



NextSense Institute
Master of Disability Studies

2023 Student Handbook

Table of Contents

.....	1
Director's Welcome Message	1
NextSense Institute	2
Contact Information.....	3
Academic Studies	4
Continuing Professional Education	4
Research and Publication	4
NextSense Institute Postgraduate Programs	5
Master of Disability Studies	5
Education: Blindness/Low Vision Specialisation	5
Education: Deaf/Hard of Hearing Specialisation	5
Sensory Disability Specialisation	6
Application for admission to the course	6
Entry requirements.....	6
Professional Experience requirements	7
Braille and Auslan requirements	7
Unit Fees	7
Scholarship Requirements	7
Table 1: NextSense Institute - Unit availability/Timetable	8
Table 2: Units comprising the Master of Disability Studies	10
Recommended Study Patterns	12
Education: Deaf Hard of Hearing Specialisation – commencing in SESSION 1	12
Education: Deaf Hard of Hearing Specialisation – commencing in SESSION 2	13
Education: Blindness/Low Vision Specialisation – commencing in SESSION 1	14
Education: Blindness/Low Vision Specialisation – commencing in SESSION 2	15
Sensory Disability Specialisation – commencing in SESSION 1	16
Sensory Disability Specialisation – commencing in SESSION 2	17
Brief unit descriptions	18
SPED8909 Critical Reflection and Professional Experience for Practitioners in Sensory Disability	18
SPED8910 Critical Reflection and Professional Experience for Teachers in Sensory Disability	18
SPED8911 Inclusion and Professional Collaboration in Sensory Disability	20
SPED8912 Independent Project in Sensory Disability	20
SPED8913 Research in Sensory Disability	20
SPED8914 Perspectives in Disability	20
SPED8921 Orientation and Mobility Fundamentals	21
SPED8922 Educational Adjustments for Learners with Blindness/Low Vision	21
SPED8923 Literacy for Learners with Blindness/Low Vision	21

SPED8925 Technology in Blindness/Low Vision	22
SPED8926 Foundational Studies in Blindness/Low Vision	22
SPED8927 Advanced Studies in Blindness/Low Vision	22
SPED8931 Introduction to Educational Audiology	22
SPED8932 Perception and Production of Speech in Deaf Hard of Hearing Children.	23
SPED8933 Language and Literacy Learning in Deaf Hard of Hearing Children.....	23
SPED8934 Language and Literacy Interventions for Deaf Hard of Hearing Children.	23
SPED8935 Social Perspectives on Deafness and Deaf Education.....	23
General information	24
Online Conference and Practicum Attendance.....	24
Hurdle Requirements (Mandatory):	24
Auslan	24
Braille	24
Assessment Presentation and Submission Guidelines.....	25
Assignment extensions and late penalties	25
Special Consideration	26
Withdrawal without Penalty	26
Students with Disabilities	26
NextSense Institute Rydge Family Library	28
NextSense Institute Library Hours.....	28
NextSense Institute Library Borrowing	29
NextSense Institute Staff	30
Academic Staff and Research Interests	30
Adjunct Academic Staff.....	31
Professional Staff.....	32
Appendices	33
Appendix A: Important Dates – 2023.....	33
Appendix B: Auslan Basic Assessment Rubric.....	35
Appendix C: Confidential Registration for Access Services.....	37
Appendix D: Campus Map - NextSense.....	39
Appendix E: Important Links	40

This document has been optimised for electronic review. Content includes active hyperlinks.

You are reviewing 2023 Student Handbook: Version 28/11/2022. The most current version of the Handbook is located on the NextSense Institute website.



MACQUARIE
University



Director's Welcome Message

On behalf of NextSense Institute and Macquarie University I am delighted to welcome you as a student of both NextSense Institute and the University. I encourage you to explore this handbook and our website to find out more about NextSense Institute and its many strengths, including our:

- outstanding faculty and staff;
- innovative research that supports the role of the Institute as a leader in the field of education (both initial and continuing) for a wide range of professionals who work with children and adults with sensory disabilities; and
- strong partnerships with educational and other service providers that provide developmental, educational, therapeutic, and other support services for children and adults who have sensory disabilities.

At NextSense Institute we take great pride in producing well-prepared professionals who are ready to join national and international efforts in addressing the needs of children and adults with hearing and/or vision loss. Since we commenced our programs in 1994, students at NextSense Institute have come from every state in Australia and more than 13 other countries. Graduates of our programs can be found working in all those locations, and many more.

In partnership with Macquarie University, NextSense Institute is committed to continuous improvement and review in its provision of evidence-based learning opportunities for teachers and allied professionals serving people with a sensory disability, research in this same area, and professionally related community service. Our philosophy is that all individuals with disabilities have the right to access high quality evidence-based services to meet their educational, developmental, and related support needs.

Once again, I invite you to explore this handbook and our website to learn about the exceptional work occurring in the Institute and the broad range of learning opportunities that are available to you—whether that be as a graduate student, or as a participant in our Continuing Professional Education program. We are always happy to share information about what we do, and I invite you to visit us at any time, virtually or in person.

I wish you every success in pursuing your educational ambitions,

Professor Greg Leigh, AO, PhD, FACE

Director, NextSense Institute

NextSense Institute

NextSense Institute is Australia's preeminent centre for research and professional studies in the field of education and related service delivery for children with sensory disabilities. The Centre is administered by NextSense and is operated in affiliation with Macquarie University.

Situated in the grounds of the national headquarters of NextSense in North Rocks (NSW), among several schools and educational services, NextSense Institute offers students a unique opportunity for observation and practical experience.

All degrees offered at NextSense Institute are awards of Macquarie University. Students enrol through the University and must meet the University's criteria for admission and progression.

NextSense is a not-for-profit that provides dedicated, innovative, and customised services aimed at breaking down barriers for children, adults, and families of people with hearing or vision loss.

Macquarie University is a public research university based in Sydney, in the suburb of Macquarie Park. Founded in 1964, it was the third university to be established in the metropolitan area of Sydney and was named after Governor Lachlan Macquarie. Uniquely located in the heart of Australia's largest high-tech precinct, Macquarie brings together 40,000 students and 2000 staff on a campus that spans 126 hectares.

In collaboration with Macquarie University, NextSense Institute is committed to continuous improvement and review in its provision of evidence-based learning opportunities for teachers and allied health practitioners serving people with a sensory disability, research in this same area, and professionally related community service.

NextSense Institute's philosophy is that all individuals with disabilities have a right of access to appropriate and high-quality evidence-based education and allied health services.

Contact Information

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Email: student.enquiries@nextsense.org.au

Web: <https://www.nextsense.org.au/professional-development>



Dr Sue Silveira, Course Director
Phone: +61 477 202 129



Tanya Kysa, Graduate Studies Coordinator
Phone: +61 484 913 641

Academic Studies

NextSense Institute provides a range of postgraduate educational award options for professionals engaged, or seeking to engage, in serving people with a sensory disability. In particular, the Institute offers the Macquarie University award of Master of Disability Studies (MDisabilityStud).

Continuing Professional Education

In addition to university courses, NextSense Institute is committed to delivering high-quality continuing professional education — in-person and remotely — to meet the professional learning needs of educators, therapists, health professionals and families.

Research and Publication

NextSense Institute conducts research on a wide range of topics related to (re)habilitation and education of people with a sensory disability. Research infrastructure at the NextSense Institute includes a highly specialised modern library, which provides access to print and online resources, as well as access to all facilities at NextSense and Macquarie University. In addition, NextSense Institute's Ross Field Building houses purpose-built research suites for use by academics and higher degree research students.

Research projects fall into three broad categories:

1. Projects conducted by members of the academic staff (either individually or in collaboration with other researchers). Projects may be supported by existing research infrastructure as part of the NextSense commitment to the conduct of research in sensory disabilities. Alternatively, research may be funded through the University's internal grants schemes or through one of several external grant schemes (e.g. the Australian Research Council). Students are encouraged to familiarise themselves with the current research projects and research interests of staff within the Institute. This will be of particular importance for students seeking to continue studies in a higher degree by research.
2. Projects conducted by staff or research associates with philanthropic support from one of several sources including endowments, such as Japan-Australia Friendship Fund (JAFF).
3. Projects conducted by students undertaking research as part of their degree studies. These projects may be supported (to varying degrees) by existing research infrastructure.

NextSense Institute Postgraduate Programs

NextSense Institute offers a range of postgraduate programs including Master of Disability Studies (MDisabilityStud), Master of Research (MRes), and Doctor of Philosophy (PhD). All are awards of Macquarie University.

Studies in the Master of Disability Studies offer the opportunity to specialise in one of three areas - deaf/hard of hearing (DHH), blindness/low vision (BLV), or sensory disability (SD) - within a contemporary disability context. The program is available fully online asynchronously for part-time or full-time study. Table 1 on page 8 lists the units available to study through the Master of Disability Studies.

Master of Disability Studies

The Master of Disability Studies (MDisabilityStud) is a one year full-time (or equivalent part-time) degree program designed to meet the needs of a range of candidates including: qualified teachers who wish to obtain a qualification to teach students who have either hearing or vision loss; teachers already working in the sensory disability field who wish to upgrade their skills and qualifications; and a wide range of professionals seeking to complete studies in disability specifically in hearing or vision loss.

Education: Blindness/Low Vision Specialisation

Completion of the Master of Disability Studies (Education: Blindness/Low Vision specialisation), in addition to annual professional learning, will see graduates eligible for membership under the South Pacific Educators of Vision Impaired (SPEVI) category 'Qualified Specialist Teacher (VI) plus Professional Learning'. Members of SPEVI in this category may apply to be service providers under the National Disability Insurance Scheme (NDIS). Refer to the course structure at: [Education: Blindness/Low Vision](#)

Education: Deaf/Hard of Hearing Specialisation

Completion of the Master of Disability Studies (Education: Deaf/Hard of Hearing specialisation) will see graduates eligible for full membership of the National Association of Australian Teachers of the Deaf (NAATD). Members of NAATD in this category may apply to be service providers under the National Disability Insurance Scheme (NDIS).

Completion of the Deaf/Hard of Hearing specialisation provides the skills and knowledge to work in a range of educational roles inclusive of itinerant/advisory visiting teacher and regular school positions (consistent with the Graduate Statements in the Teacher of the Deaf Elaborations to the Australian Professional Standards for Teachers [APST]). Acquisition of the skills and knowledge that are needed to work in more specialised areas such as sign bilingual education or Auditory Verbal Practice will require additional professional development in those

contexts (consistent with Statements for additional stages of the Teacher of the Deaf Elaborations to the APST). Refer to the course structure at: [Education: Deaf and Hard of Hearing](#).

Sensory Disability Specialisation

Completion of the Sensory Disability specialisation will provide graduates with advanced knowledge in both hearing and vision loss within contemporary studies in disability, preparing students for roles that support the needs of children and adults with hearing and/or vision loss. It is suitable for a range of allied health and other professionals (such as youth, community and social workers, disability support workers/carers, and managers in disability organisations) who are seeking to complete studies in disability and specifically in hearing loss and blindness/low vision. Refer to the course structure at: [Sensory Disability](#)

Please note: The Sensory Disability specialisation will **not** qualify you as a specialist teacher.

Application for admission to the course

All NextSense Institute/Macquarie University students apply for admission online via the [Macquarie University website](#).

All prospective students are encouraged to consult with NextSense Institute staff to obtain unit selection and general advice before submitting their application.

Dr Sue Silveira Course Director
Ph: +61 477 202 129
Email: student.enquiries@nextsense.org.au

Tanya Kysa Graduate Studies Coordinator
Ph: +61 484 913 641
Email: student.enquiries@nextsense.org.au

Entry requirements

- AQF Level 7 qualification (Bachelor degree), or
- a recognised equivalent in a related field (education, psychology, speech and hearing, special education, disability studies, health sciences, allied health, or a related discipline), **and**
- a minimum of two years (full-time equivalent) work experience relevant to the chosen specialisation.

This degree is not an alternative to a pre-service postgraduate qualification in teaching (e.g. Diploma of Education or Master of Teaching) and will not qualify a graduate to be accredited with the NSW Institute of Teachers (or equivalent teacher accreditation bodies in other states) if you are not already qualified for such accreditation.

Professional Experience requirements

Prospective students who wish to seek employment as a teacher of the deaf or teacher of students who are blind or have low vision will need to complete a professional experience unit. Each State Teacher Registration Board has specific professional experience requirements. Students are responsible for ensuring that they meet the requirement for the state in which they seek registration as a teacher of the deaf or teacher of students who are blind or have low vision.

When planning for enrolment in the professional experience unit, students should be aware of the following:

- Planning should begin at least one session prior to the session of enrolment
- Observing study patterns relevant to the specialisation to ensure pre-requisites and hurdles are met
- The need to apply for a special waiver as part of enrolling
- The need to negotiate supervision at the professional experience location

Please contact the Professional Experience Coordinator, [Alison Hawkins-Bond](#), for additional information regarding professional experience.

Braille and Auslan requirements

To meet the Master of Disability Studies requirements, students must achieve a minimum level of proficiency in either Braille (for the Education: Blindness/Low Vision specialisation) or Auslan (for the Education: Deaf/Hard of Hearing specialisation). Students **must** complete Auslan/Braille **prior to enrolling in SEPD8910** Critical Reflection and Professional Experience for Teachers in Sensory Disability.

Unit Fees

Units undertaken for university credit carry the enrolment fee applicable to either Commonwealth supported or full-fee places at postgraduate level. Students should consult the [University website](#) for **estimated** fees. Should exact fees be required please contact [Macquarie University](#) directly.

Scholarship Requirements

Students of the Master of Disability Studies are the recipients of a variety of scholarships and study support schemes. NextSense and Macquarie University will support students to meet any special requirements of scholarships, so long as these requirements do not conflict with university requirements. It is the responsibility of the student to be aware of scholarship and university requirements and to seek advice on how to meet both.

For information on available scholarships, please contact student.enquiries@nextsense.org.au

Table 1: NextSense Institute - Unit availability/Timetable

Most units are offered online and do not require attendance on-campus. The exceptions are practicum units, SPED8909 and SPED8910.

For successful completion of your course, access to a computer and the Internet is essential.

Unit Code	Unit Name	Convenor/ Lecturer	Session	Important Notes
SPED8909	Critical Reflection and Professional Experience for Practitioners in Sensory Disability	Alison Hawkins-Bond	1 & 2	In-person placement Permission to enrol required**
SPED8910	Critical Reflection and Professional Experience for Teachers in Sensory Disability	Alison Hawkins-Bond	1 & 2	In-person placement Permission to enrol required** Students must show evidence of completion of Auslan/Braille proficiency
SPED8911	Inclusion and Professional Collaboration in Sensory Disability	Dr Sue Silveira/ Dr Bronwen Scott	2	Online-flexible
SPED8912	Independent Project in Sensory Disability	Dr Sue Silveira	1 & 2	Online-flexible Arranged by student Permission to enrol required**
SPED8913	Research in Sensory Disability	TBC	1 & 2	Online-flexible
SPED8914	Perspectives in Disability	Dr Sue Silveira	1	Online-flexible Permission to enrol required**
SPED8921	Orientation and Mobility Fundamentals	Dr Sue Silveira/ Dr Bronwen Scott	1	Online-scheduled - weekday Series of compulsory online sessions held from 9:30 am – 3:30 pm on Monday: 20 & 27 March, 1 & 8 May 2023
SPED8922	Educational Adjustments for Learners with Blindness/Low Vision	Dr Fran Gentle	1	Online-flexible

Unit Code	Unit Name	Convenor/ Lecturer	Session	Important Notes
SPED8923	Literacy for Learners with Blindness/Low Vision	Dr Fran Gentle	2	Online-flexible Hurdle requirement^ (mandatory): UEB Literacy (Modules 1 and 2) and Mathematics (primary school level). Permission to enrol required**
SPED8925	Technology in Blindness/Low Vision	Dr Fran Gentle	2	Online-flexible
SPED8926	Foundational Studies in Blindness/Low Vision	Dr Sue Silveira	1	Online-flexible
SPED8927	Advanced Studies in Blindness/Low Vision	Dr Sue Silveira	2	Online-flexible Permission to enrol required**
SPED8931	Introduction to Educational Audiology*	Dr Sue Silveira/ Simone Punch	1	Online-flexible
SPED8932	Perception and Production of Speech in Deaf/Hard of Hearing Children *	Dr Sue Silveira/ Marie Fram	2	Online-flexible
SPED8933	Language and Literacy Learning in Deaf/Hard of Hearing Children*	TBC	1	Online-flexible
SPED8934	Language and Literacy Interventions for Deaf/Hard of Hearing Learners *	Prof Greg Leigh/ Trudy Smith	2	Online-flexible
SPED8935	Social Perspectives on Deafness and Deaf Education*	Dr Maree Madden	1	Online-flexible Hurdle requirement^ (mandatory): Auslan Basic.

* Endorsed by AG Bell Academy of Listening and Spoken Language (LSL) to offer LSL Continuing Education Units

** Students are required to request permission to enrol, by applying for a special approval at: [Applying for Special Approval \(waiver\)](#)

^ Hurdle component - A hurdle requirement is an activity for which a minimum level of performance or participation is a condition of passing the unit in which it occurs.

Table 2: Units comprising the Master of Disability Studies

To qualify for the award, candidates must complete 80 credit points (8 units) of coursework according to the [structure detailed on MQU website](#).

Essential units for all specialisations (20cp/2 units):

- SPED8911 Inclusion and Professional Collaboration in Sensory Disability
- SPED8913 Research in Sensory Disability

Essential units per specialisation - complete all 40 credit points (4 units):

Education: Deaf Hard of Hearing Specialisation

- SPED8931 Introduction to Educational Audiology
- SPED8935 Social Perspectives on Deafness and Deaf Education
- SPED8933 Language and Literacy Learning in Deaf/Hard of Hearing Children
- SPED8910 Critical Reflection and Professional Experience for Teachers in Sensory Disability

Education: Blindness/Low Vision Specialisation

- SPED8926 Foundational Studies in Blindness/Low Vision
- SPED8921 Orientation and Mobility Fundamentals
- SPED8922 Educational Adjustments for Learners with Blindness/Low Vision
- SPED8910 Critical Reflection and Professional Experience for Teachers in Sensory Disability

Sensory Disability Specialisation

- SPED8926 Foundational Studies in Blindness/Low Vision
- SPED8935 Social Perspectives on Deafness and Deaf Education
- SPED8914 Perspectives in Disability
- SPED8909 Critical Reflection and Professional Experience for Practitioners in Sensory Disability

Elective choice per specialisation (10cp/1 unit):

- SPED8914 Perspectives in Disability (Sensory Disability specialisation)
- SPED8923 Literacy for Learners with Blindness/Low Vision (Blindness/Low Vision specialisation)
- SPED8927 Advanced Studies in Blindness/Low Vision (Sensory Disability specialisation)
- SPED8934 Language and Literacy Interventions for Deaf/Hard of Hearing Learners (Deaf/Hard of Hearing specialisation)

PLUS Select one Elective (10cp/1 unit) from:

- SPED8912 Independent Project in Sensory Disability
- SPED8925 Technology in Blindness/Low Vision
- SPED8932 Perception and Production of Speech in Deaf/Hard of Hearing Children

Recommended Study Patterns

Students of all specialisations may complete their studies at a part-time rate (1 or 2 units per session); extended full-time rate (2-3 units per session); or standard full-time rate (4 units per session).

Students of all specialisations are strongly advised to **enrol in the same sequence of units as per the study patterns** outlined below. These study patterns take account of unit availability, pre-requisites, and requirements of professional experience.

Each unit requires approximately 8-10 hours of study per week. Consequently, enrolment in a full-time study load of four units requires 36-40 hours per week of study. Students are encouraged to consider paid work, volunteer work, family commitments and known health concerns when determining study load each session. Students employed in full-time paid work are strongly encouraged to enrol in no more than two units per Session.

Students of all specialisations may commence studies in either Session One or Session Two. Due to timetabling and pre-requisites, unit selection for students commencing in Session Two is limited. Students commencing in Session Two may select SPED8911 Inclusion and Professional Collaboration as a single unit; or select both SPED8911 and SPED8913 Research in Sensory Disability.

Education: Deaf Hard of Hearing Specialisation – commencing in SESSION 1

Year	Session	1 unit per Session	2 units per Session	Full-time (extended)	Full-time (one year)
1	1	SPED8931	SPED8931 SPED8933	SPED8931 SPED8933 SPED8935**	SPED8913 SPED8931 SPED8933 SPED8935**
	2	SPED8932	SPED8932 SPED8934	SPED8911 SPED8932 SPED8934	SPED8910* SPED8911 SPED8932 SPED8934
2	1	SPED8933	SPED8913 SPED8935**	SPED8910* SPED8913	No Data
	2	SPED8934	SPED8910* SPED8911	No Data	No Data
3	1	SPED8935**	No Data	No Data	No Data
	2	SPED8911	No Data	No Data	No Data
4	1	SPED8910*	No Data	No Data	No Data
	2	SPED8913	No Data	No Data	No Data

Education: Deaf Hard of Hearing Specialisation – commencing in SESSION 2

Year	Session	1 unit per Session	2 units per Session	Full-time (extended)	Full-time (one year)
1	2	SPED8911	SPED8911 SPED8913	TBC	TBC
	1	SPED8931	SPED8931 SPED8933	TBC	TBC
2	2	SPED8932	SPED8932 SPED8934	TBC	No Data
	1	SPED8933	SPED8910* SPED8935**	No Data	No Data
3	2	SPED8934	No Data	No Data	No Data
	1	SPED8935**	No Data	No Data	No Data
4	2	SPED8913	No Data	No Data	No Data
	1	SPED8910*	No Data	No Data	No Data

* Refer to important pre-requisite information under the [SPED8910 unit description](#) in this handbook, including demonstration of **Auslan proficiency** prior to enrolment. It is essential that prospective students of SPED8910 commence discussions and planning a minimum of **three months prior** to session of enrolment. For more information, please contact alison.hawkins-bond@nextsense.org.au.

Demonstrated proficiency in **Auslan is a hurdle requirement (mandatory) for SPED8935. Please refer to [Auslan](#) in the General Information section of this handbook.

Education: Blindness/Low Vision Specialisation – commencing in SESSION 1

Year	Session	1 unit per Session	2 units per Session	Full-time (extended)	Full-time (one year)
1	1	SPED8926	SPED8922 SPED8926	SPED8921 SPED8922 SPED8926	SPED8913 SPED8921 SPED8922 SPED8926
	2	SPED8925	SPED8923** SPED8925	SPED8911 SPED8923** SPED8925	SPED8910* SPED8911 SPED8923** SPED8925
2	1	SPED8922	SPED8913 SPED8921	SPED8910* SPED8913	No Data
	2	SPED8923**	SPED8910* SPED8911	No Data	No Data
3	1	SPED8921	No Data	No Data	No Data
	2	SPED8911	No Data	No Data	No Data
4	1	SPED8910*	No Data	No Data	No Data
	2	SPED8913	No Data	No Data	No Data

Education: Blindness/Low Vision Specialisation – commencing in SESSION 2

Year	Session	1 unit per Session	2 units per Session	Full-time (extended)	Full-time (one year)
1	2	SPED8911	SPED8911 SPED8913	TBC	TBC
	1	SPED8926	SPED8922 SPED8926	TBC	TBC
2	2	SPED8925	SPED8923** SPED8925	TBC	No Data
	1	SPED8922	SPED8910* SPED8921	No Data	No Data
3	2	SPED8923**	No Data	No Data	No Data
	1	SPED8921	No Data	No Data	No Data
4	2	SPED8913	No Data	No Data	No Data
	1	SPED8910*	No Data	No Data	No Data

* Refer to important pre-requisite information under the [SPED8910 unit description](#) in this handbook. It is essential that prospective students of SPED8910 commence discussions and planning a minimum of **three months prior** to session of enrolment. For more information, please contact alison.hawkins-bond@nextsense.org.au

** Demonstrated proficiency in **Unified English Braille (UEB)** literacy and braille mathematics at a primary school level is a hurdle requirement (mandatory) for SPED8923. Please refer to [Braille](#) in the General Information section of this handbook.

Sensory Disability Specialisation – commencing in SESSION 1

Year	Session	1 unit per Session	2 units per Session	Full-time (extended)	Full-time (one year)
1	1	SPED8926	SPED8926 SPED8935*	SPED8914 SPED8926 SPED8935*	SPED8913 SPED8914 SPED8926 SPED8935*
	2	SPED8923** or SPED8927	(SPED8923** or SPED8927) and SPED8911	(SPED8923** or SPED8927) and (SPED8912 or SPED8925) and SPED8911	(SPED8923** or SPED8927) and (SPED8912 or SPED8925) and SPED8909^ and SPED8911
2	1	SPED8935*	SPED8914 SPED8913	SPED8913 SPED8909^	No Data
	2	SPED8911	(SPED8912 or SPED8925) and SPED8909^	No Data	No Data
3	1	SPED8914	No Data	No Data	No Data
	2	SPED8912 or SPED8925	No Data	No Data	No Data
4	1	SPED8913	No Data	No Data	No Data
	2	SPED8909^	No Data	No Data	No Data

Sensory Disability Specialisation – commencing in SESSION 2

Year	Session	1 unit per Session	2 units per Session	Full-time (extended)	Full-time (one year)
1	2	SPED8911	SPED8911 SPED8913	TBC	TBC
	1	SPED8926	(SPED8914 or SPED8935*) and SPED8926	TBC	TBC
2	2	SPED8923** or SPED8927	(SPED8923** or SPED8925) and SPED8909^	TBC	No Data
	1	SPED8935*	(SPED8912 or SPED8927) and (SPED8914 or SPED8935*)	No Data	No Data
3	2	SPED8912 or SPED8925	No Data	No Data	No Data
	1	SPED8914	No Data	No Data	No Data
4	2	SPED8909^	No Data	No Data	No Data
	1	SPED8913	No Data	No Data	No Data

* Demonstrated proficiency in **Auslan** is a hurdle requirement (mandatory) for SPED8935. Please refer to [Auslan](#) in the General Information section of this handbook.

** Demonstrated proficiency in **Unified English Braille (UEB)** literacy and braille mathematics at a primary school level is a hurdle requirement (mandatory) for SPED8923. Please refer to [Braille](#) in the General Information section of this handbook

^ Refer to important pre-requisite information under the [SPED8909 unit description](#) in this handbook. It is essential that prospective students of SPED8909 commence discussions and planning a minimum of **three months prior** to session of enrolment. For more information, please contact alison.hawkins-bond@nextsense.org.au

Brief unit descriptions

SPED8909 Critical Reflection and Professional Experience for Practitioners in Sensory Disability

Pre-requisites: Completion of 40 credit points from SPED8900 units, and permission by [special approval](#) from the Professional Experience Coordinator.

This unit provides students with the opportunity to prepare for, and then undertake, the equivalent of **14 days** of professional experiences in the field of sensory disability. As a means of understanding both diverse roles and a team approach, students complete a professional experience including both observation of professionals supporting people with sensory impairment and online learning experiences relating to the student's chosen areas of interest. Central to this professional experience is a critical reflection model that guides and highlights the student's awareness regarding the role that research plays in strengthening their professional skills and knowledge. Using critical reflection, students will demonstrate knowledge of professional practice that optimises outcomes for people with sensory disability in their ePortfolio.

Permission of the Professional Experience Coordinator may not be granted if there is a pending issue relating (but not limited) to [Fitness to Practice](#), the [Progression Policy](#) or the [Student Code of Conduct](#).

SPED8910 Critical Reflection and Professional Experience for Teachers in Sensory Disability

Pre-requisites: Completion of 40 credit points from SPED units at 8000 level and permission by special approval from the Professional Experience Coordinator.

Pre-requisite units will vary per specialisation. Observe the study patterns relevant to your specialisation to ensure you meet the pre-requisites.

This unit provides students with the opportunity to observe, plan, implement, manage, and evaluate teaching programs as part of undertaking **16 days** of professional experiences. Central to this professional experience is a critical reflection model that guides and highlights the student's awareness regarding the role that research plays in strengthening their professional skills and knowledge. Using critical reflection students will demonstrate professional practice that optimises outcomes for people with sensory disability.

Prospective students who wish to seek employment as a teacher of the deaf or teacher of students who are blind or have low vision must complete supervised professional experience. Some state teacher accreditation authorities have specific requirements regarding the completion of professional experience as a basis for accreditation to teach in special education. Students are responsible for ensuring that they meet the requirement for the State in which they plan to seek employment

as a teacher of the deaf/hard of hearing or teacher of students who are blind or have low vision.

Students in the **Education: Deaf/Hard of Hearing specialisation** must complete SPED8931 and SPED8933 prior to seeking permission to enrol in SPED8910. Demonstrated proficiency in **Auslan** is mandatory for enrolment in SPED8910. It is highly recommended to also complete SPED8932 and SPED8934 **prior** to enrolment in SPED8910.

Where necessitated by an individual's study pattern, permission to enrol in SPED8932 and/or SPED8934 **concurrently** with SPED8910 may be granted, however students will be required to delay commencement of placement until after mid-Session recess (approximately Week 8 of Session).

Students are required to identify professional experience centres/schools/programs that use communication approaches that are appropriate to their level of Auslan proficiency. Before undertaking professional experience days in educational environments where students are taught using signed language, NextSense Institute students must demonstrate competency equivalent to, or higher than, Certificate II in Auslan. Auslan courses are offered at several TAFE colleges (or equivalent) nationally. Please refer to [Auslan](#) in the General Information section of this handbook.

Students in the **Education: Blindness/Low Vision specialisation** must complete SPED8926 and SPED8922 prior to seeking permission to enrol in SPED8910. It is highly recommended to also complete SPED8923 and SPED8925 **prior** to enrolment in SPED8910.

Where necessitated by an individual's study pattern, permission to enrol in SPED8923 and/or SPED8925 **concurrently** with SPED8910 may be granted, however students will be required to delay commencement of placement until after mid-Session recess (approximately Week 8 of Session). Demonstrated proficiency in **Unified English Braille (UEB)** literacy and braille mathematics at a primary school level is a mandatory requirement for SPED8910. Please refer to [Braille](#) in the General Information section of this handbook.

The permission of the Professional Experience Coordinator must be sought via the [special approval \(waiver\) process](#). Please submit the special approval just prior to enrolment in SPED8910. Permission of the Professional Experience Coordinator may not be granted if there is a pending issue relating (but not limited) to [Fitness to Practice](#), the [Progression Policy](#) or the [Student Code of Conduct](#).

Contact the Professional Experience Coordinator, [Alison Hawkins-Bond](#), for detailed information on professional experience requirements.

SPED8911 Inclusion and Professional Collaboration in Sensory Disability

SPED8911 explores inclusive principles and practice that promote, protect, and support the rights of learners with sensory impairment to participation in education and society without discrimination, and on the same basis as people without disability.

SPED8912 Independent Project in Sensory Disability

Pre-requisite: Completion of 20 credit points from SPED8909 - SPED8935

Permission to enrol must be sought via the [special approval \(waiver\) process](#).

This is an advanced unit with flexible goals and assessments. The unit is intended for students interested in studying a specialised topic with the close direction of a NextSense Institute faculty member. Special approval from the Unit Convenor is required prior to enrolling.

SPED8913 Research in Sensory Disability

This unit comprises a series of modules which support student exploration, understanding and application of research methodologies utilised in contemporary studies of sensory disability. If students are new to the field of disability, it is recommended that other units are completed prior to enrolling in SPED8913, as this allows students to draw on a beginning foundation of understanding in sensory disability.

SPED8914 Perspectives in Disability

Permission to enrol must be sought via the [special approval \(waiver\) process](#).

This unit will explore the theoretical underpinnings of practice in the disability sector. This unit will support students to translate from their current role to one that reflects a contemporary global disability paradigm. The unit will facilitate a holistic view of disability and encourage critical thinking that contributes to future practice within the Australian disability sector.

SPED8921 Orientation and Mobility Fundamentals

This unit examines the theory and practice of orientation and mobility for children and adults who are blind, have low vision, deafblindness or additional disabilities, within a range of learning environments. Unit content includes an introduction to foundational principles of concept development, spatial orientation, and environmental analysis, with practical opportunities to teach and learn orientation and mobility concepts and skills.

This unit includes a series of **compulsory** online sessions held from 9:30 am – 3:30 pm on **Monday: 20 March, 27 March, 1 May & 8 May 2023**.

Students considering enrolling in SPED8921, should complete SPED8926 first to ensure a foundational understanding of blindness/low vision.

SPED8922 Educational Adjustments for Learners with Blindness/Low Vision

This unit examines the theory and practice of reasonable adjustments and accommodations to curriculum, pedagogy and learning environments, to ensure learners with blindness/low vision can participate in education on the same basis as their sighted peers. Unit content includes legislative and policy frameworks, psychological and social considerations, roles, and responsibilities of specialist teachers (blindness/low vision), technology, and considerations for preschool and school-age learners who are blind or have low vision, deafblindness or additional disabilities.

SPED8923 Literacy for Learners with Blindness/Low Vision

Hurdle Requirement (mandatory): Demonstrated proficiency in Unified English Braille (UEB) Literacy and Braille Mathematics at a primary school level is a mandatory requirement of SPED8923. Please refer to [Braille](#) in the General Information section of this handbook.

Permission to enrol must be sought via the [special approval \(waiver\) process](#). Permission will be granted to qualified teachers completing a specialised teaching qualification in Blindness/Low Vision.

This unit examines the theory and practice of language, literacy and numeracy development for preschool and school-aged learners who are blind or have low vision, deafblindness or additional disabilities. Unit content includes theoretical and instructional approaches to such areas as concept development, communication modes, and curriculum and pedagogic adjustments and accommodations.

Students will have practical opportunities to investigate optical aids and braille equipment, learning media assessment and production of alternative formats, and instructional approaches to emergent.

SPED8925 Technology in Blindness/Low Vision

Pre-requisite: SPED8926 Foundational Studies in Blindness/Low Vision

This unit provides the theory and practice in the selection and application of technology for individuals who are blind or vision impaired (B/VI). Students will be introduced to a wide variety of technology that assists individuals with blindness/low vision to access information, including consideration of suitable assessment, instructional strategies, financing, and usage. This unit will provide students with practical experiences with a range of technology.

SPED8926 Foundational Studies in Blindness/Low Vision

This unit provides foundation knowledge in the cause and implication of disease and blindness/low vision across the age spectrum. The student will develop a broad view of the low vision needs of individuals and the role they will play in meeting these.

SPED8927 Advanced Studies in Blindness/Low Vision

Pre-requisite: SPED8926 Foundational Studies in Blindness/Low Vision

This unit extends and develops concepts and learning introduced in SPED8926 Foundational Studies in Blindness/Low Vision, with a particular focus on individuals and groups with complex support needs. The student's knowledge and understanding of the substantial challenges for individual, family and community arising from blindness/low vision will be developed.

SPED8931 Introduction to Educational Audiology

This unit aims to provide teachers of the deaf with a broad overview of auditory development and audiological practice. Students will be introduced to the anatomy and physiology of hearing as a basis for understanding the mechanisms underlying auditory perception. The causes and implications of various types of hearing loss will be examined. Procedures and testing techniques will also be explored.

Topics covered in this area will include screening, behavioural assessment, objective assessment, and evoked potential testing techniques. Students will develop an understanding of clinical reports and audiograms. Hearing aids, cochlear implants and other assistive listening devices are reviewed, and students will learn skills in troubleshooting and monitoring such devices.

SPED8932 Perception and Production of Speech in Deaf Hard of Hearing Children

Pre-requisite: SPED8931 Introduction to Educational Audiology

This unit presents an introduction to speech perception and speech production of children who are deaf/hard of hearing. Emphasis is given to typical speech perception and the continuum of development supporting the emergence of mature speech production. Strategies to assess and enhance the intelligibility of speech for listeners who are deaf or hard of hearing (D/HH) are explored.

Portions of content and one assessment in this unit assumes the student has auditory access to sound and speech. Students with a hearing loss are encouraged to discuss the availability of an alternative assessment. Contact the [Graduate Studies Coordinator](#) to discuss access support registration and options.

SPED8933 Language and Literacy Learning in Deaf Hard of Hearing Children

This unit introduces students to the concepts and principles of language and literacy development and the relationship between the two. Emphasis is given to the structure and function of language; theoretical perspectives on the relationship between language and thought, and the developmental stages and processes of (spoken) language and literacy acquisition in both hearing and Deaf/Hard of Hearing children.

SPED8934 Language and Literacy Interventions for Deaf Hard of Hearing Children

Prerequisite: SPED8933 Language and Literacy Learning in DHH Children

This unit aims to provide students with the knowledge to be competent in assessment as part of an integrated approach to supporting the development and/or remediation of language and literacy abilities in deaf and hard of hearing children. The unit provides a foundation for students to relate assessment of children's abilities to intervention and remediation approaches in each of those three areas.

SPED8935 Social Perspectives on Deafness and Deaf Education

Hurdle Requirement (mandatory): Auslan Basic.

This unit provides students with a broad context for professional practice in education of deaf and hard of hearing students. It will introduce students to the historical background and current settings, policies and approaches used in deaf education. Socio-cultural contexts of deaf people's lives will be explored, including the role of spoken and signed languages and identity and social-emotional development.

General information

Online Conference and Practicum Attendance

Students **must attend** mandatory online sessions and professional experience. Students should be punctual, follow accepted etiquette for use of mobile phones and conduct whilst in Zoom sessions, and act in a manner appropriate to postgraduate level study. Information about how to participate in online discussions and netiquette is [available here](#).

Hurdle Requirements (Mandatory):

Auslan

Demonstrated proficiency in Auslan Basic is a hurdle requirement (mandatory) to complete SPED8935 Social Perspectives on Deafness and Deaf Education, and mandatory for enrolment in SPED8910 Critical Reflection and Professional Experience for Teachers in Sensory Disability.

For students enrolled in SPED8935, a basic level of competency in Auslan must be demonstrated by the end of Session. Auslan Basic is described as a minimal level of fluency required for participation in deaf education settings or basic conversational fluency with deaf colleagues and families.

Refer to the [Auslan Basic Assessment Rubric](#) (Appendix B) for details on the skills required to meet the Auslan Basic competency.

For further information, please refer to the **Auslan Basic FAQs** sent out with your **'Read & Act' email**.

Braille

Demonstrated proficiency in **Unified English braille (UEB)** Literacy and Braille Mathematics (primary school level) is a hurdle requirement (mandatory) for SPED8923 and mandatory for enrolment in SPED8910 Critical Reflection and Professional Experience for Teachers in Sensory Disability.

You must complete courses in UEB Literacy and Mathematics (primary school level) and submit evidence of completion by the end of week one to Fran Gentle, email frances.gentle@nextsense.org.au. You are encouraged to commence the required braille literacy and mathematics (primary school level) training approximately **four months prior** to enrolling in SPED8923. If you wish to enrol in SPED8923 and you have not completed the required braille literacy and mathematics (primary school level) training, please do so as soon as possible or seek further advice from sue.silveira@nextsense.org.au.

Modules 1 and 2 of UEB Literacy, and UEB Introductory Mathematics are offered by NextSense Institute. Details of these courses can be found at: <https://uebonline.org/> You will need to create an account and password and have access to a laptop/PC and internet connection; **please note:** these courses cannot be completed on a mobile phone. Once you complete each UEB online module, ensure that you purchase and download the relevant UEB completion certificate from the link on your

UEB online dashboard. Then email the completion certificates to the Unit Convenor via the **Dialogue** section in SPED8923 iLearn site before the end of week one of Session.

You are also welcome to complete equivalent UEB Literacy and Braille Mathematics (primary school level) completion certificates with other relevant agencies.

Assessment Presentation and Submission Guidelines

Please follow these guidelines when you submit each assignment:

- The assignment title page should include the student's name, student number, unit code, title of the assessment and submitted word count.
- Allow a left and right-hand margin of at least 2cm in all assignments.
- Please type all assignments using a minimum of Arial, 12-point font and 1.5 spacing.
- All assignments must be submitted through Turnitin as an accessible word document – **do not submit as a pdf**.
- Faculty assignment cover sheets are NOT required.
- It is the responsibility of the student to ensure that all assignments are successfully submitted through Turnitin (<https://students.mq.edu.au/support/technology/systems/ilearn/assignments-grades>).
- For written assignments, the Turnitin Similarity Report must also be submitted using the correct Turnitin submission point at the time of assignment submission.

Assignment extensions and late penalties

- In general, there should be no need for extensions except through illness or misadventure that would be categorised as serious and unavoidable disruption according to the University definition of same, see: <https://students.mq.edu.au/study/assessment-exams/special-consideration>.
- Applications for extensions must be made via [AskMQ](#) according to the Special Consideration policy. Extensions can **only** be granted if they meet the Special Considerations policy and are submitted via AskMQ. This will ensure consistency in the consideration of such requests is maintained.
- Students should keep an electronic file of all assessments. Claims regarding "lost" assessments cannot be made if the file cannot be produced. It is also advisable to keep an electronic file of all drafts and the final submission on a USB, untouched/unopened after submission. This can be used to demonstrate easily that the assessment has not been amended after the submission date.

Special Consideration

Macquarie University and NextSense recognise that students may experience events or conditions that adversely affect their academic performance.

If you experience serious and unavoidable difficulties at exam time or when assessment tasks are due, you can consider applying for Special Consideration.

Special Consideration applications must be made within five (5) working days for standard teaching periods (Session 1 and 2) of the assessment task due date, using the application form in [AskMQ](#).

Lodging an application for Special Consideration **does not guarantee** that you will be granted an additional/alternative assessment. **You should continue to work on your assessments and complete them as soon as possible.**

For more information on applying for Special Consideration, please visit the [Macquarie University website](#).

Withdrawal without Penalty

[Withdrawal Without Penalty](#) is available for students who have experienced serious and unavoidable disruption to their studies after census date.

Information about how to self-withdraw from units and the implications of withdrawing can be found on the [withdrawing from units](#) page. If you are considering withdrawing from a unit and need to confirm the census date or last withdrawal without fail date, please refer to Macquarie University's [calendar of dates](#).

Please [contact us](#) if you are considering withdrawing from your units after the census date, as we can explore all available options with you and provide course advice and support. We can also connect you with [personal support services](#) at Macquarie University if you wish.

Students with Disabilities

It is the policy of both the NextSense Institute and the University to respond to individual student needs to the greatest extent possible. Consistent with this policy, NextSense Institute and the University welcome applications from students with disabilities and/or those who may require special assistance to successfully complete their course.

Students with access support requirements are encouraged to consider **two forms** of registration:

1. Registration with Macquarie University Campus Wellbeing: [Accessibility Service](#) to ensure that adjustments to assessment tasks are explored and then in place, **prior to the start of the session**. This is managed solely by Macquarie

University Campus Wellbeing and you **must** register for suitable adjustments to assessment tasks to occur.

AND

2. Registration with the NextSense Institute for access support such as sign language interpreters, captioning, and materials in alternative formats. This is managed solely by the NextSense Institute and without registration, suitable access will not occur.

Registration is only required **once**, with the exception of temporary conditions which may require a form to be submitted each Session.

If you require NextSense access support such as Auslan interpreters, captioning, and materials in alternative formats, please complete the **Confidential Registration for Access Services Form** in Appendix C. NextSense Institute Access Services will not be approved and provided if you do not submit this form.

NextSense Institute Rydge Family Library

The NextSense Institute Library provides library support to students studying in the field of sensory disability. Resources have been selected to meet the information needs of teachers and other professionals working with people who are deaf, hard of hearing, blind or have low vision.

We have a significant collection of books, audio-visual resources, assessment kits and journals (both print and online). The collection is tightly focused on deafness and hearing loss, blindness and low vision, and specific topics related to the education of children with these special learning needs.

NextSense Institute Library items are listed on [MultiSearch](#) the [Macquarie University Library system](#).

Unit readings and journal databases are also accessed through [MultiSearch](#).

For NextSense Institute Library online journal passwords, please contact the [library staff](#).

NextSense Institute Library Hours

Library services are available Monday – Friday from 9am – 4pm. The library is open for in-person visits on Monday, Tuesday, and Thursday. If you wish to visit the library, please phone to check librarian availability as we may need to close at short notice. The library is closed on weekends and public holidays.

NextSense Institute Library Borrowing

All students can use our postal loan service to borrow books from the library. Requests for items can be placed through [MultiSearch](#). Borrowing privileges for students are:

- 10 items for four weeks with two renewals.
- Items may be recalled if requested by another borrower.
- Overdue fines are not charged, but loans will be suspended until overdue items are returned.
- Any item lost or long overdue will be billed to the borrower and will block re-enrolment or release of results.
- It is the responsibility of borrowers to cover the cost of return postage of items sent out by mail.
- Special Reserve books (such as those on reading lists and in high demand) are not available for loan.
- Some assessment kits are only available to qualified users. Please consult library staff if you wish to borrow a kit.

For more details about our services, please see the [NextSense Institute Library Services website](#).

Please phone +61 2 9872 0285 or email [NextSense Institute Library](#) to contact the library staff for help with your information needs.

NextSense Institute Staff

Academic Staff and Research Interests

Professor Greg Leigh, AO, PhD (*Monash*), MSc (*Washington*), BEd(*Griffith*), FACE

- Newborn hearing screening - implementation and standards for delivery
- Outcomes of intervention
- Communications access by deaf and hard of hearing children and adults (captions and related media accessibility)
- Children's reception and use of simultaneous communication
- Literacy development in deaf children and adults

Professor Teresa Ching, PhD (*London*), MPhil (*Hong Kong*), BA (*Hong Kong*)

- Efficacy of early detection and intervention for hearing loss in children
- Speech, language, and literacy outcomes in children using hearing aids or cochlear implants
- Psychosocial development and health-related quality of life in children who use hearing aids or cochlear implants
- Educational attainment of children who are deaf/hard of hearing
- Impact and management needs of children with unilateral hearing loss or mild bilateral hearing loss
- Hearing aids and cochlear implants for children and adults

Dr Frances Gentle, AO, PhD (*Newcastle*), MSpecEd(Hons) (*Newcastle*), BADip Ed(*Macquarie*), BEd(Special Education) (*New England*)

- Development of disability services in the South Pacific region
- Contemporary issues associated with educational standards and pedagogy
- Braille literacy and numeracy development
- Curriculum and expanded core curriculum provision for students with blindness/low vision

Professor Philip Newall, MSc(*Surrey*), MSc(*Salford*), BA(Hons)(*Keele*)

- Amplification for people who are deaf/hard of hearing
- Epidemiology of hearing loss
- Audiology in developing countries

Dr Sue Silveira, PhD (*Newcastle*), MHIthSci(Ed)(*Sydney*), GradDipHIthSci(Ed) (*Cumberland*), DipAppSc(Orthoptics)

- Prevention of eye injury in children
- Early detection and prevention of blindness/low vision in children
- Determination of levels of blindness/low vision in Australian children

Adjunct Academic Staff

- Marie Fram, MEd(*Melbourne*), GradDipSpEd (Hearing Impairment)(*Deakin*), GradDipCurriculum(*Melbourne*), GradDipDeaf Studies(*La Trobe*), GradCertDeaf Studies(*La Trobe*), BEd(*Deakin*), DipTeach (*ACU*), DipInterpreting(Auslan) (*RMIT*)
- Maree Madden, PhD (*Griffith*), MPhil (*Griffith*), BEd (*BCAE*), Dip T (Primary & Special Schools) (*MGCAE*)

Simone Punch, MHM(*UNSW*), PG Dip Aud(*UQ*), BA(*UQ*)

- Infant hearing aid fitting and evaluation
- The use of Cortical auditory Evoked Potentials (CAEPs) for audiological evaluation of children with hearing loss and auditory neuropathy spectrum disorder
- Educational audiology
- Psychosocial development and support for deaf and hard of hearing teens and young adults
- Policy and protocols for paediatric hearing aid fitting and evaluation
- Clinical leadership and service quality management

Dr Bronwen Scott, EdD(*Sydney*), MEd(SpecEd)(*Charles Sturt*), GradDipO&M (*Lincoln Institute*), BPsych(*UWA*)

- Orientation and Mobility (O&M) across the life span
- Early childhood intervention for children who are blind/low vision
- Cerebral vision impairment (CVI)
- Editor, Journal of the South Pacific Educators in Vision Impairment (JSPEVI)

Trudy Smith, MEd(*Deakin*), BSpecEd(*Griffith*), LSLSCert AVT

- Professional Standards for Teachers of the Deaf
- Identity and Professionalism of Teachers of the Deaf
- Professional learning and development
- Family Centred Early Intervention

Professional Staff

Graduate Studies Coordinator

Tanya Kysa, MA (*Macquarie*), BA (*Macquarie*)

- Macquarie University policies and procedures
- Student administration support
- Course administration
- Data maintenance and analysis

Professional Experience Coordinator

Alison Hawkins-Bond, MRes (*Macquarie*), PGradDip(Special Ed-HI) (*Birmingham*), BEd(Hons)(*London*)

- Development of critical thinking skills to reflect on prior knowledge and practice
- Implementation of best practice principles in early childhood intervention
- Change management

Manager, Library and Information Services

Andrew Spencer, GradDipAppSc(LIM)(*Charles Sturt*), BTech(EnvGeo)(*Macquarie*), AALIA(CP)

- Referencing software support
- Literature searching
- Evidence based practice

Continuing Professional Education Staff

Trudy Smith, MEd(*Deakin*), BSpecEd(*Griffith*), LSLSCert AVT

- Professional Standards for Teachers of the Deaf
- Identity and Professionalism of Teachers of the Deaf
- Professional learning and development
- Family Centred Early Intervention

Institute Administration Officer

Amanda Beerling

- Executive Assistant to Professor Greg Leigh
- Administrative support for NextSense Institute

Appendices

Appendix A: Important Dates – 2023

Week Beginning	Session Week	Details
February 20	1	Session 1 commences
February 27	2	
March 6	3	
March 13	4	Census date 17 March
March 20	5	SPED8921 compulsory online session – 20 March, 9.30am – 3.30pm
March 27	6	SPED8921 compulsory online session – 27 March, 9.30am – 3.30pm
April 3	7	Good Friday Public Holiday 7 April
April 10		University Recess Easter Monday Public Holiday 10 April
April 17		University Recess
April 24	8	Session classes resume Last day to withdraw without fail – 28 April
April 25		ANZAC Day Public Holiday (Tuesday)
May 1	9	SPED8921 compulsory online session – 1 May, 9.30am – 3.30pm
May 8	10	SPED8921 compulsory online session – 8 May, 9.30am – 3.30pm
May 15	11	
May 22	12	
May 29	13	Session 1 concludes Sunday 4 June
June 5		
June 12		King's Birthday Monday 12 June
June 19		
June 26		Recess
July 3		Recess Results publication date 6 July
July 10		Recess
July 17		Recess

Week Beginning	Session Week	Details
July 24	1	Session 2 commences
July 31	2	
August 7	3	
August 14	4	Census date 18 August
August 21	5	
August 28	6	
September 4	7	
September 11		Recess
September 18		Recess
September 25	8	Session classes resume Last day to withdraw without fail – 28 September
October 2	9	Labour Day Monday 2 October
October 9	10	
October 16	11	
October 23	12	
October 30	13	Session 2 concludes Sunday, November 5
		Result publication date 7 December

Further dates are available on the [University's website](#)

Appendix B: Auslan Basic Assessment Rubric

Student's Name: _____ Name of Assessor: _____

Learning Outcome	Not Yet Competent	Competent	Comments
1. Use standard greetings			
2. Introduce self and others using finger spelling			
3. Use the fingerspelling alphabet and recognize familiar finger spelled words			
4. Produce and understand simple descriptions of family members and kinship terms (such as MOTHER, FATHER, etc.)			
5. Use and recognise numbers (cardinal, ordinal and indicating individuals' ages) up to 100			
6. Conduct simple exchanges about daily routines, such as eating, sleeping, dressing, work, school, shopping			
7. Demonstrate beginning use of question forms ('yes-no', 'wh-') including appropriate facial expression			
8. Negotiate basic discussions using signs for dates, times and common events and celebrations (e.g., appointments, school timetables and excursions, birthdays, etc.)			
9. Demonstrate beginning awareness of how to describe spatial layout in Auslan, including: <ul style="list-style-type: none"> • giving and understanding simple directions (e.g., to locations within a school) • describing the layout of simple rooms or buildings • using depicting signs to show location (not only prepositions such as ON or UNDER) 			

Learning Outcome	Not Yet Competent	Competent	Comments
10. Conduct brief exchanges using signs for colours, animals, transport, common objects, countries, and other familiar locations			
11. Use common adjectives and other modifiers, including for a range of emotions			
12. Demonstrate awareness of the range of communication strategies deaf people use with each other and hearing people			
13. Demonstrate beginnings of appropriate use of non-manual features of Auslan (e.g., facial expressions, role shift)			
Does this student meet the 'Auslan Basic' requirement?	Yes/No		
Comments:			
Signature:			
Date:			

Appendix C: Confidential Registration for Access Services

Prior to completing this form, please read the following:

Students with access support requirements are encouraged to consider **two forms** of registration:

1. Registration with Macquarie University Campus Wellbeing: [Accessibility Service](#) to ensure that adjustments to assessment tasks are explored and then in place, **prior to the start of the session**. This is managed solely by Macquarie University Campus Wellbeing and you **must** register for suitable adjustments to assessment tasks to occur.

AND

2. Registration with the NextSense Institute for access support such as sign language interpreters, captioning, and materials in alternative formats. This is managed solely by the NextSense Institute and without registration, suitable access will not occur.

Registration is only required **once**, with the exception of temporary conditions which may require a form to be submitted each Session.

If you require NextSense access support such as sign language interpreters, captioning, and materials in alternative formats, please complete this **Confidential Registration for Access Services Form**. NextSense Institute Access Services will not be approved and provided if you do not submit this form.

Please complete and return to:

Tanya Kysa, NextSense Institute

Email: student.enquiries@nextsense.org.au

Address: NextSense Institute, Private Bag 29, Parramatta NSW 2124

NextSense Institute will use the personal information you provide to offer you practical assistance and/or advice associated with a medical condition, permanent or temporary disability or other special circumstance in relation to your postgraduate study. The support and assistance aims to help students meet the inherent requirements of their course whilst maintaining academic independence. If you do not complete all the questions on this form, it may not be possible to process your registration.

Your personal information will be stored securely. You may access and change your personal information by contacting student.enquiries@nextsense.org.au. NextSense Institute will not disclose your personal information without your consent unless under a legal obligation to do so. By returning this application, it is understood that you have read this statement and agree to the use and disclosure of your personal information as detailed in this form.

NextSense Confidential Registration for Access Services Form

Student ID:
Family Name:
Given Names:
Address:
Home Phone:
Mobile:
Work Phone:
Email:
Specialisation (DHH, BLV or SD):

Unit Code	Unit Title	Unit Convenor

Please provide details of your medical condition/disability/other special circumstance and its impact on your study:

What support are you requesting? (e.g., alternative formats, Auslan interpreters, captioning, physical access, or other supports):

Please provide any other relevant information necessary for determining your access requirements:

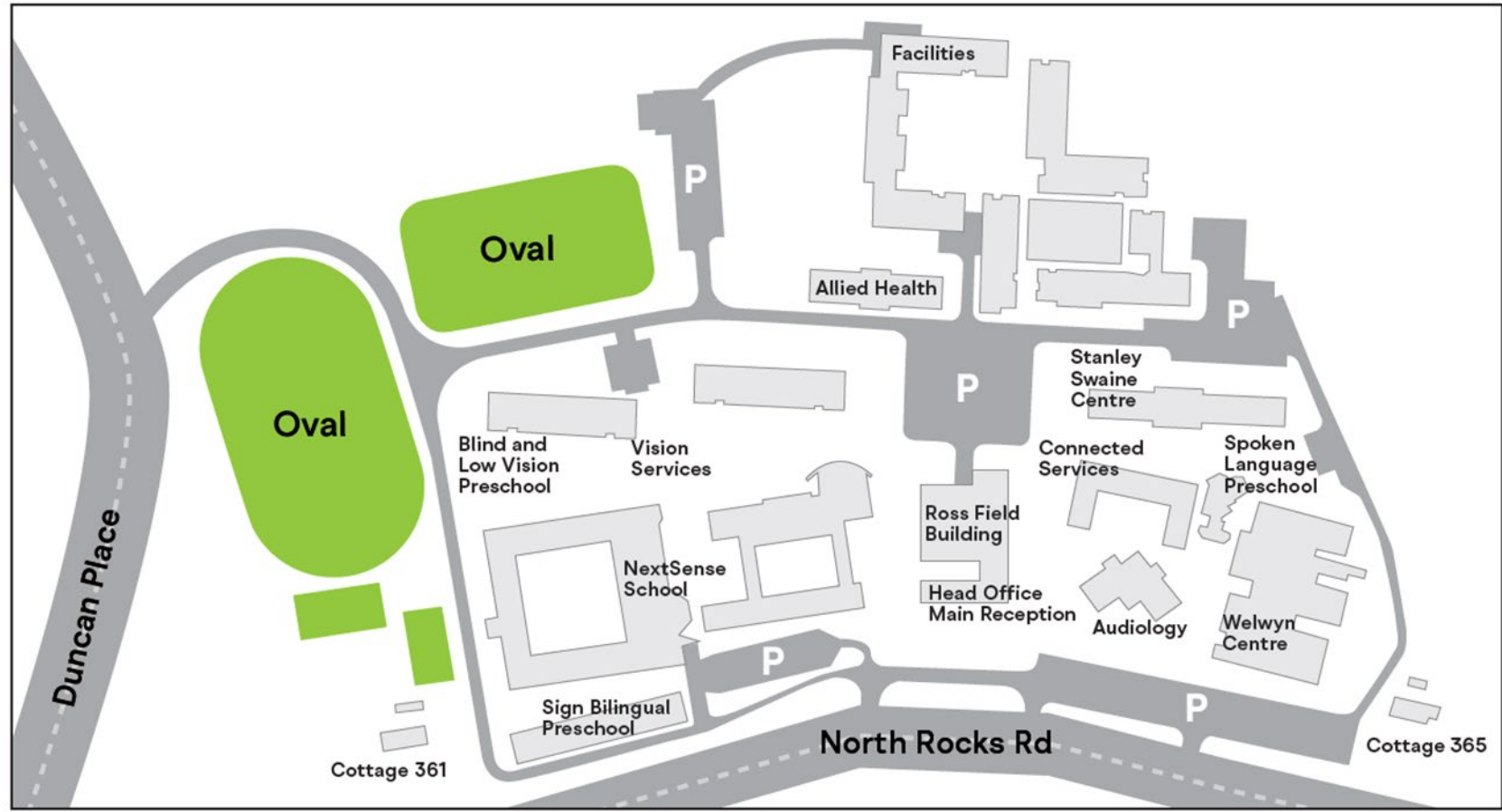
By returning this application, it is understood that you have read and agreed to the use and disclosure of your personal information as detailed in this form.

Name:

Date:

Appendix D: Campus Map - NextSense

NextSense
361-365 North Rocks Rd
North Rocks NSW



Appendix E: Important Links

[Macquarie University](#)

[Master of Disability Studies \(MQU Course Handbook\)](#)

[NextSense](#)

[NextSense Institute](#)

[NextSense Institute Postgraduate Study](#)

[National Association of Australian Teachers of the Deaf](#)

[South Pacific Educators in Vision Impairment](#)

[Australian Institute for Teaching and School Leadership \(Teacher registration authorities\)](#)