



RIDBC
Renwick Centre
For Research and Professional Education

Student Handbook 2009

Graduate Certificate in Educational Studies

Master of Special Education

Master of Philosophy

Doctor of Philosophy

The RIDBC Renwick Centre is administered by the Royal Institute for Deaf and Blind Children and is affiliated with The University of Newcastle. All degrees offered by Renwick are awards of The University of Newcastle but coursework is undertaken at or through Renwick in North Rocks, Sydney

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RIDBC Renwick Centre

For Research and Professional Education

THE RIDBC RENWICK CENTRE

The RIDBC Renwick Centre is a centre for research and professional studies in the field of education for children who have sensory disabilities. The Centre is administered by the *Royal Institute for Deaf and Blind Children (RIDBC)* and is affiliated with *The University of Newcastle*.

Situated in the grounds of RIDBC at 361-365 North Rocks Road, North Rocks, NSW, 2151 amongst several schools and educational services, the Renwick Centre offers students a unique opportunity for observation and practical experience.

All degrees offered at the Renwick Centre are awards of *The University of Newcastle*. Students enroll through the University and must meet the University's criteria for admission and progression.

The RIDBC is Australia's major independent provider of special educational services. RIDBC provides a wide range of educational services to children who have significant hearing and/or vision loss, including children who have additional disabilities. RIDBC is one of Australia's major charitable organisations, and one of the longest established, having been founded in 1860. RIDBC was incorporated under its own act of Parliament in 1905. In addition to the North Rocks campus, RIDBC operates centres in North Parramatta, Glenmore Park near Penrith, and Tingira Heights near Newcastle. The Statement of Purpose, Values, and Objectives of RIDBC are set out in the Annual Report.

The University of Newcastle is Australia's pre-eminent regional university. The University began its life as a college of the New South Wales University of Technology (which was later to become the University of New South Wales). For the first 13 years most degrees were conferred under the parent-University's name. January 1, 1965 saw the University become an autonomous institution. Further expansion occurred in 1989 when it was officially amalgamated with the Hunter Institute of Higher Education and the Conservatorium of Music. The University with campuses in Newcastle and the Central Coast (at Ourimbah) has over 20,000 students across five faculties.

In affiliation with *The University of Newcastle*, RIDBC operates the Renwick Centre as a centre for research, professional training, and continuing professional development for teachers and allied professionals working with children who have impaired vision or hearing. The Renwick Centre was established by RIDBC in 1992 and is affiliated with the University. The Renwick Centre is named after the Hon. Sir Arthur Renwick who was RIDBC's second President. Sir Arthur remains the longest serving President, having presided for 27 years from 1881 until his death in 1908. Sir Arthur was a medical practitioner who entered politics following his election first as an MLA and later as an MLC. He served in two Ministries. He was also Medical Superintendent of Sydney Hospital and, for a period, Vice-Chancellor of Sydney University.

AIMS AND STRUCTURE

In partnership with *The University of Newcastle*, RIDBC Renwick Centre is committed to continuous improvement and review in its provision of high quality teaching and learning opportunities in the area of Special Education for students with sensory disabilities, research in this same area, and professionally related community service.

It is basic to the philosophy of The Renwick Centre that all individuals with disabilities have a right of access to appropriate and high quality educational services and programs. It is the aim of the Renwick Centre to contribute to the assurance of high quality educational opportunities for people with sensory disabilities through four integrated areas of endeavour. These areas are as follows:

Professional Training:

The Renwick Centre is committed to the provision of high quality initial and on-going education for professionals engaged in the education of students with sensory disabilities. The Centre currently provides programs leading to five postgraduate awards of *The University of Newcastle*. These are: Graduate Certificate in Educational Studies, Master of Special Education, Master of Special Education (Hons) (continuing students only), Master of Philosophy and Doctor of Philosophy (by research and thesis).

Professional Development:

In addition to "award-bearing" professional training courses, The Renwick Centre is also committed to the provision of ongoing professional development, through a range of seminars, conferences, and workshops conducted by national and international experts in the field of education of children with sensory disabilities. A number of single courses within the Master of Special Education program are also available to be undertaken as professional development courses. (In such courses there is no assessment and different fees apply.)

Research & Publication:

The Renwick Centre is committed to the conduct of research related to any aspect of the education of students with sensory disabilities. Research infrastructure at The Renwick Centre includes: a modern and highly specialised library which also provides access to print and online resources; and access to RIDBC and University computing facilities.

Research undertaken at Renwick falls into three broad categories:

- (1) *Projects conducted by members of the academic staff (either individually or in collaboration with other researchers).*
 - Such projects may be supported by existing research infrastructure as part of the RIDBC commitment to the conduct of research in this field. Alternatively, such research may be funded through the University's internal grants scheme (i.e., through the Research Management Committee) or through one of a number of external grant schemes. Currently there are research projects involving Renwick Centre Staff that are funded under the Australian Research Council (ARC) Grants Scheme.
 - Students are encouraged to familiarise themselves with the current research projects and research interests of staff within the Centre. This will be of particular importance for students planning to undertake thesis research and particularly for students seeking to continue studies in a higher degree (Master or Doctorate) by research.

- (2) *Projects conducted by Research Fellows under the Ratcliffe Fellowship and Japan-Australia Friendship Fund (JAFF) schemes.*
- The Fellowship Scheme is available to scholars and practicing professionals from across the field of education of students with sensory disabilities. Fellowships are made available for the purposes of conducting original research or an applied project (e.g., project development, refinement, or documentation) in the area of education of students with sensory disabilities. Fellowships are awarded to support projects with outstanding potential to contribute to the improvement of practice in this field and are not ordinarily awarded for the purposes of pursuing studies for an academic qualification. Further information regarding the Ratcliffe Fellowship is available from the Head of Graduate Programs at the Centre.
- (3) *Projects conducted by students undertaking research as part of their degree studies (i.e., MSpecEd, MPhil, PhD).*
- These projects may be supported (to varying degrees) by existing research infrastructure. As students of The University of Newcastle, all students wishing to pursue post-graduate degrees by research are eligible to apply for Australian Post Graduate Awards or University of Newcastle Postgraduate Research Scholarships.

THE RIDBC RENWICK CENTRE ACADEMIC BOARD

The Academic Board is a joint committee of the Royal Institute for Deaf and Blind Children and *The University of Newcastle* which is responsible for overseeing all aspects of the affiliation between the Renwick Centre and the University. As such, it is the authority for referral of all matters related to course administration and development from the Renwick Centre to the relevant Boards of the University.

Chair, Renwick Centre:	G. R. Leigh, BEd (<i>Griffith</i>), MSc (<i>Washington</i>), PhD (<i>Monash</i>), MACE
Two Nominees of the Chief Executive:	A. Baynham, BEd (<i>UNE</i>), MEd (<i>UWS</i>), GradDipSpecEd (<i>Kuring-gai CAE</i>), GradDipAbEd, GradDipSchAdmin (<i>UNE</i>) J. Shylan, BA, DipEd, Grad DipEd, MEd
Head of Academic Programs:	R. G. Beattie, BA, BEd (<i>Saskatchewan</i>), MEd (<i>Manchester</i>), PhD (<i>Alberta</i>)
Member of Renwick Centre Academic Staff:	M. Steer, BA (<i>Sir George Williams</i>), DipEd (<i>Exeter</i>), MSc (<i>S. Illinois</i>), MEd (<i>Boston College</i>), MA (Hons) (<i>Melb</i>), PhD (<i>Syracuse</i>)
Elected Representative of Students:	To be appointed
Vice Chancellor & President:	N. Saunders
Deputy Vice Chancellor	K. McConkey, BA (Hons), PhD (UQld)
Pro Vice Chancellor	T. Lovat, BEd, GradDipREd (<i>S.Aust CAE</i>), BLitt (<i>Deakin</i>), BTheol, TheolM (<i>Melb Div Coll</i>), MA, PhD (<i>Syd</i>)
Deputy Executive Dean	S. Sirasch, MPsych (Ed) (<i>Newcastle</i>), DipEd (<i>Newcastle</i>), BSc (Hons) (<i>Newcastle</i>)
Assistant Dean, Research and Graduate Education, Faculty of Education:	S. Bourke, BSc (<i>NSW</i>), NSW Teachers Certificate, BA (<i>UNE</i>), MLitt (<i>UNE</i>), MEd (<i>Monash</i>), PhD (<i>La Trobe</i>)
Special Education Centre:	Assoc Prof M. Arthur-Kelly, BA (Macq), Dip Ed (Macq) MA (Macq) PhD (Macq)
Dean of Education	J. Gore, BEd (SAust), MPE (British Columbia), PhD (Wisconsin)
Secretary:	Sue Vale

PROGRAMS AVAILABLE AT RIDBC RENWICK CENTRE

The Renwick Centre offers a range of postgraduate programs in the education of students with sensory disabilities. Studies in all award programs can be tailored to focus on hearing impairment and deafness, auditory-verbal therapy, vision impairment, orientation and mobility, or sensory and multiple disability. Studies are available on campus, through part-time or full-time study, depending on demand. Part-time studies are also available via distance education.

Graduate Certificate in Educational Studies

1 semester full-time/1 year part-time

The Graduate Certificate program requires the completion of an approved sequence of 40 units at the 6000 level. Courses may be selected from any of those available within the Master of Special Education program. Teachers already working in the field of special education may undertake a tailored program of studies in an area of additional specializations (e.g., Auslan in Education, sensory and multiple disability, etc). Teachers who are seeking to use the qualification as a basis for entry into the Master of Special Education may commence studies in an appropriate sequence of courses required for a teacher in their chosen specialist area. Students who successfully complete the 40 units at the 6000 level may then apply for credit for 40 units within the Master of Special Education. Prospective students are encouraged to discuss their objectives with a member of the Renwick Centre academic staff.

Entry requirements: Candidates must hold at least a Diploma of Teaching or other equivalent qualification. Persons with other relevant qualifications will be considered.

Structure: In order to qualify for the award, candidates must complete 40 units of course work in Special Education. The courses available through The Renwick Centre programs are listed in Table 1.

Graduate Certificate in Educational Studies (Specializing in Auditory Verbal Practice)

The program is designed to provide teachers of the deaf, speech pathologists, and audiologists with the knowledge necessary to become skilled practitioners in the development of spoken language through audition for children with hearing impairment.

In most instances courses in the Graduate Certificate would be taken in the order of sequence as outlined in Table 2, however, prospective students are directed to discuss their program with Dr. Jill Duncan prior to course selection. One course is delivered entirely through distance education and three courses require attendance at residential. Refer to Table 1 for mode of delivery. Subject to sufficient demand, the residential components may be available for delivery in other locations, including internationally.

Course Structure: The Graduate Certificate program consists of four courses (single semester courses) and may be completed in one semester (subject to sufficient demand in each course) or up to four semesters part time.

Master of Special Education (Specialising in a Sensory Disability)

1 year full-time/2 years part-time (minimum duration)

The Master of Special Education is designed for a range of possible candidates including: qualified teachers who wish to teach students who have a sensory disability, teachers already working in this field who wish to upgrade their skills and qualifications and, people seeking to conduct research in this field. Successful completion of the degree may lead to candidacy for a MPhil or PhD degree

provided that a sequence in research methods and a minor thesis are included in the program and that the thesis is of a sufficiently high standard.

The program provides candidates with the opportunity to specialise in teaching children who are deaf or hearing impaired, children who have vision impairments, or children with sensory and multiple disabilities. The typical combinations of courses for each of the possible specialisations are presented in Table 2. Alternatively, students (particularly those that already have a qualification in the field) can undertake an eclectic program of coursework and research across the fields. Many courses are now offered in a block format to enable distance learners to consider study in the area of sensory disabilities.

In the hearing impairment and deafness strand students may follow course sequences in spoken language-based or sign language-based approaches. Integrated educational approaches to the education of students who are deaf or hearing impaired may be considered by applicants who have existing qualifications as teachers of the deaf.

Entry requirements: Candidates must hold the degree of Bachelor of Education or a Bachelors degree and a Postgraduate Diploma in Education (e.g., BA, DipEd) or equivalent qualifications (including a Diploma of Teaching and a Graduate Diploma in Education). Two years of teaching or other relevant professional experience in Education is highly recommended. Persons with other relevant qualifications will be considered. Candidates who do not meet the normal entry requirements (including candidates who hold a three-year Diploma or Bachelor of Teaching) may qualify for entry by completing a Graduate Certificate in Educational Studies as preliminary studies.

This degree is not an alternative to a Diploma of Education and does not train people to teach.

Prospective students should note that, in order to meet the requirements for professional preparation, they are required to achieve a minimum level of proficiency in either a specific form of communication (i.e., Braille in the case of the vision impairment) or sign language (i.e., Auslan in the case of all students in the hearing impairment and deafness strands). In the hearing impairment and deafness strand this minimum level of proficiency may be met by completing the Deaf Education Network courses Sign Language 1 (Auslan) and Sign Language 2 (Auslan) or equivalent. Opportunities to undertake studies to achieve some of these proficiency levels may be made available through The Renwick Centre for those students without the necessary skills, but students may be able to access courses in their local area or in the case of Braille, undertake the course as a distance module.

Students in the sign language-based stream of the hearing impairment and deafness program will be required to have basic communicative competence in Auslan to successfully complete their studies. Assumed knowledge for some of the later courses in this stream is Auslan skill proficiency equivalent to the NAATI paraprofessional level accreditation in Auslan/English interpreting (formerly NAATI Level 2). A full time Master of Special Education student without a background in Auslan could not expect to reach this level of Auslan proficiency within one year. It is highly recommended that students planning to enroll in the sign language stream of the hearing impairment and deafness program commence their Auslan studies prior to enrolment at The Renwick Centre. Community and certificate courses in Auslan are available at TAFE colleges in NSW and via the Deaf Education Network. Prospective students in other states should explore local educational institutions for availability of Auslan courses.

Structure: In order to qualify for the award, candidates must complete 80 units of course work in Sensory Disability area of Special Education. The courses available through The Renwick Centre programs are listed in Table 1.

Master of Philosophy

Up to 2 years full-time/equivalent part-time

The Master of Philosophy degree is offered by all faculties in the University. Applicants may apply to undertake research in any of the research areas listed within the faculty entries.

Structure: Normal entry to candidates in the degree is a relevant Bachelor degree with Honours Class 1 or 2/1 or a Masters degree by course work. The degree of MPhil by research is awarded for a significant contribution to the field as exemplified by a program of advanced study leading to the submission of a thesis. Students who do not have a background in research may be required to study a sequence of courses in research methods.

Doctor of Philosophy

Up to 4 years full-time/equivalent part-time

The Doctor of Philosophy is a highly specialised research degree for students planning a career in research or higher education. A candidate for the Master of Philosophy degree may be permitted to transfer candidature to the degree of Doctor of Philosophy under such terms and conditions as the Faculty may determine. Full-time candidates for higher degrees by research (MPhil & PhD) may be eligible for Australian Postgraduate Research Awards or University of Newcastle Postgraduate Research Scholarships.

Structure: The degree of Doctor of Philosophy is awarded for an original and significant contribution of merit achieved through a program of advanced study as described in a thesis. The thesis should embody the results of research undertaken by the candidate and is examined by three examiners; at least two of whom are external to the University.

Cross Institutional Enrolment

People seeking cross-institutional enrolment must hold a recognized degree or be currently enrolled in a degree program at a recognized university. Further information and enrolment procedures can be obtained from the university at <http://www.newcastle.edu.au/study/enrolment/crossinstitutional.html>

Table 1. Courses available within Renwick Centre programs.

All courses equal to 10 units credit. Course availability is subject to demand. Please check all details with Renwick Centre staff prior to enrolling by requesting the current timetable.

Course number and name	Lecturer	Offered on-campus 2009	Offered by distance in semester...			Delivery/Residential Information
			2009	2010	2011	
Available directly through University of Newcastle						
EDUC 6026: Minor thesis A	Supervisor appointed	No	1 & 2	1 & 2	1 & 2	Individually arranged No residential.
EDUC 6027: Minor thesis B	Supervisor appointed	No	1 & 2	1 & 2	1 & 2	Individually arranged No residential.
EDUC 6028: Directed study	Supervisor appointed	No	1 & 2	1 & 2	1 & 2	Individually arranged No residential.
EDUC 6048: Research methodology	Prof Sid Bourke	No	1 & 2	1 & 2	1 & 2	Posted material. No residential.
EDUC 6049: Educational research methodology 2: Qualitative	A/Prof Allyson Holbrook	No	1 & 2	1 & 2	1 & 2	Posted material. No residential.
EDUC 6050: Educational research methodology 1: Quantitative	Prof Sid Bourke	No	1 & 2	1 & 2	1 & 2	Posted material. No residential.
Available through Renwick Centre						
EDUC 6054: Practicum in sensory disability	Supervisor appointed	No	1 & 2	1 & 2	1 & 2	Individually arranged placements. No residential
EDUC 6055: Educational audiology, speech and auditory development	Dr Rod Beattie	Sem 1*	1	1	1	Online. No residential
EDUC 6056: Language and communication development for students with hearing impairments	Dr Rod Beattie	Sem 1*	1	1	1	Online. No residential
EDUC 6057: Social, language and cultural studies in deafness	Dr Breda Carty	Sem 1*	1	1	1	Online. 2 day residential
EDUC 6059: Language and literacy in deafness and hearing impairment	Prof Greg Leigh	Sem 1*	1	1	1	Online. 3 day residential
EDUC 6062: Sign language in education: Advanced practice	Dr Breda Carty	No	2	2	2	Online. 2 + 3 day residential
EDUC 6063: Advanced issues in educational audiology and sensory aids	Phillip Newall/Dunay Taljaard	No	2	2	2	Online. 5 day residential

Course number and name	Lecturer	Offered on-campus 2009	Offered by distance in semester...			Delivery/Residential Information
			2009	2010	2011	
EDUC 6066: Sensory systems, perception and child development	Dr Mike Steer (distance)	Sem 1* Fran Gentle (on-campus)	1	1	1	Online. No residential
EDUC 6067: Orientation and mobility for students with vision impairment	Per Lundgren	No	1	1	1	Online. 5 day residential
EDUC 6068: Specialised curriculum for students with vision impairments	Fran Gentle	No	2	2	2	Online. 2 day residential
EDUC 6070: Teaching literacy to vision impaired and blind students	Fran Gentle	No	2	2	2	Online. 5 day residential
EDUC 6071: Orientation and mobility for learners with multiple disabilities	Kylie Wells	No	2	n/a	2	Online. 5 day residential
EDUC 6074: Integration and inclusion for students with sensory disabilities	Fran Gentle	No	1	1	1	Online. No residential
EDUC 6075: Family support and early intervention in sensory disability: RESTRICTED ENROLMENT - NSW DET students only	Dr Robyn Moore	No	1	n/a	n/a	Online. 5 day residential
EDUC 6075: Family support and early intervention in sensory disability	Dr Robyn Moore	No	2	2	2	Online. 5 day residential
EDUC 6076: Seminar in sensory disability A	Supervisor appointed	No	1 & 2	1 & 2	1 & 2	Individual arrangement
EDUC 6077: Seminar in sensory disability B	Supervisor appointed	No	1 & 2	1 & 2	1 & 2	Individual arrangement
EDUC 6112: Educational programming for students with low vision	Dr Mike Steer, Sue Silveira	No	1	1	1	Online. 5 day residential
EDUC 6113: Advanced theory and practice in orientation and mobility. RESTRICTED ENROLMENT – Guide Dogs students only	Dr Desiree Gallimore	Sem 1, Wks 8-14 Mon and Tues **	1	1	1	** Class times vary. Contact Renwick for details
EDUC 6114: Communication strategies for students with sensory and multiple disabilities	Adjunct Lecturer	No	n/a	2	n/a	Online. 5 day residential
EDUC 6115: Transdisciplinary assessment for students with Sensory & Multiple Disability	Julie Shylan	No	1	n/a	1	Online. 5 day residential

Course number and name	Lecturer	Offered on-campus 2009	Offered by distance in semester...			Delivery/Residential Information
			2009	2010	2011	
EDUC 6116: Transdisciplinary approaches to curriculum implementation for students with Sensory & MD	Dr Deborah Chen	No	2	n/a	2	Online. 5 day residential
EDUC 6118: The Deaf child in the family and at school: Signed language approaches	Dr Breda Carty	No	2	2	2	Online. 2 day residential
EDUC 6119: The Deaf child in the family and at school: Spoken language approaches	Dr Rod Beattie	Sem 2*	2	2	2	Online. No residential
EDUC 6120: The linguistics of Auslan.	Coordinated by Dr Jemina Napier	<i>Enroll with Macquarie University as cross-institutional student</i> Apply in March/April for Semester Two. <i>See http://www.postgrad.mq.edu.au/forms.html</i>				
EDUC 6158: Orientation and mobility for Instructors in Training: RESTRICTED ENROLMENT – Guide Dogs students only	Desiree Gallimore	Sem 1, Wks 1-7 Mon and Tues **	1	1	1	** Class times vary. Contact Renwick for details
EDUC 6301: Applications of Technology for Students with Vision Impairments	Coordinated by Dr Mike Steer	No	2	2	2	Online. 5 day residential
EDUC 6860: Fundamentals of Auditory-verbal Practice	Dr Jill Duncan	No	1 & 2	1 & 2	1 & 2	Online. No residential
EDUC 6861: Auditory-verbal Practice: Early Intervention	Dr Jill Duncan	No	2	2	2	Online. 5 day residential
EDUC 6862: Auditory-verbal Practice: School Age	Dr Jill Duncan	No	1	1	1	Online. 5 day residential
EDUC 6863: Research and development in Auditory-verbal Practice	Dr Jill Duncan	No	1 & 2	1 & 2	1 & 2	Online. No residential
EDUC 6864: Child development: Sensory and multiple disability	Tricia d'Apice	No	1	n/a	1	Online. 5 day residential
Co-requisite studies available						
Braille for Educators:	Josie Howse	Commencing early February, available in distance mode only				
Sign Language 1 (Auslan)	-	Available through Deaf Education Network or community colleges				
Sign Language 2 (Auslan)	-	Available through Deaf Education Network or community colleges				

* Conduct of weekly classes will be subject to sufficient demand.

Table 2. Course structure available within the Renwick Centre programs.

Common program components for recognition as a teacher of students who are deaf/hearing impaired or vision impaired; of students with sensory and multiple disabilities; and for completion of the auditory-verbal program.

MSpecEd (80 units) Hearing Impairment and Deafness Programs		MSpecEd (80 units) Vision Impairment Program	MSpecEd (80 units) Multiple Disability Program	Grad Certificate (40 units) Auditory-Verbal Practice
EDUC 6054: Practicum in sensory disability		EDUC 6054: Practicum in sensory disability	EDUC 6054: Practicum in sensory disability	EDUC 6063: Advanced Issues in Educational Audiology
EDUC 6055: Educational audiology, speech and auditory development		EDUC 6066: Sensory systems, perception and child development	EDUC 6066: Sensory systems, perception and child development	EDUC 6860: Fundamentals of Auditory Verbal Practice
EDUC 6056: Language and communication development for students with hearing impairments		EDUC 6068: Specialised curriculum for students with visual impairments	EDUC 6071: Orientation and mobility for learners with multiple disabilities	EDUC 6861: Auditory-Verbal Practice: Early Intervention
EDUC 6057: Social, language and cultural studies in deafness		EDUC 6067: Orientation and mobility for students with vision impairments	EDUC 6075: Family support and early intervention in sensory disabilities	EDUC 6862: Auditory-Verbal Practice: School Age
EDUC 6059: Language and literacy in deafness and hearing impairment		EDUC 6070: Teaching literacy to visually impaired and blind students	EDUC 6114: Communication strategies for students with sensory and multiple disabilities	
Sign Language– Based Approaches	Spoken Language– Based Approaches	EDUC 6074: Integration and inclusion for students with sensory disabilities	EDUC 6115: Transdisciplinary assessment for students with sensory and multiple disabilities	
EDUC 6118: The deaf child in the family and at school: Signed language	EDUC 6119: The deaf child in the family and at school: Spoken language	EDUC 6112: Educational programming for students with low vision	EDUC 6116: Transdisciplinary approaches to curriculum implementation for students with sensory and multiple disabilities	
EDUC 6120: The linguistics of Auslan	EDUC 6063: Advanced issues in educational audiology and sensory aids	EDUC 6301: Applications of Technology for Students with Vision Impairments OR Elective Study. Any elective. See list of courses in Table 1.	AND Elective Study. Any elective. See list of courses in Table 1	
EDUC 6062: Sign language in education: Advanced practice	EDUC 6860: Fundamentals of Auditory Verbal Practice			

DISTANCE EDUCATION

The Master of Special Education and the Graduate Certificate in Educational Studies can be completed through distance education. Courses offered through distance education are delivered through a combination of online components, compulsory residential schools and occasionally posted material. **For successful completion of your program through distance education, access to a computer and the Internet is essential.**

Posted materials may include CDs or DVDs. Online components may include course material, online reference guides, references to web sites, and discussion board activities. Residential schools may be scheduled for a block of up to five days or for one, two, or three weekends during a semester. RIDB Renwick Centre attempts to schedule residential blocks during NSW/ACT school holidays and on weekends but it may be necessary to schedule outside of these times. It is the students' responsibility to confirm with Renwick staff the dates of residentials prior to enrolling in a course. Attendance at residentials is compulsory. Maximum opportunity will be provided during residential schools for access to support from The Renwick Centre library, Renwick staff, and specialist staff of the *Royal Institute for Deaf and Blind Children*.

Being a distance student means that contact with Renwick may not always be immediate. Resources might not be as easily attained, or misunderstandings may not be as quickly resolved as they would be if you were an on-campus student. Both the administrative and academic staff are well aware that difficulties may arise from time to time and that effective communication is the means through which problems can be quickly resolved.

Do take the initiative to contact Renwick if and when matters of concern arise. You will find the staff and your lecturers most supportive. Remember, however, that with scores of students undertaking distance courses the resolution of an individual's problem, with for example schedule dates or times may not be possible because of the needs of other students taking the course.

HOW TO APPLY FOR ENTRY

All RIDBC Renwick Centre students apply for entry via the GradSchool.com website, located at <http://www.gradschool.com.au/Default.aspx?query=/home/>. GradSchool.com is an administrative arm of the University of Newcastle that facilitates admissions to and delivery of postgraduate distance programs, to both domestic and international students.

To apply for entry into a Renwick Centre program, please go to:

<http://www.gradschool.com.au/enquiries/>

Print and complete the application form, and attach any required documentation. Please refer to the instructions document located on the same page for assistance in completing the application. All prospective students are encouraged to consult with Renwick Centre staff prior to applying for entry, to obtain program planning advice and for assistance with the application process.

BRIEF COURSE DESCRIPTIONS

EDUC 6026/6027: Minor Thesis (A/B) (2 X 10CP)

Assumed Knowledge: Completion of four 10-unit courses in the Master of Special Education and approval of the Course Director.

The Minor Thesis relates to the education of students with a sensory disability, and will generally be supported by the course-work subjects in the Master of Special Education program. The Thesis may take the form of a critical review of the literature; an analysis of a practical educational situation or issue; a synthesis of ideas and theories around a specific theme; or an empirical study.

Candidates should seek advice from lecturers known to be interested in the particular area of study, and from the Head of Academic Programs. A supervisor will be appointed on the candidate's enrolment in the subject. Candidates should establish contact with the supervisor before commencing the Minor Thesis, and maintain contact throughout the candidature.

Candidates enrolling in the minor thesis are required to complete a proposal for submission to the Master of Special Education Course Committee by no later than the end of the second week of the first semester of enrolment. Forms for this purpose and relevant supporting documentation are available from the Renwick Administrative Officer. It is the candidate's responsibility to ensure that appropriate approvals are sought in advance for all planned research projects. This includes approval by the Faculty of Education Human Research Ethics Committee.

Candidates are normally expected to complete the Minor Thesis in no more than 2 semesters. The expected length of the thesis varies according to the topic and the methodology. Most topics would be covered in 15,000 words (approximately 60 A4 pages, double-spaced). The Minor Thesis is a prerequisite for admission to candidature for the degree of Master of Education. Candidates who receive a grade of credit or better for their Minor Thesis may be considered for admission to candidature for the degree of Doctor of Philosophy. Candidates who proceed from the Master of Special Education to a research higher degree may be required to undertake additional studies in research methodology.

EDUC 6028: A Directed Study

Development of a specialised topic with the close direction of a staff member. The consent of both the lecturer to be involved and the Course Director is required. Prospective students should see the Course Director before enrolling.

A detailed proposal must be supplied to the Course Director by the end of the second week of the semester. The Administrative Officer will upon request provide a proforma for submission. The proposal must be written in conjunction with the lecturers concerned.

EDUC 6048: Research Methodology

An introduction to research methodologies in education, both qualitative and quantitative. The course introduces students to contemporary perspectives in educational research, and in particular focuses on developing a range of skills involved in formulating a research proposal, including framing research questions, reviewing the literature and choosing appropriate methodologies for different types of study. The ways in which researchers from different research traditions use the different methods of collecting research data (for example, interview, questionnaire and observation) will be included. As the course is intended to prepare students either for a research

thesis or an industry-based project some preliminary work on the development and administration of a research instrument (e.g., a questionnaire or an interview) is included.

EDUC 6049: Educational Research Methodology II: Qualitative Educational Research

The course provides an introduction to the generic knowledge, skills and tools that a student will require when undertaking a qualitative research study in education. In particular, the subject focuses on the areas of data collection and analysis. Emphasis is placed on understanding, evaluating, and gaining experience in the multiple processes of gathering, managing, exploring, interrogating and interpreting textual data. This will include practical sessions in using and evaluating Qualitative Data Analysis Software. Students will be encouraged to apply their skills to data that is relevant to their particular specialist needs.

EDUC 6050: Educational Research Methodology I: Quantitative Educational Research

Skill development in quantitative methods for the collection, analysis and reporting of research data, including introduction to the statistical software package SPSS. Analyses of data and hypothesis testing are undertaken using basic descriptive and inferential statistical procedures.

EDUC 6054: Practicum in Sensory Disability

Prerequisite: Completion of, or with permission, current enrolment in at least two 10 unit courses in the Master of Special Education (Sensory Disability) and approval of the Program Director.

Offers a series of practical experiences in settings in which students with sensory disabilities are being educated. Skills in planning, implementing, managing, and evaluating programs will be assessed. There will generally be three placements. These may be block placements of three weeks (15 days) or 10 hours per week for eight weeks. Candidates specialising in the area of hearing impairment and deafness will be required to demonstrate a level of proficiency in the use of a form of signed communication commensurate with requirements determined in conjunction with the NSW Department of Education and Training prior to undertaking a practicum placement in a school or support unit employing a particular mode of communication. *Students are encouraged to contact their supervising lecturer early in their program to discuss individual practicum arrangements and to commence work on the requirements of this course. Students are advised to enroll in this course in the semester they expect to complete all requirements (generally the last semester of the program).*

Students enrolled in, or intending to enrol in, **EDUC 6054** should ensure that they have contacted their relevant course adviser to plan and arrange for their practicum sessions. Ordinarily, students enrol in the course in the semester in which they will complete the requirements for their program. However, practicum days can, and should, be undertaken throughout the period of candidacy for the degree. The Academic Calendar outlines the dates for two block practicum rounds and indicates the opportunities (on a days per week basis) when other practicum can be undertaken. It is the student's responsibility in conjunction with their course adviser to ensure that all requirements are fulfilled. Once dates and preferences for locations have been nominated the course adviser will make the necessary initial arrangements with the schools and services concerned.

Students attending schools as part of practicum will be required to:

1. **Sign a Prohibited Employment Declaration** as defined in the Child Protection (Prohibited Employment) Act 1998 (see appendix H); and

2. Demonstrate that they have attended foundation Child Protection Training of at least 4 hours duration. This may be in the form of a certificate of the "Making a Difference" training package distributed by the Commission for Children and Young People or a statement of attendance at an equivalent in-house program offered by their employer.

EDUC 6055: Educational Audiology, Speech, and Auditory Development

This course introduces candidates to the anatomy and physiology of hearing and speech as a basis for understanding the mechanisms underlying auditory perception and speech production; the range of hearing aids and other assistive and prosthetic devices is reviewed; the procedures for fitting and evaluating hearing aids are considered. Candidates will receive instruction in the International Phonetic Alphabet and are introduced to acoustic and articulatory phonetics as a basis for planning for speech and auditory skill development. Practical strategies are introduced for the assessment of speech intelligibility and also phonetic, phonologic and suprasegmental performance. The audio-visual-tactile factors associated with speech perception and production are considered and a linguistic basis for listening and speech development speech assessment is emphasised. Tutorial sessions provide opportunities for candidates to have practical experience in analysing speech perception and speech production assessment results and consider programming strategies.

EDUC 6056: Language and Communication Development for Students with Hearing Impairments

This course provides an understanding of the process of language acquisition and the inter-relation of communication systems with that process. Candidates are introduced to a range of issues in first language acquisition as they apply to any language (spoken or signed). With this theoretical basis, the subject then addresses the following areas:

- the implications of early childhood hearing impairment (from mild to profound) for the development of a spoken language as a first language;
- the implications of acquired hearing impairment (particularly mild to moderate conductive impairments) for the development of spoken language skills;
- the assessment of language skills (including sign supported spoken language) of students with impaired hearing;
- the planning and implementation of strategies to provide appropriate language development programs and experiences for students developing a spoken language (including students using manual supplements to spoken language);
- the range and nature of existing programs and materials for the development of spoken language skills (including sign supported spoken language skills) in students with impaired hearing.

EDUC 6057: Social, Language, and Cultural Studies in Deafness

Pre/co-requisite: Demonstrated competence in Auslan at a level equivalent to at least the successful completion of the Deaf Education Network courses *Sign Language 1 (Auslan)* and *Sign Language 2 (Auslan)*.

This course introduces the socio-cultural perspective on deafness through lectures, discussions and audio-visual media. Characteristics of the culture of deaf people (including history, literature, theatre and art) are considered as is the development of social structures and community resources. Candidates address topics such as the role and significance of Auslan, community empowerment, bilingualism, the contrast between the socio-cultural and deficit model of deafness (including community reaction to medical interventions), the role of technology in the lives of deaf people, and the socio-emotional issues confronting families with a deaf child. Field experience components will encourage interaction between candidates and members of the Deaf Community.

The course develops a rationale for Deaf culture and "Deaf Studies Programs" in the curriculum for deaf students and examines the current literature relating to these issues.

EDUC 6059: Language and Literacy in Deafness and Hearing Impairment

This course considers the range of language learning situations of Deaf and hearing impaired children and examines the process of literacy acquisition as it applies to these groups of learners—including those learning English as a second language. Theories of literacy acquisition, and their specific application to the case of Deaf and hearing impaired students, are considered. A range of models of instruction is considered. A "whole language" approach to literacy development is described and critically examined. Candidates examine a range of specific strategies for supporting and promoting literacy development in deaf and hearing-impaired students from pre-school to secondary levels. Topics covered in this regard include metacomprehension and reading strategies, dialogue journals, directed reading and language experience techniques. Computer applications are examined in regard to facilitating literacy development and or classroom communication.

Issues in assessment of language and literacy skills for this population are considered. Specifically, the role of "teacher as researcher" and alternatives to traditional assessment procedures as a basis for a database approach to program planning. This course includes a series of seminars in which candidates will investigate and critically evaluate the rationale for and efficacy of various modes of communication used in the education of students with impaired hearing—including simultaneous communication, manual codes for English and Cued Speech. The rationale for the use of a bilingual/bicultural approach to the education of deaf students will also be considered and critically evaluated.

EDUC 6062: Sign Language in Education: Advanced Practice

Assumed Knowledge: Demonstrated competence in Auslan equivalent to NAATI paraprofessional level accreditation in Auslan/English interpreting or concurrent pursuit of a course of study in Auslan that will result in the development of skills to that level within the period of enrolment in the course.

This course will operate through a dual approach of lectures/tutorials and practical classes. The practical sessions will comprise activities to develop further competence in the use of sign communication for specific pedagogical purposes. Especially the sessions will involve conversation and vocabulary extension classes and the involvement of students in micro-teaching experiences (teaching peers and/or small groups of deaf students).

As part of this component, all students will be expected to participate in an Auslan-only weekend to further develop their sign communication skills and socio-linguistic awareness.

The weekly lectures/tutorials will variously focus on case presentations from the microteaching experiences and presentations on specific relevant topics by the lecturers. Case presentations will cover a range of topics including questioning approaches and efficacy, story telling, and metalinguistics (specifically, the explanation of English structure and pragmatics in Auslan for English, second language-learning children). Lectures/tutorials will cover content including forms of assessment, modifying assessment, modifying classroom techniques and curriculum materials, behaviour management, working with deaf parents, working with deaf professionals and paraprofessionals in the classroom environment, and managing the physical environment for signing students.

EDUC 6063: Advanced Issues in Educational Audiology and Sensory Aids

Prerequisites: EDUC6055 *Educational audiology, speech and auditory development* or its equivalent.

This course will examine assessment techniques in audiology and consider the implications of new developments in objective assessment of hearing loss. The impact of earlier diagnosis on educational support services will be examined. Testing of special populations will also be addressed. Procedures and approaches to hearing aid fitting with children will be explored in considerable depth. Topics covered in this area will include real ear measurement, the aided dynamic range audiogram, FM aids and new developments in hearing aid technology. Cochlear Implants for children will be examined in terms of new developments, issues, and their implications for educators of deaf children. Candidates will develop skills in trouble shooting and monitoring cochlear implants. Approaches to habilitation and to monitoring progress in speech perception, speech production, and language acquisition in deaf children with sensory aids will be critically examined. This process will include a review of acoustic phonetics and its application to evaluation and programming for auditory skill development.

EDUC 6064: Auditory/Oral Programming for Children with Hearing Impairments: Advanced Practice

Assumed knowledge: EDUC 6055: *Educational audiology, speech and auditory development* or its equivalent.

This course will involve a practicum module of a minimum of 12 hours contact time (i.e., 2 hours per week for each of six weeks) involving placement in a range of possible auditory/oral settings with consideration to age, communication approach, and degree of hearing loss. In these placements students will work with individual students or small homogeneous groups. In addition, students will participate in weekly seminars that will include focused case presentations based on their teaching practicum. Topics covered in these sessions will include: auditory awareness, carryover, short and long term goals, target accuracy, and acceptance. In addition, there will be a series of weekly presentations on specific relevant topics by the lecturers (or visiting lecturers).

EDUC 6065: Advanced Auslan Skills for Educators

Assumed Knowledge: Demonstrated competence in Auslan equivalent to NAATI paraprofessional level accreditation in Auslan/English interpreting or concurrent pursuit of a course of study in Auslan that will result in the development of skills to that level within the period of enrolment in the course.

In this subject candidates will develop a high level of Auslan for use in educational and interpreting environments, and, especially in educational interpreting. Advanced Auslan Skills for Educators is a course in Auslan text studies (live presentation or recorded video) in which the lexical, grammatical and discourse features of these texts are analyzed and the appropriate English equivalents explored. In particular, the course will draw on discourse analysis in spoken languages and other signed languages, and apply them to the description and translation of selected Auslan texts into English (spoken and written). Students will be encouraged to think about how Auslan is used in different contexts of situation, and especially in educational settings, to identify different discourse features. The texts used will cover a variety of discourse forms presented originally in Auslan: children's stories, academic lectures, formal meetings, narratives, and 'technical exposition'. Key questions for consideration: (1) What kind of discourse genres can be identified in Auslan and what are their linguistic characteristics? For example, monologues (narrative, lecture, sermon, presentation, teacher-talk, joke-telling) versus dialogues (conversation, classroom interaction, meeting procedure. (2) What kinds of 'register' exist in Auslan? For example, formal versus informal, scientific versus lay. By exploring discourse features of Auslan, teachers and

interpreters will be able to apply their understanding of Auslan discourse to their own production of Auslan.

EDUC 6066: Sensory Systems, Perception, and Child Development

A course primarily for professionals in the area of vision impairment. Knowledge of the functional anatomy of the brain and neural networks; the processes involved in sensory analysis and the effect of lesions involving components of the sensory and motor systems; the roles of right and left hemispheres in function; neural plasticity; general knowledge of the structures of the visual and auditory systems, including normal physiology, techniques for assessment, the relationship between anatomical damage and physiological dysfunction, and functional aspects of common impairments within those systems; as well as the mechanics of gross and fine motor development, particularly those involving hand function and locomotion, and their related pattern variations.

EDUC 6067: Orientation and Mobility for Students with Vision Impairment

An introduction to orientation and mobility for students with vision impairments. Topics include the history and development of O&M as a profession, basic principles of O&M, functional vision assessment, concept development, teaching of O&M skills and adaptations for children with multiple impairments. Skills to be addressed include indoor travel with sighted guides and the use of canes.

EDUC 6068: Specialised Curriculum for Students with Vision Impairments

A focus on the application of theory to practice, with particular emphasis on requirements of the core and expanded core curriculum. Topics will include learning theories, concept development, motor development and movement skills, use of all senses, spatial orientation listening skills, daily living skills, tactual learning, social skills, body image, object perception, play skills, communication, and vocational and career skills.

EDUC 6070: Teaching Literacy to Vision-Impaired and Blind Students

Assumed Knowledge: Demonstrated proficiency in Grade I and Grade II Braille (e.g., completion of a course in Braille, Certificate in Braille Proficiency).

Candidates will examine current research in reading, language and learning development and the development of literacy in children with vision impairments as well as the implications for education within the curriculum. Candidates will also examine learning media for reading and writing. Topics include: learning media assessment, methodology and adaptations for students who are blind or have low vision, pre-reading skills, maths codes, music code and computer code, literacy for daily living, adaptations of visual formats including criteria for evaluation adaptation or design of materials, maths and computational devices, writing instruments, auditory devices, and sources and references for use of various Braille codes.

EDUC 6071: Orientation & Mobility for Learners with Multiple Disabilities

An introduction to candidates to orientation & mobility for students with multiple disabilities. Topics will include the basic principles of O&M, functional vision assessment, concept development and adapted teaching of O&M skills for children with a vision disability and multiple disabilities. This course comprises approximately 35 hours of intensive contact plus a course of readings and research tasks. Students will be presented with an array of teaching approaches including exploration of space in the home and school environment. Also included will be practical exercises

under occlusion in order to demonstrate the basic orientation and mobility skills needed for safe travel within one's environment. The needs of parents and families will be examined. The course will conclude with an examination of orientation and mobility assessment and the modification and adaptation of O&M programs for learners with multiple disabilities.

EDUC 6074: Integration and Inclusion for Students with Sensory Disabilities

An initial consideration of the range of theoretical models that may influence special educational practice. The philosophical and public policy issues surrounding the location of delivery of educational services (i.e., mainstream or segregated) are critically reviewed. Candidates will consider the needs of students in integrated environments and the role of itinerant teachers/consultants and other professional and para-professional support staff. Various models of teacher consultancy and student support are considered along with the literature on the efficacy of different approaches. Candidates are encouraged to consider personal communication skills and approaches in the context of the models and practices reviewed. Parallel to the core content as described above will be a weekly session devoted to issues germane to the students' identified areas of specialisation.

EDUC 6075: Family Support and Early Intervention in Sensory Disability

A focus on the needs of families of children with sensory disabilities and the role of professionals in helping these families. Students will be introduced to the concept of family and adaptation in relation to the initial diagnosis of a sensory disability. The aims and rationale for early intervention services are considered as is the range and efficacy of a range of techniques, programs, and procedures designed to facilitate family coping. There is a particular focus on a team approach to family involvement and support. Specifically, candidates will examine the evolution of the family-centered approach to early intervention service delivery. Candidates will consider the development of effective parent/professional partnerships and the characteristics of effective helping. The assessment of needs, resources and the development of family support plans will be addressed. Students will examine appropriate approaches to facilitating adult learning as a basis for enabling families to promote the optimal development of their children with sensory disabilities. Students will also examine both traditional and innovative methods of evaluating family-centered programs and interventions.

In addition to the core content, issues germane to the students' identified areas of specialisation in vision or hearing impairment will be covered as follows:

- *Hearing impairment and deafness:* Issues in early assessment of hearing and early amplification or implantation, the development of signing skills by parents, parental involvement in early speech and language programming, and the diversity of models for intervention in the development of speech and language acquisition.
- *Vision impairment:* Developing alternative learning pathways, early sensory stimulation, O&M in early intervention, early bonding behaviour, early concept development.

EDUC 6076/6077: Seminar in Sensory Disability (A/B)

Assumed Knowledge: These courses are designed as advanced coursework at the 6000 level for those students whose programs permit the option of elective studies. Students intending to enroll should have completed at least two introductory postgraduate coursework subjects in special education or have previously completed a postgraduate award in special education at this or another university.

These electives provide the opportunity for students to access the expertise of Visiting Research/Teaching Fellows within Renwick Centre. The courses aim at (a) providing students with a comprehensive understanding of the issues, research literature and/or practical initiatives in a

specific area of education for students who have some sensory impairment (or are Deaf), and (b) developing students' skills in undertaking and reporting reviews of literature and in applying research results to educational practice with students in special education.

The courses comprise literature research supported, where appropriate, by lectures, seminars and discussions led by distinguished visiting academics in a specific area related to the education of students who have some sensory impairment (or are Deaf). Each aspect of the courses will be structured by the lecturer to enable students to develop a deep understanding of the specific issue being considered, including the implications for educational practice and research.

EDUC 6112: Educational Programming for Students with Low Vision

Fundamentals of orthoptics and applications of technology for students with low vision. Topics include: models of low vision, computer hardware and software applications for individuals with low vision (e.g., speech input/output, tactile input/output); low vision devices and optics, electronic travel devices, tactile graphics, and orientation aids.

EDUC 6113: Advanced Theory and Practice in Orientation & Mobility

An introduction of the major issues and factors to be considered in delivering complex orientation and mobility services to people of all ages with varying needs. Particular attention will be given to the assessment of client needs and to formal orientation and mobility instruction skills. The course will take a case management problem-solving approach and emphasise the acquisition of skills likely to be of direct benefit to the individual client and family.

This course is offered cooperatively with Guide Dogs NSW/ACT. Enrolment is strictly limited and by permission of the Lecturer. **EDUC 6158: Orientation and Mobility for Instructors in Training is a prerequisite to this course.**

EDUC 6114: Communication Strategies for Students with Sensory and Multiple Disabilities

Provides teachers and health professionals with the knowledge and skills to enable them to understand the theoretical and practical approaches to developing communication in students with sensory and multiple disabilities. Students in the target group for this course are those with sensory impairments, for example: vision and deafness or a combination of both, and in addition, multiple disabilities including intellectual, and physical disabilities.

Candidates will consider the wide range of communication options available to such students and the design and development of individual communication programs. Assessment and teaching techniques for students functioning at pre-intentional or early linguistic levels of communication development are considered. A rationale for the use of augmentative communication systems is presented and critically analysed. A range of augmentative and alternative systems and programs are examined, as is the application of relevant communication support technology. The teacher's role in providing opportunities for communication and language growth is considered from the perspective of a transdisciplinary approach. Specific topics covered include communication partner strategies and factors for consideration in the design and selection of communication systems.

EDUC 6115: Transdisciplinary Assessment for Students with Sensory and Multiple Disabilities

An examination of the role of assessment in the development and monitoring of individual educational plans for students with sensory and multiple disabilities. Candidates will gain an understanding of normal child development and examine the compounding effects of multiple

disability including sensory, intellectual, physical disabilities. The role of formal and functional transdisciplinary assessment as it relates to students with sensory and multiple disabilities will be explored. This course will also examine the issues that affect the coordination of therapy, health care and educational services and explore some practical strategies for planning and implementing services and supports.

Candidates will gain insights into the policy, administrative guidelines and role delineation of service provision frameworks for students with sensory and multiple disabilities. Students will be exposed to a variety of common medical conditions and health-related procedures (for example, tube feeding catheterization, and medication administration) as these affect assessment and educational programming. An integrated (education-therapy) model for the development of functional, chronologically age appropriate and future oriented programs for students with sensory and multiple disabilities in a range of settings including special school, special units and mainstreamed environments will be examined and critically analysed.

EDUC 6116: Transdisciplinary Approaches to Curriculum Implementation for Students with Sensory and Multiple Disabilities

Examination of the ways that educators and professionals can adapt the educational environment to facilitate learning for students with sensory impairments who have additional multiple disabilities (particularly physical disabilities) and who require extensive or pervasive support. The course will focus upon an integrated approach to meeting students' educational needs. Emphasis is placed on the need for a variety of disciplines, including physical and occupational therapists, psychologists, audiologists, orthoptists and communication specialists who play a key role in the development and implementation of each student's individualised educational plan. Issues associated with creating an appropriate learning environment through correct positioning, handling and facilitated movement will be explored. Adaptations to programming to support students' opportunities to learn will be examined. The curricular needs of such students will be presented and analysed across a range of learning environments including early childhood settings, special schools, mainstreamed settings and students in transition to post secondary education and training.

EDUC 6118: The Deaf Child in the Family and at School: Signed Language Approaches

Assumed Knowledge: EDUC6057 *Social, language and cultural studies in deafness* and demonstrated competence in Auslan equivalent to NAATI paraprofessional level accreditation in Auslan/English interpreting or concurrent pursuit of a course of study in Auslan that will result in the development of skills to that level within the period of enrolment in the course.

This course examines the language learning situation of deaf students and introduces the concept of bilingualism and bimodalism. The issue of "first language" determination and assessment is covered. Candidates are introduced to the concept of bilingualism as it applies to the case of a signed and spoken language and a range of potential models for bilingual educational programs are introduced (viz., transition, partial bilingualism and immersion). These models are considered from the perspective of the special case of signed and spoken languages.

The assessment of bilingual language proficiency is considered in the context of strategies for optimising educational environments for language learning. Specifically, the course considers the role of literacy skill development in second language acquisition for students whose first language is a sign language.

Candidates are encouraged to focus on the construction of their personal theories of teaching and learning for signing deaf students through lectures, observations in classrooms and interactions with deaf students. Philosophical and practical aspects of program location (integrated-congregated) for deaf students who use sign/ed language are considered and relevant curriculum policy from government and other educational authorities are considered. Issues in the

implementation of bilingual education models in different types of educational setting are considered. The role of teachers and adjunct personnel (particularly interpreters) in integrated, congregated and special school settings is examined.

EDUC 6119: The Deaf Child in the Family and at School: Spoken Language Approaches

Candidates are introduced to the history and philosophy of oral-aural and auditory-verbal approaches for students with impaired hearing. Audiological management of the auditory-oral child is considered in terms of hearing aid fitting and monitoring and the issues associated with cochlear implantation. Candidate's knowledge of acoustic phonetics is extended and applied to the specific case of speech perception by students with hearing impairments. A range of procedures for evaluating auditory and speech abilities are considered along with report writing and inter-professional communication. Candidates will also consider the role of auditory-visual communication for students with a hearing impairment and the assessment and development of speechreading skills.

Candidates will critically analyse auditory-verbal therapy techniques as a basis for defining and developing a core auditory-oral or auditory-verbal treatment plan. Candidates will also consider the comparative stages of development in normally hearing and auditory-oral and auditory-verbal children. Candidates will create a resource file for future practice and use with parents.

EDUC 6120: The Linguistics of Auslan

This course introduces the student to the linguistics of sign languages, focusing on issues related to signed language phonology (the structure of signs), morphology (how signs are formed and modified), syntax (the structure of signed phrases and sentences), and semantics (how meaning is expressed in signed languages). Some of the major findings related to signed language variation and use (sociolinguistics) will be explored, as well as aspects of signed language change (historical linguistics). In addition, an overview of the first language acquisition literature (how children learn signed languages) and of the most recent research in psycholinguistics (how signed languages are processed in the brain) will be included. Issues relevant to the learning of sign as a first and second language are identified as a basis for further study in related units (i.e., EDUC 6118: *The Deaf child in the family and at school: Signed language approaches* and EDUC 6062: *Sign language in education: Advanced practice*). Research from American Sign Language, British Sign Language, and other sign languages is discussed and compared with research into Auslan.

This course is available through cross-institutional enrolment with Macquarie University and is generally offered in Semester Two of each year. Renwick Centre students who wish to enroll in this course should initiate application to Macquarie University in March/April. Students enrolling in this course will be subject to Macquarie University's fee structure. Contact the Distance Education Coordinator at the Renwick Centre for further information.

EDUC6158 Orientation & Mobility for Instructors in Training

This course provides an introduction to an array of orientation and mobility techniques available to persons who are blind or vision impaired. Commencing with comprehensive coverage of guiding techniques, content will introduce and expand upon independent mobility techniques, including use of long cane and a variety of strategies for safe indoor and outdoor travel.

It will complement existing offerings by providing the foundation requirement for specialist Orientation & Mobility Instructors employed in the Guide Dog Associations industry. This course is offered cooperatively with Guide Dogs NSW/ACT. Enrolment is strictly limited and by permission of the Lecturer.

EDUC 6301: Applications of Technology for Students with Vision Impairments

Issues in the selection and application of specialised assistive technology to students who are blind or vision impaired. Topics include issues in the selection of technology, hands-on experience with computer hardware and software applications, for example, speech and tactile input/output technology, telecommunication devices, sound-recordings, low-vision aids and devices, optics, electronic travel devices, tactile graphics and orientation aids.

EDUC 6860: Fundamentals of Auditory-Verbal Practice

Technology advances, in particular sophisticated digital hearing aids, FM systems, and cochlear implants, have enlivened the listening/audition approaches that focus on the development of cognition, communication, language, and speech in children with hearing impairments. Competencies in these listening approaches requires practitioners to have an extensive understanding of child language learning and general child development, the conditions that support this learning and development, and the approaches, techniques, and methods that can be used to enhance it. Through reading, lectures, and research this course will help prepare professionals to contribute to the development of children with hearing impairments within an auditory-verbal approach.

Students taking this course will need to have access to “deaf children” in order to complete their assessments. Students should contact Dr Jill Duncan for further information.

EDUC 6861: Auditory-Verbal Practice: Early Intervention

In order to take advantage of advanced hearing technology to effectively develop spoken language in children with hearing impairments using audition, practitioners using an auditory-verbal approach must marry several important areas of knowledge and skill. The understanding of hearing, hearing assessment, equipment capabilities, and equipment maintenance are vitally important. To ensure the best environment, educators also need to understand how to create the optimal listening conditions and subsequently integrate listening throughout the day to develop both cognition and language with the parents as the primary language developer. Developing skills of assessment of listening, language, speech, and cognition is also necessary.

Students taking this course will need to have access to “deaf children” in order to complete their assessments. Students should contact Dr Jill Duncan for further information.

EDUC 6862: Auditory-Verbal Practice: School Age

Auditory verbal practice is the application and management of technology, strategies, techniques, and procedures to enable children with hearing impairments to learn to listen and understand spoken language in order to communicate through speech. Auditory-verbal practice is “diagnostic” –the practitioner, continuously evaluating the child’s and parents’ progress. The focus of this course will concern techniques and procedures in auditory-verbal practice, developing the educator as a diagnostic “listener”, and setting up the child and parents for success. The course will also stress the importance of principle-based, responsive intervention.

Students taking this course will need to have access to “deaf children” in order to complete their assessments. Students should contact Dr Jill Duncan for further information.

EDUC 6863: Research and Development in Auditory-Verbal Practice

For the advancement of auditory-verbal practice, the development of progressive practitioners must be a high priority. While the process of development and interaction with the child and family must be diagnostic, so should the process be for practitioners across their clients, program, and indeed the field. Practitioners are active consumers of published research and descriptive or instructive literature. Professionals involved should be contributors to the area with their own projects, programs of research, or contributions to professional associations. Professionals also need to develop skills to contribute to the development of other professionals through teaching, demonstrating, and mentoring.

EDUC 6864: Child Development: Sensory and Multiple Disability

Content reflects a developmental approach to working with young children with sensory and multiple disabilities with consideration to the impact of vision impairment and multiple disabilities on growth and development. Course considers the impact of multiple disabilities on learning and development of children with vision impairment from a trans-disciplinary approach to serving children who have sensory and multiple impairments. Candidates will examine research in vision impairment and sensory-multiple impairment. The course will prepare reflective and innovative professionals as leaders who ensure the development of students with vision impairments and/or sensory and multiple disabilities within dynamic social and educational contexts.

GENERAL INFORMATION FOR STUDENTS

Accommodation

Accommodation is available on campus in King House for full-time students, students attending residential schools, Visiting Research/Teaching Fellows, conference participants, and other official RIDBC Renwick Centre visitors. King House offers a range of accommodation options including single rooms with private facilities, and single and twin-share rooms with shared facilities. Communal living/dining areas are provided, as are fully equipped kitchens and laundries.

Applications for accommodation in King House should be obtained from the Accommodations Officers, for approval by the Head of Graduate Programs at Renwick. Further information regarding costs and associated conditions is available from the Accommodation Officers:

Sue Vale
Phone: (02) 9872-0373
Email: sue.vale@ridbc.org.au

Jill Watson
Phone: (02) 9872-0303
Email: jill.watson@ridbc.org.au

Car Parking

Students bringing a private vehicle on to the RIDBC campus may park in any marked parking bay, which is not designated for a specific purpose or vehicle. For the safety and security of the children and staff of RIDBC, drivers must obey all traffic and parking signs and any directions issued by Security Staff. Students attending evening lectures are advised to use the parking areas adjacent to the main entrance and exit to the RIDBC campus (see map in appendix).

Committees

It is of considerable benefit to both the Renwick Centre and the student body to have student representation on Committees. Positions for student representatives are currently available on the following committees: Academic Board and Course Committee. Details of these committees are available from the Head of Graduate Programs. Nominations will be called early in the first semester for these positions.

Counselling Service

Students experiencing personal problems which may adversely affect their studies may contact The University of Newcastle Counselling Service. This service should not be used for organizational and academic matters such as requests for extensions, etc., which are dealt with through Renwick.

Course Fees

Courses undertaken for university credit carry the enrolment fee applicable to postgraduate level courses at the University of Newcastle. The fee for domestic students in 2009 is \$1,075 per course.

Students should familiarise themselves with information regarding University charges contained in the general enrolment information provided by the University. Should you have any queries regarding fees, please contact the University directly.

Information Technology and the Postgraduate Student

All courses in programs offered by the Renwick Centre make extensive use of information and online technologies to teach, administer, and deliver course materials.

In order to effectively complete studies, it is ESSENTIAL that students have regular access to a computer and the Internet.

It is desirable to have:

Operating system:

- Windows XP or Vista

Web browser:

- Internet Explorer v.6.x or later which can be downloaded free from...
<http://www.microsoft.com/windows/ie/default.asp>.
- minimum 56k modem/broadband recommended

Word processing:

- Your lecturers use Microsoft Word/Office.

Other:

- Adobe Acrobat reader can be downloaded free from...
<http://www.adobe.com/products/acrobat/readstep2.html>
- virus protection software

A postgraduate student at the Renwick Centre is expected to know, or be prepared to learn the following skills:

- use of basic word processing skills for preparation of assignments
- sending and reading e-mails with attachments
- accessing and navigating the Internet
- accessing and navigating online course materials (presented via Blackboard)
- participating in online discussion groups (presented via Blackboard)
- accessing a Studentmail email account, for the purposes of communication with University and Renwick staff
- accessing The University of Newcastle online library catalogue (Newcat)
- accessing and searching online journal databases

Renwick Centre staff will provide ongoing support via phone, e-mail, on-campus tutorials and user guides to assist students to obtain these skills.

Security

The security of all RIDBC community members is a priority for RIDBC's administrators. Between the hours of 4.00pm and 7.30am each day, and at all times on weekends, a Security Officer is present on campus. In accordance with RIDBC policy, it is possible that people coming onto the campus during these hours may be requested to produce some form of acceptable identification. For these purposes, your University of Newcastle Student Photo ID Card should be carried with you at all times.

Where students are leaving Renwick after dark and require an escort to a vehicle in one of the lower car parks, this can be arranged by calling the Security Officer on 244 (internal call) or 0417 430 609. These same numbers should be used in the event of a security emergency.

Student Photo ID

For the purposes of library borrowing and security, all students are required to hold a current Student Photo ID Card. For information on obtaining your student card, please contact the Student Enquiry Centre, The University of Newcastle on (02) 4921-5000 or enquirycentre@newcastle.edu.au.

Attendance at Class

Attendance at lectures is expected. Students should be punctual, show respect regarding the appropriate use of mobile phones, and act in a manner appropriate to graduate level study. Attendance at relevant conferences and workshops is encouraged. Attendance at practicum and practical skills sessions is compulsory. On many occasions students will be required to read and prepare material prior to the lectures, tutorials, and workshops. Failure to do so could result in failure of the course overall. When possible, students who are unable to attend classes should notify the lecturer concerned **prior to the class**.

Students with Disabilities

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

Study Materials: Delivery to Distance Students

Where possible, the Renwick Centre plans to make course materials available to students by Week 1 of relevant semester. If you are a fully enrolled student but are unable to access study materials or have not received information for a course by the end of Week 1 of semester, please contact the Distance Education Coordinator. It may simply be that there is an administrative delay, but it could be an indication of a more serious problem such as incorrect enrolment.

Assignments

The term assignment is used generally to cover all student products which are required as part of participation in a course.

A completed cover sheet **must** accompany each assignment. On-campus students may hand assignments to the lecturer or to administration staff (Centre Secretary or the Distance Education Co-ordinator). Distance students may submit assignments by post, or electronically (by emailing directly to their lecturer or via Blackboard's digital dropbox). Assignments **must not** be left on lecturers or administration staff desks or in staff mail boxes. Cover sheets are available from the Secretary's office and distance students are supplied with a cover sheet in electronic form. It is important to note that each sheet contains a statement to be signed by the candidate certifying that the assignment is the work of the student and that it has not previously been submitted for academic credit. (Please refer to the section on Plagiarism).

Distance students who choose to mail assignments, are requested to post to the lecturer of the course at the following address:

The Renwick Centre, Private Bag 29, Parramatta, NSW 2124

All students will be issued with a receipt for each submitted work, either in person or by e-mail. Assignments will not be accepted via fax unless prior permission is given.

For ease of collation and marking, students are requested NOT to insert assignments into plastic sleeves or folders. Additionally, it is stressed that in your own interest you should **keep a backup copy of your work**. Unfortunately, assignments do occasionally go astray.

For written assignments that require references, Renwick uses the style manual of the American Psychological Association (APA). The *Publication Manual of the APA* (5th ed.) is available in the library. Please refer to the Renwick Centre Student Information CD for further APA resources.

Due Date and Extensions

Unless otherwise specified in study materials, the due date is the last date on which your assignment should be post marked, emailed, or hand delivered to Renwick.

Extensions of time without penalty are allowed only in cases of certified illness or misadventure and must be sought before the due date with appropriate documentation and explanation. The assignment(s) must be submitted, even though late, in order to meet course requirements. Requests for extensions or any other consideration should be made in writing by completing the appropriate form, which is available at <http://www.newcastle.edu.au/study/forms/> and on the Renwick Centre Student Information CD. Pressure of work either in other courses or in employment cannot be accepted as grounds for extensions as students are expected to plan and organize their work and study schedules to meet all their commitments. Such assignments are assessed in the usual way unless otherwise indicated.

Late work submitted without permission for extension may also be submitted. Such late work will be marked in the usual way for teaching purposes but for each week or part thereof late, 10% of the possible mark for that item of work will be deducted (unless otherwise indicated by the lecturer at the beginning of the course.) The final date for submission of work will be the Friday prior to the start of the examination period. Students are reminded that all assignments and class tests must be submitted in order to be eligible to pass the course, even if no marks are attracted due to the lateness of the work.

Renwick staff makes extensive use of progressive assessment. Students will be advised early in the course of the assessment tasks for their course. No formal examinations are held in courses offered by distance mode. A copy of a typical Assessment Summary Sheet that may be used for assessment of written assignments is included in the appendices.

Plagiarism

Academic integrity is an important aspect of university work. There is an expectation that work submitted at university level demonstrates originality of thinking or critical evaluation of source material. It is expected that students will not plagiarise the work of others. The Macquarie Thesaurus lists the following synonyms for plagiarism: appropriation, piracy, and theft. Essentially, plagiarism is using someone else's writing or ideas as your own, without appropriate acknowledgment. In a university, plagiarism is regarded as a serious offence and can lead to failure and/or exclusion from a course.

Renwick Centre/University policy relating to plagiarism is contained in the University's web site at... <http://www.newcastle.edu.au/service/academic-integrity/students/plagiarismstudents.html>

The University of Newcastle has implemented a new software program called "TURNITIN" that is available to all students for all courses so that they can check the integrity of written assignments

before submission. More information on TURNITIN may be found on the Blackboard sites of individual courses.

Students can contact Connie Kennedy Phone: 4921 7946 at The University of Newcastle if they have further questions about TURNITIN or go directly to the web site...

www.newcastle.edu.au/intranet/students/learning-support/turnitin

Plagiarism may take the following forms:

- Quoting sections of an article or book without acknowledging their source.
- Using a figure, table, diagram, or illustration by another author without acknowledging its source.
- Using a conceptual analysis or literature summary without acknowledging its source.
- Copying the work of another present or former student, or anyone else.
- Submitting work provided through a commercial organisation or computer network as if it was original material.

Students sometimes suggest that they have read a lot and remembered what they read, but have not remembered the sources. This is not a satisfactory excuse. When you are preparing to write an essay, you should be meticulous in recording your search of the literature and ensure that *all* of your sources are appropriately acknowledged.

Course Grades

In accordance with University policy, the following grading procedure will be used for all courses within Renwick Centre, other than Practicum:

- 85%+ High Distinction (HD)
- 75-84% Distinction (D)
- 65-74% Credit (C)
- 50-64% Pass (P)
- below 50% Fail (FF)

Applying for Credit

If you have completed study at another institution, you may be eligible for credit towards your program. If you wish to be considered for credit for previous studies, please complete the credit application, located on the University website at www.newcastle.edu.au/study/credit and on the Renwick Centre Student Information CD. Please complete the form, attach the relevant documentation, and forward it to the Head of Graduate Programs, the Renwick Centre for assessment.

Student Grievances

Students who have a complaint to make, believe that they have been treated unfairly or that they have a grievance against a staff member, have a number of options at their disposal:

- Discuss the matter with the staff member concerned and see if a resolution can be reached.
- In the case of suspected harassment, write a confidential letter to the staff member indicating the behaviour, which you find to be harassing, and ask for it to cease.
- If the above steps are unsuccessful or if you wish to consult with a third party, talk to the Faculty of Education & Arts, Deputy Head of School, Dr Ruth Reynolds (phone 02 4348 4110 or email ruth.reynolds@newcastle.edu.au) or the Student Equity Program Coordinator Pauline Dunn (phone 02 4921 6370) or the Dean of Students, Associate Professor Loris Chahl at The University of Newcastle (phone 02 4921 5806) or email

chahl@mail.newcastle.edu.au who will provide you with advice and, if necessary, negotiate on your behalf.

The Renwick Centre has a strong commitment to its students and will attempt to resolve problems within Renwick, whenever possible.

LIBRARY

RIDBC Renwick Centre Library has been designed and purpose-built to meet the information needs of the Centre as well as the needs of the diverse and highly qualified professional staff of RIDBC. A commitment exists to the provision of a high quality client-centred service to all registered users of this resource centre.

Facilities

The Library provides a comfortable and relaxed atmosphere conducive to research and study. A Group Study Room is provided for students to use. Small groups wishing to use this room are required to make a booking with the Librarian. Personal computers and laptops with online access to the catalogue, journal databases and the Internet are available. Word processing and PowerPoint software is also accessible to students on these PCs. A laptop computer docking station is also available.

Online journal databases are available from all Library PCs. Access to these databases is also available to students from a home or work PC with an Internet connection. A photocopier and printer operated by a card system is conveniently located in the Library for copying and printing of library material by students and staff. Distance education students who wish to request copies of library material require a photocopier card to be filed in the library for the duration of their course. Photocopy cards may be purchased from The Renwick Centre Secretary or Distance Education Coordinator.

Bags are not permitted in the library under any circumstances. Lockers are provided outside the entrance to the Library for the secure storage of bags and personal materials prior to entering the Library. Food and drink are not permitted in the Library.

Resources

The Library provides resources in special education, with the majority of holdings being in the area of sensory and multiple disabilities. The collection includes specialised monographs and journals, audio-visual resources, online resources, and curriculum material. There are also a variety of non-print materials available for staff and students with vision impairments. A Special Reserve Collection includes short loan items. Displays of new material are regularly updated. Some of these library resources are available via Renwick Online <http://www.newcastle.edu.au/renwick>

The Centre's affiliation with The University of Newcastle means that the collection is supplemented by the enormous resources available at the University's two main libraries—Auchmuty and Huxley. The Library is connected to the University via the Internet, providing access to the University's Library system and online resources.

The Renwick Centre Library collection is included in The University of Newcastle's library catalogue (NEWCAT) which is available via the Internet. This means that the collections of Renwick, Auchmuty, Huxley, and Central Coast libraries (plus a number of other libraries affiliated with the University) may be searched from a catalogue terminal in any one of these locations, or via any PC with an Internet connection. Reciprocal borrowing privileges exist between the University Libraries and the Renwick Centre Library.

Services

Reference services include assistance with use of the catalogue, advice as to the use of a variety of reference materials, locating resources in other libraries and online, and searches of databases. Information will also be supplied in response to telephone, fax and email inquiries.

Distance education students' access to the collection and online resources is detailed in the "Distance Learners Guide to Library and Information Resources" distributed on the Renwick Centre Student Information CD.

User education sessions will be conducted for students and staff periodically throughout the year and students are strongly encouraged to attend. Personal instruction in using online journal databases is available on request and an online tutorial is available via the Library's web page on Renwick Online.

Hours

Semester Hours:

- Monday 0900 - 1700
- Tuesday 0900 - 2100
- Wednesday 0900 - 2000
- Thursday 0900 - 1700
- Friday 0900 - 1700 (closed 1300 - 1400)

Non-Semester Hours:

- Monday to Friday: 0900 - 1700 (closed 1300 – 1400)

The Library is closed on weekends and public holidays (with the exception of possible opening times to coincide with block or weekend courses).

These hours may be subject to change.

Borrowing

Borrowing privileges for academic staff and students are as follows:

- Renwick course-work students: 10 items overall for up to 4 weeks
- Renwick distance education students: 10 items for up to 4 weeks
- Academic Staff and Research students (PhD & Masters by Research): 10 items for up to 4 weeks

Please note that these privileges are subject to change and that different borrowing privileges apply at the other campuses. The "Library Information" option available through NEWCAT displays these details.

Library material will **not** be issued without presentation of a card. (Please refer to the '*General Information for Students*' section - **Student Photo ID**.)

Renwick students may also borrow from any University of Newcastle Library in person. Distance education students should refer to the Borrowing section in their Library Guide for detailed information on borrowing arrangements.

Postgraduate students are often eligible to borrow material from other University libraries (an annual fee is normally applicable). More information on this service is available from The Renwick Centre Librarian.

COURSE ADMINISTRATIVE ARRANGMENTS

RIDBC Renwick Centre staff welcomes enquiries. However, it is to your advantage to be informed of your options before speaking with staff. Please refer to this document, the Faculty of Education Student Guide and the Postgraduate Coursework section of the University web site for information, rules, policy, and procedures that will assist during your studies as a student of The University of Newcastle at the Renwick Centre. Not being aware of due dates and deadlines for events such as fee payments, changes of enrolment, and submission of University forms can result in academic and financial penalties. Pre-requisite and co-requisite conditions **MUST** be met. It is your responsibility to ensure that you are aware of and have met these conditions.

Office Hours

The Renwick Centre offices are open Monday to Friday.

Lecturers are available for consultation with students at nominated times. Details of these times and advice regarding the leaving of messages (including assignments) can be obtained from the Renwick Centre Secretary, Jill Watson (9872 0303) or the Distance Education Coordinator, Claire Farrington (9872 0811).

Contact may be impeded if you have not informed the Renwick Centre in writing of any change of address, telephone number(s), email address, etc. Availability of a school/work number or mobile phone number is helpful for leaving messages and for any urgent contact.

THE STAFF OF RIDBC RENWICK CENTRE

Academic Staff – Research Interests:

Dr Rod Beattie, BA, BEd (Saskatchewan), MEd (Manchester), PhD (Alberta)

- Pragmatic language competencies in students who are deaf and hearing-impaired
- Communication competencies of pre-school aged children who are hearing-impaired
- Social, communicative, and achievement effects of early-childhood cochlear implantation
- Ethics, education, and hearing loss or deafness

Dr Breda Carty, BA (Qld), DipEd (Monash), MA (Gallaudet), PhD (Griffith)

- Deaf Studies curriculum development
- Auslan/English bilingualism in children and adults
- Deaf history, culture and community
- Learning styles of Deaf people

Dr Jill Duncan, BSci, Med (Cincinnati), MEdMan, PhD (Western Australia), Cert AVT

- Auditory-Verbal teaching behaviours
- Auditory learning for adolescents
- Defining best practice in oral deaf education

Frances Gentle, BA, Dip Ed (Macq.), BEd (Special Education) (UNE), MSpecEd (Honors) (Sensory Disability) (N'cle, NSW)

- 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 vision impairment

Professor Greg Leigh, DipTeach, BEd (Griffith), MSc (Washington), PhD (Monash), MACE

- Teachers' use of simultaneous communication
- Children's reception and use of simultaneous communication
- Literacy development in deaf children and adults
- Adult literacy and basic education provision for deaf and hearing impaired people
- The use of sign/spoken language interpreters in mainstream educational placements

Dr Mike Steer, BA (Sir George Williams), DipEd (Exeter), MSc (S. Illinois), MEd (Boston College), MA (Hons) (Melb), PhD (Syracuse)

- Disability, advocacy and human service policy reform
- Integration and inclusion of students with sensory disabilities in the generic education system
- Educational issues in deafblindness
- Public attitude towards people with sensory disabilities

Adjunct Lecturers:

Blindness/Vision Impairment

- Tricia d'Apice
- Dr. Gillian Gale
- Sue Silveira

Deafness/Hearing Impairment

- Alan Kelly
- Dr. Robyn Moore
- Professor Phillip Newall
- Dr. Dunay Taljaard

Orientation & Mobility

- Dr Desiree Gallimore
- Beth Helmers
- Per Lundgren
- Kylie Wells

Sensory & Multiple Disability

- Sharon Barrey-Grassick
- Jan North
- Julie Shylan

General Staff:

Renwick Centre Senior Librarian

- Julie Thorndyke

Senior Librarian

- Marijana Militec

Library Assistant

- Jillian Thompson

Coordinator, Continuing Professional Education

- Dr. Reg Fardell

Administrative Officer, Continuing Professional Education

- Sharon Lachmund

Distance Education Coordinator

- Claire Farrington

Renwick Centre Secretary

- Jill Watson

**RIDBC RENWICK CENTRE/UNIVERSITY OF NEWCASTLE
- IMPORTANT DATES 2009**

Week Beginning	Lecture Week	Details
March 2	1	Semester 1 commences
March 9	2	
March 16	3	
March 23	4	
March 30	5	
April 6	6	Good Friday 10 th April
April 13	--	University Recess Easter Monday 13 th April
April 20	7	Anzac Day Saturday 25 th April
April 27	8	
May 4	9	
May 11	10	
May 18	11	
May 25	12	
June 1	13	Semester 1 concludes 5 th June
June 8	No lectures	Queens Birthday 8 th June, Exams/Practicum
June 15	No lectures	Exams/Practicum
June 22	No lectures	Exams/Practicum
June 29		University Recess
July 6		University Recess
July 13		University Recess
July 20		University Recess
July 27	1	Semester 2 commences
July 31	2	
August 3	3	
August 10	4	
August 17	5	
August 24	6	
August 31	7	
September 7	7	
September 14	8	
September 21	9	
September 28	--	University Recess
October 5	--	University Recess - Labour Day Monday 5 th October
October 12	10	
October 19	11	
October 26	12	
November 2	13	November 6 th Semester 2 concludes
November 9	No lectures	Exams/Practicum
November 16	No lectures	Exams/Practicum
November 23	No lectures	Exams/Practicum/Vacation

Further dates are available on the University's website
<http://www.newcastle.edu.au/dates/semester/index.html>

Contact Information

RIDBC Renwick Centre
Private Bag 29
Parramatta NSW 2124
Australia

Phone: +61 2 9872 0303 (Centre Secretary: Jill Watson)

Phone: +61 2 9872 0811 (Distance Education Coordinator: Claire Farrington)

Fax: +61 2 9873 1614

Email: renwick@ridbc.org.au

Web: <http://www.ridbc.org.au/renwick/index.asp>