

960-LH Master of Education (Language Intervention and Hearing Impairment)

Year and Campus:	2008																													
Fees Information:	Subject EFTSL, Level, Discipline & Census Date, http://enrolment.unimelb.edu.au/fees																													
Level:	Graduate/Postgraduate																													
Duration & Credit Points:																														
Contact:	Education Student Centre																													
Course Overview:	<p>This course is designed around the Victorian Institute of Teaching requirements for course accreditation and registration of teachers in specialist areas. Since the Victorian Institute of Teaching's requirements are aligned with those in other states in Australia, students completing this course will be eligible to apply for registration interstate. The courses also are designed along the recommendations of the Council on Exceptional Children in the USA.</p> <p>Please note that this course will not provide you with registration to teach in Australia.</p>																													
Objectives:	<p>Students completing the Master of Education (Language Intervention and Hearing Impairment) should be able to:</p> <ul style="list-style-type: none"> # Have knowledge of current thinking and research in either language intervention or education of the hearing impaired; # Be stimulated to think critically and analytically about issues and ideas; # Be encouraged to think critically and creatively about their teaching; # Have the opportunity to explore the relevance and application of new ideas to their professional practice; # Engage in problem solving both independently and as a member of a team; # Think critically about their own assumptions and evaluate their own ideas; # Demonstrate broad writing and communication skills; # Have an ongoing and deepening commitment to the study and practice of education. 																													
Subject Options:	<table border="1"> <thead> <tr> <th>Subject</th> <th>Study Period Commencement:</th> <th>Credit Points:</th> </tr> </thead> <tbody> <tr> <td>460-713 Information Processing and Perception</td> <td>Semester 1</td> <td>12.50</td> </tr> <tr> <td>460-714 Early Language and Literacy Development</td> <td>Semester 1</td> <td>12.50</td> </tr> <tr> <td>460-715 Language & Literacy Intervention 1</td> <td>Semester 2</td> <td>12.50</td> </tr> <tr> <td>460-716 Language & Literacy Intervention 2</td> <td>Semester 2</td> <td>12.50</td> </tr> <tr> <td>460-614 Inclusion and Child/Family Interventions</td> <td>Semester 2</td> <td>12.50</td> </tr> <tr> <td>472-639 Family-Professional Partnerships</td> <td>Semester 1</td> <td>12.50</td> </tr> <tr> <td>460-717 Professional Practice 1 (LI&HI)</td> <td>Semester 1</td> <td>12.50</td> </tr> <tr> <td>460-718 Professional Practice 2 (LI&HI)</td> <td>Semester 2</td> <td>12.50</td> </tr> </tbody> </table>			Subject	Study Period Commencement:	Credit Points:	460-713 Information Processing and Perception	Semester 1	12.50	460-714 Early Language and Literacy Development	Semester 1	12.50	460-715 Language & Literacy Intervention 1	Semester 2	12.50	460-716 Language & Literacy Intervention 2	Semester 2	12.50	460-614 Inclusion and Child/Family Interventions	Semester 2	12.50	472-639 Family-Professional Partnerships	Semester 1	12.50	460-717 Professional Practice 1 (LI&HI)	Semester 1	12.50	460-718 Professional Practice 2 (LI&HI)	Semester 2	12.50
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Entry Requirements:	<p>An applicant may be eligible for entry into the Master of Education (Language Intervention and Hearing Impairment) if they have:</p> <ul style="list-style-type: none"> # Completed an approved degree and an approved teaching qualification or equivalent; or # Completed an approved four year teaching degree or equivalent; # or completed an approved equivalent qualification which is recognised by the faculty as adequate preparation for the course and has a record of professional or teaching experience in a field and at a level acceptable to the faculty. 																													

Core Participation Requirements:

For the purposes of considering request for Reasonable Adjustments under the Disability Standards for Education (Cwth 2005), and Student Support and Engagement Policy, academic requirements for this subject are articulated in the Subject Overview, Learning Outcomes, Assessment and Generic Skills sections of this entry.

It is University policy to take all reasonable steps to minimise the impact of disability upon academic study, and reasonable adjustments will be made to enhance a student's participation in the University's programs. Students who feel their disability may impact on meeting the requirements of this subject are encouraged to discuss this matter with a Faculty Student Adviser and Student Equity and Disability Support: <http://services.unimelb.edu.au/disability>