

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

<b>Year and Campus:</b>	2011 - Parkville																													
<b>Fees Information:</b>	Subject EFTSL, Level, Discipline & Census Date, <a href="http://enrolment.unimelb.edu.au/fees">http://enrolment.unimelb.edu.au/fees</a>																													
<b>Level:</b>	Graduate/Postgraduate																													
<b>Duration &amp; Credit Points:</b>	100 credit points taken over 12 months full time. This course is available as full or part time.																													
<b>Coordinator:</b>	Dr Linda Byrnes																													
<b>Contact:</b>	Education Student Centre Level 2 Alice Hoy Building																													
<b>Course Overview:</b>	<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>																													
<b>Objectives:</b>	<p>Students completing the Master of Education (Language Intervention and Hearing Impairment) should be able to:</p> <ul style="list-style-type: none"> <li># Have knowledge of current thinking and research in either language intervention or education of the hearing impaired;</li> <li># Be stimulated to think critically and analytically about issues and ideas;</li> <li># Be encouraged to think critically and creatively about their teaching;</li> <li># Have the opportunity to explore the relevance and application of new ideas to their professional practice;</li> <li># Engage in problem solving both independently and as a member of a team;</li> <li># Think critically about their own assumptions and evaluate their own ideas;</li> <li># Demonstrate broad writing and communication skills;</li> <li># Have an ongoing and deepening commitment to the study and practice of education.</li> </ul>																													
<b>Course Structure &amp; Available Subjects:</b>	<p>Attendance at all classes (tutorial/seminars/practical classes/lectures/labs) is obligatory. Failure to attend 80% of classes will normally result in failure in the subject.</p> <p>Students undertake 8 core subjects</p>																													
<b>Subject Options:</b>	<table border="1"> <thead> <tr> <th>Subject</th> <th>Study Period Commencement:</th> <th>Credit Points:</th> </tr> </thead> <tbody> <tr> <td>EDUC90505 Information Processing and Perception</td> <td>April</td> <td>12.50</td> </tr> <tr> <td>EDUC90506 Early Language and Literacy Development</td> <td>Not offered 2011</td> <td>12.50</td> </tr> <tr> <td>EDUC90507 Language &amp; Literacy Intervention 1</td> <td>July</td> <td>12.50</td> </tr> <tr> <td>EDUC90508 Language &amp; Literacy Intervention 2</td> <td>Not offered 2011</td> <td>12.50</td> </tr> <tr> <td>EDUC90348 Inclusion and Child/Family Interventions</td> <td>July</td> <td>12.50</td> </tr> <tr> <td>EDUC90264 Family-Professional Partnerships</td> <td>March</td> <td>12.50</td> </tr> <tr> <td>EDUC90509 Professional Practice 1 (LI&amp;HI)</td> <td>February</td> <td>12.50</td> </tr> <tr> <td>EDUC90510 Professional Practice 2 (LI&amp;HI)</td> <td>October</td> <td>12.50</td> </tr> </tbody> </table>			Subject	Study Period Commencement:	Credit Points:	EDUC90505 Information Processing and Perception	April	12.50	EDUC90506 Early Language and Literacy Development	Not offered 2011	12.50	EDUC90507 Language & Literacy Intervention 1	July	12.50	EDUC90508 Language & Literacy Intervention 2	Not offered 2011	12.50	EDUC90348 Inclusion and Child/Family Interventions	July	12.50	EDUC90264 Family-Professional Partnerships	March	12.50	EDUC90509 Professional Practice 1 (LI&HI)	February	12.50	EDUC90510 Professional Practice 2 (LI&HI)	October	12.50
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Students enrolled in the Master of Education (Language Intervention and Hearing Impairment) who do not wish to obtain, or are not eligible to apply for VIT registration, may enrol in a minor project study in place of the practicum subjects. Please note that by choosing to undertake a minor project, students will not be eligible for VIT registration.

Students will replace subjects EDUC90509 and EDUC90510 with:

Subject	Study Period Commencement:	Credit Points:
EDUC90335 Minor Project in Education	Summer Term, Semester 1, Semester 2	12.50
EDUC90334 Minor Project in Education 2	Summer Term, Semester 1, Semester 2	12.50

**Entry Requirements:**

An applicant may be eligible for entry into the Master of Education (Language Intervention and Hearing Impairment) if they have:

- # 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:**

The Melbourne Graduate School of Education welcomes applications from students with disabilities. It is University and Graduate School policy to take reasonable steps to enable the participation of students with disabilities, and reasonable adjustments will be made to enhance a student's participation in the Graduate School's programs. The core participation requirements for study in the Melbourne Graduate School of Education are: In all courses The ability to comprehend complex information related to education and the disciplines in which the student is teaching. The ability to communicate clearly and independently in assessment tasks a knowledge of the content, principles and practices relating to education and other relevant disciplines. Behavioural and social attributes that enable a student to participate in a complex learning environment. Students are required to take responsibility for their own participation and learning. They also contribute to the learning of other students in collaborative learning environments, demonstrating interpersonal skills and an understanding of the needs of other students. Assessment may include the outcomes of tasks completed in collaboration with other students. In courses requiring students to undertake practicum placements The ability to undertake professional practice placements independently, including: a. the ability based on personal maturity to establish a professional relationship with students and interact with them appropriately; b. the ability to communicate to students the subject matter being taught with clarity and in a way that is age-sensitive; c. the ability to model literacy and numeracy skills independently for students and in all their interactions meet community expectations of the literacy and numeracy skills teachers should have; d. the ability to demonstrate skilfully and safely activities required in particular discipline areas being taught (e.g. physical education activities, science laboratory techniques); e. the ability to create, monitor and maintain a safe physical environment, a stable and supportive psychological environment, and a productive learning environment in their classroom; f. the ability to establish effective relationships with all members of the school community, including colleagues, students, and caregivers; g. the ability based on mental and physical health to exercise sound judgment and respond promptly to the demands of classroom situations, and the personal resilience to cope and maintain their wellbeing under stress. Students who feel a disability will prevent them from meeting the above academic requirements are encouraged to contact the Disability Liaison Unit.

**Graduate Attributes:**

Not available

**Links to further information:**

[www.education.unimelb.edu.au](http://www.education.unimelb.edu.au)