Develop.

Postgraduate and Professional Development
College of Education

UC
UNIVERSITY OF CANTERBURY
Te Whare Wānanga o Waitaha
CHRISTCHURCH NEW ZEALAND

UCEDUCATION

2014
Contents

1 Welcome
2 Doctor of Philosophy in Education PhD
3 Master of Arts MA
4 Master of Education
5 Master of Education (Inclusive and Special Education) MEd(InSpEd)
6 Bachelor of Arts with Honours BA(Hons)
7 Bachelor of Teaching and Learning with Honours B(TchLn)(Hons)
8 Postgraduate Diploma in Education PGDipEd
9 Postgraduate Diploma in Education (e-Learning and Digital Technologies) PGDipEd(e-Learning and Digital Technologies)
10 Postgraduate Diploma in Education (Hōaka Pounamu: Te Reo Māori Bilingual and Immersion Teaching) PGDipEd(Hōaka Pounamu)
11 Postgraduate Diploma in Education (Inclusive and Special Education) PGDipEd(InSpEd)
12 Postgraduate Diploma in Education (Leadership) PGDipEd(Leadership)
13 Postgraduate Diploma in Education (Literacy) PGDipEd(Literacy)
14 Postgraduate Diploma in Education (Teaching and Learning Languages) PGDipEd(TLL)
15 Postgraduate Certificate in Education PGCertEd
16 Postgraduate Certificate in Tertiary Teaching PGCertTT
17 Bachelor of Teaching and Learning (Early Childhood via Upgrade B(TchLn)(Early Childhood)
18 Certificate in Learning Support CertLS
19 Doctor of Philosophy in Health Sciences PhD
20 MA or MSc in Child and Family Psychology, or approved MEd
21 Master of Health Sciences MHealSc
22 Master of Counselling M(Couns
23 Postgraduate Diploma in Child and Family Psychology PGDipCHFamPsyc
24 Postgraduate Diploma in Health Sciences PGDipHealSc
25 Postgraduate Diploma in Specialist Teaching (Complex Educational Needs) PGDipSpTch(Complex Educational Needs)
26 Postgraduate Diploma in Specialist Teaching (Deaf and Hearing Impairment) PGDipSpTch(Deaf and Hearing Impairment)
27 Postgraduate Diploma in Specialist Teaching (Early Intervention) PGDipSpTch(Early Intervention)
28 Postgraduate Diploma in Specialist Teaching (Learning and Behaviour) PGDipSpTch(Learning and Behaviour)
29 Postgraduate Certificate in Clinical Teaching PGCertCT
30 Postgraduate Certificate in Palliative Care PGCertPC
31 Enrolment Information
32 Fees and Scholarships Information
33 Education Library – Te Puna Ako
34 Support services and useful contacts
35 Postgraduate Research
36 Supervisors
37 2014 Course Catalogue
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 university campuses are equipped with modern classrooms and lecture theatres, beautiful outdoor areas, and both indoor and outdoor sporting facilities. Blended and online learning and research is also a strong feature enabling increased flexibility and access.

Our full-time PhD students have dedicated research spaces and have developed a strong sense of academic and special community. The discussions between students and academics in the postgraduate lounge or research labs is often personal and inspirational. 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

Welcome to the College of Education at the University of Canterbury!

You are opening the door to an exciting community and to stimulating and rewarding study. Students who have walked through our doors have found study and research opportunities that enriched their personal and professional lives, and enabled them to make a stronger and more strategic contribution to their communities.

Postgraduate study is achievable by students from all walks of life and circumstances. UC provides the option to study full-time or part-time and even by distance. 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 with the experience they bring from their own countries.

We have a strong team of internationally recognised researchers and teachers, academics who 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.

With Best Wishes
Professor Janinka Greenwood
Associate Dean of Postgraduate Studies in Education
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.

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 2014 UC Calendar [www.canterbury.ac.nz/publications/calendar.shtml](http://www.canterbury.ac.nz/publications/calendar.shtml) for full official University regulations and policies for this programme.

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 [www.canterbury.ac.nz/postgrad/phd_students/enrolment_fees.shtml](http://www.canterbury.ac.nz/postgrad/phd_students/enrolment_fees.shtml)

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.

You can apply for admission online: [http://www.canterbury.ac.nz/international/admissions/apply.shtml](http://www.canterbury.ac.nz/international/admissions/apply.shtml)

Student Services and 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: [www.canterbury.ac.nz/postgrad/phd_students/enrolment_fees.shtml](http://www.canterbury.ac.nz/postgrad/phd_students/enrolment_fees.shtml). 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: [www.canterbury.ac.nz/postgrad/phd_students/polices.shtml](http://www.canterbury.ac.nz/postgrad/phd_students/polices.shtml) 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.

Programme Structure

Master of Arts Part I

- Taught Courses

Master of Arts Part II

- EDUC 690 Compulsory Course

Part I consists of four courses totalling 1.0 EFTS from courses EDUC 402–461. Part II consists of a 1.0 EFTS (120 point) 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 Leadership.

Schedule of Courses

EDUC 690 MA Thesis

For further information regarding the above course please refer to the course catalogue at www.canterbury.ac.nz

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 60 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 Humanities and Social Sciences section of the UC Calendar www.canterbury.ac.nz/publications/calendar.shtml for official University regulations and policies for this programme.

Duration

Part I is normally completed in one full-time year, with an additional year for thesis research (Part II). 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 website for up to date fees information: www.canterbury.ac.nz/enrol/fees

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 David Small

Further Information

Please contact:

Dr David Small
MA in Education Coordinator
College of Education
University of Canterbury
Private Bag 4800
Christchurch 8140
New Zealand
Email: david.small@canterbury.ac.nz
Phone: +64 3 3642987 ext 6268
Master of Education

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.

The College of Education also offers a number of endorsements at Postgraduate Diploma level in areas including e-learning and Digital Technologies, Leadership, Literacy, Bilingual and Immersion Teaching (Hōaka Pounamu), Inclusive and Special Education and Teaching and Learning Languages. 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/programmes of study in the College can be found in any given year. This schedule was correct at the time of printing: refer to www.canterbury.ac.nz/postgrad.shtml or refer to the various sections of this handbook.

Schedule of Courses

Please note that not all courses will be offered in any given year. This schedule was correct at time of printing: refer to www.canterbury.ac.nz/ courses for up-to-date course information.

Courses EDEM603-689 on this Schedule are worth 30 points.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDEM 602</td>
<td>Turning Pedagogical Theory into Classroom Practice</td>
</tr>
<tr>
<td>EDEM 603</td>
<td>Research Project in Learning, Teaching and Curriculum</td>
</tr>
<tr>
<td>EDEM 606</td>
<td>Curriculum Implementation in Science Education</td>
</tr>
<tr>
<td>EDEM 607</td>
<td>Contemporary Issues in Literacy Education</td>
</tr>
<tr>
<td>EDEM 609</td>
<td>Contemporary Issues in Mathematics Education</td>
</tr>
<tr>
<td>EDEM 610</td>
<td>Teaching Drama in the Curriculum</td>
</tr>
<tr>
<td>EDEM 611</td>
<td>Contemporary Issues in Curriculum and Diversity</td>
</tr>
<tr>
<td>EDEM 614</td>
<td>Assessment for Learning</td>
</tr>
<tr>
<td>EDEM 616</td>
<td>Critical Literacy in Children's Literacies and Media Texts</td>
</tr>
<tr>
<td>EDEM 617</td>
<td>Enhancing Reading Development in Young Children at Risk</td>
</tr>
<tr>
<td>EDEM 618</td>
<td>Dyslexia: Identification and Intervention</td>
</tr>
<tr>
<td>EDEM 620</td>
<td>Inclusive and Special Education</td>
</tr>
<tr>
<td>EDEM 622</td>
<td>Teaching and Learning in Inclusive Settings</td>
</tr>
<tr>
<td>EDEM 624</td>
<td>Autism Spectrum Disorders</td>
</tr>
<tr>
<td>EDEM 625</td>
<td>Challenging Behaviours: Positive and Effective Management</td>
</tr>
<tr>
<td>EDEM 627</td>
<td>e-Learning and Pedagogy: Effective Strategies for the Classroom</td>
</tr>
<tr>
<td>EDEM 628</td>
<td>Best Practice in Online Teaching and Learning</td>
</tr>
<tr>
<td>EDEM 630</td>
<td>Change with Digital Technologies in Education</td>
</tr>
<tr>
<td>EDEM 631</td>
<td>Foundations of Language Acquisition and Learning</td>
</tr>
<tr>
<td>EDEM 632</td>
<td>Languages Learning: Context and Curriculum</td>
</tr>
<tr>
<td>EDEM 634</td>
<td>Leadership of Learning</td>
</tr>
<tr>
<td>EDEM 635</td>
<td>Leadership of Effective Teaching</td>
</tr>
<tr>
<td>EDEM 637</td>
<td>Distributing Leadership for Learning</td>
</tr>
<tr>
<td>EDEM 638</td>
<td>Curriculum Leadership</td>
</tr>
<tr>
<td>EDEM 639</td>
<td>Leadership for School and Centre Improvement</td>
</tr>
<tr>
<td>EDEM 641</td>
<td>Educational Leadership and the Law in New Zealand</td>
</tr>
<tr>
<td>EDEM 644</td>
<td>Contemporary Issues in Education: Socio-Cultural Perspectives</td>
</tr>
<tr>
<td>EDEM 645</td>
<td>Policy Studies in Education</td>
</tr>
<tr>
<td>EDEM 647</td>
<td>Education, Globalisation and Development</td>
</tr>
<tr>
<td>EDEM 649</td>
<td>Te Tiriti O Waitangi i te Ao Mātauranga</td>
</tr>
<tr>
<td>EDEM 650</td>
<td>Educational Philosophy and Policy</td>
</tr>
<tr>
<td>EDEM 651</td>
<td>Re-examining Early Years Education</td>
</tr>
<tr>
<td>EDEM 654</td>
<td>Adult Learning and Education</td>
</tr>
<tr>
<td>EDEM 656</td>
<td>Tikanga and Rautaki Whakaako Reo</td>
</tr>
<tr>
<td>EDEM 657</td>
<td>Whakaora Reo-Language Revitalisation</td>
</tr>
<tr>
<td>EDEM 658</td>
<td>Mātauranga Māori Hei Marautanga</td>
</tr>
<tr>
<td>EDEM 659</td>
<td>Issues in Pasifika Education</td>
</tr>
<tr>
<td>EDEM 660</td>
<td>Te Reo Te Kohure</td>
</tr>
<tr>
<td>EDEM 661</td>
<td>Disorders of Childhood and Adolescence</td>
</tr>
<tr>
<td>EDEM 662</td>
<td>Child Development: Research, Contexts and Application</td>
</tr>
<tr>
<td>EDEM 663</td>
<td>Introduction to Interventions</td>
</tr>
<tr>
<td>EDEM 664</td>
<td>Counselling and Psychology: Theory and Skills</td>
</tr>
<tr>
<td>EDEM 671</td>
<td>Group, Family and Systems Interventions</td>
</tr>
<tr>
<td>EDEM 672</td>
<td>Counselling Skills</td>
</tr>
<tr>
<td>EDEM 673</td>
<td>Counselling Practicum (FT)</td>
</tr>
<tr>
<td>EDEM 674</td>
<td>Counselling Practicum (Part A) (PT)</td>
</tr>
<tr>
<td>EDEM 675</td>
<td>Counselling Practicum (Part B) (PT)</td>
</tr>
<tr>
<td>EDEM 676</td>
<td>Professional Studies/Issues A</td>
</tr>
<tr>
<td>EDEM 677</td>
<td>Professional Studies/Issues B</td>
</tr>
<tr>
<td>COUN 673</td>
<td>Group Work: Process and Practice in Counselling</td>
</tr>
<tr>
<td>COUN 674</td>
<td>Solution Focused Theory and Skills</td>
</tr>
<tr>
<td>EDEM 680</td>
<td>Independent Study</td>
</tr>
<tr>
<td>EDEM 682</td>
<td>Special Topic: Developing Literacy and Oracy: Teaching for English as a Second Language</td>
</tr>
<tr>
<td>EDEM 683</td>
<td>Special Topic: Māori Knowledge as the Basis of Curriculum</td>
</tr>
<tr>
<td>EDEM 684</td>
<td>Special Topic: Ecopepredagogies in Early Years Education</td>
</tr>
<tr>
<td>EDEM 685</td>
<td>Culturally Inclusive Pedagogies: Motivating Diverse Learners</td>
</tr>
<tr>
<td>EDEM 686</td>
<td>Special Topic: New Zealand Theatre (Education)</td>
</tr>
<tr>
<td>EDEM 687</td>
<td>From Practice to Theory in Making Art Works</td>
</tr>
<tr>
<td>EDEM 688</td>
<td>The Treaty in Education Today</td>
</tr>
<tr>
<td>EDEM 690</td>
<td>MEd Thesis (3 course thesis) = 90 points</td>
</tr>
<tr>
<td>EDEM 691</td>
<td>MEd Thesis (4 course thesis) = 120 points</td>
</tr>
<tr>
<td>HEDN601</td>
<td>Introduction to Tertiary Teaching</td>
</tr>
<tr>
<td>HEDN602</td>
<td>Tertiary Teaching Method</td>
</tr>
<tr>
<td>HEDN603</td>
<td>Assessment in Tertiary Teaching</td>
</tr>
<tr>
<td>HEDN604</td>
<td>Tertiary Teaching Scholarship</td>
</tr>
</tbody>
</table>

Students completing a thesis will normally complete two of the research courses EDEM 693–EDEM 698. The research courses are 15 point courses.

EDEM 693 | Introduction to Methodologies and Ethics in Educational Research |
EDEM 694 | Quantitative Research in Education |
EDEM 697 | Qualitative Research in Education |
EDEM 698 | Emergent Research Methodologies |
Admission

The entry criteria for the Master of Education is:
Applicants must normally hold a degree with at least 0.45 EFTS at 300 level in Education or any appropriate degree and a teacher training course, or have completed the Postgraduate Certificate in Education. Experienced teachers, educators and counsellors may also be eligible for entry. Applicants are normally expected to have a B grade average in their 300 level courses.

Graduates of the BTchLn(Hons), BA(Hons) in Education or the PGDipEd (or equivalent) are eligible to complete their MEd through the University of Canterbury. This requires the completion of the further 120 points.

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.

Duration

The MEd may be completed part-time over a period of up to six years or as a two year full-time qualification (or up to three years full-time for those completing by thesis). In addition, the time limits for full and part-time students completing EDEM690 and EDEM691 are: full-time: minimum of 12 months, maximum of 24 months; part-time: minimum of 18 months, maximum of 36 months.

Fees

Please refer to the website for up to date fees information: www.canterbury.ac.nz/enrol/fees

Scholarships and Fee Waivers

You may be eligible to apply for a scholarship or fee waiver.
Refer to page 40 for fees and scholarships information.

Pathways

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

Enrolment

Applicants must complete the Postgraduate and Professional Development Application 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 (from 2000 onwards).

Applications can be downloaded from the College website: www.education.canterbury.ac.nz/apply/postgrad.shtml. Students must also Apply To Enrol in courses. Please see the ‘Enrolment Information’ section.

For further information

Please contact:
Professor John Everatt
MEd Coordinator
College of Education
University of Canterbury
Private Bag 4800
Christchurch 8140
New Zealand
Email: john.everatt@canterbury.ac.nz
Master of Education (Inclusive and Special Education) \textit{MEd(IncSpEd)}

The Master of Education is designed to give teachers and other educational professionals, counsellors, educational researchers and other educational scholars the opportunity to improve their professional practice, examine critically significant issues in education and undertake research in their fields of interest.

The Master of Education (Inclusive and Special Education) is expected to give students interested in inclusive and special education the opportunity to develop their research skills, investigate theories and practices in a number of areas in inclusive and special education, improve their professional knowledge, practice, and ability to critically examine significant issues in inclusive and special education. A research thesis is a compulsory course in the endorsement.

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 whanau in inclusive and special education.

The endorsement aims to develop a rigorous approach to the theory/practice nexus in the field of inclusive and special educational studies. Students will have the opportunity to study in relation to their particular interests and to undertake a three or four-paper thesis. Academic advice and direction will assist students to develop a coherent and relevant programme of study.

**Programme Structure**

**A.**
- \textbf{EDEM 620}
- \textbf{EDEM 620}
- \textbf{EDEM 620}
- \textbf{EDEM 620}
- \textbf{EDEM 690}

**B.**
- \textbf{EDEM 690}
- \textbf{EDEM 690}
- \textbf{EDEM 690}
- \textbf{EDEM 690}
- \textbf{EDEM 691}

**Compulsory Course**

**Research Methodology Courses**

*RestRICTED Optional Courses*

**Thesis**

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 totalling 120 points (1.0 EFTS). Plus EDEM 691 Master of Education thesis 120 point thesis or EDEM 690 Master of Education 90 point thesis plus 30 points in additional course(s) taken from the MEd Schedule.

**Schedule of Courses**

**Compulsory Courses:**
- \textbf{EDEM 620} Inclusive and Special Education

*And two restricted optional courses:*
- \textbf{EDEM 618} Dyslexia: Identification and Intervention
- \textbf{EDEM 622} Teaching and Learning in Inclusive Settings
- \textbf{EDEM 624} Autism Spectrum Disorders
- \textbf{EDEM 625} Challenging Behaviours: Positive and Effective Management

**Duration**

The MEd(IncSpEd) may be completed part-time over a period of up to six years or up to three years full-time. In addition, time limits for full and part-time students completing EDEM690 and EDEM691 are full-time: minimum of 12 months, maximum of 24 months; part-time: minimum of 18 months, maximum of 36 months.

**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.

**Fees**

Please refer to the website for up to date fees information: www.canterbury.ac.nz/enrol/fees

**Scholarships and Fee Waivers**

You may be eligible to apply for a scholarship or fee waiver. Refer to page 40 for fees and scholarships information.

**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 Postgraduate and Professional Development Application 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 (from 2000 onwards).

Applications can be downloaded from the College website: www.education.canterbury.ac.nz/apply/postgrad.shtml. Students must also Apply to Enrol in courses. Please see the ‘Enrolment Information’ section of this publication.

**For further information**

Please contact:

Associate Professor Missy Morton
MEd(IncSpEd) Coordinator
College of Education
University of Canterbury
Private Bag 4800, Christchurch 8140
New Zealand
Phone: +64 3 345 8312
Email: missy.morton@canterbury.ac.nz
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
The BA(Hons) in Education comprises courses totalling 120 points (1.0 EFTS). Please refer to the Schedule of Courses listed below.

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 David Small, 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 697 Qualitative Research in Education
Semester Two:
EDEM 698 Emergent Research Methodologies (Distance)
EDEM 694 Between Groups Experimentation in Education

Optional Courses:

Semester Two:
EDUC 414/ Education Philosophy and Policy
EDEM 650
EDEM 611 Contemporary Issues in Curriculum and Diversity
Full Year:
EDUC 412/ EDEM 661 Disorders of Childhood and Adolescence
EDUC 416/ EDEM 662 Childhood Development Research, Contexts and Applications
EDUC 418 Independent Study
EDUC 421/ EDEM 663 Introduction to Interventions
EDUC 461/ EDEM 664 Counselling and Psychology: Theories and Skills
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: www.canterbury.ac.nz/courses

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).

For further information
Please contact:
David Small
(Hons) in Education Coordinator
College of Education
University of Canterbury
Private Bag 4800
Christchurch 8140
New Zealand
Email: david.small@canterbury.ac.nz
Phone: +64 3 364 2987 ext 6268

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.

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

Enrolment
Please refer to the Guide to Enrolment and the Enrolment section of this handbook.
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

The BTchLn(Hons) consists of two compulsory courses and three optional courses totalling 120 points (1.0 EFTS). Please refer to the Schedule of Courses listed

Schedule of Courses

Compulsory Courses:
EDEM 603 Research Project in Learning, Teaching and Curriculum 30 points (0.25 EFTS)
EDEM 697 Qualitative Research in Education 15 points (0.125 EFTS)
EDEM 603 Research Project in Learning, Teaching and Curriculum supports you to carry out independent research into an area of your classroom or centre practice

Optional Courses
The remaining courses are selected from the MEd Schedule. 60 points (0.5 EFTS) from courses EDEM601-EDEM688 and a 15 point (0.125 EFTS) course selected from EDEM693-698).
For further information on the courses listed above please refer to the course information catalogue www.canterbury.ac.nz/courses

Admission
Students must have gained a Bachelor of Teaching and Learning (or equivalent) with a B grade average in their 200 and 300 Level courses and met the standard required for a passing grade in all professional studies and professional practice courses at 100, 200 and 300 levels.
Please refer to the Faculty of Education section of the UC Calendar www.canterbury.ac.nz/publications/calendar.shtml for official University regulations and policies for this programme.

Duration
The BTchLn(Hons) may be completed over one year full-time or part-time over three years; however the two compulsory courses must be completed in the first year.

Fees
Please refer to the website for up to date fees information: www.canterbury.ac.nz/enrol/fees

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 are entitled to proceed to a Masters of Education (MEd) by completing a further 120 points. The MEd can be completed by coursework or thesis.

Enrolment
Applicants must complete the Postgraduate and Professional Development Application 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 (from 2000 onwards)
Applications can be downloaded from the College website: www.education.canterbury.ac.nz/apply/postgrad.shtml. Students must also Apply To Enrol in courses. Check the Enrolment Information section of this handbook.

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

Bachelor of Teaching and Learning with Honours BTchLn(Hons)
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. Graduates may proceed to the Master of Education.

The PGDipEd is also offered with endorsements. See pp. 10-15 for endorsements available in 2014.

On the recommendation of the Dean of Education the Postgraduate Diploma in Education may be awarded with Distinction.

Programme Structure

Postgraduate Diploma in Education

Each block represents a 30 point (0.25 EFTS) course.

(Students may also take two 15 point (0.125 EFTS) courses in place of one 30 point (0.25 EFTS) course). The course of study for the Postgraduate Diploma in Education comprises courses equivalent to 120 points (1.0 EFTS) listed in the Schedule to the Master of Education Regulations (excluding EDEM 690 and EDEM 691).

Schedule of Courses

Please refer to courses EDEM 601-698 (excluding EDEM690 and EDEM691) in the Course Catalogue http://www.canterbury.ac.nz/courses

Admission

Applicants must normally hold a degree with at least 0.45 EFTS at 300-level in Education or any appropriate degree and a teacher training qualification or have completed the requirements for the Postgraduate Certificate in Education. Experienced teachers, educators and counsellors may also be eligible for entry.

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 www.canterbury.ac.nz/publications/calendar.shtml for official University regulations and policies for this programme.

Duration

The PGDipEd may be completed over one year full-time or up to four years part-time.

Fees

Please refer to the website for up to date fees information: www.canterbury.ac.nz/enrol/fees

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. Graduates of the PGDipEd are eligible to proceed to the MEd by completing a further 120 points (1.0 EFTS) from the MEd Schedule to fulfil the requirements for that qualification. Candidates wishing to enrol in a thesis for the Master of Education following the award of this Postgraduate Diploma must complete 30 points (0.25 EFTS) of approved research methodology courses EDEM693-698.

Enrolment

Applicants must complete the Postgraduate and Professional Development Application 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 (from 2000 onwards).

Applications can be downloaded from the College website: www.education.canterbury.ac.nz/apply/postgrad.shtml. Students must also Apply To Enrol in courses. Check the Enrolment Information section of this handbook and the Guide to Enrolment.

For further information

Please contact:
John Everatt
PGDipEd Coordinator
College of Education
University of Canterbury
Private Bag 4800
Christchurch 8140
New Zealand
Phone: +64 3 345 8312
Email: john.everatt@canterbury.ac.nz

www.canterbury.ac.nz
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 online 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.

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.

Programme Structure

Each block represents a 30 point (0.25 EFTS) course.

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 listed.

Schedule of Courses

Compulsory Courses:
Select at least three courses (90 points or 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

Please note: A Special Topic EDEM626 Curriculum Implementation in Computer Science is being offered in 2014. Please send enquiries to the Endorsement Coordinator.

Optional Courses:
One 30 point course (0.25 EFTS) (or two 15 point courses each 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 www.canterbury.ac.nz/courses.

Admission
Applicants must normally hold a degree with at least a B average in their 300-level courses.
- At least 0.45 EFTS at 300-level in Education or any appropriate degree and a teacher education course or have completed the Postgraduate Certificate in Education. Experienced teachers, educators and counsellors may also be eligible for entry.

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.

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.

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.

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. Graduates of the PGDipEd (e-Learning and Digital Technologies) are eligible to proceed to the MEd by completing a further 120 points (1.0 EFTS) from the MEd Schedule to fulfil the requirements for that qualification. Candidates wishing to enrol in a thesis for the Master of Education following the award of this Postgraduate Diploma must complete 30 points (0.25 EFTS) of approved research methodology courses EDEME693-698.

Enrolment
Applications must complete the Postgraduate and Professional Development Application 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 (from 2000 onwards). Applications can be downloaded from the College website: www.education.canterbury.ac.nz/apply/postgrad.shtml. Students must also Apply To Enrol in courses. Please refer to the Enrolment section of this handbook and the Guide to Enrolment.

Email: julie.mackey@canterbury.ac.nz
Phone: +64 3 345 8230
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.

**Programme Structure**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDEM 649</td>
<td>Te Tiriti i Te Ao Mātauranga</td>
</tr>
<tr>
<td>EDEM 656</td>
<td>Tikanga and Rautaki Whakaako Reo</td>
</tr>
<tr>
<td>EDEM 657</td>
<td>Whakaora Reo – Language Revitalisation</td>
</tr>
<tr>
<td>EDEM 658</td>
<td>Mātauranga Māori Hei Marautanga</td>
</tr>
</tbody>
</table>

Each block represents a 30 point (0.25 EFTS) course.

The Postgraduate Diploma in Education (Hōaka Pounamu) consists of four compulsory courses totalling 120 points (1.0 EFTS). Please refer to the Schedule of Courses listed below.

**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**

Applicants must normally hold a degree with at least 0.45 EFTS at 300-level in Education or any appropriate degree and a teacher training courses or have completed the Postgraduate Certificate in Education. Experienced teachers, educators and counsellors may also be eligible for entry. 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.

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 www.canterbury.ac.nz/publications/calendar.shtml for official University regulations and policies for this programme.

**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.

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

**Fees**

Please refer to the website for up to date fees information: www.canterbury.ac.nz/enrol/fees

**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. Graduates of the PGDipEd (Hōaka Pounamu) are eligible to proceed to the MEd by completing a further 120 points (1.0 EFTS) from the MEd Schedule to fulfil the requirements for that qualification. Candidates wishing to enrol in a thesis for the Master of Education following the award of this Postgraduate Diploma must complete 30 points (0.25 EFTS) of approved research methodology courses EDEM693-698.
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.

Schedule of Courses

**Compulsory Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDEM 620</td>
<td>Inclusive and Special Education</td>
</tr>
</tbody>
</table>

* And at least two from the following restricted options:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDEM 618</td>
<td>Dyslexia: Identification and Intervention</td>
</tr>
<tr>
<td>EDEM622</td>
<td>Teaching and Learning in Inclusive Settings</td>
</tr>
<tr>
<td>EDEM 624</td>
<td>Autism Spectrum Disorders</td>
</tr>
<tr>
<td>EDEM 625</td>
<td>Challenging Behaviours: Positive and Effective Management</td>
</tr>
</tbody>
</table>

**Optional Courses**

An additional 30 points from the MEd Schedule. Consideration should be given to selecting 30 points (0.25 EFTS) research methodology courses (EDEM693-EDEM698) for those intending to complete a Masters by thesis.

**Admission**

Applicants must normally hold a degree with at least 0.45 EFTS at 300-level in Education or any appropriate degree and a teacher training courses or have completed the Postgraduate Certificate in Education. Experienced teachers, educators and counsellors may also be eligible for entry.

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 [www.canterbury.ac.nz/publications/calendar.shtml](http://www.canterbury.ac.nz/publications/calendar.shtml) for official University regulations and policies for this programme.

**Duration**

The *PGDipEd* (IncSpEd) may be completed over one year full-time, up to four years part-time.

**Fees**

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

**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 following the award of this Diploma must first complete at least 30 points (0.25 EFTS) of approved research methodology courses (EDEM693-698).

**Enrolment**

Applications can be downloaded from the College website: [www.education.canterbury.ac.nz/apply/postgrad.shtml](http://www.education.canterbury.ac.nz/apply/postgrad.shtml). Students must also Apply To Enrol in courses. Please refer to the Enrolment section of this handbook and the Guide to Enrolment.

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

**For further information**

Please contact:

Associate Professor Missy Morton
MEd(InclSpEd) Coordinator
College of Education
University of Canterbury
Private Bag 4800, Christchurch 8140
New Zealand
Phone: +64 3 343 8312
Email: missy.morton@canterbury.ac.nz

---

**Programme Structure**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDEM 620</td>
<td>Inclusive and Special Education</td>
</tr>
</tbody>
</table>

Compulsory Course

* Restricted Optional Course

Optional Course

Each block represents a 30 point (0.25 EFTS) course.

The *PGDipEd*(Inclusive and Special Education) consists of three compulsory courses and one optional course totalling 120 points (1.0 EFTS). Please refer to the Schedule of Courses listed below.
Postgraduate Diploma in Education (Leadership) PGDipEd(Leadership)

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. The Diploma offers a study programme which can be organised around busy schedules. 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)

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
EDEM 641 Educational Leadership and the Law in New Zealand (pending approval for Semester 2, 2014 start)

Optional Courses:
Approved course(s) with a leadership component from the MEd schedule, including any one of EDEN 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 (EDEM 693:8).

For further information on the courses listed above please refer to the Course Catalogue: www.canterbury.ac.nz.

Admission

Applicants must normally hold a degree with at least 0.45 EFTS at 300-level in Education or any appropriate discipline and a teacher education programme or have completed the Postgraduate Certificate in Education. Experienced teachers, educators and counsellors may also be eligible for entry. Applicants are also normally required to have at least five years teaching experience and hold a position of middle or senior management.

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 www.canterbury.ac.nz/publications/calendar.shtml for official University regulations and policies for this programme.

Duration

The PGDipEd(Leadership) may be completed part-time over a period of up to four years or as a one-year full-time qualification.

Fees

Please refer to the website for up to date fees information: www.canterbury.ac.nz/enrol/fees

Pathways

The compulsory courses, EDEN 634-635, EDEN 637-639 may also be used as single courses for the MEd, the PGDipEd and the PGCertEd, subject to the same entry criteria.

The Postgraduate Diploma in Education (Leadership) can lead to Masters and Doctoral study. The College of Education offers Master of Education and PhD degrees. Graduates of the PGDipEd (Leadership) are eligible to proceed to the MEd by completing a further 120 points (1.0 EFTS) from the MEd Schedule to fulfill the requirements for that qualification. Candidates wishing to enrol in a thesis for the Master of Education following the award of this Postgraduate Diploma must first complete 30 points (0.25 EFTS) of approved research methodology courses EDEM 693-698.

Enrolment

Applicants must complete the Postgraduate and Professional Development Application 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 (from 2000 onwards).

Applications can be downloaded from the College website: www.education.canterbury.ac.nz/apply/postgrad.shtml. Students must also Apply To Enrol in courses. Please refer to the Enrolment section of this handbook or the Guide to Enrolment.

For further information

Please contact:
Susan Lovett
PG DipEd(Leadership) Coordinator
College of Education
University of Canterbury
Private Bag 4800
Christchurch 8140
New Zealand
Email: susan.lovett@canterbury.ac.nz
Phone: +64 3 345 8108

www.canterbury.ac.nz
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.

The PGDipEd (Literacy) can be completed entirely by distance. Or in the case of EDEM618 Dyslexia: Identification and Intervention either on campus or by distance. Distance courses are supported by the UC Learn site for online learning. All course materials and tuition for distance courses are delivered via Learn. Communication is via telephone, email and through on-line support.

Programme Structure

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDEM 607</td>
<td>Contemporary Issues in Literacy Education</td>
</tr>
<tr>
<td>EDEM 616</td>
<td>Critical Literacy in Children’s Literature and Media Texts</td>
</tr>
<tr>
<td>EDEM 617</td>
<td>Enhancing Reading Development for Young Children at Risk</td>
</tr>
<tr>
<td>EDEM 618</td>
<td>Dyslexia: Identification and Intervention</td>
</tr>
<tr>
<td>EDEM 682</td>
<td>Special Topic: Developing Literacy and Oracy: Teaching for English as a Second Language</td>
</tr>
</tbody>
</table>

Plus 30 points (0.35 EFTS) selected from the MEd schedule.

Admission

Applicants must normally hold a degree with at least 0.45 EFTS at 300-level in Education or any appropriate degree and a teacher education programme or have completed the Postgraduate Certificate in Education. Experienced teachers, educators and counsellors may also be eligible for entry.

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 www.canterbury.ac.nz/publications/calendar.shtml for official University regulations and policies for this programme.

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.

Fees

Please refer to the website for up to date fees information: www.canterbury.ac.nz/enrol/fees

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. Graduates of the PGDipEd (Literacy) are eligible to proceed to the MEd by completing a further 120 points (1.0 EFTS) from the MEd Schedule to fulfil the requirements for that qualification. Candidates wishing to enrol in a thesis for the Master of Education following the award of this Postgraduate Diploma must complete 30 points (0.25 EFTS) of approved research methodology courses EDEM693-698.

Enrolment

Applicants must complete the Postgraduate and Professional Development Application 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 (from 2000 onwards).

Applications can be downloaded from the College website: www.education.canterbury.ac.nz/apply/postgrad.shtml. Students must also Apply To Enrol in courses. Please refer to the Enrolment section of this handbook or the Guide to Enrolment.

For further information:

Please contact:
Faye Parkhill
PGCDipEd(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
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:

- early years, primary and secondary teachers, and ESOL specialist teachers, who are working with students who are recent migrants or immigrants, including Pasifika students, or international students;
- teachers of 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>Compulsory Courses</th>
<th>Optional Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDHM 651</td>
<td>EDHM 652</td>
</tr>
<tr>
<td>EDHM 631</td>
<td>EDHM 632</td>
</tr>
</tbody>
</table>

Each block represents a 30 point (0.25 EFTS) course.

The PGDipEd (TLL) consists of two 30 point (0.25 EFTS) compulsory courses and 60 points (0.5 EFTS) optional courses totalling 120 points (1.0 EFTS). Please refer to the Schedule of courses listed below.

### Schedule of Courses

**Compulsory courses**

- EDHM631 Foundations of Language Acquisition and Learning
- EDHM632 Languages Learning: Context and Curriculum

**Optional Courses:**

- 60 points (0.5 EFTS) in approved courses from the Schedules of the MEd and MA degrees in languages, linguistics or related areas.

### Admission

Applicants must normally hold a degree with at least 0.45 EFTS at 300-level in Education or any appropriate degree and a teacher education programme or have completed the Postgraduate Certificate in Education. Experienced teachers, educators and counsellors may also be eligible for entry.

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.

Students may be teaching language to their students as a result of the introduction of the new Learning Languages area of the UC Calendar www.canterbury.ac.nz/publications/calendar.shtml for official University regulations and policies for this programme.

### Duration

The PGDipEd(TLL) may be completed over one year full-time or up to four years part-time.

### Fees

Please refer to the website for up to date fees information: www.canterbury.ac.nz/enrol/fees

### 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. Graduates of the PGDipEd (Teaching and Learning Languages) are eligible to proceed to the MEd by completing a further 120 points (1.0 EFTS) from the MEd Schedule to fulfil the requirements for that qualification. Candidates wishing to enrol in a thesis for the Master of Education following the award of this Postgraduate Diploma must complete 30 points (0.25 EFTS) of approved research methodology courses EDHM693-698.

### Enrolment

Applicants must complete the Postgraduate and Professional Development Application 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 (from 2000 onwards). Applications can be downloaded from the College website: www.education.canterbury.ac.nz/apply/postgrad.shtml. Students must also apply To Enrol in courses. Please refer to the Enrolment section of this handbook or the Guide to Enrolment.

### For further information

Please contact:

Associate Professor Una Cunningham
Programme Coordinator
College of Education
University of Canterbury
Private Bag 4800
Christchurch 8140
New Zealand
Phone: 64 3 364 2987 Extn 44192
Email: una.cunningham@canterbury.ac.nz
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.

Programme Structure

Optional Courses

Each block represents 30 points (0.25 EFTS) course.

The course of study for the Postgraduate Certificate in Education comprises courses equivalent to 60 points (0.5 EFTS) listed in the Schedule of the Master of Education Regulations (excluding EDEM 680, EDEM 690, EDEM 691).

Schedule of Courses

Please refer to courses EDEM 601-698 in the Course Catalogue (excluding EDEM690 and EDEM691).

Admission

Applications must normally hold a degree with at least 0.45 EFTS at 300-level in Education or any appropriate degree and a teacher education programme or have completed the Postgraduate Certificate in Education. Experienced teachers, educators and counsellors may also be eligible for entry.

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 www.canterbury.ac.nz/publications/calendar.shtml for official University regulations and policies for this programme.

Duration

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

Fees

Please refer to the website for up to date fees information: www.canterbury.ac.nz/enrol/fees

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 transfer courses studied to the Postgraduate Diploma in Education or the Master of Education.

Enrolment

Applications must complete the Postgraduate and Professional Development Application 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 (from 2000 onwards).

Applications can be downloaded from the College website: www.education.canterbury.ac.nz/apply/postgrad.shtml. Students must also Apply To Enrol in courses. Please refer to the Enrolment section of this handbook and the Guide to Enrolment.

For further information

Please contact:

John Everatt
College of Education
University of Canterbury
Private Bag 4800
Christchurch 8140
New Zealand
Phone: +64 3 345 8291
Email: john.everatt@canterbury.ac.nz
The Postgraduate Certificate in Tertiary Teaching aims to produce reflective and effective 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 through the 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 Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>HEDN 601</td>
<td>Introduction to Tertiary Teaching</td>
</tr>
<tr>
<td>HEDN 602</td>
<td>Tertiary Teaching Method</td>
</tr>
<tr>
<td>HEDN 603</td>
<td>Assessment in Tertiary Teaching</td>
</tr>
<tr>
<td>HEDN 604</td>
<td>Tertiary Teaching Scholarship</td>
</tr>
</tbody>
</table>

Each block represents a 15 point (0.125 EFTS) course.

The Postgraduate Certificate in Tertiary Teaching consists of four compulsory courses totally 60 points (0.5 EFTS). Please refer to the Schedule of courses below.

Schedule of Courses

- HEDN601 Introduction to Tertiary Teaching
- HEDN602 Tertiary Teaching Method
- HEDN603 Assessment in Tertiary Teaching
- HEDN604 Tertiary Teaching Scholarship

For further information on the courses listed above please refer to the Course Catalogue 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:
   i. be practising in tertiary teaching, and either
   ii. be a graduate, or
   iii. 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.

Duration

The Postgraduate Certificate in Tertiary Teaching can be completed over one year full-time or up to four years part-time.

Fees

Please refer to the website for up to date fees information: www.canterbury.ac.nz/enrol/fees

Enrolment

1. UC Staff discuss their plans to enrol with the HoD/HoS.
2. UC Staff apply for Staff Tertiary Study Assistance (STSA) through their College HR Advisor. With approval, all course fees are waived. STSA form is available at: https://intranet.canterbury.ac.nz/hr/toolkit/09_professional_development/tools/pd_frm2.pdf
3. UC Staff apply to enroll in the courses and submit the application to the UC Postgraduate Office.
4. Applicants from other institutions are encouraged to contact the programme coordinator for specific enrolment advice (details below).
5. Approval for entry to award/programme/qualification is automatic for UC Staff.

For further information

Please contact:
Dr Billy O’Steen
Programme Coordinator
College of Education
University of Canterbury
Private Bag 4800
Christchurch 8140
New Zealand
Phone: +6422 074 5296
Email: billy.osteen@canterbury.ac.nz
Bachelor of Teaching and Learning (Early Childhood via Upgrade)  

**BTchLn(Early Childhood)**

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

The last year an initial enrolment from a UC Diploma graduate will be accepted will be 2015 with completion required by December 2017. The last year an enrolment form a non-UC Diploma graduate will be accepted will be 2014 with completion required by December 2017. The Bachelor of Teaching and Learning (Early Childhood) (via Upgrade) pathway will be discontinued from 31 December 2017.

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) you need:

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

All courses are offered via distance delivery. Course materials are delivered online via the UC Learn site for online learning. Communication is via telephone, email and through on-line support. For more information on distance delivery please see our website www.education.canterbury.ac.nz/flo.

For more information on distance delivery please see our website www.education.canterbury.ac.nz/flo.

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

Programme Structure

<table>
<thead>
<tr>
<th>A</th>
<th>EDTL 746</th>
<th>EDTL 747</th>
<th>EDTL 748</th>
<th>EDTL 722</th>
<th>EDTL 723</th>
<th>EDTL 768</th>
<th>EDTL 752</th>
<th>EDTL 747</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Compulsory Courses</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Each block represents a 15 point (0.125 EFTS) course.

The course of study for the BTchLn (via Upgrade) can be completed:

a) Applicants are normally required to complete 120 points (1.0 EFTS) including two compulsory papers and six optional courses.

b) Applicants who were awarded their Diploma of Teaching through the University of Canterbury of Christchurch College of Education will normally be required to complete 75 points including two compulsory papers and three optional courses.

### Schedule of Courses 2014

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

**Optional Courses:**
- EDTL 722 Language and Communication in Early Childhood Education
- EDTL 723 Legislative Processes and Early Childhood Education in Aotearoa/New Zealand
- EDTL 746 Early Childhood Family/Whānau and Community Education
- EDTL 748 Special Teaching Needs (EDSN) as approved by the Dean of Education

### Admission

A three year Diploma of Teaching or equivalent recognised by the New Zealand teachers council as leading to Early Childhood teacher registration.

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

### Duration

Students must complete the programme by December 2017. Students who are working are advised to enrol in one or two courses per semester as 10 hours per week of study time are required for each course. All students must contact a Student Advisor to plan their study prior to enrolling.

### Fees

Please refer to the website for up to date fees information: www.canterbury.ac.nz/enrol/fees

### Enrolment

Applicants must complete the Postgraduate and Professional Development Application 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 (from 2000 onwards).

Applications can be downloaded from the College website: www.education.canterbury.ac.nz/apply/postgrad.shtml. Students must also Apply To Enrol in courses. Please refer to the Enrolment section of this handbook and the Guide to Enrolment.

### Pathways

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

The College of Education offers a BTchLn(Hons), PGCertEd, various Postgraduate Diplomas, and the Master of Education.

### Credit Transfer

Some courses may be cross-credited to the BTchLn from the following qualifications: GradDipCTED, GCertOTL, DipChilEd, CertChilEd, GCertGiftEd, 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). 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.

For further information

Please contact:  
Student Advisor  
College of Education  
Phone: +64 3 343 9606  
Email: education@canterbury.ac.nz
Certificate in Learning Support *CertLS*

The Certificate in Learning Support (CertLS) provides knowledge and skills needed by those people involved in, or wishing to become involved in supporting children’s education.

The Certificate in Learning Support (CertLS) covers supporting learning from early childhood through to early secondary school education and provides the skills needed to support children and young people with a range of learning and behavioural needs in both educational and community settings.

The CertLS is designed for:

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

All courses are delivered by distance delivery. Course members receive materials on CD and via UC Learn site for on-line learning. Communication is via telephone, email and through on-line support.

### Programme Structure

Each block represents 15 point (0.125 EFTS) course.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDLS101</td>
<td>Working in Inclusive Settings</td>
</tr>
<tr>
<td>EDLS102</td>
<td>Supporting Literacy and Numeracy development</td>
</tr>
<tr>
<td>EDLS103</td>
<td>Supporting Learning and Behavioural Needs</td>
</tr>
<tr>
<td>EDLS104</td>
<td>Supporting Diverse Learners</td>
</tr>
</tbody>
</table>

### Duration

Up to three years part-time.

### Fees

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

### Schedule of Courses

- **EDLS101**: Working in Inclusive Settings
- **EDLS102**: Supporting Literacy and Numeracy development
- **EDLS103**: Supporting Learning and Behavioural Needs
- **EDLS104**: 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 [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 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

Students are required to Apply to Enrol (ATE). Please refer to the Enrolment section of this handbook for detailed advice.

### 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

---

The Certificate in Learning Support (CertLS) provides knowledge and skills needed by those people involved in, or wishing to become involved in supporting children’s education.

The Certificate in Learning Support (CertLS) covers supporting learning from early childhood through to early secondary school education and provides the skills needed to support children and young people with a range of learning and behavioural needs in both educational and community settings.

The CertLS is designed for:

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

All courses are delivered by distance delivery. Course members receive materials on CD and via UC Learn site for on-line learning. Communication is via telephone, email and through on-line support.
The PhD in Health Sciences is offered by thesis, not coursework, and the topic is negotiated/agreed with the supervisor. 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 School of Health Sciences’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.

In undertaking a PhD in health sciences you would expect to provide a critical analysis and argument of the topic under investigation and make a contribution to knowledge through originality, creativity and a comprehensive and scholarly approach. All PhD students have access to have at least two supervisors, shared office, a PC, printer and tea/coffee making facilities.

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 Faculty of Education Section of the UC Calendar www.canterbury.ac.nz/publications/calendar.shtml for full official University regulations and policies for this programme.

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: www.canterbury.ac.nz/postgrad/phd.students/enrolmentfees.shtml

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. 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. You can apply for admission online:
www.canterbury.ac.nz/international/admissions/apply.shtml

Student Services and International
University of Canterbury
Private Bag 4800
Christchurch 8140 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: 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 the Director of the School of Health Sciences.

For further Information
Please refer to the website: www.canterbury.ac.nz/postgrad/phd-students/policies.shtml for PhD policies and regulations.

Please contact:
Associate Professor Kathleen Liberty
School of Health Sciences
College of Education
University of Canterbury
Private Bag 4800
Christchurch 8140
New Zealand
Email: Kathleen.liberty@canterbury.ac.nz
Phone: +64 3 366 7001 ext 8691
MA or MSc in Child and Family Psychology, or approved MEd

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 (PGDipChFamPsy). The limited entry PGDipChFamPsy 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 School of Health Sciences and the School of Educational Studies and Human Development.

Programme Structure

<table>
<thead>
<tr>
<th>Course (Year 1)</th>
<th>Compulsory Course (Year 2)</th>
<th>Optional Courses</th>
<th>Thesis (Year 3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>.25</td>
<td>.25</td>
<td>.25</td>
<td>.25</td>
</tr>
</tbody>
</table>

(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 EFTS), CFPY 602 Child Development: Research, Contexts and Applications (.25 EFTS), CFPY 603 Child Development: Research, Contexts and Applications (.25 EFTS), CFPY 604 Counselling and Psychology: Theory and Skills (.25 EFTS), HLTH 472 Introduction to Psychometric Theory and Administration (.125 EFTS), and an approved HLTH 472 Introduction to Psychometric Theory and Administration (.125 EFTS), and an approved 15-point postgraduate Research Methods course (.0125), or equivalent, as approved by the Head of the School of Health Sciences.

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

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

or

PSYC 413 Research Theory in Developmental Psychology

CFPY 603 Counselling and Psychology: Theories and Skills

HLTH 472 Introduction to Psychometric Theory and Administration

An approved 15-point postgraduate Research Methods course (.0125), or equivalent

CFPY 690 MA Child and Family Psychology Thesis

CFPY 695 MSc Child and Family Psychology Thesis

(b) Approved MEd

Students with a bachelors 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 EFTS), EDEM 662 Child Development: Research Contexts and Applications (.25 EFTS) or PSYC 413 Research Theory in Developmental Psychology (.25 EFTS), EDEM 663 Introduction to Interventions (.25 EFTS), EDEM 664 Counselling and Psychology: Theory and Skills (.25 EFTS), HLTH 472 Introduction to Psychometric Theory and Administration (.125 EFTS) and an approved research methods course (.125 EFTS), HLTH 472 Introduction to Psychometric Theory and Administration (.125 EFTS), and an approved 15-point postgraduate Research Methods course (.0125 EFTS), or equivalent, as approved by the Head of the School of Health Sciences. This is followed by a 120-point (1.0 EFTS) thesis (EDEM 691) in an approved topic.

(c) Postgraduate Diploma in Science in Child and Family Psychology

Students not intending to complete a masters degree or wishing to exit prior to its completion can credit 120 points of Part 1 of the MSc in Child and Family Psychology towards a PGDipSc in Child and Family Psychology.

Admission

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;

(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 bachelors 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 PGDipChFamPsy once they have completed the 4th year papers. Please refer to the UC Calendar www.canterbury.ac.nz/publications/calendar.shtml for official University regulations and policies for these programmes.

Duration

The MA or MSc in Child and Family Psychology, or approved MEd may be completed over two years full-time study or a maximum of six years part-time study.

Fees

Please refer to www.canterbury.ac.nz/courses/ for up to date fees information.

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 School of Health Sciences 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 download and read the brochure and Frequently Asked Questions List for this programme. at www.education.canterbury.ac.nz/healthsciences/study/chfampsych.shtml. Students must also Apply to Enrol in courses. Please see the Enrolment Information section of this handbook and the Guide to Enrolment.

For further Information

Karyn France (Programme Coordinator)
Email: karyn.france@canterbury.ac.nz
Phone: +64 3 364 2610, Waimairi 208
Gillian Woods (Senior Tutor)
Email: gillian.woods@canterbury.ac.nz
Phone: +64 3 364 2987 ext. 43019, Waimairi 121
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
HLTH 401 is compulsory accompanied by either HLTH 695; or HLTH697 or HLTH 690 and approved optional courses to at least 240 points (2.0 EFTS). Please see the Schedule of Courses below for a list of courses and endorsed options.

A. 

<table>
<thead>
<tr>
<th>HLTH 401</th>
<th>HLTH 695 (60 points)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Compulsory Course</td>
<td>Optional Courses</td>
</tr>
</tbody>
</table>

Dissertation

or

B. 

<table>
<thead>
<tr>
<th>HLTH 401</th>
</tr>
</thead>
<tbody>
<tr>
<td>HLTH 697 (90 points)</td>
</tr>
<tr>
<td>Compulsory Course</td>
</tr>
</tbody>
</table>

Thesis

or

C. 

<table>
<thead>
<tr>
<th>HLTH 401</th>
</tr>
</thead>
<tbody>
<tr>
<td>HLTH 690 (120 points)</td>
</tr>
<tr>
<td>Compulsory Course</td>
</tr>
</tbody>
</table>

Thesis

Each block represents a 30 point (0.25 EFTS) course unless otherwise stated. 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.

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 in Public Health
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 452 Special Topic: Professional Responsibilities in Health Care Practice
HLTH 453 Special Topic: Health Assessment and Physiology for Clinical Practice
HLTH 454 Special Topic: Mental Health and Addictions
HLTH 455 Special Topic: Acute and Long Term Health Care
HLTH 460 Health Intervention Assessment and Research Methods
HLTH 461 Special Topic: Investigate Health
HLTH 462 Health Intervention Research Methods
HLTH 472 Introduction to Psychometric Theory and Administration
HLTH 481 Counselling and Psychology: Theories and Skills
HLTH 482 Group Work: Process and Practice in Counselling
HLTH 483 Solution Focused Theory and Skills
HLTH 484 Contemporary Approaches to Counselling
HLTH 690 MHealSc Thesis
HLTH 695 Health Sciences Dissertation
HLTH 697 Health Sciences Thesis

Endorsement Requirements
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.
Early Intervention

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

A. Compulsory Courses

<table>
<thead>
<tr>
<th>HLTH 401</th>
<th>HLTH 430</th>
<th>HLTH 431</th>
</tr>
</thead>
<tbody>
<tr>
<td>Optional Courses</td>
<td>Optional Courses</td>
<td>Optional Courses</td>
</tr>
</tbody>
</table>

or B.

<table>
<thead>
<tr>
<th>HLTH 401</th>
<th>HLTH 430</th>
<th>HLTH 431</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dissertation</td>
<td>Optional Courses</td>
<td>Optional Courses</td>
</tr>
</tbody>
</table>

or C.

<table>
<thead>
<tr>
<th>HLTH 695 (90 points)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Compulsory Courses</td>
</tr>
<tr>
<td>Thesis</td>
</tr>
</tbody>
</table>

Each block represents a 30 point (0.25 EFTS) course.

Health Information Management

HLTH 401, 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.

A. a) Compulsory Courses

<table>
<thead>
<tr>
<th>HLTH 401</th>
<th>HLTH 402</th>
<th>GEOG 401</th>
</tr>
</thead>
<tbody>
<tr>
<td>Optional Courses</td>
<td>Optional Courses</td>
<td>Optional Courses</td>
</tr>
</tbody>
</table>

or b)

<table>
<thead>
<tr>
<th>HLTH 401</th>
<th>HLTH 402</th>
<th>GEOG 401</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dissertation</td>
<td>Optional Courses</td>
<td>Optional Courses</td>
</tr>
</tbody>
</table>

or c)

<table>
<thead>
<tr>
<th>HLTH 690 (120 points)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Compulsory Courses</td>
</tr>
<tr>
<td>Thesis</td>
</tr>
</tbody>
</table>

HLTH 433 is a 15 point (0.125 EFTS) course HLTH 434 is a 15 point (0.125 EFTS) course
All other blocks represent a 30 point (0.25 EFTS) course.
or
(For further options see overleaf)
Health Information Management (cont.)

B) a)  HLTH 401  HLTH 402  HLTH 407

HLTH 695 (60 points)

- Compulsory Courses
- Optional Courses

Dissertation

b)  HLTH 401  HLTH 402  HLTH 407

HLTH 697 (90 points)

- Compulsory Courses
- Optional Courses

Thesis

c)  HLTH 401  HLTH 402  HLTH 433  HLTH 434

HLTH 690 (120 points)

- Compulsory Courses
- Optional Course

Thesis

or

C) a)  HLTH 401  HLTH 402  HLTH 407

HLTH 695 (60 points)

- Compulsory Courses
- Optional Courses

Dissertation

b)  HLTH 401  HLTH 402  HLTH 433  HLTH 434

HLTH 697 (90 points)

- Compulsory Courses
- Optional Courses

Thesis

c)  HLTH 401  HLTH 402  HLTH 433  HLTH 434

HLTH 690 (120 points)

- Compulsory Courses
- Optional Course

Thesis

or

D) a)  HLTH 401  HLTH 402  HLTH 460

HLTH 695 (60 points)

- Compulsory Courses
- Optional Courses

Dissertation

b)  HLTH 401  HLTH 402  HLTH 460

HLTH 697 (90 points)

- Compulsory Courses
- Optional Courses

Thesis

c)  HLTH 401  HLTH 402  HLTH 460

HLTH 690 (120 points)

- Compulsory Courses
- Optional Course

Thesis

Each block represents a 30 point (0.25 EFTS) course unless otherwise stated.
Men’s Health
HLTH 401, HLTH 405 and HLTH 451, and approved courses to at least 1.0 EFTS, plus HLTH 690; or HLTH 401, HLTH 405 and HLTH 451, and approved courses to at least 1.25 EFTS, plus HLTH 697; or HLTH 401, HLTH 405 and HLTH 451, and approved courses to at least 1.5 EFTS, plus HLTH 695.

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

**A candidate who holds the Whitemirea Community Polytechnic PGCertHPC, or HLTH 448 and HLTH 449, with approval of the Director, School of Health Sciences, 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.

A) a) HLTH 695 (60 points)

B) a) HLTH 697 (90 points)

C) (For further options see overleaf)

Each block represents a 30 point (0.25 EFTS) course unless otherwise stated.
Palliative Care (cont.)

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 eundum statum
- Note students with international qualifications and New Zealand registration in the health sector should contact a student advisor.

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

Pathways

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

Enrolment

All students wishing to apply to enrol for a PhD in Health Sciences should contact the PhD Coordinator for the School of Health Sciences (contact details below). The PhD Coordinator will help to determine whether there is a suitable supervisor for your proposed topic. Once you have confirmed a senior supervisor in the School of Health Sciences you should proceed to enrolment.

Students with international qualifications should first seek supervision before applying for admission as an international student.

Further Information

Please contact:
Arin Basu
School of Health Sciences
College of Education
University of Canterbury
Private Bag 4800
Christchurch 8140
New Zealand
Email: arin.basu@canterbury.ac.nz
Phone: +64 3 366 7001 ext 44161

Fees

Please refer to the website for up to date fees information: www.canterbury.ac.nz/enrol/fees

Those eligible for CTA funding should enquire locally.

Each block represents a 30 point (0.25 EFTS) course unless otherwise stated.

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.
The Master of Counselling is a programme comprising five postgraduate papers and a three paper professional research portfolio or thesis. It is designed to equip students with the academic knowledge and professional skills to continue an academic career and/or work as a counsellor in a variety of settings. Three papers (HLTH481, COUN678 and COUN679) are able to be taken by students who are interested in incorporating counselling papers in other postgraduate programmes at UC, such as the Health Sciences, Psychology or Education.

A solution-focused model of counselling forms the basis of the Master of Counselling. Solution-focused counsellors act in systematic, effective ways to help clients find their own simple, acceptable alternatives to their current concerns and problems. The counsellor’s focus is on being genuinely curious about the experience, knowledge and expertise of their clients and helping them to cope effectively rather than achieve self-actualisation or personality change.

In the counselling programme, counsellors will learn about the social constructionist theoretical underpinnings of solution-focused counselling and become skilled in using appropriate solution-focused thinking and techniques.

The focus of the teaching is on providing students with experiences to further their knowledge, professional attitudes and competence in counselling. Students are encouraged to integrate the solution-focused model of counselling with previous skills and knowledge and their critical examination of other models.

Our programme is structured to allow students out of Christchurch the opportunity to participate. We mostly use a format of intensive workshops (for practice-based teaching) alongside internet-based teaching and learning activities. The intensive workshops vary between two to five days.

Practice papers offer the opportunity for students to have supported professional experience in community and/or education settings.

Programme Structure

The degree consists of two parts:

**Part I:**
- HLTH 481 Counselling and Psychology: Theories and Skills (30 points)
- COUN 675 Professional Counselling Practice I (30 points) - Limited Entry
- COUN 678 Theories of Group and Family Counselling (15 points)
- COUN 679 Solution Focused Theory and Skills (15 points)
  - Either EDEM 697 Qualitative Research in Education (15 points)
  - or EDEM 698 Emergent Research Methodologies (15 points)

Optional course, or another course approved by the Programme Coordinator (15 points)

**Part II:**
- COUN 676 Professional Counselling Practice (30 points) - Limited Entry
  - Either COUN 698 Professional Counselling Research Portfolio (90 points)
  - or COUN 697 Thesis, (90 points)

Optional courses
- COUN 677 Contemporary Approaches to Counselling

Note: To proceed to Part II, students must normally have achieved a B grade or better in Part I. For further information on the courses listed above, please refer to the course catalogue at www.canterbury.ac.nz/courses

Fees

Please refer to the website for up to date fees information: www.canterbury.ac.nz/enrol/fees

Pathways

The Master of Counselling can lead to doctoral study. The University of Canterbury offers a Doctor of Philosophy degree.

Enrolment

Enrolment opens on 1st September and closes on 1st October. For more information on how to enrol visit www.education.canterbury.ac.nz/healthsciences/study/counselling.shtml

Further Information

Associate Professor Judi Miller
Coordinator of Counsellor Education
Room: Dovedale Village DB04
Phone: +64 3 364 2546
judi.miller@canterbury.ac.nz

Selection will be based on academic attainment and other criteria, which will include an interview for admission to the professional counselling practice course (COUN 675). The relevance and standard of previous 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. Students must also be vetted by police.

www.education.canterbury.ac.nz/healthsciences/study/counselling

Duration

The minimum period of enrolment for a full-time candidate is two consecutive years; the maximum period is three years from the year of first enrolment. The minimum period of enrolment for a part-time candidate is four consecutive years; the maximum period is six years from the year of first enrolment.

Schedule of Courses

For further information regarding the courses please refer to the Guide to Enrolment

Admission

Entry to the Counselling programme is limited – applications close 1 October

Candidates wishing to enrol in the Master of Counselling must have qualified for one of the following:

- a degree in New Zealand with either acquired experience in counselling, teaching, nursing, social work or an equivalent profession, or been deemed suitable for training as a counsellor; or
- been admitted ad eundem statum to enrol for the MCouns; or
- been approved as a candidate by the Dean of Education.
Postgraduate Diploma in Child and Family Psychology PGDipChFamPsyc

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 1 October after Part I of the MA(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 School of Health Sciences. In order to become eligible to apply for registration as a psychologist, students who are accepted into the PGDipChFamPsyc undertake a programme of academic study and professional development which consists of the Practicum Year and the Internship Year. The Internship Year begins once the masters degree and Practicum Year is completed.

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 CFPY 501 and CFPY 502 in the year they are accepted.

• CFPY 501: Models of Practice in Child and Family Psychology (0.3 EFTS): This is a summer course offering an academic programme which considers the models which inform practice as a psychologist with children and families.
• CFPY 502: Professional Skills and Practicum (0.25 EFTS): 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.

• CFPY 503: Advanced Academic Development (30 points or 0.25 EFTS): Further academic study
• CFPY 504: Advanced Professional Practice in Child and Family Psychology (60 points or 0.5 EFTS): Developing portfolios of professional work for examination
• CFPY 505: Structuring and Examining Professional Practice (30 points or 0.25 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.

Schedule of Courses

CFPY 501 Models of Practice in Child and Family Psychology
CFPY 502 Professional Skills and Practicum
CFPY 503 Advanced Academic Development
CFPY 504 Advanced Professional Practice in Child and Family Psychology
CFPY 505 Structuring and Examining Professional Practice
For further information on the courses listed above please refer to Course Catalogue http://www.canterbury.ac.nz/courses.

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
(iii) Any relevant Bachelors degree and a Graduate Diploma of Arts or Science in Psychology or equivalent; or
(iv) A Bachelors degree with a major in Education or Teaching and a minor in Psychology, provided that the candidate is also enrolled in an approved course of study within the Master of Education.

(b) have achieved a pass in PSYC 206 Research Design and Statistics, or an equivalent research methods paper; and

(c) have completed CFPY 601, CFPY 602, CFPY 603 and CFPY 604, HLTH 472 and an approved research methods course or, equivalent, as approved by the Director, School of Health Sciences; 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, School of Health Sciences; and

(e) been approved as a candidate by the Dean of Education.

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.

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 video-tape 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 our website www.education.canterbury.ac.nz/healthsciences/study/chfampsyc

(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 thesis 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.

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.

CFPY 501 and CFPY 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 website for up to date fees information: www.canterbury.ac.nz/enrol/fees

Pathways

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

Enrolment

Please refer to the website www.education.canterbury.ac.nz/healthsciences/study/chfampsyc.shtml for enrolment details.

For further information

Please contact:
Karyn France (Programme Coordinator)
Email: karyn.france@canterbury.ac.nz
Phone: +64 3 364 2610, Waimairi 208

Gillian Woods (Senior Tutor)
Email: gillian.woods@canterbury.ac.nz
Phone: +64 3 364 2987 ext. 43019, Waimairi 121
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
The Postgraduate Diploma consists of approved courses from the Schedule to at least 120 points (1.0 EFTS).

A) Environment and Health
HLTH 401 and GEOG 401, and approved courses to at least 120 points (1.0 EFTS).

B) Early Intervention
HLTH 401, HLTH 420 and HLTH 421, and approved courses (which may include HLTH 422) to at least 120 points (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, HLTH 430 and HLTH 431, and approved courses to at least 120 points (1.0 EFTS).

D) Health Information Management
HLTH 401, HLTH 402, and GEOG 401 or HLTH 407 or HLTH 434 plus HLTH 433 or HLTH 460, and approved courses to at least 120 points (1.0 EFTS).

E) Palliative Care
HLTH 401, HLTH 405 and HLTH 450, and approved courses to at least 120 points (1.0 EFTS)**

** A candidate who holds the Whitireia Community Polytechnic PGCertHPC, or HLTH 448 and HLTH 449, with the approval of the Director, School of Health Sciences, may be exempt 60 points (0.5 EFTS) and complete the PGDipHealSc Endorsed in Palliative Care with HLTH 401 and HLTH 450.

F) Men’s Health
HLTH 401, HLTH 405 and HLTH 451, and approved courses to at least 120 points (1.0 EFTS).

Note: Unless stated otherwise each block represents a 0.25 EFTS course.
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 in Public Health
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 461  Special Topic: Investigate Health
HLTH 462  Health Intervention Research Methods
HLTH 472  Introduction to Psychometric Theory and Administration
HLTH 481  Counselling and Psychology: Theories and Skills
HLTH 482  Group Work: Process and Practice in Counselling
HLTH 483  Solution Focused Theory and Skills
HLTH 484  Contemporary Approaches to Counselling

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

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 School of Health Sciences Administrator.

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

Duration

Normally one year full-time. Part-time enrolment requires the approval of the Dean of Education.

Pathways

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

Further Information

Please contact:
Arin Basu
School of Health Sciences
College of Education
University of Canterbury
Private Bag 4800
Christchurch 8140
New Zealand
Email: arin.basu@canterbury.ac.nz
Phone: +64 3 366 7001 ext 44161

Fees

Please refer to the website for up to date fees information: www.canterbury.ac.nz/enrol/fees

Those eligible for CTA funding should enquire locally.
Postgraduate Diploma in Specialist Teaching (Complex Educational Needs) 
PGDipSpTch(Complex Educational Needs)

The PGDipSpTch endorsed in Complex Educational Needs is part of an exciting new development in postgraduate specialist teaching developed by leading educators and researchers from Massey University and the University of Canterbury. It is one of the programmes designed to develop core and specialist knowledge and skills relevant to the field of complex needs within the context of interprofessional practice.

The Year One Specialist course focuses on presence, participation and achievements for students with complex needs. It covers personal, historical, theoretical and rights-based perspectives on complex educational needs; families/whanau and wellbeing; teaching and learning within the New Zealand curriculum; assessment and planning; language and communication; and movement and access.

In Year Two the evidence-based practice course looks in more depth at responsive approaches to teaching and learning, and working collaboratively. The practicum course provides the opportunity to work.

Programme Structure

Students complete one compulsory core theory and foundations course (30 credits), and three compulsory courses (90 credits) from one of the endorsement schedule. 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 www.canterbury.ac.nz/courses or refer to the rear section of this handbook.

The programme will be delivered via the Flexible Learning Option. 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.

Schedule of Courses

EDST601 Core Theory and Foundations of Specialist Teaching
EDST651 Theory and Foundations of Complex Educational Needs
EDST652 Evidence-based Interprofessional Practice in Complex Educational Needs
EDST653 Practicum in Complex Educational Needs

Admission

Every candidate for the Postgraduate Diploma in Specialist Teaching shall:

(a) i. have either
   a. qualified for a New Zealand teacher education degree; or
   b. qualified for a recognised three year diploma in early childhood, primary, or secondary teaching in New Zealand; and,
   ii. hold current teacher registration in New Zealand; and,
   iii. normally acquired at least two years experience as a teacher or educator in a recognised educational, work-place or community setting; or,
   iv. been admitted ad eundem statum to enrol for the PGDipSpTch;

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

Notes:

1. The relevance and standard of undergraduate studies and any subsequent professional work experience are the main criteria of approval.
2. 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.
3. 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

Duration

A candidate will normally complete their Postgraduate Diploma within 24 months of part-time study from the date of first enrolment. Candidates would normally complete EDST601 and EDST651 in their first 12 months of study and EDST652 and EDST653 in their second 12 months of study.

Fees

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

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

Pathways

The Postgraduate Diploma in Specialist Teaching can lead to Masters and Doctoral study. The College of Education offers Masters of Education and PhD degrees. Graduates of the PGDipSpTch (Complex Educational Needs) are eligible to proceed to the MEd or MEd(Inclusive and Special Education) by completing a further 120 points (1.0 EFTS) from the MEd Schedule to fulfil the requirements for that qualification. Candidates completing the MEd(InSpEd) are required to complete EDEM690 (thesis). Candidates wishing to enrol in a thesis for the MEd or MEd(InSpEd) following the award of this Postgraduate Diploma must complete 30 points (0.25 EFTS) of approved research methodology courses EDEM693-698

Enrolment

Applicants must complete the Postgraduate and Professional Development Application 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 Chirstchurch College of Education (from 2000 onwards).

Applications can be downloaded from the College website: www.education.canterbury.ac.nz/apply/postgrad.shtml. Students must also Apply To Enrol in courses.

For further information

Please contact:
Dr Laurie McLaey
Complex Educational Needs Endorsement Coordinator
Email: specialistteaching@canterbury.ac.nz
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.

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 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

Every candidate for the Postgraduate Diploma in Specialist Teaching shall:

(a)

i. have either
   a. qualified for a New Zealand teacher education degree; or
   b. qualified for a recognised three year diploma in early childhood, primary, or secondary teaching in New Zealand; and,
   ii. hold current teacher registration in New Zealand; and,
   iii. normally acquired at least two years experience as a teacher or educator in a recognised educational, work-place or community setting; or,
   iv. been admitted ad eundem statum to enrol for the PGDipSpTch; and,

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

Notes:

1. The relevance and standard of undergraduate studies and any subsequent professional work experience are the main criteria of approval.
2. 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.
3. 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.
4. Enrolment

Applicants must complete the Postgraduate and Professional Development Application 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 (from 2000 onwards).

Applications can be downloaded from the College website: www.education.canterbury.ac.nz/apply/postgrad.shtml. Students must also Apply To Enrol in courses.

For further information

Please contact:
Dr Dean Sutherland
PGDipSpTch(Deaf and Hearing Impairment)
Programme Coordinator
Email: specialistteaching@canterbury.ac.nz
Phone: +64 3 364-2987 ext. 7176

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.

Fees

Please refer to the website for up to date fees information: www.canterbury.ac.nz/enrol/fees

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

Pathways

The Postgraduate Diploma in Specialist Teaching can lead to Masters and Doctoral study. The College of Education offers Master of Education and PhD degrees. Graduates of the PGDipSpTch (Deaf and Hearing Impairment) are eligible to proceed to the MEd or MEd(Inclusive and Special Education) by completing a further 120 points (1.0 EFTS) from the MEd Schedule to fulfil the requirements for that qualification. Candidates completing the MEd(InSpEd) are required to complete EDEM690 (thesis). Candidates wishing to enrol in a thesis for the MEd or MEd(InSpEd) following the award of this Postgraduate Diploma must complete 30 points (0.25 EFTS) of approved research methodology courses EDEM693-698

Programme Coordinator

Phone: +64 3 364-2987 ext. 7176

Note: transcripts may not be required for students who completed entry qualifications at the University of Canterbury or the Christchurch College of Education (from 2000 onwards).

Applications can be downloaded from the College website: www.education.canterbury.ac.nz/apply/postgrad.shtml. Students must also Apply To Enrol in courses.

For further information

Please contact:
Dr Dean Sutherland
PGDipSpTch(Deaf and Hearing Impairment)
Programme Coordinator
Email: specialistteaching@canterbury.ac.nz
Phone: +64 3 364-2987 ext. 7176

www.canterbury.ac.nz
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.

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)  
1. have either
   a. qualified for a New Zealand teacher education degree; or
   b. qualified for a recognised three year diploma in early childhood, primary, or secondary teaching in New Zealand; and,
2. hold current teacher registration in New Zealand; and,
3. normally acquired at least two years experience as a teacher or educator in a recognised educational, work-place or community setting; or,
4. 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:

1. The relevance and standard of undergraduate studies and any subsequent professional work experience are the main criteria of approval.
2. 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.
3. 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

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.

Fees

Please refer to the website for up to date fees information: www.canterbury.ac.nz/enrol/fees
Study awards and scholarships may be available through the Ministry of Education. For more information www.minedu.govt.nz/semesterawards

Pathways

The Postgraduate Diploma in Specialist Teaching can lead to Masters and Doctoral study. The College of Education offers Master of Education and PhD degrees. Graduates of the PGDipSpTch (Early Intervention) are eligible to proceed to the MEd or MEd(Inclusive and Special Education) by completing a further 120 points (1.0 EFTS) from the MEd Schedule to fulfil the requirements for that qualification. Candidates completing the MEd(InSpEd) are required to complete EDEM690 (thesis). Candidates wishing to enrol in a thesis for the MEd or MEd(InSpEd) following the award of this Postgraduate Diploma must complete 30 points (0.25 EFTS) of approved research methodology courses EDEM693-698

Enrolment

Applicants must complete the Postgraduate and Professional Development Application 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 (from 2000 onwards). Applications can be downloaded from the College website: www.education.canterbury.ac.nz/apply/postgrad.shtml. Students must also Apply To Enrol in courses.

For further information

Please contact:
Dr Anne Van Bysterveldt
Early Intervention Coordinator
Email: specialistteaching@canterbury.ac.nz
Phone: +64 3 364 2056
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 www.canterbury.ac.nz/courses or the rear section of this handbook.

The programme will be delivered via the Flexible Learning Option. 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.

Schedule of Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<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

Every candidate for the Postgraduate Diploma in Specialist Teaching shall:

(a)  i. have either
   a. qualified for a New Zealand teacher education degree; or
   b. qualified for a recognised three year diploma in early childhood, primary, or secondary teaching in New Zealand; and,
   ii. hold current teacher registration in New Zealand; and,
   iii. normally acquired at least two years experience as a teacher or educator in a recognised educational, workplace or community setting; or,
   iv. been admitted ad eundem status to enrol for the PGDipSpTch; and,
(b)  been approved as a candidate for the Diploma by the Dean of Education.

Notes:

1. The relevance and standard of undergraduate studies and any subsequent professional work experience are the main criteria of approval.
2. 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.
3. 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

Duration

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

Fees

Please refer to the website for up to date fees information: www.canterbury.ac.nz/enrol/fees

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

Pathways

The Postgraduate Diploma in Specialist Teaching can lead to Masters and Doctoral study. The College of Education offers Master of Education and PhD degrees. Graduates of the PGDipSpTch (Learning and Behaviour) are eligible to proceed to the MEd or MEd(Inclusive and Special Education) by completing a further 120 points (1.0 EFTS) from the MEd Schedule to fulfil the requirements for that qualification. Candidates completing the MEd(InSpEd) are required to complete EDEM690 (thesis). Candidates wishing to enrol in a thesis for the MEd or MEd(InSpEd) following the award of this Postgraduate Diploma must first complete 30 points (0.25 EFTS) of approved research methodology courses EDEM693-698

Enrolment

Applicants must complete the Postgraduate and Professional Development Application 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 (from 2000 onwards).

Applications can be downloaded from the College website: www.education.canterbury.ac.nz/apply/postgrad.shtml. Students must also Apply To Enrol in courses.

For further information

Please contact:
Professor Garry Hornby
Learning and Behaviour Coordinator
Email: specialistteaching@canterbury.ac.nz
Phone: +64 3 364 2987 ext 4906

www.canterbury.ac.nz 35
The Postgraduate Certificate in Clinical Teaching is designed for health professionals who are involved in teaching, 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 or educational project.

The certificate 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 health care 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

The Certificate consists of 3 compulsory courses totalling 60 points (0.5 EFTS). Please refer to the Schedule of Courses listed below.

Schedule of Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>HLTH 415</td>
<td>Designing and Managing Learning and Supervision in a Health Care Setting</td>
</tr>
<tr>
<td>HLTH 416</td>
<td>Issues and Processes in Learning and Supervision in a Health Care Setting</td>
</tr>
<tr>
<td>HLTH 417</td>
<td>Education Proposal for a Health context</td>
</tr>
</tbody>
</table>

For more information on the courses listed above please refer to the Course Catalogue www.canterbury.ac.nz/courses or refer to the rear section of this handbook.

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 www.canterbury.ac.nz/publications/calendar.shtml for official University regulations and policies for this programme.

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 website for up to date fees information: www.canterbury.ac.nz/enrol/fees

Those eligible for CTA funding should enquire locally.

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 School of Health Sciences.

For further information

Please contact:
Dale Sheehan  
PGCertCT Coordinator  
School of Health Sciences  
College of Education  
University of Canterbury  
Private Bag 4800  
Christchurch 8140  
New Zealand  
Email: dale.sheehan@canterbury.ac.nz  
Phone: +64 3 364 2987
Palliative care has emerged as a speciality that incorporates inter-professional health care provision for people who are living with and dying from active, progressive diseases or conditions that are not responsive to curative treatment. Palliative care embraces the physical, social, emotional and spiritual elements of well being (tinana, whanau, hinengaro and wairua) and embraces a person’s quality of life while they are dying. This field involves people throughout the life span from children through to the elderly and continues on to support the bereaved family/whanau.

Programme Structure

Hlth448  HLTH449
Compulsory Courses

Each block represents a 30 point (0.25 EFTS) course.

The Postgraduate Certificate in Palliative Care consists of two 30 point compulsory courses totalling 60 points (0.5 EFTS). Please refer to the Schedule of Courses listed below.

Schedule of Courses

HLTH448  The Foundations of Hospice Palliative Care
HLTH449  Praxis in Hospice Palliative Care

For more information on the courses listed above please refer to the Course Catalogue www.canterbury.ac.nz/courses or the course catalogue in the rear section of this handbook.

Admission

Candidates wishing to enrol in the Postgraduate Certificate in Palliative Care must have:

a) 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
b) an appropriate health or allied professional qualification requiring at least three years equivalent full-time tertiary study at an appropriate level; or
c) successfully completed a qualifying course prescribed by the Joint Board of Studies: Health; and
d) presented evidence of ability for advanced level academic study; or
e) been admitted ad eundem statum to enrol for the Postgraduate Certificate in Palliative Care.

Candidates must also have qualifications and experience that accord with membership of an approved health professional association, or be registered to practice within a health environment and have access to relevant clinical placement to the satisfaction of the Director, School of Health Sciences.

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

Duration

The Postgraduate Certificate in Palliative Care is normally completed part-time over two years.

Fees

Please refer to the website for up to date fees information: www.canterbury.ac.nz/enrol/fees

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, both of which are offered by the School of Health Sciences.

For further information

Please contact:
Kate Reid
PGCertPC Coordinator
School of Health Sciences
College of Education
University of Canterbury
Private Bag 4800
Christchurch 8140
New Zealand
Email: kate.reid@canterbury.ac.nz
Enrolment Information

All students are encouraged to either download a copy of the 2014 Guide to Enrolment or request a copy by phoning the Contact Centre on 0800 827 748.

Apply to Enrol

Students continuing their studies for 2014 should log onto UC Student Web with their username and password and submit their application to enrol. All new students should refer to enrolment information on our website www.canterbury.ac.nz/apply. You will be required to download and complete an Application to Enrol worksheet. You should then phone the Contact Centre on 0800 827 748.

Most of our Education qualifications require a two-step enrolment process;

1. Pukatono/Application (Postgraduate Programmes and Professional Development Programmes in Education)
2. Application To Enrol

1. New students are required to submit the Pukatono/Postgraduate Programmes and Professional Development Programmes (Education) which can be downloaded from the College website: www.education.canterbury.ac.nz/documents/brochures_2014/AAE.pdf. Certified copies of all required documentation must be enclosed.

2. Apply to Enrol

See the advice for new and continuing students above

- Master of Education
- Master of Education (Inclusive and Special Education)
- 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 (Inclusive and Special Education)
- Postgraduate Diploma in Education (Teaching and Learning Languages)
- Postgraduate Diploma in Specialist Teaching (Complex Educational Needs)
- 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
- Bachelor of Teaching and Learning Honours
- Bachelor of Teaching and Learning via Upgrade
- Certificate in Learning Support

Master of Counselling programme

This programme is limited entry. Students are required to submit an application by 1 October. Applications can be downloaded from our website www.education.canterbury.ac.nz/healthsciences/study/counselling.shtml

Child and Family Psychology

Students wishing to enrol in the Master of Arts or the Master of Science endorsed in Child and Family Psychology should Apply to Enrol. The Postgraduate Diploma in Child and Family Psychology is limited entry. Students are required to submit an application by 1 October. Applications can be downloaded from our website www.education.canterbury.ac.nz/healthsciences/study/chfampsyc.shtml

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,
- Cert and Dip in Children’s Literature
Fees and Scholarships Information

Tuition 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 for courses you wish to enrol in on our website www.canterbury.ac.nz/courses/. 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 www.canterbury.ac.nz/enrol/fees/pg_fees.shtml

For more information please refer to: www.canterbury.ac.nz/enrol/fees/non_tuition.shtml

Non-Tuition Fees
There are a range of other costs which may or may not apply to you, including applications for Admission Ad Eundem Statum, applications for transfer of credit, printing and parking costs. For further information on these costs please refer to our website http://www.canterbury.ac.nz/enrol/fees/non_tuition.shtml.

Student Services Levy
A fee of $725 per student per annum is payable at enrolment. Rebates are available for students who are employed in schools and registered early childhood centres for 12.5 hours or more per week and, those who live outside the Christchurch metropolitan area, as well as 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 Study Link: 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.

Please refer to the College of Education website: www.education.canterbury.ac.nz/scholarships/ and the Scholarships website: www.canterbury.ac.nz/scholarships. For information on College of Education, UC and external scholarships.

Scholarships
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 one course, from a range of programmes. For further details and enrolment forms please see: www.education.canterbury.ac.nz/scholarships

www.canterbury.ac.nz 39
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 to:

- Identify relevant information sources for your topic.
- Design search strategies for finding information.
- Use the Library’s resources, both print and electronic.
- Keep up with what is being published in your subject.
- Use 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 to format citations and bibliographies in documents. The Library offers tutorials in EndNote and individual help.

Referencing

Most education courses use APA referencing. However, you should always check with your course lecturer or supervisor.

We offer help with APA and have a guide with examples available from the library website: library.canterbury.ac.nz/services/ref/apa/index.shtml

Liaison Librarians

Kathryn Andrews is a liaison librarian for the College of Education. 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 a liaison librarian for the College of Education. 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

Margaret Paterson is the liaison librarian for Health Sciences. She has in depth knowledge of all health databases and EndNote.
margaret.paterson@canterbury.ac.nz

Aurelia Arona is the Māori liaison librarian for the College of Education. She has a particular interest in the Māori Classroom and Māori Collections. Aurelia has knowledge of education databases and can assist with Endnote and referencing enquiries.

Kim Allan is a liaison librarian for the College of Education. Kim has an in-depth knowledge of education databases, APA referencing and Endnote.

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
www.canterbury.ac.nz/accom/

Chaplaincy Service
www.canterbury.ac.nz/chaplains/

Child Care Services
www.canterbury.ac.nz/earlyyears/

College of Education
Student Advisors
education@canterbury.ac.nz
+64 3 343 9606

Counselling Services
http://www.canterbury.ac.nz/healthcentre/counselling.shtml

Disability Resource Service
www.canterbury.ac.nz/disability/

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

Hardship Support
www.canterbury.ac.nz/support/budget.shtml

Health Centre
www.canterbury.ac.nz/healthcentre/

Information and Communication Technology Services
www.icts.canterbury.ac.nz/foi/students.shtml
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
www.canterbury.ac.nz/intstud/

Learning Skills Centres
www.lps.canterbury.ac.nz/lsc/The Learning Skills Centre offers a range of free teaching services to help UC students at all levels acquire the specialised skills the need for academic success.

Māori Students
/www.canterbury.ac.nz/maoristudents/

Mentoring Programme
www.canterbury.ac.nz/sas/mentoring/

Orientation
www.canterbury.ac.nz/getconnected/

Pacific Students
www.canterbury.ac.nz/pacificstudents/

Postgraduate Students Association
www.canterburypgsa.org.nz/

Recreation Centre
www.phed.canterbury.ac.nz/

Security
www.fm.canterbury.ac.nz/operational/security/security.shtml
On Campus all emergencies 6111
Off Campus or by cell phone 0800 823 637
UC Security Inquiries 6888

Student Support Team
www.canterbury.ac.nz/support/

UCSA
www.ucsa.org.nz/

UC Careers and Employment
www.canterbury.ac.nz/careers/

Distance Delivery and Support
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 Study Equipment
To study at the UC College of Education you must have continual access to a computer with broadband internet access and access to a printer.

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.

Once you are fully enrolled, UC will use your student email address as your main point of contact. You should expect all email communication from the university sent to this address. It is also essential for using Library services. You will have agreed as part of your enrolment declaration to check your student email regularly.

Course Materials
Course materials will normally be provided free of charge in digital form in each of the courses’ sites within the University’s Learning Management System, Learn. It is your decision what you require at your cost. You may purchase copies via the Learn site.

The Distance Freephone number is 0800 736 676 and you may contact the College Office, 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.
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, Dissertation and Research Portfolio

Enrolment Process
You may begin a thesis at any time (usually the first of the month) that is convenient to you and your supervisor. Applicants for master’s theses and dissertations are expected to submit a brief proposal along with the Thesis Application form. 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. Applicants should discuss their proposed topic with their r potential supervisor or programme coordinator. Prior to formal enrolment the Head of School, Programme Coordinator and Academic Dean must approve the topic and confirm appropriate supervision.

The following programmes and courses are covered by this process:

MChFamPsyc (Coordinator Associate Professor Judi Miller)
Contact judi.miller@canterbury.ac.nz
COUN 697 Counselling Thesis (90 points)
COUN 698 Counselling Research Portfolio (90 points)

MEd (Inclusive and Special Education) (Coordinator Associate Professor Missy Morton)
Contact missy.morton@canterbury.ac.nz
EDUC 690 MEd Thesis (90 points)
EDUC 691 MEd Thesis (120 points)

MEd Programme (Coordinator Professor John Everatt)
Contact john.everatt@canterbury.ac.nz
EDUC 690 MEd Thesis (90 points)
EDUC 691 MEd Thesis (120 points)
EDTC 695 MEd Dissertation (60 points) (available only to students enrolled in the MEd prior to 2009)

MChLn (Coordinator Professor John Everatt)
Contact john.everatt@canterbury.ac.nz
EDTL 904 MChLn Dissertation (90 points)
EDTL 905 MChLn Thesis (120 points)

MEd (ChFamPsyc pathway) (Coordinator Dr Karyn France)
Contact karyn.france@canterbury.ac.nz
EDEM 691 MEd Thesis (120 points)

MA (ChFamPsyc) (Coordinator Dr Karyn France)
Contact karyn.france@canterbury.ac.nz
CPFP 690 MA Thesis (120 points)

MSc (ChFamPsyc) (Coordinator Dr Karyn France)
Contact karyn.france@canterbury.ac.nz
CPFP 695 MSc Thesis (120 points)

MHealSc (Coordinator Dr. Arin Basu)
Contact arin.basu@canterbury.ac.nz
HLTH 695 Health Sciences Dissertation (60 points)
HLTH 697 Health Science Thesis (90 points)
HLTH 690 MHealSc Thesis (120 points)

MHealSc (Early Intervention) (Coordinator Associate Professor Kathleen Liberty)
Contact kathleen.liberty@canterbury.ac.nz
HLTH 695 Health Sciences Dissertation (60 points)
HLTH 697 Health Science Thesis (90 points)
HLTH 690 MHealSc Thesis (120 points)

MHealSc (Environment and Health) (Coordinator Dr Arindam Basu)
Contact arindam.basu@canterbury.ac.nz
HLTH 695 Health Sciences Dissertation (60 points)
HLTH 697 Health Science Thesis (90 points)
HLTH 690 MHealSc Thesis (120 points)

MHealSc (Health Behaviour Change) (Coordinator Dr Eileen Britt)
Contact eileen.britt@canterbury.ac.nz
HLTH 695 Health Sciences Dissertation (60 points)
HLTH 697 Health Science Thesis (90 points)
HLTH 690 MHealSc Thesis (120 points)

MHealSc (Health Information Management) (Coordinator Associate Professor Ray Kirk)
Contact ray.kirk@canterbury.ac.nz
HLTH 695 Health Sciences Dissertation (60 points)
HLTH 697 Health Science Thesis (90 points)
HLTH 690 MHealSc Thesis (120 points)

MHealSc (Men’s Health) (Coordinator Dr Jeff Gage)
Contact jeff.gage@canterbury.ac.nz
HLTH 695 Health Sciences Dissertation (60 points)
HLTH 697 Health Science Thesis (90 points)
HLTH 690 MHealSc Thesis (120 points)

MHealSc (Palliative Care) (Coordinator Kate Reid)
Contact kate.reid@canterbury.ac.nz
HLTH 695 Health Sciences Dissertation (60 points)
HLTH 697 Health Science Thesis (90 points)
HLTH 690 MHealSc Thesis (120 points)

MA (Coordinator Dr David Small)
Contact david.small@canterbury.ac.nz
EDUC 690 MA Thesis (120 points)

PhD
EDUC 790 and HLTH 790

Applicants should first seek a supervisor in the College. Please see the Supervisor section of this handbook for a list of supervisors and their research interests. Students are encouraged to contact supervisors directly or the Education Postgraduate Office Administrator: postgraduate@education.canterbury.ac.nz or phone: +64 3 364 2987 ext 4877. 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. All students must complete an application form which can be downloaded from website: www.canterbury.ac.nz/postgrad/phd_students/enrolment_fees.shtml. 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: 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 School of Health Sciences. 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.

Facilities
PhD students who prefer to study on campus may be allocated a space on the College’s Dovedale site.
PhD and Masters Supervisors
(as at September 2013)

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/professional development and innovations in practice (initial teacher education, professional learning communities; program evaluation; leading learning); school-university collaboration and partnerships; culturally responsive teaching and learning.

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.

Professor Professor Philip Schluter
+64 3 364 2987 ext 44357
philip.schluter@canterbury.ac.nz
Population health, biostatistics, applied epidemiology, observational studies.

Professor Garry Hornby
+64 3 364 2987 ext 4906
garry.hornby@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 Hikaio 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 3 366 7001 ext 3786
ann.richardson@canterbury.ac.nz
Cancer Epidemiology, Screening and Early Detection of Disease, Evaluation of Screening Programmes, Public Health.

Professor Peter Roberts
+64 3 364 2987 ext 6283
peter.roberts@canterbury.ac.nz
Philosophy of education, educational policy studies.

Associate Professor Pauline Barnett
+64 3 364 2987 ext 6562
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 44465
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 Ian Culpan
+64 3 364 2987 ext 44132
ian.culpan@canterbury.ac.nz
Curriculum development in physical education, sports in schools, olympism studies and sports pedagogy.

Associate Professor Penni Cushman
+64 3 364 2987 ext 8131
penni.cushman@canterbury.ac.nz
Health education, health promoting schools, gender issues in primary schools, men teachers.

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 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.

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, complementary medicine (CAM/IM).

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.
Associate Professor Missy Morton
+64 3 364 2987 ext 44312
missy.morton@canterbury.ac.nz
Inclusive education, the sociology of special education, and disability studies in education, 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.

Associate Professor Michael Tarryn-Sweeney
+64 3 364 2987 ext 7196
michael.tarren-sweeney@canterbury.ac.nz

Associate Professor Una Cunningham
+64 3 364 2987 Extn 44192
una.cunningham@canterbury.ac.nz
E-learning and teaching and learning languages, especially pronunciation.

Associate Professor Nick Draper
+64 3 364 2987 ext 4193
nick.draper@canterbury.ac.nz

Dr Jane Abbiss
+64 3 345 8465 ext 44465
jane.abbiss@canterbury.ac.nz
Curriculum issues and social sciences education, gender relations and ICT, practitioner and classroom-based research, teacher education, social constructionism and critical perspectives, qualitative methodologies.

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

Dr Arindam Basu
+64 3 364 2987 ext 44161
arindam.basu@canterbury.ac.nz
Health services, environmental epidemiology, information technology, epidemiology, educational research, evidence based medicine, meta analysis and systematic review.

Dr Eileen Britt
+64 3 364 2987 ext 7995
eileen.britt@canterbury.ac.nz
Training and clinical supervision, health behaviour change, diabetes, forensic psychology, anxiety, 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 Jenny Clarke
+64 3 364 2987 ext 44329
jenny.clarke@canterbury.ac.nz

Dr Gina Colvin
+64 3 3642987 ext 44394
gina.colvin@canterbury.ac.nz
Whiteness studies, critical discourse analysis, Media and racism, critical pedagogies and transformative praxis.

Dr Ronnie Davey
+64 3 364 2987 ext 44272
ronnie.davey@canterbury.ac.nz
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.

Dr Jo Fletcher
+64 3 364 2987 ext 44284
jo.fletcher@canterbury.ac.nz
Literacy, reading, adult literacy, diverse learners, leadership and Pasifika.

Dr Arindam Basu
+64 3 364 2987 ext 44161
arindam.basu@canterbury.ac.nz
Health services, environmental epidemiology, information technology, epidemiology, educational research, evidence based medicine, meta analysis and systematic review.

Dr Eileen Britt
+64 3 364 2987 ext 7995
eileen.britt@canterbury.ac.nz
Training and clinical supervision, health behaviour change, diabetes, forensic psychology, anxiety, 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 Jenny Clarke
+64 3 364 2987 ext 44329
jenny.clarke@canterbury.ac.nz

Dr Gina Colvin
+64 3 3642987 ext 44394
gina.colvin@canterbury.ac.nz
Whiteness studies, critical discourse analysis, Media and racism, critical pedagogies and transformative praxis.

Dr Ronnie Davey
+64 3 364 2987 ext 44272
ronnie.davey@canterbury.ac.nz
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.

Dr Jo Fletcher
+64 3 364 2987 ext 44284
jo.fletcher@canterbury.ac.nz
Literacy, reading, adult literacy, diverse learners, leadership and Pasifika.

Dr John Freeman-Moir
+64 3 364 2987 ext 6261
john.freeman-moira@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 Susan Lovett
+64 3 364 2987 ext 44108
susan.lovett@canterbury.ac.nz
Early career learning & development for teachers, teacher leadership, leadership for school improvement, school community partnerships.

Dr Julie Mackey
+64 3 345 8230
julie.mackey@canterbury.ac.nz
E-Learning, ICT planning, information and communication technology, online and blended learning, professional development.

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 Jane McChesney
+64 3 364 2987 ext 44102
jane.mcchesney@canterbury.ac.nz
Mathematics education in primary and secondary schools, social practices and classroom interactions in mathematics and science lessons, (11 to 14 year olds).

Dr Laurie McLay
laurie.mclay@canterbury.ac.nz
Applied behaviour analysis, functional analysis, autism spectrum disorders, evidence-based approaches to intervention, teaching strategies to facilitate generalisation and retention of skills.

Dr Brigid McNeill
+64 3 364 2987 ext 3469
brigid.mcneill@canterbury.ac.nz
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 Lauretta Muir
lauretta.muir@canterbury.ac.nz
Bioethics, health sector policy, health sector management, intersectoral relationships, patient experiences, social determinants of health.

Dr Carl Petersen
+64 3 345 8186 ext 44186
carl.petersen@canterbury.ac.nz
Supervision Area: Strength and conditioning. Time-motion analysis of sport. Physiology of sports including cricket, football and triathlon.

Dr Kerry Purdue
+64 3 364 2987 ext 44325
kerry.purdue@canterbury.ac.nz
Early childhood curriculum, quality in early childhood education, the teacher as a researcher, inclusion, children’s rights, and social justice.

Dr Kathleen Quinlivan
+64 3 364 2987 ext 4829
kathleen.quinlivan@canterbury.ac.nz
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 Dale Sheehan
+64 3 364 2987 ext 44113
dale.sheehan@canterbury.ac.nz
Learning in clinical environments, inter professional learning and communication, bicultural learning.

Dr Patrick Shepherd
+64 3 364 2987 ext 44119
patrick.shepherd@canterbury.ac.nz
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
+64 3 345 8225
mere.skerrett@canterbury.ac.nz
Ngai Tahu: Bilingual/bicultural education; second language acquisition, biliteracy in young children (including reading, writing as well as aural, oral); Māori language revernacularisation, Pedagogy Māori; and Assessment Māori.

Dr Dave Winter
+64 3 345 8462
david.winter@canterbury.ac.nz
Science education and using computer-based technologies to enhance science teaching and learning.
Masters Supervisors

Annabel Ahuriri-Driscoll
+64 3 366 7001 ext 44045
annabel.ahuriri-driscoll@canterbury.ac.nz
Māori population health; whānau/hapū/iwi and community development, Traditional Māori healing/rongoā Māori, Māori research methodological development.

Sue Bridges
+64 3 364 2987 ext 44287
sue.bridges@canterbury.ac.nz
Literacy, children’s learning strategies, teachers’ work and roles (historical and current), children’s literature and classroom practice, inclusive education.

Judy Bruce
+64 3 345 8232
judy.bruce@canterbury.ac.nz
Physical education curriculum and pedagogy (including Olympism education and adapted physical education), critical pedagogy, alternative education, youth development, global citizenship education, diversity in education.

Nicki Dabner
+64 3 345 8452
nicki.dabner@canterbury.ac.nz
Online and blended learning pedagogy/course design, communities of practice, social media in education, visual art curriculum and pedagogy (Primary).

Te Hurinui Clarke
+64 3 345 8457 ext 44902
te.hurinui.clarke@canterbury.ac.nz
Supervision Area: Te reo Māori and raising Māori student achievement in English medium secondary schools.

Greg Ellis
+64 3 345 8443
greg.ellis@canterbury.ac.nz
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
+64 3 345 8457
murray.fastier@canterbury.ac.nz
Social science education in secondary schools, curriculum and assessment issues and initial teacher education.

Glenn Fyall
+64 3 343 9604
gr.fyall@canterbury.ac.nz
Physical education curriculum and pedagogy and sport coaching pedagogy.

Fiona Gilmore
+64 3 364 2987 ext 4434
fiona.gilmore@canterbury.ac.nz
Primary literacy, writing and reading pedagogy, professional development within literacy education, developing effective literacy practices, teacher inquiry.

Jocelyn Howard
+64 3 345 8247
jocelyn.howard@canterbury.ac.nz
Cultural and linguistic diversity; EFL and ESL teacher education; implementation of language curriculum innovations; languages teaching and learning.

Chris Jansen
+64 3 364 2987 ext 44398
chris.jansen@canterbury.ac.nz
Adventure therapy, challenging adolescents, counselling, experiential learning, facilitation, leadership development, outdoor education, teaching, training and professional development, youth work, change leadership, organisational development, appreciative inquiry, complex systems.

Sonja Macfarlane
+64 3 366 7001 Ext 7326
sonja.macfarlane@canterbury.ac.nz
Inclusive education, special education, Māori education and achievement, culturally responsive pedagogy, Māori wellbeing and identity.

Glynne Mackey
+64 3 345 8224
glynne.mackey@canterbury.ac.nz
Early childhood education for sustainability & environmental education; competence in young children; ICT in early childhood; young children as participants in research.

Sue McBain
+64 3 345 8320
sue.mcbaing@canterbury.ac.nz
Physical education curriculum and pedagogy, learning communities and practitioner based research.

Trish McMenamin
+64 3 345 8214
trish.mcmenamin@canterbury.ac.nz
Special education practices and policies, inclusive education, curriculum, autism spectrum disorder, behaviour and disability.

Chris North
+64 3 345 8279
chris.north@canterbury.ac.nz
Outdoor and environmental education, secondary teacher education, adventure education and sustainability education.

Faye Parkhill
+64 3 345 8291 ext 44291
faye.parkhill@canterbury.ac.nz
Literacy including multimedia, diversity, low progress literacy learners.

Kate Reid
+64 3 366 7001 ext 8691
kate.reid@canterbury.ac.nz
Palliative Care, spirituality, professional practice and interpersonal practice.

Paul Snape
+64 3 345 8399
paul.snape@canterbury.ac.nz
Authenticity and curriculum in Technology Education. Best practice planning and engagement of students through inquiry and integrated curriculum.

Toni Torepe
+64 3 366 7001 Ext 44503
toni.torepe@canterbury.ac.nz
Cultural taxation, Kaupapa Māori research, Māori Education

Nicola Surtees
+64 3 345 8349
nicola.surtees@canterbury.ac.nz
Heteronormativity, social justice and inclusion in early childhood education, gender/sexualities in early childhood education, family diversity.
packages in secondary music classes, student motivation as a result of use of music technology in secondary schools.

Lia De-Vocht Van-Alphen
+64 3 364 3459
lia.devocht@canterbury.ac.nz
Student voice, assessment in early childhood, social justice.

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: www.canterbury.ac.nz/postgrad/phd_students/progress.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: 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: www.canterbury.ac.nz/postgrad/phd_students/policies.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 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 690, HLTH 697 and HLTH 695) may be entitled to financial reimbursement to a maximum value of $500 for research related expenses. MTrch Ln Thesis students (EDTL 904 and EDTL 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 $5000 for research-related expenses. Students may also apply for conference funding. Guidelines and applications for conference funding will be sent to PhD students as received by the Education Postgraduate Office Administrator.

Note: Expenses are paid on a proportional basis.

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

MHealSc Dissertation, Thesis or PhD in Health Sciences
School of Health Sciences
Email: healthsciences@canterbury.ac.nz
Phone: +64 3 366 7001 ext 8691
2014 Course Catalogue

Course information is, as far as possible, accurate up to 16 September 2013. However, course information is subject to change. Please check www.canterbury.ac.nz/courses for the latest information.

Child and Family Psychology

School of Health Sciences

Note: Postgraduate courses may be subject to change. For up-to-date information, students are advised to check www.canterbury.ac.nz/courses or consult the relevant School/Department.

CFPY 501 Models of Practice in Child and Family Psychology

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.

R: EDUC 623, HLTH 670, HLTH 671
EQ: EDUC 623, HLTH 670
C: CFPY 502
Limited entry. See limitation of entry regulations.

CFPY 502 Professional Skills and Practicum

This course contains the Child and Family Psychology Practicum and an academic programme which informs it. This includes practical training in skills specific to practice as a registered psychologist, the practicum itself and clinical work associated with it. In addition it contains academic work relevant to the programme such as interpretation of cognitive assessments, formulation. In addition Problem-Based Learning exercises are an integral part of this course.

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.

R: EDUC 623, HLTH 670, HLTH 671
EQ: EDUC 623, HLTH 670
C: CFPY 502
Limited entry. See limitation of entry regulations.

CFPY 503 Advanced Academic Development

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

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

R: EDUC 501, HLTH 501
EQ: EDUC 501, HLTH 501
C: CFPY 502
Limited entry. See limitation of entry regulations.

CFPY 504 Advanced Professional Practice in Child and Family Psychology

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 them to prepare their case-studies and their professional development plan.

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

R: EDUC 502, HLTH 502
EQ: EDUC 502, HLTH 502
C: CFPY 502
Limited entry. See limitation of entry regulations.

CFPY 505 Structuring and Examining Professional Practice

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

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

R: EDUC 503, HLTH 503
EQ: EDUC 503, HLTH 503
C: CFPY 502
Limited entry. See limitation of entry regulations.

CFPY 601 Disorders of Childhood and Adolescence

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

P: Subject to the approval of the Head of the School of Health Sciences

R: EDEM 661, EDUC 412
EQ: EDEM 661, EDUC 412
C: CFPY 501
Whole Year ($1 and $2)

CFPY 602 Child Development: Research Contexts and Applications

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 focused literature review in an approved topic and applying contemporary developmental theory to a case study problem.

P: Subject to the approval of the Head of the School of Health Sciences

R: EDEM 662, EDUC 416, PSYC 451
EQ: EDEM 662, EDUC 416
C: CFPY 602
Whole Year ($1 and $2)

CFPY 603 Introduction to Interventions

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 of Health Sciences

R: EDEM 661, EDUC 412
EQ: EDEM 663, EDUC 421
C: CFPY 603
Whole Year ($1 and $2)

CFPY 604 Counselling and Psychology: Theories and Skills

Studies of counselling and psychological theories and their implications for practice. Practice the skills of an intentional interviewing model of helping.

P: Subject to approval of the Head of School of Health Sciences

R: EDEM 661, EDEM 664, HLTH 481
EQ: EDEM 661, EDEM 664, HLTH 481
C: CFPY 604
Whole Year ($1 and $2)

CFPY 605 Structuring and Examining Professional Practice

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

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

R: EDUC 503, HLTH 503
EQ: EDUC 503, HLTH 503
C: CFPY 502
Limited entry. See limitation of entry regulations.

CFPY 606 Core Skills and Knowledge for Adult Teaching

This course develops the essential skills of adult teaching relevant to a variety of contexts. Participants are introduced to the theories and principles of adult teaching and some of the research which informs them, and to appropriate Treaty-based and inclusive practices. The course develops skills and knowledge in facilitation and group management. It introduces the key themes woven through the Diploma, including experiential learning, modelling facilitation skills and approaches to teaching in adult education.

P: Subject to approval of the Qualifications Coordinator

C: CFPY 606
Semester 1

Education

College of Education

ADTL 581 Core Skills and Knowledge for Adult Teaching

15 Points 0.1250 EFTS

The course develops the essential skills of adult teaching relevant to a variety of contexts. Participants are introduced to the theories and principles of adult teaching and some of the research which informs them, and to appropriate Treaty-based and inclusive practices. The course develops skills and knowledge in facilitation and group management. It introduces the key themes woven through the Diploma, including experiential learning, modelling facilitation skills and approaches to teaching in adult education.

P: Subject to approval of the Qualifications Coordinator

C: ADTL 581
Semester 1
ADTL 682  Facilitating Adult Learning in Groups  
15 Points  0.1250 EFTS  
This course aims to develop participants' understanding of group processes and their skills in group teaching, building effective groups, and managing issues of conflict and power within groups. Participants develop the skills and knowledge to enhance their leadership in adult teaching within a range of contexts.  
P: Subject to approval of the Qualifications Coordinator.  
ADTL 682-14A (D)  Semester 1  
------

ADTL 783  Course Design, Assessment and Evaluation  
15 Points  0.1250 EFTS  
This course provides participants with the knowledge and skills to engage in curriculum development and review, and to design assessment and evaluation of programmes of learning for adult/economic/professional contexts. Participants plan and design a course in a wider theoretical and research-informed framework as well as developing their skills in writing and presenting coherent curricula, courses, and assessments. This knowledge and skill is applicable to a range of adult teaching and learning environments including workplace learning.  
P: ADTL 81. Subject to approval of the Qualifications Coordinator.  
ADTL 783-14A(1) (D)  Semester 1  
------

ADTL 784  Enhancing Performance as an Adult Educator  
15 Points  0.1250 EFTS  
This course provides knowledge of the theoretical and conceptual frameworks to support critical thinking, critically reflective practice, and to enhance quality in adult teaching and learning. The course covers the common terminology, definitions and principles of critical thinking and quality in teaching. Participants will use these frameworks to develop their practice as adult educators.  
P: Subject to approval of the Qualifications Coordinator.  
ADTL 784-14A(D)  Semester 2  
------

ADTL 785  Adult Development, Learning and Transitions  
15 Points  0.1250 EFTS  
This course offers a lifespan perspective on adult development, life and work transitions and learning. It provides an opportunity to study current research on adult development and learning. Participants apply selected learning and developmental theories exploring different workplace, cultural and life stage demands on adults and the impact of these on adult learning. This course focuses on practical application of selected theories from these domains in participant's work and teaching environment.  
P: Subject to approval of the Qualifications Coordinator.  
ADTL 785-14A(D)  Semester 1  
------

ADTL 786  Professional Practice Project  
15 Points  0.1250 EFTS  
This course consolidates the key themes of the qualification within an individual professional practice project in the participant's work environment. Participants identify an appropriate learning activity/project to apply their learning from other courses in the Diploma to demonstrate their ability to link research-informed learning into practical application.  
P: Subject to approval of the Qualifications Coordinator  
ADTL 786-14A(C)  Starts Anytime  
------

ADTL 787  Psychological Perspectives in Adult Learning  
15 Points  0.1250 EFTS  
This course provides both a theoretical and applied perspective for student, novice and experienced adult educators. It introduces psychological theories of learning as they pertain to the variety of contexts encountered by adult educators. Theories from the humanistic, behavioral, cognitive, social learning and socio-constructivist domains are examined, with an applied focus on the adult education domains of the participants. Drawing on current and recent research, new approaches to intelligence and motivation in adult learning are also explored.  
P: Subject to course coordinator's approval.  
ADTL 787-14A(2)  Semester 2  
------

ADTL 788  Current Issues in Adult Teaching and Learning  
15 Points  0.1250 EFTS  
In this course participants will trace the development of the field of adult teaching and learning, map the diversity of the sector and review up-to-date issues from a global and local perspective. They will also critically examine the issues, policies and practices appropriate to their own area of interest, and will be encouraged to explore literature that provokes futures thinking in adult teaching and learning.  
P: Subject to course coordinator's approval.  
ADTL 788-14A(2)  Semester 2  
------

CHCH 101  Rebuilding Christchurch – An Introduction to Community Engagement in Tertiary Studies  
15 Points  0.1250 EFTS  
Students taking this course will critically examine the concept of community engagement within tertiary studies and how this concept is being implemented in Australian, Canadian, New Zealand, U.K., and U.S. tertiary institutions. This course will integrate academic content on community engagement with students' previous field experiences in response to the Christchurch earthquakes. This will provide students with an overview of how many different fields are contributing to our understanding of, response to, and mitigation of earthquake hazards in the Christchurch area.  
P: EDEM 100; EDEM 461; EDEM 664 or CFPY 604 or EDUC 461 or HLTH 482; and CFPY 602 or HLTH 483; and EDEM 664 or CFPY 604 or EDUC 461 or HLTH 481.  
CHCH 101(1-14SU)  Semester 1  
------

COUN 673  Special Topic: Professional Counselling Practice II (Part A)(PT)  
15 Points  0.1250 EFTS  
This course aims to provide the context in which students can demonstrate their counselling practice at a professional level.  
P: COUN 675; EDEM 679; EDEM 679/EDEN 679.  
COUN 673-14YD(D)  Semester 2  
------

COUN 674  Special Topic: Professional Counselling Practice II (Part B)(PT)  
15 Points  0.1250 EFTS  
This course aims to provide the context in which students can demonstrate their counselling practice at a professional level.  
P: COUN 675; EDEM 679; EDEM 679/EDEN 679.  
COUN 674-14YD(D)  Semester 2  
------

COUN 675  Professional Counselling Practice I  
30 Points  0.2500 EFTS  
This course aims to enable students to develop and practise effective and purposeful collaborative interventions with clients.  
P: Subject to approval of the Head of the School of Health Sciences.  
R: EDEM 672.  
COUN 675-14A(1)  Starts Anytime  
------

COUN 676  Professional Counselling Practice II  
30 Points  0.2500 EFTS  
This course aims to provide the context in which students can demonstrate their counselling practice at a professional level.  
P: Subject to approval of the Head of the School of Health Sciences.  
R: COUN 675; EDEM 679; EDEM 679/EDEN 679; and CFPY 604 or EDUC 461 or HLTH 481.  
COUN 676-14A(1)  Starts Anytime  
------

COUN 677  Contemporary Approaches to Counselling  
15 Points  0.1250 EFTS  
Not offered in 2014  
This course aims to enable students to develop knowledge of and experience with contemporary approaches to counselling.  
P: Subject to approval of the Head of the School of Health Sciences.  
R: EDEM 672; and COUN 675; and COUN 678 or HLTH 482; and COUN 679 or HLTH 483; and EDEM 664 or CFPY 604 or EDUC 461 or HLTH 481.  
COUN 677-14A(1)  Semester 2  
------

COUN 678  Group Work: Process and Practice in Counselling  
15 Points  0.1250 EFTS  
This course aims to introduce students to the theory and practice of working with different types of groups in a counselling context. Students will be given the opportunity to develop knowledge and skills in the areas of group process and group leadership.  
P: Subject to approval of the Head of the School of Health Sciences.  
R: EDEM 672.  
COUN 678-14A(1)  Semester 2  
------

COUN 679  Solution Focused Theory and Skills  
15 Points  0.1250 EFTS  
This course aims to introduce students to the theory and skills of a postmodern model of brief counselling called solution-focused counselling which aims to help clients identify and implement workable solutions to problems.  
P: Subject to the approval of the Head of the School of Health Sciences.  
R: EDEM 672.  
COUN 679-14A(1)  Semester 1  
------

COUN 697  Counselling Thesis  
90 Points  0.7500 EFTS  
This course aims to enable students to develop knowledge of and experience with contemporary approaches to counselling.  
P: Subject to approval of the Head of the School of Health Sciences.  
R: EDEM 672.  
COUN 697-14A(1)  Starts Anytime  
------

COUN 698  Professional Counselling Research Portfolio  
30 Points  0.2500 EFTS  
P: 1) Subject to approval of the Head of the School of Health Sciences.  
2) An approved Research Methods course, either EDEM 693, 697 or 698.  
3) COUN 675; Professional Counselling Practice I.  
COUN 698-14A(1)  Starts Anytime  
------

www.canterbury.ac.nz 49
EDCL 712  Story and Meaning: a Study of Myth, Legend and Folk tale
18 Points 0.1500 EFTS
Not offered in 2014
This course focuses on myth, legends and folktales as a vehicle for exploring the nature of meaning in literature. It finally asserts, having examined a range of critical perspectives, a transactional model of the reading process and demonstrates how different critical perspectives allow various meanings to be negotiated. It consequently enables parents and professionals to develop a philosophical base in developing alternative strategies for hooking children into books and responding to the experience of the book.

EDCL 714  Research in Children’s Literature
18 Points 0.1500 EFTS
This course enables the student to identify the current state of knowledge in a selected area of children’s literature and to answer a self-selected research question with reference to field-based methodologies.
P: EDCL 711, EDCL 712, EDCL 713
EDCL714-W (D) Whole Year (S1 and S2)

EDCL 721  The Victorian Period in Children’s Literature
18 Points 0.1500 EFTS
Not offered in 2014
This course provides the opportunity for the student to explore in detail the key authors and genres of children’s literature in the period of approximately 1850–1915, often identified as the “golden age” of children’s literature. The student will identify those issues that are particular to this period and have some currency in the modern period.
P: EDCL 711, EDCL 712, EDCL 713

EDCL 723  Fantasy in Children’s Literature
18 Points 0.1500 EFTS
This course provides the opportunity to explore the nature and range of fantasy designated as children’s literature. It will be examined by exploring key authors and texts in terms of the nature of fantasy, historical development, genre characteristics, critical issues and transformations. The emphasis is on a broad knowledge of fantasy texts as opposed to a narrow study of a limited range of texts.
P: EDCL 711, EDCL 712, EDCL 713
EDCL723-W (D) Whole Year (S1 and S2)

EDCL 726  The New Zealand Experience: a study of Contemporary New Zealand Literature for children
18 Points 0.1500 EFTS
This course provides opportunities to explore the range, depth, and recent development of New Zealand writing for children. It covers a variety of genres, for example, historical fiction, fantasy, and realism. It concentrates on books first published or re-released from 1970 (69) for Mahy picture books) to the present day.
P: EDCL 711, EDCL 712, EDCL 713
EDCL726-W (C) Whole Year (S1 and S2)

EDCL 727  Young Adult Fiction
18 Points 0.1500 EFTS
Not offered in 2014
This course surveys a range of fiction written for young adults and will offer an understanding both of the distinct nature of the adolescent experience and aspects of youth culture which bear on reading “youth” fiction. Its focus will largely be on contemporary texts from the last twenty years from Britain and the United States; and from Australia and New Zealand.
P: EDCL 711, EDCL 712, EDCL 713

EDCL 731  Performance in Children’s Literature
18 Points 0.1500 EFTS
This course is designed to develop the skills of communicating story effectively, in a range of contexts and using a range of genres, enabling a course participant to engage their students into literature. Further, using the appropriate genres of drama, course participants will have an opportunity to create story cooperatively, from initial ideas to written text.
EDCL731-W (C) Whole Year (S1 and S2)

EDCL 732  Children’s Literature and the Curriculum
18 Points 0.1500 EFTS
Not offered in 2014
This course is designed to enable teachers to research the use of the transactional approach to reading in the classroom, using a variety of strategies in employing literature as a central feature of the classroom. Additionally, the child as reader is encouraged to develop a critical perspective on literary texts.

EDCL 733  Early Childhood and Children’s Responses to Literature
18 Points 0.1500 EFTS
The course explores, through a small investigation, the nature of reader response and the implications for those who share story and books with infants, toddlers and young children, inclusive of children with special needs and abilities.
EDCL733-W (C) Whole Year (S1 and S2)

EDCL 735  The Moving Image and Children’s Literature
18 Points 0.1500 EFTS
Not offered in 2014
This course is designed to examine the relationship between film/video and literature. For many children, the experience of story is received through the Moving Image. This course examines the issues associated with this phenomena, seeking to take a positive view of this reality. Further, the course participant will be able to develop film making skills through using basic animation techniques.

EDCL 736  Writing and Illustrating for Children
18 Points 0.1500 EFTS
Not offered in 2014
This course provides the opportunity for the student to work through the process writing and illustrating for children. The course encourages the writer/illustrator to work through an idea from inception to product.
P: EDCL 711

EDEM 602  Turning Pedagogical Theory into Classroom Practice
30 Points 0.2500 EFTS
Not offered in 2014
This course concerns itself with developing practical pedagogical skills from theories of how people learn. It aims to explore dominant pedagogical or learning theories that have been proposed to explain how students learn and how they ought to be taught. The course concentrates on examining theoretical positions, developing units of work which exemplify positions on learning.
P: Subject to approval of the Head of School
R: EDTL 871

EDEM 603  Research Project in Learning, Teaching and Curriculum
30 Points 0.2500 EFTS
This course focuses on teaching, learning and curriculum issues in the primary and early childhood areas. This course will enable students to examine and critique the theories and principles which underpin the New Zealand Curriculum and Te Whariki. Students will investigate the extent to which these documents and current classroom/centre practice are supported by research literature. As part of this course students will spend time in classrooms/centres during which they will investigate and reflect on the relationships of curriculum planning, decision-making and implementation issues to their own philosophies and practices.
P: Subject to approval of the Head of School
R: EDTL 871

EDEM 606  Curriculum Implementation in Science Education
30 Points 0.2500 EFTS
This course does not focus on giving teachers the opportunity to improve their professional practice by critically examining significant issues regarding course design and implementation in science contexts. Participants will develop research skills and investigate the nature and practices in science education.
P: Subject to approval of Head of School
EDEM606-W (D) Whole Year (S1 and S2)

EDEM 607  Contemporary Issues in Literacy Education
30 Points 0.2500 EFTS
This course explores different theoretical perspectives on literacy and how they relate to contemporary practice and research. It examines the theoretical, historical and political aspects of curriculum development in the teaching of literacy. It includes an exploration of current teaching and learning practices and processes relevant to the area. An analysis and critique of the development and use of and approaches to text is integral to the course.
P: Subject to approval of the Head of School
R: EDTL 874
EDEM607-W (D) Whole Year (S1 and S2)

EDEM 609  Contemporary Issues in Mathematics Education
30 Points 0.2500 EFTS
This taught course begins by examining a range of current theoretical perspectives on numeracy. From these perspectives, frameworks and models for the teaching and learning of numeracy are critically examined and placed in a wider context of mathematics education, including historical, social and political issues. The course also critically analyses research literature and resources related to the teaching and learning of numeracy. The focus is on examining practitioners to develop a critical perspective on numeracy which can relate to their teaching contexts in centres/schools.
P: Subject to approval of the Head of School
R: EDTL 875
EDEM609-W (D) Whole Year (S1 and S2)

EDEM 610  Teaching Drama in the Curriculum
30 Points 0.2500 EFTS
Course participants will gain an in-depth knowledge of contemporary theory and practice to support their own teaching and capability in one or more areas of the arts. This course is intended for both specialist teachers and generalist teachers in who want to deepen their knowledge of teaching drama.
P: Subject to approval of the Head of School
R: EDTL 876
EDEM610-W (D) Semester 1

EDEM 611  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. We critically engage 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 a society. The course also investigates active 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 878
EDEM611-W (D) Semester 1
EDEM611-W (D) Semester 1

EDEM 614  Assessment for Learning
30 Points 0.2500 EFTS
Not offered in 2014
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 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
EDEM 616 Critical Literacies in Children’s Literature and Media Texts
30 Points 0.250 EFTS
This course examines embedded ideologies in the genre of myth, legend and folklore as represented in children’s and young people’s literature and film, inclusive of postmodern fractured fairytales and provides an opportunity to critically reflect on them. Having analysed a range of traditional stories from various critical perspectives, the course participant will develop a range of teaching/learning strategies, implement them with students and reflect on the nature of the experience and emerging issues. P: Subject to approval of Head of School.
EDEM616-14S2 (D) Semester 2

EDEM 617 Enhancing Reading Development in Young Children at Risk
30 Points 0.250 EFTS
This course will focus on teaching students methods to enhance reading development in young children at risk of literacy difficulty. A major element of the course will examine the provision of effective phonological awareness intervention in individual, small-group and classroom settings. Practical sessions will be used to demonstrate the effective teaching strategies covered in the course content. This course would be suitable for teachers, special educators, literacy specialists and speech-language therapists looking to promote early literacy success for all children. P: Subject to approval of the Head of School.
EDEM617-14S1 (C) Semester 1

EDEM 618 Dyslexia: Identification and Intervention
30 Points 0.250 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.
EDEM618-14S2 (C) Semester 2

EDEM 620 Inclusive and Special Education
30 Points 0.250 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.
EDEM620-14S1 (C) Semester 1
EDEM620-14S2 (D) Semester 1

EDEM 622 Teaching and Learning in Inclusive Settings
30 Points 0.250 EFTS
This course examines the theoretical and practical aspects of teaching and learning in inclusive settings. Students will examine and critique current teaching and learning theory and practices as they pertain to inclusive and special education. Students will gain knowledge of and skills in a range of inclusive teaching and learning practices and processes within a framework of Universal Design for Learning. P: Subject to approval of the Head of School.
EDEM622-14S2 (C) Semester 2
EDEM622-14S2 (D) Semester 2

EDEM 624 Autism Spectrum Disorders
30 Points 0.250 EFTS
The aim of this course is to examine Autism Spectrum Disorders (ASD) with a focus on educational issues and implications. The course includes an exploration of the features and characteristics of ASD and a critical review of principles, practices, issues and research related to successful educational inclusion for children and young people with ASD. P: Subject to approval of the Head of School.
R: EDSN 766, EDTL 886
EDEM624-14S1 (D) Semester 1

EDEM 625 Challenging Behaviours: Positive and Effective Management
30 Points 0.250 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. P: Subject to approval of the Head of School.
R: EDTL 952, EDSN 752
EDEM625-14W (C) Whole Year (S1 and S2)
EDEM625-14W (D) Whole Year (S1 and S2)

EDEM 626 Special Topic: Curriculum Implementation in Computer Science
30 Points 0.250 EFTS
This Special Topic aims to equip participants to teach the computer science topics in the Digital Technologies achievement standards that were introduced from 2011 to 2013. Each of the main topics will be critically examined in terms of pedagogical and subject knowledge while at the same time developing participants’ understanding of the theoretical perspectives of computer science education. Participants will develop research skills and investigate theories and practices in computer science education. A key component is an individual action research project to develop, implement and critically evaluate a resource that would support teaching a topic from one of the standards. This project will provide practical experience informed by current research from the computer science discipline. This course does not cover computer programming. P: Subject to approval of the Head of School.
R: Note: this course does not require a background in computer science, but will assume that students are comfortable as computer users. It is recommended that students have some experience with programming, to contextualise the topics, although the course will not require students to write programs. Knowledge of mathematics to senior high school level is useful for several topics.
EDEM626-14S1 (D) Semester 1

EDEM 627 e-Learning and Pedagogy: Effective Strategies for the Classroom
30 Points 0.250 EFTS
The course focuses on developing a critical awareness of the pedagogical issues involved in the integration of information and communication technologies to support learning in early childhood, school and tertiary settings. Exemplars of curriculum based activities involving a variety of digital strategies will be related to theories of learning and relevant academic research. Participants will develop their digital skills as well as investigate, analyse and evaluate contemporary theories and predictions related to the effective use of technology in education. P: Subject to approval of the Head of School.
R: EDTL 952
EDEM627-14S1 (D) Semester 1

EDEM 628 Best Practice in Online Teaching and Learning
30 Points 0.250 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 954
EDEM628-14W (D) Whole Year (S1 and S2)

EDEM 629 Teaching Meets Technology: Reading and Planning Research
30 Points 0.250 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: EDDT 801, EDDT 802
EDEM629-14S2 (D) Semester 2

EDEM 630 Change with Digital Technologies in Education
30 Points 0.250 EFTS
Not offered in 2014
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 read 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 approval of Head of School.

EDEM 631 Foundations of Language Acquisition and Learning
30 Points 0.250 EFTS
This course extends the professional knowledge-base 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 PGCDrEd or M.Ed./Subject to Approval by Head of School
EDEM631-14S1 (C) Semester 1
EDEM631-14S1 (D) Semester 1

EDEM 632 Languages Learning: Context and Curriculum
30 Points 0.250 EFTS
This course is designed to engage practicing educators in the analysis and critique of current theory and research on language acquisition pedagogy that informs the design and implementation of learning contexts and curricula. The course will introduce participants to a range of approaches to teaching additional languages, curriculum and syllabus design, and evaluating and designing appropriate materials to meet the diverse language learning needs of students in classrooms/schools. P: Subject to Approval by Head of School.
R: Enrolment in PGCDrEd or M.Ed./Subject to Approval by Head of School
EDEM632-14S2 (D) Semester 2
EDEM632-14S2 (D) Semester 2

EDEM 634 Leadership of Learning
30 Points 0.250 EFTS
This course provides opportunities for current and aspiring educational leaders from all sector groups to articulate their preferred personal leadership values and visions with reference to leadership theories which align with the moral purpose of education, namely to make a difference to students and their learning. The principles of leading change will be used to explore the challenges of creating and sustaining successful partnerships for learning. P: Subject to the approval of Head of School.
R: EDTL 801, EDTL 802
EDEM634-14W (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 the approval of Head of School  
R: EDEL 803, EDEL 804

EDEM 636 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 achieving the prevailing institutional culture, planning for improvements and on-going review.  
P: Subject to approval of the Head of School  
R: EDTL 86

EDEM 641 Educational Leadership and the Law in New Zealand  
30 Points 0.2500 EFTS  
This course examines aspects of the law as they relate to the education sector in New Zealand.  
P: Subject to the approval of Head of School  
R: EDL 805, EDE 400

EDEM 644 Contemporary Issues in Education: Socio-Cultural Perspectives  
30 Points 0.2500 EFTS  
Not offered in 2014  
This course develops research skills and analysis in the sociocultural analysis of education, with a particular focus on policies 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 by the Head of School  
R: EDEM 641, EDEM 645, EDUC 419, EDUC 402, EDUC 423, EQ: EDUC 402

EDEM 645 Policy Studies in Education  
30 Points 0.2500 EFTS  
Not offered in 2014  
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 605  
EQ: EDUC 403

EDEM 647 Education, Globalisation and Development  
30 Points 0.2500 EFTS  
Not offered in 2014  
Globalisation is one of the most keenly debated subjects in the world today. This course considers the impact of globalisation, in its various forms, on education. Particular attention will be paid to changes in New Zealand and the wider Pacific region. The course will have both a theoretical and a practical focus, and students will be encouraged to compare policy ideals with social realities. The notion of development will be examined in relation to both the history of colonialism and the more recent emergence of neoliberalism as the dominant political ideology across the globe. Contemporary constructs of the knowledge society/economy and new variants of nationalism will be explored. The course will also discuss the implications of globalisation and neoliberalism for teaching and research in tertiary education institutions.  
P: Subject to approval of the Head of School  
R: EDUC 475, EDUC 478, PACS 405  
EQ: EDUC 477, PACS 405

EDEM 649 Te Tiriti o Waitangi te Ao Aotearoa  
30 Points 0.2500 EFTS  
This course is taught in Te Reo Māori. 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 Māori and bicultural principles to current policies and practices. Students will critically analyze the context of their practice and prepare a strategic plan which meets the needs of Māori and non-Māori in relation to the treaty partnership in their educational settings.  
P: Subject to approval of the Head of School  
R: EDTL 826

EDEM 650 Educational Philosophy and Policy  
30 Points 0.2500 EFTS  
This course is designed to give advanced students the opportunity to study and discuss key educational ideas and theories. It has two central topics, both relevant to a wide range of educational and policy contexts: the educational and democratic philosophy of John Dewey, and Utopian educational theory and philosophy. The following kinds of philosophical questions will be answered: What is education for? How can it contribute to a worthwhile life? What can we seek to know? Students will have the opportunity to apply insights from the course to policy questions and to their areas of interest.  
P: Subject to the approval of Head of School  
R: EDUC 414  
EQ: EDUC 414

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  
R: EDUC 433, EDUC 460, PACS 405

EDEM 653 Adult Learning and Education  
30 Points 0.2500 EFTS  
Not offered in 2014  
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 664

EDEM 656 Tikanga and Rautaki Whakaako 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 Māori bilingual and immersion settings. Students will explore and critique international models and practices and compare and contrast other indigenous epistemologies as frameworks for curriculum development in educational settings. There will be a strong emphasis on Te Whānau a Apanui contexts and content and students will work in partnership with selected Māori and marae communities to investigate, report and apply Mātauranga Māori in the development of curriculum materials and teaching resources.  
P: Subject to approval of the Head of School  
R: EDHP 702, MAOR 427, TRED 405  
EQ: TRED 405

EDEM 667 Whakaorea Reo-Language Revitalisation  
30 Points 0.2500 EFTS  
Students will critically examine the historical repression of the Māori language/indigenous languages and the growth of language revitalisation movements in the twentieth century. They will review the key educational and Māori development drivers in Māori/iwi led movements: Kohanga Reo, Kura Kaupapa Māori, Wharekura, wānanga 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 Māori.  
P: Subject to the approval of Head of School  
R: EDHP 702, EDHP 701

EDEM 668 Matarauanga Māori Hei Marautanga  
30 Points 0.2500 EFTS  
This course is taught through the medium of Māori. It will critically examine Matarauanga Māori: Māori ways of knowing and engaging with their environment in traditional and contemporary contexts as a means of developing a Kaupapa Māori based curriculum. Māori 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 Whānau a Apanui contexts and content and students will work in partnership with selected Māori and marae communities to investigate, report and apply Mātauranga Māori in the development of curriculum materials and teaching resources.  
P: Subject to approval of the Head of School  
R: EDHP 702

EDEM 669 Issues in Pasifika Education  
30 Points 0.2500 EFTS  
Not offered in 2014  
This course analyses issues affecting Pasifika education in Te Whanganui-a-Tara, the Pacific 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  
R: EDHP 701

EDEM 666 Te Reo Reo Te Kohure  
30 Points 0.2500 EFTS  
This is an advanced-level paper in te reo Māori. Te Kohure is the final level of the Te Whānake language programme. The course aims to attain high language proficiency and fluency. Topics include: Kīwaha/iādia, whakatauki and whakatauki/ proverbs, kūpuna whakarite/analogy, āmokura/fictional sayings, kōrero paki/humorous sayings; kōrero o te whaka, whakarite/analogy, kōrero o te whaka, whakarite/analogy. The course aims to attain high language proficiency and fluency. Topics include: Kīwaha/iādia, whakatauki and whakatauki/ proverbs, kūpuna whakarite/analogy, āmokura/fictional sayings, kōrero paki/humorous sayings; kōrero o te whaka, whakarite/analogy, kōrero o te whaka, whakarite/analogy, kōrero o te whaka, whakarite/analogy, kōrero o te whaka, whakarite/analogy.
EDEM 660 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, CPFY 601
EQ: EDUC 412, CPFY 601
EDEM660-14W (C) Whole Year (S1 and S2)
EDEM 661 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 developmental theory to a case study problem.
P: Subject to approval of the Head of School
R: EDUC 416, CPFY 602, PSYC 413
EQ: EDUC 416, CPFY 602
EDEM661-14W (C) Whole Year (S1 and S2)
EDEM 662 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: EDUC 421, CPFY 603
EQ: EDUC 421, CPFY 603
EDEM662-14W (C) Whole Year (S1 and S2)
EDEM 663 Counselling Psychology: Theories and Skills
30 Points 0.2500 EFTS
Studies of counselling and psychological theories and their implications for practice. Practice in the skills of an intentional interviewing model of helping.
P: Subject to approval of the Head of School
R: CPFY 604, EDUC 461, EDUC 461, HTHY 481
EQ: CPFY 604, EDUC 461, HTHY 481
EDEM663-14W (C) Whole Year (S1 and S2)
EDEM 667 Group, Family and Systems Interventions
30 Points 0.2500 EFTS
Not offered in 2014
P: Selection based on academic record, personal suitability, and an interview organised by the Coordinator of Counsellor Education. The closing date for applications is normally October 1 in the year prior to enrolment.
C: (i) Must be completed concurrently with EDEM 672. These two courses require four hours of class time per week, plus placement experience of one half-day per week. (ii) Must be completed concurrently with EDEM 664 or after having completed EDEM 664 or EDUC 661.
R: EDUC 658
Limited entry. See limitation of entry regulations.
EDEM 668 Special Topic
30 Points 0.2500 EFTS
Not offered in 2014
P: Subject to the approval of the Head of School
EDEM 669 Special Topic
30 Points 0.2500 EFTS
Not offered in 2014
P: Subject to the approval of the Head of School
EDEM 670 Independent Study
30 Points 0.2500 EFTS
An independent course of postgraduate study on approved topics.
P: Subject to approval of the Head of School.
R: EDUC 674
EDEM670-14A (D) Starts Anytime
EDEM670-14C (D) Starts Anytime
EDEM 671 Counselling Skills
30 Points 0.2500 EFTS
Not offered in 2014
Supervised practice in the skills of casework, consultation, and group work.
P: Selection based on academic record, personal suitability, and an interview organised by the Coordinator of Counsellor Education. The closing date for applications is normally October 1 in the year prior to enrolment.
C: (i) Must be completed concurrently with EDEM 671. (ii) Must be completed concurrently with EDEM 664 or after having completed EDEM 664 or EDEM 661.
R: EDUC 662
Limited entry. See limitation of entry regulations.
EDEM 672 Counselling Practicum (FT)
30 Points 0.2500 EFTS
This course involves 400 hours of approved, supervised experience in counselling and assignments related to that experience completed over one year.
P: (i) Subject to approval of the Coordinator of Counsellor Education; (ii) EDUC 658 or EDEM 671, EDUC 661 or EDEM 664, EDUC 662 or EDEM 672.
R: EDUC 663
EDEM672-14W (D) Whole Year (S1 and S2)
Note: Limited entry. See limitation of entry regulations.
EDEM 673 Counselling Practicum (PT)
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: EDUC 416, CPFY 602, PSYC 413
EQ: EDUC 416, CPFY 602
EDEM673-14W (C) Whole Year (S1 and S2)
EDEM 674 Counselling Practicum (Part A) (PT)
15 Points 0.1250 EFTS
P: Subject to approval of the Coordinator of Counsellor Education.
R: EDUC 658 or EDEM 671, EDUC 661 or EDEM 664, EDUC 662 or EDEM 672.
EDEM674-14A (C) Starts Anytime
EDEM674-14W (D) Whole Year (S1 and S2)
Note: Limited entry. See limitation of entry regulations.
EDEM 675 Counselling Practicum (Part B) (PT)
15 Points 0.1250 EFTS
P: Subject to approval of the Coordinator of Counsellor Education.
R: EDUC 658 or EDEM 671, EDUC 661 or EDEM 664, EDUC 662 or EDEM 672.
EDEM675-14A (C) Starts Anytime
EDEM675-14W (D) Whole Year (S1 and S2)
Note: Limited entry. See limitation of entry regulations.
EDEM 676 Professional Studies/Issues A
30 Points 0.2500 EFTS
Not offered in 2014
P: Subject to approval of the Coordinator of Counsellor Education.
R: EDUC 662
Note: Limited entry. See limitation of entry regulations.
EDEM 677 Professional Studies/Issues B
30 Points 0.2500 EFTS
Not offered in 2014
P: Subject to approval of the Coordinator of Counsellor Education.
R: EDUC 662
Note: Limited entry. See limitation of entry regulations.
EDEM 678 Special Topic
30 Points 0.2500 EFTS
Not offered in 2014
P: Subject to the approval of the Head of School
EDEM 679 Special Topic
30 Points 0.2500 EFTS
Not offered in 2014
P: Subject to the approval of the Head of School
EDEM 680 Clinical Practicum
30 Points 0.2500 EFTS
Not offered in 2014
P: Subject to approval of the Head of School
EDEM 690  MEd Thesis
30 Points  0.7500 EFTS
P: Subject to approval of the Head of School.
R: EDLT 801, EDSL 415, EDSL 401, EDSL 801
EDEM690-14A (D) Starts Anytime
EDEM690-14A (C) Starts Anytime
Part-time enrolment (0.4875 EFTS) is available on approval.

EDEM 691  MEd Thesis
120 Points  1.0000 EFTS
P: Subject to approval of the Head of School.
R: EDLT 905
EDEM691-14A (D) Starts Anytime
EDEM691-14A (C) Starts Anytime

EDEM 693 Introduction to Methodologies and Ethics in Educational Research
15 Points
The 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 to 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 655, EDLT 801
EDEM693-14A (C) Semester 1
EDEM693-14A (D) Semester 1
P: Subject to approval of Head of School.
R: EDTL 901, EDUC 660
EDEM694-1452 (C) Semester 2
EDEM694-1452 (D) Semester 2

EDEM 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 underlying 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 Head of School
R: EDUC 459, EDUC 655
EDEM694-1455 (C) Semester 1
EDEM694-1455 (D) Semester 1

EDEM 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 Head of School
R: EDUC 459, EDUC 655, EDLT 801, EDUC 459
EDEM697-1451 (C) Semester 1

EDEM 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 Head of School
EDEM698-1452 (D) Semester 2

EDLS 101 Working in Inclusive Settings
15 Points  0.1250 EFTS
This course will provide students with an introduction to the concepts and assumptions underpinning the inclusive education model, current research and educational context, including the significance of the Treaty of Waitangi; special and inclusive education policies and practices; the knowledge and skills needed in the professional role of the teacher aide; and the New Zealand Curriculum (2007) and The Whanui.

EDLS101-14A (D) Semester 1

EDLS 102 Introduction to Numeracy, Literacy and ICT in New Zealand Educational Settings
15 Points  0.1250 EFTS
This course provides students with an introduction to the teaching of Numeracy, Literacy and ICT in New Zealand educational settings.

P: Subject to approval of Head of School.
R: EDLT 401, EDLT 402
EDLS102-14A (D) Semester 1

EDLS 103 Supporting Learning and Behaviour Needs
15 Points  0.1250 EFTS
This course 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 to support the learning and behaviour needs of diverse learners.

P: Subject to approval of Head of School.
R: EDLT 430, EDLS 431, EDLS 432
EDLS103-14A (D) Semester 1

EDLS 104 Supporting Diverse Learners
15 Points  0.1250 EFTS
This course will provide graduates of 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 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.

P: Subject to approval of Head of School.
R: EDLT 430, EDLS 432
EDLS104-14A (D) Semester 1

EDSN 751 Education of the Gifted Learner in New Zealand
30 Points  0.2500 EFTS
Not offered in 2014
The course will explore issues in the teaching of the gifted learner. Students will study the issues and methods in identification, provision and evaluation of appropriate programmes for gifted learners including a range of teaching and learning approaches for early childhood and primary and secondary schooling. Students will apply the knowledge gained in a practical project undertaken in an educational setting.

P: Subject to approval of Head of School.
R: EDUC 459, EDUC 655
EDSN751-14A (D) Semester 1

EDSN 752 Managing Challenging Behaviour
30 Points  0.2500 EFTS
Not offered in 2014
The Response to Intervention Model(RTI) and School-wide positive behaviour support (SWPBS) provide the structure for this course. Course participants will undertake a detailed study of the principles of applied behaviour analysis (ABA) and its application with children, adolescents and adults who have 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.

P: Subject to approval of Head of School.
R: EDEM 665, EDLT 852 and EDLT 751
EDSN752-14A (D) Semester 1

EDSN 753 Teaching Strategies for Diverse Learners
30 Points  0.2500 EFTS
Not offered in 2014
This course requires participants to deliver effective instruction to diverse learners through a detailed study of the principles and practices of Direct Instruction, Precision Teaching, Cooperative Learning, Peer Tutoring and Naturalistic Teaching. Participants are taught to assess, design, deliver and monitor effective learning for their learners. The techniques are research-based.

R: EDLT 853

30 Points  0.2500 EFTS
Not offered in 2014
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 those with developmental disabilities in education and community settings.

P: EDEM 622, EDLT 853

EDSN 758 Information and Communication Technology in Special Education
30 Points  0.2500 EFTS
Not offered in 2014
This course prepares teachers and community-based professionals who work with children, adolescents and adults to work in settings where the technologies of video, ICT, assistive devices and the internet are used to support learners with special needs. The course teaches the use and evaluation of technologies available to assist with instruction, evaluation, feedback and assessment within the special education field.

EDSN 759 Communication and Oral Language for Special Needs
30 Points  0.2500 EFTS
Not offered in 2014
This course is designed for teachers who work with children and adolescents who present with a variety of oral language and communication skills. This course includes the role of the teacher as a communication partner, strategies to enhance communication and learning, skills to screen oral language and communication, plan and teach oral language and communication programmes, and to identify when to make a referral to a speech-language therapist. The course includes the use of augmentative and alternative communication systems within the classroom and community settings.

P: EDEM 622, EDLT 859

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 whānau 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.

EDSN764-14A (D) Whole Year (51 and 52)

EDSN 766 Autism and Asperger’s Syndrome
30 Points  0.2500 EFTS
Not offered in 2014
This course is for people working in school and/or community and workplace settings for people with Autism Spectrum Disorder or Asperger’s Syndrome. The course includes a detailed study of the features and characteristics of Autism Spectrum Disorder or 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/whānau and the role of the family/whānau are explored and reviewed.

P: EDEM 624, EDLT 866
EDST631 Theory and Foundations of Early Education
30 Points 0.2500 EFTS
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; Complex Educational Needs, and Gifted and Talented.

P: A teaching qualification or entry at the discretion of the Dean of Education.
RP: Experience working with children who have complex educational needs.

EDST641 Practicum in Early Intervention
30 Points 0.2500 EFTS
A supervised practicum in the area of Early Intervention.
P: EDST 601 and EDST 631
C: EDST 633
EDST643-14X (D) 10 Feb 2014 - 09 Nov 2014

EDST642 Evidence-based Interprofessional Practice in Learning and Behaviour Diversity
30 Points 0.2500 EFTS
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: EDST 601 and EDST 641
C: EDST 642
EDST643-14X (D) 10 Feb 2014 - 09 Nov 2014

EDST651 Theory and Foundations in Complex Educational Needs
30 Points 0.2500 EFTS
An advanced study of theoretical and research-based foundations of specialist teaching relating to understanding, recognising, assessing and providing for learners who have complex educational needs.
P: A teaching qualification or entry at the discretion of the Dean of Education.
RP: Experience working with students who have complex educational needs.

EDST652 Practicum in Complex Educational Needs
30 Points 0.2500 EFTS
A supervised practicum in the area of Learning and Behaviour.
P: EDST 601 and EDST 651
C: EDST 652
EDST652-14X (D) 10 Feb 2014 - 09 Nov 2014

EDTL717 Classroom Based Research for Teachers
15 Points 0.1250 EFTS
Not offered in 2014
The course will introduce participants to, and guide them in, practical small-scale research. It is expected that most of this research will be classroom or school-based, but suitable research can be undertaken in other educational settings by early childhood teachers, advisers, visiting teachers and other people interested in facilitating learning.
EQ: TL717

EDTL722 Language and Communication in Early Childhood Education
15 Points 0.1250 EFTS
This course provides a comprehensive and experiential approach to children’s speech/language and communication development. It also enables students to evaluate critically the roles adults play in interactive learning and provides techniques to enhance this learning.

EDTL723 An Introduction to Elements of English Linguistics, Grammar and Usage
18 Points 0.1500 EFTS
Not offered in 2014
This course is part of the Graduate Certificate in TESOL and also a BThL degree upgrade course. It focuses on the English language needs of culturally and linguistically diverse learners within the mainstream curriculum. Participants will be introduced to many practical strategies to meet language learning needs within the curriculum.

EDTL738 Legislative Processes and Early Childhood Education
15 Points 0.1250 EFTS
This course provides current early childhood teachers with knowledge of the parliamentary process in Aotearoa/New Zealand, with a particular emphasis on issues and legislation relevant to early childhood settings and teachers. Participants will gain knowledge and understanding of the process of law and of some of the legal obligations and implications related to the sector. Course content will equip early childhood teachers to be better advocates for children and their families/whānau.
R: EDTL 638
EQ: TL738

www.canterbury.ac.nz
EDTL 746  
Investigating Issues in Curriculum  
EQ: TL745  
15 Points  0.1250 EFTS  
This compulsory course is part of the transitional process for students upgrading from the DipT to BThLn 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.  
EQ: TL746  
EDTL746-14S2 (D)  
Semester 1  
EDTL746-14S2 (D)  
Semester 2  

EDTL 747  
Studies in Teaching and Learning Theory  
EQ: TL749  
15 Points  0.1250 EFTS  
This compulsory course for teachers upgrading from the DipT to BThLn qualification, covers developments in theoretical understandings of teaching and learning processes. Particular attention is paid to the theory and principles underpinning current practice in New Zealand primary schools and early childhood centres. An in-depth examination of a chosen theory or principle is undertaken by participants in relation to their own practice.  
EQ: TL747  
EDTL747-14S1 (D)  
Semester 1  
EDTL747-14S2 (D)  
Semester 2  

EDTL 748  
Family/Whānau and Community in Early Childhood Education  
EQ: TL748  
15 Points  0.1250 EFTS  
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.  
R: EDTL 646  
EDTL748-14S2 (D)  
Semester 2  

EDTL 751  
Guiding Young Children’s Social Development  
EQ: TL751  
15 Points  0.1250 EFTS  
Not offered in 2014  
Course participants will undertake, in an early childhood centre, a culturally appropriate assessment and behaviour change programme with a toddler or young child who is having difficulty with their social/emotional development. The behaviour change programme will be in consultation with parents/whānau and centre staff and will be based on the Response to Intervention Model(RTI) and positive behaviour strategies.  
R: EDJN 752  
EQ: TL751  

EDTL 752  
Designing Environments for Children  
EQ: TL752  
15 Points  0.1250 EFTS  
This course examines principles underlying well-designed child-centred environments for infants, toddlers and young children in early childhood settings and enables course members to apply these principles in developing their own centre’s environment.  
EQ: TL752  
EDTL752-14S2 (D)  
Semester 2  

EDTL 753  
Operational Management in Early Childhood Education  
EQ: TL753  
15 Points  0.1250 EFTS  
Not offered in 2014  
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.  
EQ: TL753  

EDTL 754  
Professional Guidance and Leadership in Early Childhood Education  
EQ: TL754  
15 Points  0.1250 EFTS  
Not offered in 2014  
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.  
EQ: TL754  

EDTL 756  
Science Teaching for Interest and Understanding  
EQ: TL756  
18 Points  0.1500 EFTS  
Not offered in 2014  
This course focuses on understanding science in a broad sense, and on the ability to translate this into learning activities and outcomes.  
EDTL756-14S1 (D)  
Semester 1  

EDTL 760  
Issues in Mathematics Education  
EQ: TL760  
15 Points  0.1250 EFTS  
Not offered in 2014  
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  
EQ: TL768  
15 Points  0.1250 EFTS  
Not offered in 2014  
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.  
EDTL768-14S1 (D)  
Semester 1  

EDTL 778  
Designing Programmes and Materials in Second Language Teaching  
EQ: TL778  
18 Points  0.1500 EFTS  
Not offered in 2014  
This course is part of the Graduate Certificate in TESOL and also a BThLn 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 prerequisites.  

EDTL 787  
TESOL in the Secondary School  
EQ: TL787  
18 Points  0.1500 EFTS  
Not offered in 2014  
This course is part of the Graduate Certificate in TESOL and also a BThLn 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 ESL teachers is also considered.  
P: EDTL 732  
C: EDTL 732  

EDTL 795  
Issues in the Education of the Gifted Learner  
EQ: TL795  
15 Points  0.1250 EFTS  
Not offered in 2014  
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.  

EDTL 796  
Strategies for Teaching and Learning in Gifted Education  
EQ: TL796  
15 Points  0.1250 EFTS  
Not offered in 2014  
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 HA617, or with the approval of the Head of School.  
EQ: TL796  

EDTL 802  
Research Project  
EQ: TL802  
30 Points  0.2500 EFTS  
Not offered in 2014  
For students enrolled in the MThLn, 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 PGPGThLn, EDTL802 is a compulsory course. This course is also available through flexible mode.  
P: Head of School approval  

EDTL 904  
Thesis  
EQ: TL904  
90 Points  0.7500 EFTS  
P: Head of School approval  
R: EDEN 690, EDTL 802, EDTL 905  
EDTL904-14A (D)  
Starts Anytime  
EDTL904-14C (C)  
Starts Anytime  

EDTL 905  
A Thesis on an Aspect of Teaching and Learning  
EQ: TL905  
120 Points  1.0000 EFTS  
The thesis is designed to give MThLn 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: EDEN 690, EDTL 802, EDTL 904  
EDTL905-14A (D)  
Starts Anytime  
EDTL905-14A (C)  
Starts Anytime  

EDUC 402  
Contemporary Issues in Education: Socio-Cultural Perspectives  
EQ: TL402  
30 Points  0.2500 EFTS  
Not offered in 2014  
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 by the Head of School  
R: EDUC 621, EDUC 644, EDUC 646, EDUC 439, EDUC 439  
EQ: EDUC 644
EDUC 403 Policy Studies in Education
30 Points 0.2500 EFTS
Not offered in 2014
An examination of some of the major debates, theoretical frameworks and central issues within the wider field of the political sociology of education (Offered in even numbered years only).
P: Subject to approval of the Head of School.
R: EDEM 645, EDEM 646
EQ: EDEM 645

EDUC 412 Disorders of Childhood and Adolescence
30 Points 0.2500 EFTS
This course looks at the nature, prevalence, causes, education and treatment of disorders and disabilities affecting children and adolescents.
P: Subject to approval of the Head of School.
R: EDEM 645, CFPY 601, EDEM 661
EQ: CFPY 601, EDEM 665
EDUC412-14W (C) Whole Year (S1 and S2)

EDUC 414 Educational Philosophy and Policy
30 Points 0.2500 EFTS
This course is designed to give advanced students the opportunity to study and discuss key educational ideas and theories. It has two central topics, both relevant to a wide range of educational and policy contexts: the educational and democratic philosophy of John Dewey, and Utopian educational theory and philosophy. The following kinds of philosophical questions will be answered: What is education for? How can it contribute to a worthwhile life? What should we seek to know? Students will have the opportunity to apply insights from the course to policy questions and to their areas of interest.
P: Subject to the approval of the Head of School.
R: EDEM 650
EQ: EDEM 650
EDUC414-14S2 (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, CFPY 662, PSYC 413
EQ: EDEM 662, CFPY 662
EDUC416-14W (C) Whole Year (S1 and S2)

EDUC 418 Independent Study
30 Points 0.2500 EFTS
An independent course of postgraduate study on approved topics. An individual study plan is developed. Please discuss with individual lecturers or the HOD.
P: Subject to approval of the Head of School.
EDUC418-14A (C) Starts Anytime

EDUC 421 Introduction to Interventions
30 Points 0.2500 EFTS
This course provides an overview of interventions for children and adolescents with common 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, CFPY 663
EQ: EDEM 663, CFPY 663
EDUC421-14W (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, EDEM 666, HLTH 481
EQ: CFPY 604, EDEM 664, HLTH 481
EDUC461-14W (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.
EDUC480-14W (C) Whole Year (S1 and S2)

EDUC 686 Research Project
30 Points 0.2500 EFTS
Not offered in 2014
A written report on a research project approved by the Head of Department. 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.
EDUC686-14A (C) Starts Anytime
Part-time enrolment (0.65 EFTS) is available on approval.

EDUC 690 MA Thesis
120 Points 1.0000 EFTS
P: Subject to approval of the Head of School.
EDUC690-14A (C) Starts Anytime

EDUC 695 M.Ed. Dissertation
60 Points 0.5000 EFTS
P: Subject to approval of the Head of School.
EDUC695-14A (C) Starts Anytime
The dissertation must be completed and presented within 12 months following enrolment in the dissertation. 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.
EDUC790-14A (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
School of Health Sciences
Note: Postgraduate courses may be subject to change. For up-to-date information, students are advised to check www.canterbury.ac.nz/courses or consult the relevant School/Department.

HLTH 401 Health and Health Systems
0.2500 EFTS
This course examines international health and health systems, including the determinants of health, health status and health inequalities and the way health systems are organised to meet these challenges. This provides a context for detailed examination of issues facing health and health services in New Zealand and elsewhere.
P: Subject to approval of the Head of School
R: HLTH 601
EQ: HLTH 601
HLTH401-14S1 (D) Semester 1

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 Head of School
HLTH402-14S2 (D) Semester 2

HLTH 405 Special Topic: Independent Study
0.2500 EFTS
Not offered in 2014
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 Head of School
R: HLTH 606
EQ: HLTH 606
HLTH405-14A (D) Starts Anytime

HLTH 406 Special Topic
0.2500 EFTS
Not offered in 2014
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 Head of School
R: HLTH 606
EQ: HLTH 606

HLTH 407 Bioethics
0.2500 EFTS
The course provides an overview of moral theories, and explores why moral dilemmas arise and contexts in which ethical decision-making may occur. Legal, regulatory and policy frameworks that specify the responsibilities of those making ethical decisions in the delivery of health care are also explored. Students are taught critical appraisal techniques and share the experiences of professionals from a wide variety of disciplines who are faced with real life dilemmas and have to make ethical decisions daily.
P: Subject to approval of the Head of School
R: HLTH 433, HLTH 434, HLTH 607, PHIL 235, PHIL 433, PHIL 434
EQ: HLTH 607
HLTH407-14S2 (C) Semester 2

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 Head of School
HLTH408-14A (D) Starts Anytime

www.canterbury.ac.nz 57
HLTH 409 Health and Culture
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 Māori health as a case of the inter-relationships, principles and strategies for action.
P: Subject to approval of the Head of School
R: HLTH 609
HLTH409-14S2 (C) Semester 2

HLTH 410 Health Leadership and Management
0.2500 EFTS
The health leadership and management course provides students with a platform to effectively lead, manage and change New Zealand health sector organisations and the people who work in them.
P: Subject to approval of the Head of School
HLTH410-14S2 (D) Semester 1

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 Head of School
HLTH414-14T3 (D) 25 Aug 2014 - 21 Dec 2014

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 Head of School
HLTH415-14S1 (D) Semester 1
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 Head of School
R: EDC 701, EDC 803
HLTH416-14S2 (D) Semester 2
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: HLTH45 and HLTH46. 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 fit within a declared research methodology, or a business proposal model, or a quality monitoring and evaluative framework.
P: Subject to approval of the Head of School
R: EDC 804
HLTH417-14A (D) Starts Anytime
Limited entry. See limitation of entry regulations.

HLTH 420 Early Intervention in Public Health
0.2500 EFTS
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 Head of School
HLTH420-14S1 (D) Semester 1

HLTH 421 Early Intervention Practice
0.2500 EFTS
This course will offer up to 300 hours of supervised experience with service provision in early intervention. Please discuss possible placements with the course coordinator prior to enrolment.
P: HLTH 420 and approval of the Head of School Health Sciences
HLTH421-14A (D) Starts Anytime
Student placements are likely to be outside term time.

HLTH 422 Early Intervention Advanced Practice
0.2500 EFTS
This course will offer supervised interdisciplinary practice in early intervention to meet individual goals for professional development.
P: Subject to approval of the Head of School Health Sciences and HLTH 420
R: HLTH 622
HLTH422-14A (D) Starts Anytime

HLTH 430 Motivating Behaviour Change I
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 Head of School
HLTH430-14T1 (D) 24 Mar 2014 - 13 July 2014

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 Head of School and HLTH 430
HLTH431-14S2 (D) Semester 2

HLTH 433 Bioethics A
0.1250 EFTS
This course examines frameworks for moral decision making in the health sector.
P: Subject to approval of the Head of School
R: HLTH 607, HLTH 607, PHIL 453
HLTH433-14T3 (C) 07 July 2014 - 31 Aug 2014

HLTH 434 Bioethics B
0.1250 EFTS
This course examines the history, legal, regulatory, monitoring and decision-making frameworks in the New Zealand health sector.
P: Subject to approval of the Head of School
R: HLTH 607, HLTH 607, PHIL 453, PHIL 434
HLTH434-14S2 (C) 08 Sep 2014 - 16 Nov 2014

HLTH 440 Family Health Assessment
0.2500 EFTS
Not offered in 2014
This course will re-evaluate traditional family assessment tools, examine their practical consequences and optimise health practitioner’s assessments through a skills-based health assessment guided by relational practice and a socio-environmental understanding of health.
P: Subject to approval of the Head of School

HLTH 441 Family Health in Complex Situations
0.2500 EFTS
Not offered in 2014
This 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 Head of School

HLTH 442 Special Topic: Research Related to Complementary and Alternative/Integrative Medicine (CAM/IM)
0.2500 EFTS
Not offered in 2014
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 Head of School

HLTH 448 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 Head of School
HLTH448-14T3 (D) 10 Mar 2014 - 13 July 2014

HLTH 449 Praxis in Hospice Palliative Care
0.2500 EFTS
This course is designed around the four themes in HLTH 448 with increasing integration of each theme to increase the student’s understanding of the field of palliative care. It provides an opportunity for the further development of praxis as the participant works on the application of theory, research and reflection in action to provide evidence based care.
P: Subject to approval of the Head of School
HLTH449-14T3 (D) 04 Aug 2014 - 21 Dec 2014

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 Head of School
HLTH450-14S2 (D) Semester 2

HLTH 451 Men’s Health
0.2500 EFTS
The course will provide an understanding of men’s health from a lifespan 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 Head of School
HLTH451-14S2 (D) Semester 2

HLTH 452 Special Topic: Professional Responsibilities in Health Care Practice
0.2500 EFTS
This course will enable students to understand the responsibilities of nursing and the interprofessional team, to communicate professionally and to understand ethical and legal frameworks for health care delivery and practice.
P: Subject to approval of the Head of School
HLTH452-14S2 (D) Semester 2
HLTH 453 Special Topic: Health Assessment and Physiology for Clinical Practice
0.2500 EFTS
This course will enable students to gain bioscience and pharmacology knowledge required to understand disease processes, the rationale for interventions and how drugs affect the body.
P: Subject to approval of the Head of School of Health Sciences
HLTH453-14S1 (C) Semester 2

HLTH 454 Special Topic: Mental Health and Addictions
0.2500 EFTS
This course will enable students to select, critically analyse and apply theoretical frameworks related to mental health and addiction across the lifespan and their impact on individuals and family / whanau.
P: Subject to approval of the Head of School of Health Sciences
HLTH454-14S2 (C) Semester 2

HLTH 455 Special Topic: Acute and Long Term Health Care
0.2500 EFTS
Not offered in 2014
This course will introduce students to health service contexts and the complexity of care across a range of settings. This is achieved through comprehensive health assessment and the design of care plans leading to considered interventions underpinned by use of the best evidence.
P: Subject to approval of the Head of School of Health Sciences

HLTH 456 Special Topic: Whanau and Community Health
0.2500 EFTS
Not offered in 2014
This course will enable students to examine socio-ecological influences on whanau and community health in a health care context.
P: Subject to approval of the Head of School of Health Sciences

HLTH 460 Critical Appraisal in Health Research
0.2500 EFTS
The purpose of this course is to develop skills and knowledge of critical appraisal of health research. Upon completion of this course, students will develop or enhance skills and understanding necessary for interpretation of research designs, analysis of health research data, reports, review of literature, and gain skills that will enable them to successfully write grants and research proposals.
P: Subject to approval of the Head of School
R: HLTH 462
HLTH460-14S1 (C) Semester 1

HLTH 461 Special Topic
0.2500 EFTS
P: Subject to approval of the Director, Health Sciences Centre
HLTH461-14S1 (C) Semester 2

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 Head of School
R: HLTH 460
HLTH462-14W (C) Whole Year (S1 and S2)

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 Head of School
R: EDUC 634, HLTH 671
HLTH472-14S1 (C) Semester 1

HLTH 471 Counselling and Psychology: Theories and Skills
0.2500 EFTS
Studies of counselling and psychological theories and their implications for practice. Practice in the skills of an intentional interviewing model of helping.
P: Subject to approval of the Head of School
R: CPY 604, EDUC 661, EDEM 664
EQ: CPY 604, EDUC 661, EDEM 664
HLTH471-14W (C) Whole Year (S1 and S2)

HLTH 472 Group Work: Process and Practice in Counselling
0.1250 EFTS
This course aims to introduce students to the theory and practice of working with different types of groups in a counselling context. Students will be given the opportunity to develop knowledge and skills in the areas of group process and group leadership.
P: Subject to the approval of the Head of the School of Health Sciences
R: EDEM 671
EQ: COUR 678
HLTH472-14S1 (C) Semester 2

HLTH 473 Solution Focused Theory and Skills
0.1250 EFTS
This course aims to introduce students to the theory and skills of a postmodern model of brief counselling called solution-focused counselling which aims to help clients identify and implement workable solutions to problems.
P: Subject to the approval of the Head of the School of Health Sciences
R: EDEM 672
EQ: COUR 679
HLTH473-14S1 (D) Semester 1

HLTH 474 Contemporary Approaches to Counselling
0.1250 EFTS
Not offered in 2014
This course aims to enable students to develop knowledge of and experience with contemporary approaches to counselling.
P: Subject to approval of the Head of School of Health Sciences, and (2) CPY 671: Professional Counselling Practice I; and COUR 678 or HLTH 482; and EDEM 681 or HLTH 481.
EQ: COUR 679

HLTH 480 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 624 or HLTH 670, and (2) EDUC 629 or HLTH 671, and (3) Subject to approval of the Head of School
R: EDUC 631
EQ: EDUC 631
HLTH480-14FY (C) Full Year (February to February)

HLTH 501 Advanced Professional Practice in Child and Family Psychology
0.5000 EFTS
This 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, and (2) Subject to approval of the Director, Health Sciences Centre
R: EDUC 626
EQ: EDUC 626
HLTH501-14FY (C) Full Year (February to February)
This paper is the equivalent of two courses.

HLTH 502 Advanced Professional Practice in Child and Family Psychology
0.5000 EFTS
This 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, and (2) Subject to approval of the Director, Health Sciences Centre
R: EDUC 626
EQ: EDUC 626
HLTH502-14FY (C) Full Year (February to February)

HLTH 504 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 501
EQ: EDUC 501
HLTH504-14FY (C) Full Year (February to February)

HLTH 690 MHScThesis
1.0000 EFTS
P: Subject to approval of the Head of School
HLTH690-14A (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 Head of School
HLTH695-14A (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 Head of School of Health Sciences
HLTH790-14A (D) 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.

Higher Education
School of Educational Studies and Leadership
Note: Postgraduate courses may be subject to change. For up-to-date information, students are advised to check www.canterbury.ac.nz/courses or consult the relevant School/Department.

HEDN 601 Introduction to Tertiary Teaching
0.1250 EFTS
A critical examination of personal theories of tertiary teaching within a comparative framework of contemporary literature and practice.
P: Subject to approval of the Programme Coordinator
R: HEDN 501, HEDN 502
HEDN601-14S1 (C) Semester 1

HEDN 602 Tertiary Teaching Method
0.1250 EFTS
Examination of contemporary research on student learning. Exploration of the effects of participant’s teaching methods on how students learn in order to enhance student learning outcomes.
P: Subject to approval of the Programme Coordinator
R: HEDN 501, HEDN 502
HEDN602-14S2 (C) Semester 2

HEDN 603 Assessment in Tertiary Teaching
0.1250 EFTS
Examination of contemporary research on assessment in tertiary teaching. Exploration of the effects of the participant’s assessment practices on how students learn in order to enhance student learning outcomes.
P: Subject to approval of the Programme Coordinator
R: HEDN 501, HEDN 502
HEDN603-14S1 (C) Semester 1
HEDN 604 Tertiary Teaching Scholarship 0.1250 EFTS
The conduct of and reporting on an enquiry into an aspect of teaching and learning in the tertiary context
P: HEDN 601 and HEDN 602 and HEDN 603; or approval of the Programme Coordinator
R: HEDN 501, HEDN 502
HEDN604-13A (C) Semester 2

HEDN 790 Higher Education PhD 1.0000 EFTS
P: Subject to approval of the Head of Department.
HEDN790-13A (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.

Higher Education
School of Education Studies and Human Development
Note: Postgraduate courses may be subject to change. For up-to-date information, students are advised to check www.canterbury.ac.nz/courses or consult the relevant School/Department.

HEDN 503 Tertiary Teaching and Learning Research Design 0.2500 EFTS
Not offered in 2013
The identification, contextualising and planning of a significant area of enquiry relating to teaching and learning in the tertiary context.
P: Subject to approval of Head of Department
R: EDUC 627

HEDN 504 Tertiary Teaching and Learning Research Project 0.2500 EFTS
Not offered in 2013
The conduct of and reporting on an extended enquiry into an aspect of teaching and learning in the tertiary context.
P: Subject to approval of Head of Department
R: EDUC 628

HEDN 601 Introduction to Tertiary Teaching 0.1250 EFTS
A critical examination of personal theories of tertiary teaching within a comparative framework of contemporary literature and practice.
P: Subject to approval of the Head of Department.
HEDN601-13A (C) Starts Anytime

HEDN 602 Tertiary Teaching Method 0.1250 EFTS
Examination of contemporary research on student learning.
Exploration of the effects of participant’s teaching methods on how students learn in order to enhance student learning outcomes.
P: Subject to approval of the Head of Department.
HEDN602-13A (C) Starts Anytime

HEDN 603 Assessment in Tertiary Teaching 0.1250 EFTS
Examination of contemporary research on assessment in tertiary teaching.
Exploration of the effects of the participant’s assessment practices on how students learn in order to enhance student learning outcomes.
P: Subject to approval of the Head of Department.
HEDN603-13A (C) Starts Anytime
UC Contact Centre:

NZ Freephone: 0800 VARSITY (0800 827 748)
T: +64 3 364 2555
E: info@canterbury.ac.nz

University of Canterbury
Te Whare Wānanga o Waitaha
Private Bag 4800
Christchurch 8140
New Zealand

www.canterbury.ac.nz