

Staff

Professor and Dean

2007 Douglas G. Booth MA(Natal) PhD(Macquarie)

Professors

1987 Kenneth P. Hodge MS(Montana) PhD(III) DipPhEd(Otago)

1991 Steven J. Jackson BA(WOnt) MS PhD(III)

2004 Roger M. Bartlett BSc(Hons)(Bath) MSc(City) PhD(Nottingham)

Associate Professors

1992 Lisette C. Burrows BA BPhEd PGDipArts(Otago) PhD(W'gong)
DipTchg

1998 Michael A. Boyes MNZM BEd(Massey) MEd(PE)(WAust)
PhD(Otago)DipTchg

2003 Christopher Button BSc(Hons) PhD(Manc Met)

Senior Lecturers

1992 Phillip J. Handcock BPhEd PhD(Otago) MSc(Alberta)

1995 Motohide Miyahara BA(Ritsumeikan) MA(Antioch) MEd(Tokyo)
MSc PhD(UCLA)

1995 Nancy J. Rehrer BA(Duke) MSc(Clemson) PhD(Maastricht)

1998 Tania G. Cassidy DipPE DipGrad MPhEd(Otago) PhD(Deakin)
DipTchg

2000 Lynnette M. Jones BSc BPhEd(Hons) PhD(Otago)

2001 James D. Cotter BSc MPhEd(Otago) PhD(W'gong)

2002 Michael P. Sam BPhEd(Alta) MA(New Br) PhD(Otago)

2002 Elaine A. Hargreaves BSc(Hons)(Glas) PhD(Wales)

2003 Mark Falcous BA(Hons)(De Mont) MA(Qu) PhD(Lough)

2004 Melanie D. Bussey BPhEd MSc(New Br) PhD(Otago)

2005 Sally A. Shaw BA(Hons)(York) MSc(Dist)(Sheffield) PhD(De Mont)

2009 Sandra Mandic BPhEd(Novi Sad) MSc PhD(Alberta)

2009 Jonathan B.H. Shemmell BSc BAppSc(Hons)(Deakin) MSc PhD(Qld)

Lecturers

2006 Shayne P. Galloway MS PhD(Ind)

2008 Ojeya Cruz Banks MA PhD(Arizona)

2011 Anne-Marie Jackson BPhEd(Hons) MPhEd PhD(Otago)

Senior Teaching Fellows

1997 Alison East MPhEd(Otago)

1999 Marguerita I. Lazar Dip Pub. Health MA(Otago)

Professional Practice Fellows

2000 Carolyn A. Jenkins MPhEd PGDipTertT(Otago)

2008 Geoff D. Ockwell BPhEd BCom MPhEd(Otago)

ADMINISTRATION STAFF

Administration Manager	Helen Carman NZCTP
Financial Administrator	Stephen Kinney
Personal Assistant to the Dean	Michelle Alexander
Administrator for Distance Learning	Beverley Lawrence BA(Hons)(Herts) DipMgt DipTchg
Administrator for Applied Theory & Practice	Pamela Smith HND Business Studies and Marketing
Receptionist/Secretary	Diane Steffens
Administrative Assistant (Finance)	Sandra Newton
Administrative Assistant (Projects)	Kimberley Lamond

School Technical Services

Technical services to the School are provided by the Technical Team. The Team, and an outline of their functions and responsibilities, is set out below:

Chris Sullivan BCom(Otago)

IT & Technical Manager

Management of all information technology systems, technical support services, facilities and resources

Julie Furlong MAppSc(Lincoln)

Senior Laboratory Technician and Dept Health & Safety Officer

Laboratory Technicians

Support for teaching and research laboratories

Julie Mink BA(Chatham)

Justin Sprecher BA(Wisconsin)

Lisa Hughes BSc(Hons)(Otago)

Hamish Gould BCom(Otago)

Computer Support/Webmaster

Help for computer users and issue of consumables, website administration

Gavin Kennedy MEng(Hons)(York)

Application Software Developer

Software design and development

Nigel Barrett NZCE

Electronics Technician

Electronic development and maintenance

Glenn Braid

Mechanical Workshop Technician

Mechanical design and construction

Neil George NZCS

Aquatics & General Support Technician

Flume and aquatics support and maintenance, vehicle bookings and general technical support

Kate Conaghan

Adv. Cert. Leadership & Guiding,

Cert. Social Work (Adventure Therapy)

Logistics Coordinator & Outdoor Education Technician

Outdoor education and gymnasium equipment control and maintenance

You may seek assistance from any member of the Technical Team at any time, and they will do their best to help you or direct you. If you are unsure who to contact, then contact IT & Tech Manager Chris Sullivan in the first instance.

Code of Student Conduct

Preamble

1. The purpose of the Code of Student Conduct is to promote the University's academic aims and a sense of community through the cultivation of mutual respect, tolerance and understanding. To this end, the University expects that students will not engage in behaviours that endanger their own or others' safety and well-being.
2. Students are expected to conform to the standards contained in this Code of Student Conduct off-campus as well as on-campus.
3. The University reserves the right to pursue through its disciplinary procedures matters that are also being, or may also be, addressed by the legal system or under the University's Ethical Behaviour Policy processes.

Student Conduct

1. The basic rules of conduct require that no student shall:
 - (a) disrupt any teaching, study or research or the administration of the University either wilfully or by engaging in conduct which ought reasonably to have been foreseen would cause disruption;
 - (b) wilfully obstruct any member or employee of the University in academic work or in the performance of duties;
 - (c) wilfully misuse, damage or deface, steal or wrongfully convert to the student's own use any property of the University;
 - (d) wilfully acquire by theft or deception the benefits of any service provided by the University or any academic advantage;
 - (e) engage in any dishonest practice as described in regulation 5(b) of the Examinations and Assessment Regulations in connection with an examination or other method of assessment of academic work which counts towards the attainment of a pass in any subject;
 - (f) engage in actions that:
 - (i) amount to assault or which result in, or can be reasonably expected to result in, harm to a person or persons; or
 - (ii) are unreasonably disruptive to other members of the University or the local community; or
 - (iii) result in, or can be reasonably expected to result in damage to property of any person; or
 - (iv) are otherwise unlawful;
 - (g) threaten, intimidate or harass another person or group;

- (h) fail to comply with the proper directives of a University official, including refusing to identify oneself;
- (i) lie to, or misrepresent information to, the University or any University official;
- (j) fail without good reason to co-operate with the University's disciplinary processes;
- (k) fail without reasonable cause to comply with any penalty imposed under the Disciplinary Proceedings Regulations;
- (l) attempt to commit an act of misconduct as set out in the foregoing rules.

2. Secondary rules of conduct are contained in the Library Regulations, the Computer Regulations, the Traffic and Parking Regulations, the Use of Premises Regulations, the Alcohol at Student Functions Regulations, and such other rules and regulations as may be promulgated from time to time and printed in the University Calendar.

Computer Regulations

Students' attention is drawn to the University computer regulations in the current University Calendar.

Briefly, these mean:

1. Any misconduct may result in exclusion from **ALL** School systems. The power to exclude students is vested in the Team Managers.
 - (a) Exclusions for periods between 1 and 3 days must be reported to the Dean.
 - (b) Exclusion for any period exceeding 3 days must be reported to the Vice-Chancellor.
2. Misconduct is:
 - (a) Attempting to access any information you are not authorised to have.
 - (b) Attempting to remove, change, or copy any software.
 - (c) Causing damage to any hardware or software.
 - (d) Eating or drinking in any user area.
3. You are liable for any damage you cause and will be required to pay any costs incurred as a result of your actions.

Laboratory Standards

While attending the School of Physical Education, you will be using laboratories and other facilities. You are responsible for the care of these areas and the equipment in them, and are expected to act in a mature and responsible manner. The following guidelines are for your safety and to help you gain maximum benefit from your time in the School.

1. **Dress and Hygiene**
 - (a) For safety reasons, everyone must wear adequate clean footwear at all times in laboratories. Sandals or jandals are not considered adequate because of the danger of them causing tripping, catching electrical cables, or providing insufficient protection against sharp objects falling onto feet.
 - (b) Clean clothing suitable for participation in the experiment should be worn, avoiding garments with loose, flapping sleeves or trouser legs.

- (c) Adequate time should be allowed for you, or your participants, to shower following exercise. You are required to bring your own towel and toiletries.
2. **Bags and Coats**
Non-essential bags, coats or other items should not be brought into laboratories so that valuable property need not be left unattended. Cell phones must be turned off or set to silent mode and, as a courtesy to the tutor, only used for urgent messages.
3. **Facilities and Equipment**
- (a) Leave all rooms and laboratories in a clean and tidy condition after use. Chairs or stools must be left tidy, rubbish put into bins, lights turned off where appropriate, and doors and windows secured. Please leave the room as you found it.
 - (b) Do not use or move any equipment without the permission of a tutor or technical staff member.
 - (c) You will be required to replace any damaged equipment or facilities as a result of negligence or misuse.
4. **Food and Drink**
- (a) Because of the danger from chemicals and electrical equipment, food and drink are not to be brought into or consumed in laboratories or teaching areas.
 - (b) If food or drink needs to be consumed as part of a laboratory exercise, specific permission will be given by the supervising staff member.

Requirements for the BPhEd Degree

LEVEL	PAPERS REQUIRED
1st Year	PHSE 101-103, HUBS 191, 192 plus 36 points* from any degree
2nd Year	ANAT 250, PHSE 202-206, PHSE 104
3rd & 4th Years	<p>126 points from PHSE 231-235 and PHSE 300-level papers plus at least 126 points* from any degree, with at least 54 points† above 100 level</p> <p>* STAT 110 required for students taking Exercise and Sport Science as their Major</p> <p>* STAT 110 recommended for students taking Sport and Leisure Studies as their Major</p> <p>† HUNT 232 recommended for students taking Exercise and Sport Science as their Major</p>

Majors for BPhEd

The degree requires completion of 72 points at 300 and 400 level in a more specialised area of study, known as a Major. Majors are available in the following areas:

- Exercise and Sport Science
- Exercise Prescription and Management
- Professional Studies
- Sport and Leisure Studies.

Full documentation of these Majors can be found in the University of Otago Calendar. The opportunity also exists for students to complete a double Major provided the requirements for both Majors are met.

Exercise and Sport Science (EXSS)

This Major takes a biological/physical approach to the study of human movement. Subject areas include: Biomechanics, Exercise Physiology, Motor Learning and Control.

Career opportunities

- ◇ Assessment and monitoring of athletic performance
- ◇ Health industry
- ◇ Sport/exercise assessment and advising
- ◇ Sport equipment development/testing
- ◇ Fitness training/coaching/development
- ◇ Exercise and sport consultants and researchers.

Required Papers:

STAT 115 or 110: Statistical Methods

4 papers (72 points) from:

PHSE 301 Exercise Metabolism; PHSE 302 Movement and Performance Analysis in Sport; PHSE 303 Biomechanics of Sports Injury; PHSE 304 Motor Control; PHSE 305 Lifespan Human Development; PHSE 306 Developmental Motor Disorders; PHSE 329 Sports Technology; PHSE 314 Athletic Training and Conditioning; PHSE 315 Physical Activity and Health; PHSE 401 Advanced Exercise Physiology; PHSE 402 Disability Case Study Research.

Exercise Prescription and Management (EXPR)

This Major focuses on physical activity and exercise as a means of enhancing a person's life-long development and wellbeing. Papers involve the design of exercise programmes tailored to the needs of a wide range of clients. Subject areas include: Sports Injuries, Sports Training, Exercise for Prevention and Rehabilitation.

Career Opportunities

- ◇ Facilitation and monitoring of training and rehabilitation of athletes
- ◇ Health promotion through exercise management
- ◇ Consultancy to the fitness industry
- ◇ Cardiac rehabilitation
- ◇ Working with sport and disability organisations
- ◇ Adapted physical activity for people with disabilities and other health impaired conditions.

Required Papers:

PHSE 311 Medical Aspects of Sport and Physical Activity; PHSE 312 Prescription of Physical Activity and Exercise

2 papers (36 points) from:

PHSE 310 Athletic Injuries; PHSE 313 Exercise Prescription Practicum; PHSE 314 Athletic Training and Conditioning; PHSE 315 Physical Activity and Health; PHSE 336 Exercise Psychology; PHSE 401 Advanced Exercise Physiology.

Professional Studies (PROF)

This Major emphasises professional practice in diverse movement-orientated careers and the teaching of physical education, outdoor education and dance. Learning opportunities prepare students for teaching, instructing and performance-related vocations. Subject areas include: Pedagogy, Outdoor Education, Adventure Education, Teaching Physical Education and/or Health in Schools, Dance Education and Performance.

Career Opportunities

- ◇ Preparation for teacher training
- ◇ Outdoor educators
- ◇ Dance educators and performers.

Required Papers:

4 papers (72 points) from:

PHSE 320 Akoranga Whakakori: Māori Physical Activity and Health; PHSE 322 Teaching Physical Education and Health; PHSE 323 Issues in Physical Education and Health; PHSE 324 Theoretical Perspectives on Physical Education and Health; PHSE 325 Dance and the Community; PHSE 326 Dance Education; PHSE 327 Adventure Education; PHSE 328 Teaching and Learning in the Outdoors; PHSE 330 Sports Coaching; PHSE 331 Coaching Junior Athletes; PHSE 414 Dance Education Philosophy (and Research Issues); PHSE 415 Research and Issues in Outdoor Education; PHSE 416 Adventure, Environment and Society; PHSE 426 Coaching Practice and Research.

Sport and Leisure Studies (SPLS)

This Major deals with the socio-psychological and socio-cultural aspects of sport, leisure and physical activity, examining their role, purpose and status in everyday life. Subject areas include: Sport Psychology, Sport Sociology, Sport Management, Sport History, Body Culture, Sport/Media and Culture, Exercise Psychology, Leisure Dimensions.

Career Opportunities

- ◇ Sport management & marketing
- ◇ Sport psychology consultants
- ◇ Sport & social policy advisers
- ◇ Sports media/sports journalism
- ◇ Recreation planning
- ◇ Local sporting bodies.

Required Papers:

4 papers (72 points) from:

PHSE 320 Akoranga Whakakori: Māori Physical Activity and Health; PHSE 330 Sports Coaching; PHSE 331 Coaching Junior Athletes; PHSE 333 Leisure Dimensions; PHSE 334 Advanced Sport Psychology; PHSE 335 Applied Sport Psychology; PHSE 336 Exercise Psychology; PHSE 337 Body, Culture and Society; PHSE 338 Advanced Sociology of Sport; PHSE 339 Sport Governance and Administration; PHSE 340 Sport Management and Strategy; PHSE 422 Sport and Leisure Policy; PHSE 423 Sport, Leisure and Social Theory; PHSE 424 Sport, Media and Culture; PHSE 425 Sport Management Practicum; PHSE 426 Coaching Practice and Research; PHSE 430 Critical Aspects of Sport Management.

Graduate Profile

The following personal attributes are developed in required papers PHSE 101-104, PHSE 202-206:

- willingness and the ability to learn and continue learning, to appreciate that learning continues throughout life
- the ability to assimilate information
- computer technology skills
- organisation and time management skills
- information literacy, including the ability to locate, evaluate and use information in a range of contexts
- knowledge, especially understanding of the basic principles of the (subject) discipline and the ability to acquire new knowledge
- a multi-disciplinary perspective
- an international perspective to knowledge
- an awareness of ethical issues.

In 300 and 400 level optional Physical Education papers, the following attributes are developed:

PERSONAL

- intellect, including higher level skills of deductive and lateral reasoning, rigour, analysis, the interpretation of technical, material and synthesis
- ability to apply the scientific process, including higher level skills of analysis, critiques, synthesis, and problem-solving
- a capacity to work alone or in a team, be self-directed, and to show independent judgment.

INTERACTIVE

- oral and written communication skills, involving an ability to communicate formally and informally with a wide range of people
- team-working skills, including the ability to work effectively in teams
- interpersonal skills, including an ability to relate to people from a wide range of backgrounds
- negotiation skills.

The following specific programme attributes are developed in PHSE 202-206:

- demonstrates knowledge of the social-cultural, professional/practical and bio-physical perspective of human movement within the interdisciplinary focus of the School's four Majors: Sport and Leisure Studies; Exercise and Sport Science; Exercise Prescription and Management; and Professional Studies.

In 300 and 400 level optional Physical Education papers the following specific programme attributes are developed:

- possesses skills to apply and develop knowledge to improve the foundation for professional development within the four Majors
- demonstrates knowledge of research processes appropriate to human movement studies
- capacity to plan, organise and carry out research, professional and community-oriented projects related to physical education and human movement.

GRADUATE PROFILES:

*“Kia Ora, I’m **LEELA HAURAKI**. I graduated in May 2010 and majored in EXPR and SPLS. I chose BPhEd at Otago after hearing past graduates enthuse about it; I wanted to experience the ‘Scarfie’ life, which is a combination of hard study and brilliant fun – plus it was a personal challenge to see if an ‘up north’ Hokianga girl could handle the cold! The best thing about the BPhEd experience is the people – being surrounded by like-minded and like-hearted people inspired*



me to pursue my passion, which is working to revive and develop traditional Māori games in Māori communities and Aotearoa as a whole. I currently work for Sport Northland as a He Oranga Poutama Kaiwhakahaere (Māori Sport and Community Co-ordinator) . A key part of my role is to run ‘train the trainer’ workshops in and around Nga Taonga Taakaro (traditional Māori games) for Māori communities. My focus is on promoting and celebrating the beauty and diversity of our culture in the sense that participation in physical recreation is governed by a hauora Māori or holistic approach. My advice to current BPhEd students is, whatever your passion may be, don’t just dream it - live it, love it and do it! A kuia gave me this advice: ‘Don’t korero about something if you’re not going to show me the hikoi’ [actions speak louder than words]. “Ehara taku toa i te toa takitahi. Engari taku toa i te toa takitini” [A warrior never stands alone, but stands with many]. My individual strengths and attributes are not my own, they come from the many people who have supported me and who continue to do so - past lecturers, friends and, from whanau programmes and taking group fitness classes - I’m loving it!”

MATTY GRAHAM graduated with BPhEd in 2008, majoring in EXSS. He had sound reasons for choosing to come to PE School: “I have always been



interested in how the human body works and amazed at the extremes it can be pushed to. I was going to join the army for the physical challenge it presented, but then I started competing in multisport and thought it might be better to go to Otago to learn how to go faster, rather than join the army and get shot at!” Starting along an exercise prescription pathway, Matty changed course after his first taste of exercise physiology papers, where he participated in experiments run by Dr Sam Lucas and Dr Jim Cotter. After graduation, they inspired Matty to undertake post-graduate study under their supervision, and he has recently completed a Masters in Exercise Physiology, his thesis being an investigation of the acute effects of endurance and repeated sprint training

on blood pressure and blood volume. He has also developed a sport science consulting and coaching business, Exponential Performance Coaching: “I wanted to put the knowledge I had acquired into action in the real world, and I’ve been lucky enough to work with athletes from various sports from beginners to elite level, including the NZ track cycling team and the Southern men’s NHL field hockey team.” He is also currently a Research Assistant at PE School, utilising the flume to run a Water Safety NZ funded project looking at cold water immersion. Matty’s advice for current students is: “Try to incorporate the knowledge and concepts that you learn in lectures into your own sporting activities and life. I found this the easiest way to get my head around all the information that was presented to me.”

International Exchange Opportunities

Students have the opportunity to study at another university in a range of countries for a semester or a year. Normally the international exchange occurs in the third year of study. Formal application material is available from the Research and International Office. Students are recommended to seek course advice in order to ensure careful planning of their degree.

Student Support Centres

Māori Centre - Te Huka Mātauraka

Student Services, 515/519 Castle Street North, tel/fax 479 8490

email maori-centre@otago.ac.nz, website www.otago.ac.nz/maoricentre

Pacific Islands Centre

Student Services, email pacific@otago.ac.nz

Student Learning Centre

Ground Floor, Information Services Building (Central Library),

tel 470 5786, email student-learning-centre@otago.ac.nz

A free confidential service to support students at all levels of study:

- Interactive, relaxed and informal workshops on a wide range of topics.
- Books and videos on study skills and personal development.
- Individual appointments on study-related concerns or practical guidance.
- Seminars early in the year for students not directly from school, who have not studied for some years.
- Online resources including “Study Guide: Strategies for Effective Learning”.

Disability Information and Support

The School encourages students to seek support if they find they are having difficulty with their studies due to disability, temporary or permanent impairment, injury, chronic illness or deafness.

Contact:

either: The School’s Disabilities Officer, Ms Margie Lazar

Tel: 479 5263

Email: marguerita.lazar@otago.ac.nz

or: Disability Information and Support

Tel: 479 8235

Email: disabilities@otago.ac.nz

Website: <http://www.otago.ac.nz/disabilities>

Physical Education Māori Association (PEMA)

	Te Roopu Whakakaha Tinana
Co Tumuaki Vice-President	Chanel Phillips, Grace Cooper Arleen McLaren
Committee	Chelsea Cunningham (Treasurer), Ngahuia Mita (Secretary), Jessie Massey, Brandon Manuel, Reuben Molnar
Contacts	Office: above Smithells Gym Tel: 479 3879, Email: pema@otago.ac.nz
Objective:	To encourage academic excellence of Māori Physical Education students by fostering and creating relationships across year levels, utilising Māori principles such as Tuakana/Teina.

Physical Education Students' Association (SPENZ)

President	Jacob Moore
Vice-President	Ali Choukry
Committee	Michael Carroll, James Stevenson-Wright, Monique Bates, Todd Thornley, Victoria Fraser, Rose Berghan, Sophie Brown, Ethan Hamilton, Steven McDowell, Anthony Phillips
Contacts	Office: Mezzanine Floor (Room M02) 665 Cumberland Street Tel: 479 3062, Email: pe.studentexec@otago.ac.nz
Post Box:	Ground Floor, 665 Cumberland Street Any questions or queries are to be placed in this box which is cleared each week.
Current Events	Check the students' noticeboard, main foyer, 665 Cumberland Street

The 2011 PRESIDENT of the STUDENT EXECUTIVE,



HAANA BOVAIRD, is an EXPR and SPLS major who will graduate July 2012.

“I am passionate about sport and PE, and chose BPhEd at Otago because it offered far more than just teaching as a career - plus Dunedin offers a fantastic campus lifestyle, with everything close by.” The Gymnastics & Dance end of year performances were highlights of her degree, and she rates PHSE 104 Camp as one of the best weeks of her life. “PE students are extremely privileged to have such a great bunch of lecturers, who are very passionate about what they do and are always willing to help”. Haana rates Lynnette Jones’ PHSE 311 paper as “inspirational – it really broadened my horizons”. As Student Exec President she loved working with the “awesome” Exec members: “It was really rewarding to see people enjoying themselves at events we had organised, such as wine and cheese, graduation morning tea and the PE ball.” After graduation, Haana plans to do a post-graduate teaching diploma, then gain teaching experience in England, before returning to NZ to pursue a career with SPARC or another Government organisation. Haana’s advice to current BPhEd students is: “Make the most of the opportunities that are provided to you at PE School. Attend as many social events as you can - because Physedders always have the most fun - and explore all the many career opportunities within the sport and recreation area.”

Course Advising

The Advisers of Studies make recommendations concerning academic matters. Advisers will be available during enrolment (17, 20 & 21 February) in the laboratories situated on the ground floor of 55 Union Street West. Outside these dates enquiries should be addressed to the Chief Course Adviser:

Margie Lazar, tel 479 5263, email pe.undergrad@otago.ac.nz

Students are encouraged to refer to the course advising sheets at the back of this Student Guide.

Student Mail and Email

Mail will be placed in student mail boxes, main foyer, 665 Cumberland Street.

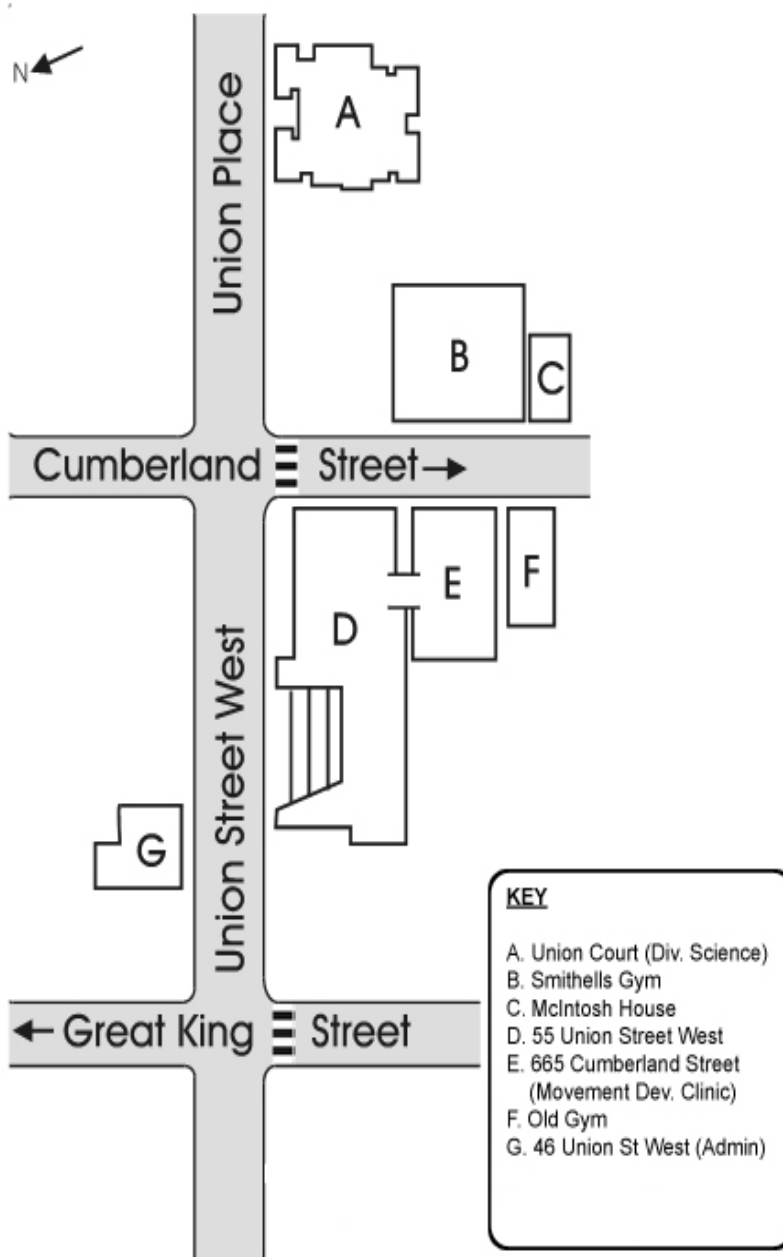
Please check mail boxes regularly - at least every 2/3 days

(External mail and messages from the School will be left there for you)

For course information check your student email

(Email address assigned to you at your initial enrolment)

Directory of Buildings



Need to solve a problem?

Problem	Where to Go
Enrolment difficulties	1. Chief Course Adviser (ext 5263) 2. Student Enquiries, Student Administration, Clock Tower Bldg
Details of courses	Student Guide 2012
Personal	
Personal problems affecting work	Administration Manager
Problems with workload	Lecturer
Disability Issues	Chief Course Adviser (ext 5263) or Disability Information and Support (ext 8235)
Assignments	
Assignment collection	Lecturer concerned
Assignment presentation	Student Guide/Lecturer concerned
Physical Education Māori Association (PEMA)	
	Academic and cultural support
Physical Education Students' Association (SPENZ)	
Current events	Students' noticeboard, main foyer, 665 Cumberland Street

Class Representatives

A class representative will be appointed for each paper offered within the School of Physical Education. The class representative will be the first point of contact should any query or problem arise in relation to that paper. It is requested that the following procedure be followed:

1. Class representatives may raise the matter with the Academic staff member concerned.
2. If an unsatisfactory response is received and/or the problem continues, then the matter must be brought to the attention of the Dean who will investigate and take steps to rectify the situation.
3. Only as a last resort would the matter be referred to the Director of Academic Services via OUSA.

Student Responsibilities

Course Work

YOU are responsible for:

- checking Blackboard course information each week.
- confirming that posted internal assessments are correct.
- checking your student email accounts regularly (note: official emails may at times be filtered to junk mail folders).
- confirming your course commitments for all courses for the **entire** year. All practicals, camps, and additional class requirements must be scheduled to avoid clashes with course commitments. Some Physical Education courses have attendance requirements and all have due dates for assignments. Failure to attend or submit work on time may result in failure of a course, **therefore you must carefully plan your course commitments**. Outside work (paid or voluntary) and failure to plan are not acceptable reasons for absence from courses/classes or requesting extensions.
- completing an application for leave from classes (see Application for Leave below) to cover any absences from classes, laboratories, seminars or practicals.

Absence from Class

Attendance is **COMPULSORY** at laboratory and practical classes. Disabling injury or illness may make participation impossible, but attendance is often possible and is valuable. **Note:** specific arrangements may be provided by your individual course instructors or lecturers. It is your responsibility to communicate with the lecturer concerned when a difficulty arises.

Examples of Typical Leave Situations

1. Emergency situations such as death or illness of a near relative.
2. Participation in National and International sporting events, including National team trials and interprovincial competitions.

Note: participation in sporting events below this level will NOT normally be considered as acceptable grounds for absence.

Application for Leave

To obtain authorised absence from classes, students must complete the appropriate application form which may be obtained from the School's web page - Quicklinks (Course Guides and Forms) or the Administration Office, 46 Union Street West. The student is to list all the classes that would be

missed and obtain the signed approval from every lecturer concerned and individual tutors for practicals. Approval **must** also be obtained for courses taught outside of the School. **Note:** this approval is fundamental to the application and it will not be considered without it.

Where lecturers approve leave, they will normally require the student to make up missed work.

Except for emergency situations, as indicated in Example 1. above, the completed form is to be returned to the Administration Office **AT LEAST ONE WEEK** prior to the proposed leave period.

Workload Expectations

The University of Otago and School of Physical Education have particular workload expectations. For example, when papers (regardless of level) are worth 18 points, there is an expectation that you should engage with the course material for approximately 180 hours. Ideally this should occur through a mixture of direct contact with the staff and non-contact (self-directed learning), and this combination will change from paper to paper and between 100 and 400 level papers. For example, for PHSE 101:

(i) Contact hours	<i>hours</i>	<i>derivation</i>
Lectures	39	(3 x 1 hr per wk x 13 wks)
Tutorials	8	(1 x 1 hr x 8 wks)
<i>Sub-total</i>	<u>47</u>	
(ii) Non-contact hours		
Class preparation	39	(3 hrs per wk for reading)
Written assignments	16	(2 reports each requiring 8 hrs)
Private study	39	(3 x 1 hr per wk x 13 wks)
Final exam preparation	28	
Final exam	2	
<i>Sub-total</i>	<u>124</u>	
Total number of hours	171	

Communicating with staff

You are requested to respect **office-hour protocols** by adhering to designated times - if you cannot attend during office hours you should email or telephone for an alternative meeting time. **Email protocol** - when emailing a staff member you should address them by title, i.e. Dr Falcous, and outline the problem or request, suggest possible solutions, and possible times to meet if a meeting within office hours is not possible.

Plagiarism

The University of Otago and the School of Physical Education take plagiarism very seriously therefore it is your responsibility to understand what this means. The library offers an online module in which plagiarism is described as “a type of intellectual cheating, where one writer presents the work of another as if it were his/her own (either intentionally or accidentally)”.

You can be accused of plagiarism if:

- you use the work of another/others as if it were your own
- you do not cite the source of the information.

“Plagiarism occurs not only when you take direct quotations from a source without specific acknowledgement but also when you do not acknowledge original ideas or data from the source.” To learn more about plagiarism, e.g. types of plagiarism, why people plagiarise, ways to avoid plagiarism, and penalties for plagiarism, go to:

<http://oil.otago.ac.nz/oil/module1/Use-information/Cite-and-reference-your-information/Plagiarism.html>

Presentation of Assignments

Course assignments will be a significant part of your work in many courses. You may find that you learn more by doing than from listening or watching. The major value of the project is that it provides you with an opportunity to apply the principles you have learned during lectures. In addition, you will gain valuable experience in the acquisition of information, logical and critical thinking, methodical organisation of material, and clear, concise writing which goes into a research report or essay assignment.

IT IS ESSENTIAL THAT YOU KEEP A COPY OF MAJOR ASSIGNMENTS HANDED IN FOR MARKING

General Tips

1. Present your assignment in the form required by the lecturer. You may need to submit two copies if you want a copy returned. Please check before handing in.
2. Plan your assignment early and consult your lecturer or tutor concerning its suitability and sources of information rather than go off on the wrong track.
3. Start your literature review early and keep full publication details and perhaps abstracts of all useful references.
4. Be aware of the due dates for all your assignments and allow time to submit them before the deadlines. It is a good idea to write a first draft and think about it for a week before completing the final copy.

General Form

1. The paper should be typed 12 font (double spaced) on one side of A4 paper only.
2. Leave a sufficient margin on the paper for comments by the marker. Allow for stapling.
3. Number all pages sequentially with Arabic numerals (1, 2...) at the top right-hand corner of the page.

4. Have a cover page showing the title of the paper, your name, the subject for which the paper is being submitted, and the due date of the paper. State the number of words also, if required. A contents page may be useful in a long paper where many sub-headings are used.
5. Cite all sources of evidence for factual statements, of information from the work of other authors, and of direct quotations. Cite the reference in the essay itself, and give full publication details in your reference list or bibliography.
6. Convey your meaning in simple, direct language as concisely as possible. Slang, text language and colloquialisms are neither appropriate nor precise forms of language and should not be used. At this level, there should be a minimum of errors in grammar, sentence construction or spelling. Careful proof reading of your work after it is finished is essential.
7. Use headings and sub-headings to make the structure of your paper clear. Break your discussion up into manageable units. Appropriate paragraphing is important as it enables you to organise your material logically and the reader to follow the unfolding argument.

Notes on Writing Essays and Seminar Papers

Guidelines for Essay Writing can be found on the Student Learning Centre “Online Study Skills” website: <http://hedc.otago.ac.nz/hedc/sld.html>

BPhEd Papers

HUBS 191	Human Body Systems I (S1)
HUBS 192	Human Body Systems II (S2)
STAT 110	Statistical Methods (S1)
PHSE 101	Sociocultural Foundations of Physical Education (S1)
PHSE 102	Biophysical Foundations of Human Movement (S2)
PHSE 103	Movement Education: Dance and Gymnastics (F/yr)
PHSE 104	Applied Physical Experiences (S2)
PHSE 115	Fundamentals of Dance (S1)
PHSE 116	Elements of Dance (S2)
PHSE 202	Movement Analysis and Control (S2)
PHSE 203	Exercise Physiology (S1)
PHSE 204	History of Sport (S2)
PHSE 205	Psychology of Sport (S1)
PHSE 206	Sociology of Sport (S2)
PHSE 231	Applied Theory and Practice 2A (F/yr)
PHSE 232	Applied Theory and Practice 2B (F/yr)
HUNT 232	Sports Nutrition (S1)
PHSE 235	Contemporary Dance (S1)
ANAT 250	Functional Anatomy (S1)
PHSE 301	Exercise Metabolism (S1)
PHSE 302	Movement and Performance Analysis in Sport (S1)
PHSE 303	Biomechanics of Sports Injury (S1)
PHSE 304	Motor Control (S2)
PHSE 305	Lifespan Human Development (S1)
PHSE 306	Developmental Motor Disorders (S2)
PHSE 310	Athletic Injuries (Not offered in 2012)
PHSE 311	Medical Aspects of Exercise and Physical Activity (S1)
PHSE 312	Prescription of Physical Activity and Exercise (S1)
PHSE 313	Exercise Prescription Practicum (F/yr)
PHSE 314	Athletic Training and Conditioning (S2)
PHSE 315	Physical Activity and Health (Not offered in 2012)
PHSE 320	Akoranga Whakakori: Māori Physical Activity & Health (S2)
PHSE 322	Teaching Physical Education and Health (S2)
PHSE 323	Issues in Physical Education and Health (S2)
PHSE 324	Theoretical Perspectives on PE and Health (Not offered in 2012)
PHSE 325	Dance and the Community (S2)

PHSE 326	Dance Education (S1)
PHSE 327	Adventure Education (S1)
PHSE 328	Teaching and Learning in the Outdoors (Not offered in 2012)
PHSE 329	Sports Technology (S2)
PHSE 330	Sports Coaching (S1)
PHSE 331	Coaching Junior Athletes (Not offered in 2012)
PHSE 333	Leisure Dimensions (Not offered in 2012)
PHSE 334	Advanced Sport Psychology (S1)
PHSE 335	Applied Sport Psychology (S2)
PHSE 336	Exercise Psychology (S2)
PHSE 337	Body, Culture and Society (S2)
PHSE 338	Advanced Sociology of Sport (S1)
PHSE 339	Sport Governance and Administration (S1)
PHSE 340	Sport Management and Strategy (S1)
PHSE 380	Independent Study (Each Semester)
PHSE 391	Research Design and Analysis (F/yr)
PHSE 401	Advanced Exercise Physiology (S2)
PHSE 402	Disability Case Study Research (first or second semester)
PHSE 414	Dance Education Philosophy (May not be offered in 2012)
PHSE 415	Research and Issues in Outdoor Education (Not offered in 2012)
PHSE 416	Adventure, Environment and Society (S2)
PHSE 422	Sport and Leisure Policy (S2)
PHSE 423	Sport, Leisure and Social Theory (Not offered in 2012)
PHSE 424	Sport, Media and Culture (S2)
PHSE 425	Sport Management Practicum (F/yr)
PHSE 426	Coaching Practice and Research (Not offered in 2012)
PHSE 427/8	Topics in Advanced Physical Education
PHSE 430	Critical Aspects of Sport Management (Not offered in 2012)
PHSE 435	Dance and the Community (S2)
PHSE 436	Dance Education (S1)
PHSE 471	Research Seminar (S1)
PHSE 480	Research Project (F/yr)
PHSE 491	Dissertation (F/yr)
PHSE 495	Master's Thesis Preparation (F/yr)