



THE CATHOLIC INSTITUTE
OF AOTEAROA NEW ZEALAND
Te Pūtahi Katorika ki Aotearoa

**DISTANCE
EDUCATION
STUDENT
MANUAL
2018**

Contents

Address	2
Staff	2
Tutors and Courses	3
Timetable 2018	5
Assessment task due dates	5
General information	6
Entry requirements	6
Assessment requirements	6
Provision for assessment in Te Reo Māori and Tikanga Māori	6
Policies and procedures	6
Reassessment/ extensions/ moderation	6
Interest students.....	7
Evaluation	7
Study concerns.....	7
Scholarships	7
Students with disabilities	7
Students with English as a second language	7
Records	7
Privacy information.....	7
Who to contact	8
Studying by distance	9
How to begin.....	9
Course reader and module book	9
Journal.....	9
Timetable	9
Keeping track	9
Coping with deadlines.....	10
Study techniques.....	10
Writing guidelines	11
Referencing guidelines.....	11



**The Catholic Institute
of Aotearoa New Zealand
Te Pūtahi Katorika ki Aotearoa**

Address

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Tutors and Courses

Please note that 4 500 level courses are Online through Canvas: SC501, TH501, SC502, TH502

Code	Course Title	Tutors
PM502 PMH102/PMP102/YM102 PM504 PE101/PMH103/PMP1	Spirituality for Ministry Intro to Spirituality for (Hospital, Prison or Youth) Pastoral Ministry Praxis Experience in Ministry/Pastoral Care for Sick/Prison	Kilian de Lacy P O Box 1036, Levin 5440 Phone: (06) 367 0474 Email: kilianv@xtra.co.nz
PM503 PM101	Mission and Ministry Church and Ministry	Prof Anne Tuohy & Dr Maya Bernardo The Catholic Institute PO Box 12243, Wellington 6144 Phone: (04) 819 8387; (04) 819 8387 Email: a.tuohy@tci.ac.nz ; m.bernardo@tci.ac.nz
PM505 YM101	Catholic Youth Ministry Catholic Youth Ministry	Kathleen Field Palmerston North Diocesan Centre Private Bag 11012, Manawatu Mail Ctr Phone: (06)350 3824 Email: kfield@pndioocese.org.nz
PM631 LDPM331 LDPM334 PM632	Leadership and Ministry Leadership and Ministry Pastoral Leadership in Synthesis Skills for Pastoral Leadership	Dr Maya Bernardo The Catholic Institute PO Box 12243, Wellington 6144 Phone: (04) 819 8387 Email: m.bernardo@tci.ac.nz
RE501 RE101	Religious Education Today Introduction to Religious Education	Lyn Smith The Catholic Institute Private Bag 47904, Ponsonby Auckland 1144 Phone: (09) 378 7340 ext 701 Email: l.smith@tci.ac.nz
SC501 SC101 SC502 SC102 TH501 TH101	Understanding the Old Testament Introduction to the Old Testament Interpreting the New Testament Introduction to the New Testament What Catholics Believe? Introduction to Catholicism	Dr Christopher Longhurst The Catholic Institute The Catholic Centre PO Box 1937 Wellington 6140 Phone: (04) 496 1724 Email: c.longhurst@tci.ac.nz
TH503 TH103 TH602 TH202/RE200	Church and Sacraments History of the Sacraments The Person and Work of Jesus Christ An Introduction to Christology	Prof Anne Tuohy The Catholic Institute PO Box 12243, Wellington 6144 Phone: (04) 819 8383 Email: a.tuohy@tci.ac.nz

TH603 TH203	Renewing Church Understanding Church	Gary Finlay 105 Tannadyce St, Strathmore Park Wellington 6022 Phone: (04) 388 2020 Email: ragnif@gmail.com
TH611 Th211	Catholic Social Teaching II Catholic Social Teaching II	Catherine Gibbs The Catholic Institute PO Box 12243, Wellington 6144 Email: c.gibbs@tci.ac.nz
TH631 TH231 RE502 RE101	Catholic Spiritual Tradition Catholic Spiritual Tradition Spirituality for Teachers Introduction to Spirituality for Teachers	Jeanette Atabelo 6A Ti Nana Crescent Henderson, Auckland, 0610 Phone: 022 405 6781 jen.atabelo@gmail.com
TH633 LDPM333 TH505 TH110	Values and Ethics in Leadership Values and Ethics in Pastoral Leadership Issues in Christian Ethics Introduction to Christian Ministry	Dr John Kleinsman The Nathaniel Centre PO Box 12243 Wellington 6144 Phone (04) 499 2251 jkleinsman@nathaniel.org.nz
TH336	Sacraments of the Church	Rev Patrick Bridgman The Catholic Centre PO Box 1937 Wellington 6140 Office: (04) 496 1728 Parish:(04) 566 3088 Email: p.bridgman@wn.catholic.org.nz
SC610 SC210	The Pentateuch The Pentateuch	TBA
SC606 SC206/RE200	The Synoptic Gospels (level 200 RE) The Synoptic Gospels	TBA
SC603 SC203	Gospel of Luke/Acts Gospel of Luke/Acts	TBA

Timetable 2018

SEMESTER 1		SEMESTER 2	
19 February	Semester 1 begins	09 July	Semester 2 begins
05 March	No late enrolments after this date	23 July	No late enrolments after this date
09 March	First journal submission due	27 July	First journal submission due
19 March	Last date for withdrawal from course	06 August	Last date for withdrawal from course
29 March	Second journal submission due	17 August	Second journal submission due
20 April	Third journal submission due	07 September	Third journal submission due
18 May	Assessment tasks due	05 October	Assessment tasks due
25 May	Course evaluation due	12 October	Course evaluation due
08 June	Semester ends	26 October	Semester ends

Assessment task due dates

18 May 2018

05 October 2018

for students in the first semester

for students in the second semester

General information

It is important that you read this *Distance Education Student Manual* in conjunction with the *Student Manual* for policies procedures, forms, etc. Both manuals are available at www.tci.ac.nz. Please contact the registrar if you would like a hard copy.

Entry requirements

There is open entry for most of TCI qualifications. Note that for the Certificate in Catechetical Studies you must be enrolled in a College of Education. There are very few requisites and pre-requisites. For details refer to the course structure and course descriptors in the *Prospectus*. Ideally you should begin with 100 level courses before attempting 200 level courses. For the Certificate in Catholic Youth Ministry, YM101, YM102, TH101 and either SC101 or SC102 must be completed before undertaking YM103. The equivalent pre-requisites also apply to the Certificates in Pastoral Ministry (Prison) and (Hospital).

Assessment requirements

You need to demonstrate competence in each course by completing and submitting assessment tasks. Each course receives one of the following grades:

A+ 85+	A 80 – 84	A– 75 – 79	B+ 70 – 74	B 65 – 69
B– 60 – 64	C+ 55 – 59	C 50 – 54	D 40 – 49	E 0 – 40

A total pass mark of at least 50% is required for course completion.

Please email your completed assessment tasks with the cover sheet to your tutor (pp. 2-4) by the due date (p. 4). Please keep a copy of your work. Your tutor will acknowledge that your work has arrived. Please see pp. 10-11 for information about written assessment tasks.

Provision for assessment in Te Reo Māori and Tikanga Māori

You may submit your assessment tasks in Te Reo Māori. Please inform your tutor at the beginning of the course so that the necessary arrangements may be made.

Policies and procedures

TCI has many policies and procedures. You may request these at any time from the academic director. Some are included in the *Prospectus*, Application and Enrolment package and all are in the *Student Manual* on the website www.tci.ac.nz

Reassessment/ extensions/ moderation

Please ask your tutor. All the policies and procedures about them are on the website.

Interest students

TCI encourages students to complete qualifications. However, if you want to enrol in a course for personal development completing the assessment tasks is optional. The course will not be credited towards any qualification.

Evaluation

Please complete the evaluation form by the timetabled date. You will be sent a link to click close to the time. If you do not have internet access, you will be mailed a form for completion. Please post it to: TCI Evaluations, PO Box 12243, Wellington 6144. Evaluation is crucial to our on-going improvement. TCI also needs to report to various government agencies including the Tertiary Education Commission and the New Zealand Qualifications Authority. Your tutor will not see any evaluations until all marked assessment tasks have been returned.

Study concerns

From time to time you may feel concerned about your progress. If you have any questions or issues about the course, please contact your tutor or the coordinator.

Scholarships

TCI is committed to keeping fees reasonable and to increasing the participation of Māori and Pasifika students. There are several scholarships designated for these students. Please contact Susan Wilson for further information.

Students with disabilities

If you have a disability and forgot to put it on your enrolment form, please contact your tutor to find out what extra help may be available.

Students with English as a second language

Please contact your tutor to find out what help is available.

Records

Your academic record is held by TCI. You may view your own academic record on request. You will receive a transcript of your record at graduation or at the completion of the qualification. You may also request one at any time from the registrar.

Privacy information

TCI may not give out information about you without your permission. Information about the disclosure of information to government bodies can be found in the enrolment package. There are policies and procedures on privacy principles on the website.

Who to contact

I have changed my name or address	Registrar
I need to change the courses I'm enrolled in	Registrar
I don't think I can do the next course I'm enrolled in	Registrar
I want to know if my journal/assessment task was received	Tutor
I think I have missed a deadline	Tutor
I don't understand the assessment tasks	Tutor
I think my grade is incorrect	Tutor
I think I should withdraw	Tutor
I am going to withdraw	Registrar
I am having trouble keeping up with the work	Tutor
I want to know the entry requirements and course information for another programme of study I am interested in	Look in the <i>Prospectus</i> or on the website or contact the Head of Student & Business Support (HSBS)
Due to unforeseen circumstances, I cannot complete part of the assessment tasks	Tutor
I want to make a complaint	Tutor first, then HSBS if not resolved. See also the complaints policy
I want a copy of a policy not in the Prospectus	Website or HSBS
I want to know if my TCI diploma can be credited to a theology degree	HSBS
I want to know if TCI will award me credit for relevant prior learning/current competency	HSBS
I'm a teacher in a Catholic school and want to know about credit hours and Catholic Schools' certification	Diocesan RE Consultants
I want a copy of my transcript	Registrar
I want to apply for a scholarship	HSBS
I've failed my assessment task and I want to resubmit my work	Tutor
I want to know about fees	HSBS
I can't see the tutor's comments on my work	Tutor
I want to know about privacy issues/my records	Registrar
I want to see all my records	Registrar
I want to do more than one course per semester	Distance Education Coordinator
I'm confused about how long my answers to the journal questions should be	Tutor
My tutor hasn't acknowledged receiving my work	Tutor first, then the Distance Education Coordinator
My tutor hasn't returned my journal within the suggested timeframe	Distance Education Coordinator

Studying by distance

How to begin

Begin by reading the course description at the front of your *Module Book* to see what the course is about. Look, too, at the assessment task(s) and the marking schedule to get a general idea of the end of the journey. You will see that your *Module Book* consists of six modules (nine for courses at the 300 level), each divided into about five to eight sections

Course reader and module book

Run your eye over the index page of your *Course Reader* to get a sense of the material you will be reading throughout the course. Note that it, too, is divided into modules. At the end of each section of each module in your *Module Book* you are asked to read various articles found in the *Course Reader* before moving on to the next section.

Journal

At the end of each module there are some questions to answer (usually four). **THESE ANSWERS ARE A COMPULSORY PART OF THE COURSE.** Generally, one or two well thought-out paragraphs are enough to answer each question. Type your answers in a WORD document to the questions for first two modules (three for 300 level courses) and email it as an attachment to your tutor. This is journal one. (You may handwrite and post your work if necessary.) Your tutor will try to acknowledge emailed work within 24 hours. If you do not hear from your tutor and are worried that your work has been lost, contact your tutor first and, if necessary, the coordinator. Please make sure your name is on your work as sometimes email addresses differ greatly from actual names.

Timetable

Look at the timetable on page five or on the calendar on the website www.tci.ac.nz to see when your journal is due. You may find it helpful to copy these dates into your own electronic calendar. Generally, you will have three weeks to complete each journal. Contact your tutor if you need more time.

In most cases your tutor will use TRACK CHANGES or TRACKING to comment on your work and send it back to you within a couple of days. To read the comments, open the attachment. Then make sure your TRACK CHANGES or TRACKING facility is turned on.

Repeat the journal process to work through the next set of modules and submit journal two. Journal three consists of the answers to questions at the end of the last two (three) modules.

Your tutor does **not** assess your journal but its completion is a course requirement. It is the equivalent of being physically present in a classroom. Its purpose is to help you achieve the learning outcomes through formative assessment and tutor feedback.

Keeping track

You may find it helpful to set up a distance education folder in your email Inbox. That way you can keep track of the various messages about your study.

Coping with deadlines

As someone who perhaps has a fulltime job, family responsibilities and many other commitments, you may find that you are really behind with your study and want to give up. Don't panic! Instead, break your work up into small, manageable steps and send it to your tutor as you complete each question. This will help you feel as if you're making progress and achieving something.

Study techniques

Adapted from the *Study Guide* published by the University of Otago, Department of Theology and Religious Studies.

How to Read

When it comes to textbooks, there is a technique involved in coming to grips with a lot of new material in a relatively short time. The reading formula is: SIRE

S	Skim the chapter
I	Inquire
R	Read
E	Estimate

Skim the chapter. Turn first to the final page of the chapter, or journal article. It is here that the author often offers a summary of the chapter, or in the final paragraph he or she reviews the argument. Now look through the opening paragraph. How is the author going to tackle the subject? Next, quickly skim or scan the rest of the chapter, look out for sub-headings, illustrations or diagrams. What you are looking for is the main idea that will unlock the essential points of the article or chapter. Do this initial step as quickly as you can (3-4 minutes).

Inquire. Skimming should give you a general idea of what the chapter is about. Turn this main idea into a question. Write down this question so that you can keep it in mind as you begin the next step. This helps you to maintain focus.

Read. Push yourself as you begin to read through the chapter in detail, i.e., read faster than what is initially comfortable. You may want to underline or highlight the significant details. However, you must not mark any library/textbooks belonging to TCI. Just note the page number in a notebook with a detail beside it as to why it is important. If you don't do this, by the end of the chapter you may have forgotten where to find these points.

Estimate. Once you have read the chapter and noted the main idea and significant details, consider what you have learned. Did it answer the question you posed? Did it elaborate on the main idea and offer alternative viewpoints? This is the time when you can argue with the author and do comparisons and contrasts with other authors on the subject. It often helps at the end of estimate to skim read the chapter again and make sure you haven't omitted any important points.

Writing guidelines

NB Authenticity of assignments is of the utmost importance. Students must ensure that all assignments are their own. There must no copying and plagiarism is not allowed. Students will be asked to sign a cover sheet/authenticity form when they hand in their assignments

Read through the following guidelines before beginning to write. (See also <http://owll.massey.ac.nz/main/academic-writing.php>)

- Ensure that you **understand** what the assessment task requires. Ask your tutor for help if necessary.
- Keep to the **length** specified. Only 10% more or less than this length is acceptable.
- Look at the **marking criteria** to see how marks are allocated and use this information to plan how you will research and set out your assessment task.
- Attach the **cover sheet** which will be emailed to you, to the front of your work.
- Your **introduction** is crucial. In it you should indicate your understanding of the topic and the general way you propose to treat it. This means that you need to give a general statement about what you will be writing and where your arguments will take you. In other words, the marker should know what to expect in the **body** of your work.
- Use **paragraphs** in the body. Usually each paragraph should have one main point, idea or argument. These points/ideas, etc., need to be in logical order, each one representing a stage in the development of your work.
- **Link** paragraphs to ensure continuity and coherence. For example, you may finish one paragraph by writing: 'The next part of the essay will discuss McFadyyn's (1990) explanation about what it means to be Catholic.' Or, at the beginning of a new paragraph, you can say: 'After McFadyyn's (1990) explanation of what it means to be Catholic, I will now explore how I can apply this understanding to my everyday life.'
- **Write simply**. Do not use jargon. Avoid overlong sentences and repetition of words and ideas. Your **conclusion** should give a brief summary of the major points in your essay and should not include new information. You may want to give some recommendations, or suggest some new ways of looking at an issue.
- It is important that you read **published authors** to find out information required for your essay. You should not copy from a book or an article as if the ideas were your own. This is called **plagiarism**.
- Always acknowledge the sources you have used. This is called **referencing**. If you cannot cite the source, then you must not use it.

Referencing guidelines

TCI uses the American Psychological Association (APA) system of citing and referencing the various sources you have used in your assessment tasks, i.e., books, articles, electronic resources, etc. (See the *Student Manual* for guidelines.) The process may seem onerous and tedious but every punctuation mark used is very important. You will also find very helpful guidelines at <http://owll.massey.ac.nz/main/referencing.php>.

Basically, there are two types of acknowledgement: **in text** and in the **reference list** at the end of your work.

In text citations

These identify the author, publication date and page of the ideas you have used in your work. For example, you may have read something in an article by Francis Brown on the use of silence within the liturgy and want to paraphrase it. You would write it like this:

According to Brown (2008, p. 9) there are four main reasons for silence during the normal Sunday liturgy...

Here is an example of what to do if you want to use the exact words of an author:

Unfortunately some liturgy committees seem to fear silence. Silence is an essential aspect of liturgical prayer. However, it is poorly understood. It is not a time for those present to engage in private devotion un-distracted by the liturgical action. Rather silence enables the gathered community to be brought more completely into the mystery of Christ's presence. (Brown, 1998, p. 89)

Note that, because it is a long quote (more than three lines), it is indented, does not have quotation marks and ends with a full stop followed by the bracketed details.

For a short quote, you use quotation marks around the actual quote and include it as you would a paraphrase. For example: Brown (2008) argues that 'silence is essential for full engagement in any liturgy' (p. 35).

Note that you put the page number at the end of the quote in brackets and that the full stop comes after the bracketed number.

Reference list

This is a list (titled References) of all sources cited in your assessment task. The list must be on a separate page at the end of your work. It is in alphabetical order and contains the complete publication details of all of the sources.

The bibliography at the end of your *Module Book* has examples of full publication details. For example:

- Bowe, B. E. (2003). *Biblical foundations of spirituality: Touching a finger to the flame*. Lanham, Maryland: Rowman & Littlefield Publishers Inc.
- Bryant, K. (2002). Called to holiness in baptism. In *All for love: A discernment journal* (pp. 40-44). Little River, South Carolina: NCDVD.
- Cody, P. (2004). *Seeds of the word: Nga kakano o te kupu*. Wellington: Steele Roberts.
- Conn, J. W. (1987). Spirituality. In J. Komanchak, M. Collins & D. Lane (Eds.), *The new dictionary of theology* (pp. 972-981). Dublin: Gill & Macmillan.
- New Zealand Bishop's Conference. (1997). A guide to gender inclusive language in the Catholic Church. Retrieved from <http://www.catholic.org.nz/news/fx-view-article.cfm?ctype=BSART&loadref=51&id=113>