be undertaken towards the end of the degree. For students enrolled in the PGDipTeChLn, EDTL802 is a compulsory course. This course is also available through flexible mode.  
P: Head of School approval

EDTL 904  Thesis  
90 Points  0.7500 EFTS  
P: Head of School approval  
R: EDM 690, EDTL 802, EDTL 905  
Domestic Fee: $5,918 (2012)  
International Fee: $7,625 (2012)  
EDTL904-12A (D)  Starts Anytime

EDTL 905  A Thesis on an Aspect of Teaching and Learning  
120 Points  1.0000 EFTS  
The thesis is designed to give MTchLn students the opportunity to conduct a substantial piece of educational research, building on knowledge and skills gained in course EDTL801 and other taught courses in the degree. The research should relate clearly to the degree's central subject of teaching and learning, and it may be methodological in focus. It is intended to provide students with an initial experience in a substantial empirical investigation as a background to further research. This course is also available through flexible mode.  
P: Head of School approval  
R: EDM 690, EDTL 802, EDTL 905  
Domestic Fee: $5,918 (2012)  
International Fee: $7,625 (2012)
Domestic Fee: $1,444 (2012)
International Fee: $5,875 (2012)
EDUC414-12S2 (C) Semester 2

EDUC 416 Child Development: Research, Contexts and Applications
30 Points 0.2500 EFTS
This course aims to provide an advanced understanding of child development by focusing on issues and concerns that may affect children and families across multiple developmental contexts. Students will gain knowledge and research skills by undertaking a comprehensive literature review in an approved topic and applying contemporary research to a case study problem.

P: Subject to approval of the Head of School.
R: EDEM 662, CPFY 602
EQ: EDEM 662, CPFY 602
Domestic Fee: $1,444 (2012)
International Fee: $5,875 (2012)

EDUC416-12W (C) Whole Year (S1 and S2)

EDUC 417 Education, Globalisation and Development
30 Points 0.2500 EFTS
This course analyses education in the Pacific region. It introduces students to theories of development and underdevelopment and discusses education in relation to notions of colonialism, neo-colonialism and nationalism. (This course is offered every second year only)

P: Subject to approval of the Head of School.
R: EDEM 647, PACS 405
EQ: EDEM 647, PACS 405
Domestic Fee: $1,444 (2012)
International Fee: $5,875 (2012)

EDUC417-12S2 (C) Semester 2

EDUC 418 Independent Study
30 Points 0.2500 EFTS
Not offered in 2012

An independent course of postgraduate study on approved topics. An individual study plan is developed. Please discuss with individual lecturers or the HOS.

P: Subject to approval of the Head of School.

EDUC 421 Introduction to Interventions
30 Points 0.2500 EFTS
This course provides an overview of interventions for children and adolescents with commonly occurring childhood disorders, and behaviour / learning difficulties (anxiety, phobia, depression, antisocial behaviour, ADHD, dyslexia, dyscalculia, dyspraxia). We will cover how to recognise these disorders, what is known about their causes, and how to plan and evaluate interventions. We will examine what the current academic literature tells us about effective evidence-based interventions, and challenges and issues in intervention work. The course introduces students to multiple perspectives on disorders and interventions, including cognitive behavioural therapy (CBT) and applied behaviour analysis (ABA). Introduction to interventions is one of the compulsory first year courses in the Child and Family Psychology programme, and is also suitable for students who are pursuing postgraduate qualifications in special education.

P: Subject to approval of the Head of School.
R: EDEM 663, CPFY 603
EQ: EDEM 663, CPFY 603
Domestic Fee: $1,444 (2012)
International Fee: $5,875 (2012)

EDUC421-12W (C) Whole Year (S1 and S2)

EDUC 461 Counselling and Psychology: Theories and Skills
30 Points 0.2500 EFTS
Studies of counselling and psychological theories and their implication for practice. Practice in the skills of a problem-management model of helping.

P: Subject to approval of the Head of School.
R: EDEM 664
EQ: EDEM 664
Domestic Fee: $1,444 (2012)
International Fee: $5,875 (2012)

EDUC461-12W (C) Whole Year (S1 and S2)

EDUC 480 Research Project
30 Points 0.2500 EFTS
A individual research project approved by the Head of School. Talk with a lecturer or the HOS to develop an individual plan.

P: Subject to approval of the Head of School.

EDUC480-12W (C) Whole Year (S1 and S2)

EDUC 686 Research Project
30 Points 0.2500 EFTS
Not offered in 2012

A written report on a research project approved by the Head of School. The report must be completed and presented by 15 February in the calendar year following the year of enrolment in the project.

P: Subject to approval of the Head of School.

EDUC 690 MA Thesis
120 Points 1.0000 EFTS
P: Subject to approval of the Head of School.

International Fee: $5,184 (2012)

EDUC690-12A (C) Starts Anytime
Part-time enrolment (0.65 EFTS) is available on approval.

EDUC 695 M.Ed. Dissertation
60 Points 0.5000 EFTS
P: Subject to approval of the Head of School.

International Fee: $3,288 (2012)

EDUC695-12A (C) Starts Anytime
The dissertation must be completed and presented within 12 months following enrolment in the course. The dissertation is the equivalent of two courses.

EDUC 790 Education PhD
120 Points 1.0000 EFTS
P: Subject to approval of the Head of School.

Domestic Fee: $5,484 (2012)
International Fee: $23,500 (2012)

EDUC790-12A (C) Starts Anytime
Part-time enrolment (0.65 EFTS) is available on approval. *From 1 January 2008, international students who are residing in New Zealand on a NZ Immigration Study Visa pay the Domestic Fee for this course. International fees apply for all other courses.

Health Sciences
Health Sciences Centres

HLTH 401 Health and Health Systems
0.2500 EFTS
This course examines the complex determinants of health, the health status and health inequalities of the New Zealand population, the history and current structure of the New Zealand health system, current health policy and research issues and the goals and basis of the New Zealand Health and Disability strategies.

P: Subject to approval of the Director, Health Sciences Centre
R: HLTH 601
EQ: HLTH 601
Domestic Fee: $1,681 (2012)
International Fee: $5,750 (2012)

HLTH401-12S1 (C) Semester 1
HLTH401-12S2 (D) Whole Year (S1 and S2)
Monday 12 March (9am-5pm) – 14 March (noon), with no Thursday class 8, 15, 22 March

HLTH 402 Health Information Management
0.2500 EFTS
This course examines how Information Technology meets the information needs of health provider organisations, practitioners, and consumers and how IT can play a significant and positive role in the provision of healthcare services.

P: Subject to approval of the Director, Health Sciences Centre
Domestic Fee: $1,681 (2012)
International Fee: $5,750 (2012)

HLTH402-12S2 (D) Semester 2
Thursday 4pm-6pm and some Wednesday’s 4pm-6pm

HLTH 405 Special Topic: Independent Study
0.2500 EFTS
This course allows for supervised research in an area of personal interest. It is of particular value for health professionals who want to examine a health related issue in depth, and develop research expertise.

P: Subject to approval of the Director, Health Sciences Centre
R: HLTH 605
EQ: HLTH 605
Domestic Fee: $1,681 (2012)
International Fee: $5,750 (2012)

HLTH405-12A (D) Starts Anytime

HLTH 407 Bioethics
0.2500 EFTS
Advances in medicine, the health sector and the biological sciences raise many moral questions. This course examines both the theory and practice of bioethics issues such as consent and competence.
privacy and confidentiality, ethics committees, organ donation and euthanasia.

P: Subject to approval by the Director, Health Sciences Centre
R: HLTH 433, HLTH 434, HLTH 607, PHIL 325, PHIL 433, PHIL 434
EQ: HLTH 607
Domestic Fee: $1,681 (2012)
International Fee: $5,450 (2012)
HLTH407-12W (C) Whole Year (S1 and S2)
Monday 4pm-6pm

HLTH 408 Special Topic: Independent Study 0.1250 EFTS

This course allows for supervised research in an area of personal interest. It is of particular value for health professionals who want to examine a health related issue in depth, and develop research expertise.

P: Subject to approval of the Director, Health Sciences Centre
R: HLTH 608
Domestic Fee: $584 (2012)
International Fee: $1,235 (2012)
HLTH408-12A (D) Starts Anytime

HLTH 409 Health and Culture 0.2500 EFTS

This course explores concepts of health and well-being as they relate to culture, providing a critical approach to understanding health status, approaches and movements within Aotearoa/New Zealand. Students will be encouraged to reflect on the role and importance of culture in a broad sense, drawing upon Maori health as a case of the inter-relationships, principles and strategies for action.

P: Subject to approval of the Director, Health Sciences Centre
R: HLTH 609
Domestic Fee: $1,681 (2012)
International Fee: $5,450 (2012)
HLTH409-12S2 (C) Semester 2
Tuesday 4pm-6pm and some Wednesday’s 4pm-6pm.

HLTH 410 Health Leadership 0.2500 EFTS

By the end of the Health Leadership course, students will be able to demonstrate a knowledge and understanding of the leadership of organizations and change, development of the individual, and leading in a changing health sector, grounded in an understanding of contemporary leadership styles and organisations that are appropriate to Aotearoa/New Zealand’s peoples.

P: Subject to the approval of the Head of Department.
Domestic Fee: $50 (2012)
International Fee: $5,650 (2012)
HLTH410-12S1 (D) Semester 1
Monday 19 March – 21 March (9am-5pm), Wednesday 9 May – Friday 11 May (9am-5pm)

HLTH 414 Interprofessional Learning and Collaborative Practice 0.2500 EFTS

This course provides practitioners and educators with the skills to enhance collaborative practice within their teams and to facilitate interprofessional learning opportunities.

P: Subject to approval of the Director, Health Sciences Centre
Domestic Fee: $1,681 (2012)
International Fee: $5,450 (2012)
HLTH414-12T3 (D)
28-31 Aug, 19-21 Sept (9am-5pm)

HLTH 415 Designing and managing learning and supervision in a health care setting 0.1250 EFTS

This course explores different approaches in teaching and learning in a health professional context through an exploration of the current literature and research. Participants are required to assess alternative perspectives, analyse these rigorously, and communicate their rationale for accepting a model applicable to their work context. Participants will also identify and compare models of supervision and processes for the management of individual learning experiences in a health context. This course prepares students to design and manage learning and supervision in a healthcare environment.

P: Subject to approval of the Director, Health Sciences Centre
Domestic Fee: $584 (2012)
International Fee: $1,235 (2012)
HLTH415-12T1 (D)
Wed 29 Feb-Friday 2 March (9am-4:30pm), Wed 14 March – Friday 16 March (9am-4:30pm)
Limited entry. See limitation of entry regulations.

HLTH 416 Issues and processes in learning and supervision in a health care setting 0.1250 EFTS

This course has an emphasis on psychological and social learning dimensions relevant to learning and supervision and therefore focuses on the cognitive and personal factors of how people learn, instructor/student relationships, case based learning, reflective practice and critical thinking, providing feedback, and encouraging self evaluation in working with small groups. Participants are required to critically review the literature in this area, demonstrate its application to teaching sessions, and present findings to the group. The course content can be applied equally to student and peer teaching, or to patient education.

P: Subject to approval of the Director, Health Sciences Centre
R: EDCT 701, EDCT 803
Domestic Fee: $584 (2012)
International Fee: $1,235 (2012)
HLTH416-12T3 (D)
Wed 18 Feb-Friday 2 May (9am-4:30pm), Wed 1 May – Friday 3 May (9am-4:30pm)
Limited entry. See limitation of entry regulations.

HLTH 417 Education proposal for a health context 0.2500 EFTS

HLTH417 is an independent study that must be completed in a 6 – 12 month period. The course builds on the processes and skills learned in the earlier courses. HLTH415 and HLTH416. The course requires the student to apply these processes and skills, reflect on them, and then design and plan an approved project.

The project design must be grounded in evidence-based educational practice, and a fit within a declared research methodology, or a business proposal model, or a quality monitoring and evaluative framework.

P: Subject to approval of the Director, Health Sciences Centre
R: EDCT 804
Domestic Fee: $584 (2012)
International Fee: $1,235 (2012)
HLTH417-12A (D) Starts Anytime
Limited entry. See limitation of entry regulations.

HLTH 420 Early Intervention Foundations 0.2500 EFTS

Not offered in 2012

This course provides an introduction to theory and research in early intervention across the range of health, education, and allied disciplines. Students acquire information on theory and research, and apply these to a study of their particular area of interest - identifying risk factors, existing interventions, and intervention design. The major piece of work can be either a literature review, a short placement, or a project.

P: Subject to approval of the Director, Health Sciences Centre
R: EDST 631

HLTH 421 Early Intervention Practice 0.2500 EFTS

Not offered in 2012

This course will offer 300 hours of supervised clinical practice with individuals and families in early intervention.

P: Subject to approval of the Director, Health Sciences Centre, and HLTH 420 or HLTH 620
R: HLTH 621
Domestic Fee: $1,681 (2012)
International Fee: $5,450 (2012)
HLTH421-12A (C) Starts Anytime
Student placements are likely to be outside term time.

HLTH 422 Early Intervention Advanced Practice 0.2500 EFTS

Not offered in 2012

This course will offer supervised interdisciplinary practice in early intervention to meet individual goals for professional development.

P: Subject to approval of the Director, Health Sciences Centre, and HLTH 421 or HLTH 621
R: HLTH 622

HLTH 430 Motivating Behaviour Change 1 0.2500 EFTS

This course provides introductory training in motivating behaviour change, including theory, research and practice, with particular emphasis on motivational interviewing.

P: Subject to approval of the Director, Health Sciences Centre
R: HLTH 630
Domestic Fee: $1,681 (2012)
International Fee: $5,450 (2012)
HLTH430-12S1 (D) Semester 1
Monday 27 Feb-Wednesday 29 Feb, Monday 20 April-Wednesday 2 May (9am-4:30pm)
HLTH 431 Motivating Behaviour Change II 0.2500 EFTS
This course provides advanced training in motivating behaviour change, including theory, research and practice, with particular emphasis on motivational interviewing.
P: Subject to approval of the Director, Health Sciences Centre, and HLTH 430 or HLTH 630
R: HLTH 631
Domestic Fee: $1,681 (2012)
International Fee: $7,450 (2012)
HLTH431-12S2 (D) Semester 2
Monday 6 Aug, Monday 3 Sept (9am-4.30pm)

HLTH 433 Bioethics A 0.1250 EFTS
The ethical problems that arise in the health sector are among the most compelling, realistic, and humanly credible ethical problems that arise in ordinary life. The seminars provide opportunities for ethical discussion and debate among philosophy students (who have studied ethical theory) and professionals working on the front line in health care and others interested in Bioethics. The course generates a better appreciation of the ways in which ethical thinking and discussion proceed in real life contexts.
P: Subject to approval of the Director, Health Sciences Centre
R: HLTH 407, HLTH 607, PHIL 433
EQ: PHIL 433
Domestic Fee: $841 (2012)
International Fee: $3,725 (2012)
HLTH433-12S1 (C) Semester 1
Monday 4 p.m.-6p.m.

HLTH 434 Bioethics B 0.1250 EFTS
This course will examine bioethics in theory and practice by looking at practical ethics problems facing health care workers and policy-makers. Topics will include consent and confidentiality, ethical and political and social science tools for making decisions in complex and uncertain situations.
P: Subject to approval of the Director, Health Sciences Centre
R: HLTH 407, HLTH 607, PHIL 325, PHIL 434
EQ: PHIL 434
Domestic Fee: $841 (2012)
International Fee: $3,725 (2012)
HLTH434-12S2 (C) Semester 2
Monday 4 p.m.-6p.m.

HLTH 440 Family Health Assessment 0.2500 EFTS
Not offered in 2012.
This course will re-evaluate traditional family assessment tools, examine their practical consequences and optimise health practitioner’s assessments through a skilled process of inquiry guided by relational practice and a socio-environmental understanding of health.
P: Subject to approval of the Director, Health Sciences Centre

HLTH 441 Family Health in Complex Situations 0.2500 EFTS
Not offered in 2012.
The course will examine family health practitioner’s practice with families as a process of relational inquiry and its application in complex and uncertain situations.
P: Subject to approval of the Director, Health Sciences Centre

HLTH 442 Special Topic: Research related to Complementary and Alternative/Integrative Medicine (CAM/IM) 0.2500 EFTS
This course examines issues related to research in Complementary and Alternative/Integrative Medicine, including specific issues in CAM/IM research, as well as research design, data collection and data analysis, ethical issues and dissemination of results. Participants will receive individual mentoring for a research proposal of their choice.
P: Subject to approval of the Director, Health Sciences Centre
Domestic Fee: $1,681 (2012)
International Fee: $7,450 (2012)
HLTH442-12S1 (D) Semester 1
Thursday 23 February- Friday 25 February (9 a.m.-5p.m.), Thursday 22 March- Friday 23 February (9 a.m.-5p.m.), Thursday 26 April- Friday 27 April (9 a.m.-5p.m.)

HLTH 444 The Foundation of Hospice Palliative Care 0.2500 EFTS
This course is designed around four themes: understanding and caring for self, understanding others; caring for the person, family and whanau living with a terminal illness; the practice of palliative care (therapeutic interventions and treatment modalities); creating and maintaining a centre of excellence and learning. It provides knowledge that is foundational to practice in the area, and introduces the participant to relevant theory, research and critical reflection that is deemed essential to palliative care practice.
P: Subject to approval of the Director, Health Sciences Centre
Domestic Fee: $1,681 (2012)
International Fee: $7,450 (2012)
HLTH444-12T1 (D) Partial Whole Year (S1 and S2)
14 March (noon) - Friday 16 March (9 a.m.-4p.m.), Thursday 7-8 June, (9 a.m.-4p.m.), Wednesday 22 August (noon) - Friday 24 August (9 a.m.-4p.m.)

HLTH 450 Palliative Care: Advanced Theory and Practice 0.2500 EFTS
The course will explore historical, political and philosophical concepts and issues in relation to palliative care across the lifespan. Students from different professional backgrounds will learn together in order to explore, reflect and extend the range of their palliative practice. International, national and local community influences will be explored.
P: Subject to approval of the Director, Health Sciences Centre
Domestic Fee: $1,681 (2012)
International Fee: $7,450 (2012)
HLTH450-12W (D) Whole Year (S1 and S2)
Monday 6 - Thursday 9 August, Monday 24 - Thursday 27 August

HLTH 451 Men's Health 0.2500 EFTS
The course will provide an understanding of men's health from a lifetime perspective. Health risks and health status will be explored in the context of historical and contemporary influences shaping the image of the kiwi male. The future of men's health in New Zealand will be discussed through critical examination of family, work, culture and lifestyle diversity among males.
P: Subject to approval of the Director, Health Sciences Centre
Domestic Fee: $1,681 (2012)
International Fee: $7,450 (2012)
HLTH451-12W (D) Whole Year (S1 and S2)
Thursday 15 March - Friday 16 March (9 a.m.-4p.m.), Thursday 7-8 June, (9 a.m.-4p.m.), Thursday 23 - Friday 24 August (9 a.m.-4p.m.)

HLTH 460 Health Intervention Assessment and Research Methods 0.2500 EFTS
This course will provide students with an understanding in which evidence is used in health decision making, in health promotion, clinical care and health policy, and the social science tools which underpin much health research.
P: Subject to approval of the Director, Health Sciences Centre
R: HLTH 462
Domestic Fee: $1,681 (2012)
International Fee: $7,450 (2012)
HLTH460-12S1 (C) Semester 1
Tuesday 4 p.m.-6p.m.

HLTH 462 Health Intervention Research Methods 0.1250 EFTS
This course will provide students with an understanding of key quantitative methodological issues in health research from the perspective of
research designs and development of current best evidence in health.
P: Subject to approval of the Director, Health Sciences Centre
R: HLTH 460
Domestic Fee: $5,80 (2012)
International Fee: $3,725 (2012)
HLTH462-12W (C)  Whole Year (St and S2)
Tuesday 4 p.m.-6 p.m. (T1 only)

HLTH 472  Introduction to Psychometric Theory and Administration
0.1250 EFTS
This course covers psychometric theory and familiarises students with the construction, administration and interpretation of psychometric instruments which are not restricted to Registered Psychologists.
P: Subject to approval of the Director, Health Sciences Centre
R: EDUC 624, HLTH 671
Domestic Fee: $5,725 (2012)
International Fee: $7,750 (2012)
HLTH472-12G (C)  Semester 1
Tuesday 10 a.m.-12 noon

HLTH 501  Advanced Academic Development
0.2500 EFTS
Further academic study, approved by the Director, Health Sciences Centre, relevant to the area of Child and Family Psychology.
P: (1) EDUC 623 or HLTH 670, EDUC 624 or HLTH 671; (2) Subject to approval of the Director, Health Sciences Centre
R: EDUC 501
EQ: EDUC 501
Domestic Fee: $5,681 (2012)
International Fee: $7,450 (2012)
HLTH501-12FY (C)  Full Year (February to February)
Limited entry. See limitation of entry regulations.

HLTH 502  Advanced Professional Practice in Child and Family Psychology
0.5000 EFTS
The course directs the candidates’ experiences in their intern placements in order to ensure a wide range of experience with children and their families and to assist their preparation of case-studies and their professional development plan.
P: (1) EDUC 623 or HLTH 670, EDUC 624 or HLTH 671; (2) Subject to approval of the Director, Health Sciences Centre
R: EDUC 406
EQ: EDUC 406
Domestic Fee: $5,362 (2012)
International Fee: $7,450 (2012)
HLTH502-12FY (C)  Full Year (February to February)
This paper is the equivalent of two courses.

HLTH 503  Structuring and Examining Professional Practice
0.2500 EFTS
Preparation for, presentation and defence of professional work in formal settings.
P: (1) EDUC 623 or HLTH 670, EDUC 624 or HLTH 671; (2) Subject to the approval of the Director, Health Sciences Centre
R: EDUC 503
EQ: EDUC 503
Domestic Fee: $5,681 (2012)
International Fee: $7,450 (2012)
HLTH503-12FY (C)  Full Year (February to February)

HLTH 670  Professional Development in Child and Family Psychology
0.2500 EFTS
Specific theories and skills to inform competent practice within the child and family area.
P: (1) Selection will be based on academic record, personal suitability and an interview organised by the Convenor of the Child and Family Psychology programme. Further information may be obtained from the Convenor. The closing date for applications is normally October 1 in the year prior to enrolment. (2) EDEM 661 or EDUC 412, EDEM 662 or EDUC 416, EDEM 663 or EDUC 421, EDEM 664 or EDUC 426. (3) PSYC 206. (4) Subject to approval of the Director, Health Sciences Centre
R: EDUC 623
Domestic Fee: $5,681 (2012)
International Fee: $7,450 (2012)
HLTH670-12FY (C)  Full Year (February to February)

HLTH 671  Practicum: Child and Family Psychology
0.2500 EFTS
The development of competence in psychological practice with children and their families in a variety of settings.
P: (1) Selection will be based on academic record, personal suitability and an interview organised by the Convenor of the Child and Family Psychology programme. Further information may be obtained from the Convenor. The closing date for applications is normally October 1 in the year prior to enrolment. (2) EDEM 661 or EDUC 412, EDEM 662 or EDUC 416, EDEM 663 or EDUC 421, EDEM 664 or EDUC 426. (3) PSYC 206. (4) Subject to approval of the Director, Health Sciences Centre
R: EDUC 624
Domestic Fee: $5,681 (2012)
International Fee: $7,450 (2012)
HLTH671-12FY (C)  Full Year (February to February)
Limited entry. See limitation of entry regulations.

HLTH 690  MHealSc Thesis
1.0000 EFTS
P: Subject to approval of the Director, Health Sciences Centre
Domestic Fee: $6,449 (2012)
International Fee: $9,800 (2012)
HLTH690-12A (D)  Starts Anytime
Part-time enrolment (0.65 EFTS) is available on approval.

HLTH 695  Health Sciences Dissertation
0.5000 EFTS
P: Subject to approval of the Director, Health Sciences Centre
Domestic Fee: $3,362 (2012)
International Fee: $4,900 (2012)
HLTH695-12A (D)  Starts Anytime

HLTH 697  Health Sciences Thesis
0.7500 EFTS
P: Subject to approval of the Director, Health Sciences Centre
Domestic Fee: $4,837 (2012)
International Fee: $7,050 (2012)
HLTH697-12A (D)  Starts Anytime
Part-time enrolment (0.65 EFTS) is available on approval.

HLTH 790  Health Sciences PhD
1.0000 EFTS
P: Subject to approval of the Director, Health Sciences Centre
Domestic Fee: $6,449 (2012)
International Fee: $9,800 (2012)
HLTH790-12A (C)  Starts Anytime
Part-time enrolment (0.65 EFTS) is available on approval. *From 1 January 2008, international students who are residing in New Zealand on a NZ Immigration Study Visa pay the Domestic Fee for this course. International Fees apply for all other courses.

Psychology

Department of Psychology

PSYC 601  Research Methods in Psychology
0.1250 EFTS
Postgraduate course in statistics and research methods.
P: Subject to approval of the Head of Department.
R: PSYC 460, PSYC 464
Domestic Fee: $783 (2012)
International Fee: $5,460 (2012)
PSYC601-12S1 (C)  Semester 1

PSYC 602  Multivariate Statistics & Methods
0.1250 EFTS
A one-semester course for psychology students in advanced multivariate statistics and related methodologies covering multiple regression analysis, factor analysis, and structural equation modelling.
P: Entry is subject to the approval of the Head of Department
R: PSYC 464
EQ: PSYC 464
Domestic Fee: $783 (2012)
International Fee: $5,460 (2012)
PSYC602-12S2 (C)  Semester 2
Useful contacts

Contact Centre
Phone toll free: 0800 VARISTY (827 748)
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PGCertPC
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International Students

You need to complete an International Student Application form. Download the form from www.canterbury.ac.nz/international.shtml
Freephone in NZ: 0800 VARSITY (827 748)
Email: international@canterbury.ac.nz
Bronwyn Sutton: +64 3 366 7001 ext 4110

Domestic students with International Qualifications

Bronwyn Sutton, Admissions officer
Email: international@canterbury.ac.nz
Bronwyn Sutton: +64 3 366 7001 ext 4110

Outside contacts

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Level 7, 93 The Terrace
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Fax: +64 4 471 0870
www.teacherscouncil.govt.nz

TeachNZ National Office
Phone: +64 4 463 8000
Email: TeachNZ.admin@minedu.govt.nz
Phone: TeachNZ Call Centre on 0800 832 246 for an information pack.

StudyLink
StudyLink handles all Student Loan, Allowance and Bursary applications.
Freephone in NZ: 0800 88 99 00
www.studylink.govt.nz

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