

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

Year and Campus:	2015 - Parkville
CRICOS Code:	056817G
Fees Information:	Subject EFTSL, Level, Discipline & Census Date, http://enrolment.unimelb.edu.au/fees
Level:	Graduate/Postgraduate
Duration & Credit Points:	100 credit points taken over 12 months full time. This course is available as full or part time.
Coordinator:	Dr Linda Byrnes
Contact:	<p>Discontinued</p> <p>The last intake to this course was in 2014, from 2015 please refer to the <u>Master of Learning Intervention MC-LI</u> (../view/current/MC-LI) . Contact Us (https://enquiry.app.unimelb.edu.au/?cc=MGSE-ALL&fn=MGSE) Call: 13 MELB (13 6352)</p>
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 recognition interstate. The course is also designed along the recommendations of the Council on Exceptional Children in the USA.</p> <p>Information in this page relates to the Master of Education (LI&HI) 960LH course. Students who do not wish to obtain, or are not eligible to apply for VIT recognition should refer to the Master of Education (LI&HI) 960NH course: https://handbook.unimelb.edu.au/view/current/960-NH (../view/current/960-NH)</p> <p>Please note that this course will not provide you with registration to teach in Australia.</p> <p>This is a coursework classified course.</p>
Learning Outcomes:	<p>Knowledge</p> <p>Graduates of the Master of Education (Language Intervention and Hearing Impairment) will have:</p> <ul style="list-style-type: none"> # a body of knowledge that includes the understanding of recent developments in educating students with a hearing loss and those requiring language intervention; # knowledge of research principles and methods applicable to the field of educating students with a hearing loss and those requiring language intervention <p>Skills</p> <p>Graduates of the Master of Education (Language Intervention and Hearing Impairment) will have:</p> <ul style="list-style-type: none"> # cognitive skills to demonstrate mastery of theoretical knowledge and to reflect critically on theory and professional practice or scholarship # cognitive, technical and creative skills to investigate, analyse and synthesise complex information, problems, concepts and theories and to apply established theories to different bodies of knowledge or practice; # cognitive, technical and creative skills to generate and evaluate complex ideas and concepts at an abstract level # communication and technical research skills to justify and interpret theoretical propositions, methodologies, conclusions and professional decisions to specialist and non-specialist audiences # technical and communication skills to design, evaluate, implement, analyse, theorise about developments that contribute to professional practice or scholarship <p>Application of knowledge and skills</p> <p>Graduates of the Master of Education (Language Intervention and Hearing Impairment) will demonstrate the application of knowledge & skills:</p>

	<ul style="list-style-type: none"> # with creativity and initiative to new situations in professional practice and/or for further learning # with high level personal autonomy and accountability # to plan and execute a substantial research-based project, capstone experience and/or piece of scholarship 																																																									
Course Structure & Available Subjects:	Students undertake 8 core subjects																																																									
Subject Options:	<p>Full time enrolment taken over one year</p> <p>There are eight compulsory subjects:</p> <table border="1"> <thead> <tr> <th>Subject</th> <th>Study Period Commencement:</th> <th>Credit Points:</th> </tr> </thead> <tbody> <tr> <td>EDUC90756 Using Data To Build Learning Pathways</td> <td>March</td> <td>12.50</td> </tr> <tr> <td>EDUC90506 Language & Literacy Development</td> <td>Semester 1</td> <td>12.50</td> </tr> <tr> <td>EDUC90287 Promoting Positive Learning</td> <td>March</td> <td>12.50</td> </tr> <tr> <td>EDUC90505 Information Processing and Perception</td> <td>February</td> <td>12.50</td> </tr> <tr> <td>EDUC90509 Language/Deaf Education Internship 1</td> <td>July</td> <td>12.50</td> </tr> <tr> <td>EDUC90508 Language & Literacy Intervention</td> <td>June</td> <td>12.50</td> </tr> <tr> <td>EDUC90510 Language/Deaf Education Internship 2</td> <td>August</td> <td>12.50</td> </tr> <tr> <td>EDUC90507 Language & Literacy Intervention 1</td> <td>March, August</td> <td>12.50</td> </tr> </tbody> </table> <p>Part time enrolment taken over two years</p> <p>Year 1</p> <table border="1"> <thead> <tr> <th>Subject</th> <th>Study Period Commencement:</th> <th>Credit Points:</th> </tr> </thead> <tbody> <tr> <td>EDUC90506 Language & Literacy Development</td> <td>Semester 1</td> <td>12.50</td> </tr> <tr> <td>EDUC90505 Information Processing and Perception</td> <td>February</td> <td>12.50</td> </tr> <tr> <td>EDUC90508 Language & Literacy Intervention</td> <td>June</td> <td>12.50</td> </tr> <tr> <td>EDUC90509 Language/Deaf Education Internship 1</td> <td>July</td> <td>12.50</td> </tr> </tbody> </table> <p>Year 2</p> <table border="1"> <thead> <tr> <th>Subject</th> <th>Study Period Commencement:</th> <th>Credit Points:</th> </tr> </thead> <tbody> <tr> <td>EDUC90756 Using Data To Build Learning Pathways</td> <td>March</td> <td>12.50</td> </tr> <tr> <td>EDUC90287 Promoting Positive Learning</td> <td>March</td> <td>12.50</td> </tr> <tr> <td>EDUC90510 Language/Deaf Education Internship 2</td> <td>August</td> <td>12.50</td> </tr> <tr> <td>EDUC90507 Language & Literacy Intervention 1</td> <td>March, August</td> <td>12.50</td> </tr> </tbody> </table>	Subject	Study Period Commencement:	Credit Points:	EDUC90756 Using Data To Build Learning Pathways	March	12.50	EDUC90506 Language & Literacy Development	Semester 1	12.50	EDUC90287 Promoting Positive Learning	March	12.50	EDUC90505 Information Processing and Perception	February	12.50	EDUC90509 Language/Deaf Education Internship 1	July	12.50	EDUC90508 Language & Literacy Intervention	June	12.50	EDUC90510 Language/Deaf Education Internship 2	August	12.50	EDUC90507 Language & Literacy Intervention 1	March, August	12.50	Subject	Study Period Commencement:	Credit Points:	EDUC90506 Language & Literacy Development	Semester 1	12.50	EDUC90505 Information Processing and Perception	February	12.50	EDUC90508 Language & Literacy Intervention	June	12.50	EDUC90509 Language/Deaf Education Internship 1	July	12.50	Subject	Study Period Commencement:	Credit Points:	EDUC90756 Using Data To Build Learning Pathways	March	12.50	EDUC90287 Promoting Positive Learning	March	12.50	EDUC90510 Language/Deaf Education Internship 2	August	12.50	EDUC90507 Language & Literacy Intervention 1	March, August	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:	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.
Further Study:	Graduates from this program are eligible to apply for entry to the Doctor of Education program or a PhD after completion of a 50-point Postgraduate Certificate in Educational Research, provided they meet the entry requirements and subject to achievement of an H2A GPA. Please note also that graduates of an undergraduate Honours degree may already be eligible for doctoral studies, subject to the same entry and achievement requirements.
Professional Accreditation:	Graduates of this course will be recognised by the Victorian Institute of Teaching (VIT) as a Special Education (Hearing Impaired) teacher. Qualified teachers who complete this course can work as a teacher in an early intervention setting or special school, or as a specialist in a regular school.
Links to further information:	http://education.unimelb.edu.au/study_with_us/professional_development/course_list/language_Intervention_and_hearing_impairment