of applied behaviour analysis (ABA) and its application to children, youth and adults with various learning/behaviour difficulties in various settings. With a selected person, participants will undertake a functional assessment and analysis, plan, implement and monitor a learning/behaviour change programme based on ABA principles. The evidence-based literature on this topic will be reviewed and critiqued.

EDEM685 Culturally Inclusive Pedagogies: Motivating Diverse Learners
This course provides historical and advanced theoretical understandings of motivation and behaviour and their degree of relevance in diverse ecological settings. The course is premised on the belief that the most important issue underlying a culturally inclusive society is a willingness of people to be more aware, knowledgeable, and accepting of difference. The course is designed for students who wish to engage in promoting analyses and rigorous critique of socio-psychological theories and to apply strategies that emanate from those theories. Issues relating to Maori and indigenous ways of knowing and practising will be explored.

Optional Courses
Students completing the MEd by coursework are required to include at least 45 points from the MEd Schedule B (level 9 courses). Students completing the PGDipEd are required to complete 30 points from the MEd Schedule A.

Admission Criteria
Applicants must normally hold a Bachelor’s degree in Education, Psychology or a related field or any other degree from a New Zealand university and a recognised professional teaching qualification, or equivalent. Students are normally expected to have a B average or better in their qualifying programme of study for the PGDipEd or a B+ for the MEd. Students who do not meet the above entry requirements but instead are able to demonstrate extensive, practical and professional or scholarly experience of an appropriate kind may also be eligible to apply. Please refer to the Faculty of Education section of the UC Calendar (www.canterbury.ac.nz/publications/calendar) for official University regulations and policies for this programme.

Pathways
Students who have completed a PGDipEd (Inclusive and Special Education) are eligible to complete a 120 point Master of Education by thesis. Students who have completed the MEd (Inclusive and Special Education) via the thesis pathway may apply for doctoral study. UC offers a PhD in Education and a Doctor of Education programme. Students who have completed a Postgraduate Diploma in Education with UC or another institution should seek the advice of a Student Advisor.

Duration
The MEd (Inclusive and Special Education)* may be completed full-time over a maximum period of up to three years, or part-time over a maximum period of up to five years.
The PGDipEd (Inclusive and Special Education) may be completed over one year full-time or up to a maximum of four years part-time.

Mode of Delivery
The PGDipEd (Inclusive and Special Education) can be completed entirely by distance or as a mix of on campus and distance delivery.

Fees
Please refer to our website for up to date fees information www.canterbury.ac.nz/future-students/fees-and-funding/.

Scholarships
You may be eligible to apply for a scholarship or fee waiver. The criteria and forms can be found on the College of Education website: www.education.canterbury.ac.nz/scholarships/. Of particular interest to practising teachers are the Ministry of Education study awards.

Enrolment
Course enrolment for 2016 opens on 6th October. Download and complete an Application For Award Entry form from www.education.canterbury.ac.nz/apply/postgrad.shtml and submit it with verified copies of academic transcripts to: Application Administrator, University of Canterbury, College of Education, Private Bag 4800, Christchurch 8140, New Zealand.

For further information contact:
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Phone: +64 3 345 8312
Email: missy.morton@canterbury.ac.nz

Student Advisor
Phone: +64 3 343 9606
Email: educationadvice@education.canterbury.ac.nz
www.education.canterbury.ac.nz

University of Canterbury
Te Whare Wānanga o Waitaha
Private Bag 4800, Christchurch 8140, New Zealand
www.canterbury.ac.nz
**Inclusive and Special Education**

The PG Dip Ed endorsed in Inclusive and Special Education is a qualification designed for classroom teachers and interested education professionals wishing to develop their knowledge and skills in supporting the academic and social development of students with diverse learning needs. Developed by leading educators at the University of Canterbury, the programme is designed to provide opportunities to develop professional knowledge, practice and critically examine issues relevant to inclusive and special education. The PG Dip Ed (Inclusive and Special Education) may be awarded with distinction based on grades achieved.

**What does this qualification prepare me for and what will I learn?**

Graduates of this programme will be well prepared to support a diverse range of students in regular and special education classrooms. Courses will help teachers develop skills such as the use of assessment techniques, effective teaching strategies and curriculum adaptation. A focus on the New Zealand context is maintained across the courses. This includes an emphasis on supporting Māori and students from a range of cultural backgrounds. Critical issues in inclusive and special education will also be presented for consideration and discussion.

**Master of Education (Inclusive and Special Education)**

- **Coursework option**
  - **EDEM618**: Dyslexia: Identification and Intervention
  - **EDEM620**: Teaching and Learning in Inclusive Settings
  - **EDEM621**: Challenging Behaviours: Positive and Effective Management
  - **EDEM622**: Teaching and Learning in Inclusive Settings
  - **EDEM624**: Autism Spectrum Disorders
  - **EDEM625**: Challenging Behaviours: Positive and Effective Management
  - **EDEM690**: Research Methods

- **Thesis option**
  - **EDEM620**: Inclusive and Special Education (level 8)
  - **EDEM690**: Research Methods

Each block represents a 30 point course except the thesis which is 90 points (0.75 EFTS).

The aim of this course is 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.

**Schedule of Courses**

**Compulsory Course**

**EDEM620**: Inclusive and Special Education (level 8)
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.

**Restricted Optional courses**

**EDEM618**: Dyslexia: Identification and Intervention
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.

**EDEM622**: Teaching and Learning in Inclusive Settings
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.

**EDEM624**: Autism Spectrum Disorders
The aim of this course is to examine Autism Spectrum Disorders (ASD) with a particular emphasis 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.

**EDEM625**: Challenging Behaviours: Positive and Effective Management
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.