



Master of Disability Studies
Student Handbook
2017

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

Director's Welcome Message

On behalf of The Royal Institute for Deaf and Blind Children and Macquarie University I am proud to be able to provide this message of welcome to the RIDBC Renwick Centre. I encourage you to explore this handbook and our website to find out more about the Centre and its numerous strengths, including:

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

We at the RIDBC Renwick Centre take great pride in producing well-prepared professionals who are ready to join national and international efforts in addressing the needs of children and adults with hearing and/or vision loss. To date, graduate students at RIDBC Renwick Centre have come from every state in Australia and more than 13 other countries. Graduates of our programs can be found working in all of those locations, and more.

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

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

I wish you every success in pursuing your educational ambitions,

Greg Leigh, AO, PhD, FACE

Director, RIDBC Renwick Centre

RIDBC Renwick Centre

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

Situated in the grounds of RIDBC in North Rocks (NSW), among several schools and educational services, the Renwick Centre offers students a unique opportunity for observation and practical experience.

From 2017, all degrees offered at the RIDBC Renwick Centre are awards of Macquarie University. Students enrol through the University and must meet the University's criteria for admission and progression.

RIDBC is Australia's major independent special education service provider. RIDBC provides a wide range of educational and related services to people who are deaf/hard of hearing or blind/vision impaired, including people with additional disabilities. RIDBC, founded in 1860, is one of Australia's major charitable organisations having been 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 organisation's Statement of Purpose, Values, and Objectives are set out in its Annual Report .

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

In collaboration with Macquarie University, RIDBC operates the RIDBC Renwick Centre as a centre for research, professional training, and continuing professional education for teachers and allied health professionals working with people who are deaf/hard of hearing or blind/vision impaired. The Centre was established by RIDBC in 1992 and is named for 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. He was a medical practitioner who entered politics following his election first as an MLA and later as an MLC and served in two Ministries. He was also Medical Superintendent of Sydney Hospital and Vice-Chancellor of the University of Sydney.

RIDBC Renwick Centre Aims and Structure

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

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

Academic Studies

RIDBC Renwick Centre provides high quality initial and on-going education for professionals engaged in serving people with a sensory disability. In 2017, the Centre provides a program leading to the postgraduate award of Macquarie University: Master of Disability Studies.

Continuing Professional Education

In addition to "award-bearing" professional training units, RIDBC Renwick Centre provides ongoing professional development, through a range of seminars, conferences, and workshops conducted by Australian and international experts in sensory disability.

Research and Publication

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

[RIDBC Renwick Centre research](#) 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 sensory disabilities. Alternatively, such research may be funded through the University's internal grants schemes or through one of a number of external grant schemes (e.g., the Australian Research Council). Students are encouraged to familiarise themselves with the current research projects and research interests of staff within the Centre. This will be of particular importance for students seeking to continue studies in a higher degree by research.
2. Projects conducted by Research Fellows under Japan-Australia Friendship Fund (JAFF) or other fellowship schemes. The Fellowship Schemes are available to scholars and practicing professionals from across the field of sensory disability. Fellowships are awarded for the purposes of conducting original research or an applied project (e.g., project development, refinement, or documentation) in the area of (re)habilitation and education of people with a sensory disability.
3. Projects conducted by students undertaking research as part of their degree studies. These projects may be supported (to varying degrees) by existing research infrastructure.

RIDBC Renwick Centre Graduate Programs

RIDBC Renwick Centre offers a range of postgraduate units specialising in people with a sensory disability. Studies in award programs specialise in deaf/hard of hearing (DHH), vision impairment (VI) or eclectic studies in sensory disability. Programs are available through a range of delivery modes through part-time study (from 2017) or full-time study (from 2018), depending on demand. Table 1 lists units available through the Master of Disability Studies.

Master of Disability Studies (specialising in Education: Vision Impairment; Education: Deaf Hard of Hearing; Sensory Disability)

One year full-time (or equivalent part-time)

The Master of Disability Studies is designed for a range of candidates including: qualified teachers who wish to teach students who have a sensory disability, teachers already working in the sensory disability field who wish to upgrade their skills and qualifications and, allied health professionals seeking to complete studies in sensory disability.

The program provides candidates with the opportunity to specialise in teaching students who are deaf/hard of hearing or students who are blind/vision impaired. The structure for each of the possible specialisations is in Table 2(a). Alternatively, students (particularly those that already have a qualification in the field) can undertake an eclectic program of coursework.

Completion of the Master of Disability Studies (Education: Vision Impairment specialisation) (in addition to annual professional learning) will see graduates eligible for registration under the South Pacific Educators of Vision Impaired (SPEVI) category "Qualified Specialist Teacher (VI) plus Professional Learning". Registrants in this category may apply to join the Better Start Early Intervention Service Provider Panel as sole providers and apply as service providers under the National Disability Insurance Scheme (NDIS).

Completion of the Master of Special Education (Education: Deaf Hard of Hearing specialisation) will see graduates eligible for full membership of the National Australian Association of Teachers of the Deaf (NAATD). Registrants may apply to join the Better Start Early Intervention Service Provider Panel as sole providers and apply as service providers under the National Disability Insurance Scheme (NDIS).

Entry requirements: Bachelor Honours degree in education, psychology, speech and hearing, special education, disability studies, health sciences, allied health or a related discipline

OR Bachelor degree in education, psychology, speech and hearing, special education, disability studies, health sciences, allied health or a related discipline AND a minimum of 2 year's full-time work experience relevant to the chosen specialisation

OR Bachelor degree and a Graduate Certificate in education, psychology, speech and hearing, special education, disability studies health sciences, allied health or a related discipline

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

Professional Experience Requirements: Prospective students who wish to seek employment as a teacher of the deaf or teacher of the vision impaired will need to complete a professional experience unit. Each State Teacher Registration Board has specific professional experience requirements. Students are responsible for ensuring that they meet the requirement for the state in which they seek registration as a teacher of the deaf/hard of hearing or teacher of the blind/vision/impaired. Please refer to the Professional Experience Coordinator for additional information regarding professional experience options available in the Master of Disability Studies program.

Braille and Auslan Requirements: In order to meet the Master of Disability Studies requirements, all students must achieve a minimum level of proficiency in either Braille in the case of the Education: Vision Impaired specialisation or Auslan in the case of all students in the Education: Deaf Hard of Hearing specialisation.

Structure: In order to qualify for the award, candidates must complete 32 credit points of coursework from the specified range of units in the specialisation, detailed on the Macquarie University website.

[Sensory Disability](#)

[Education: Vision Impairment](#)

[Education: Deaf and Hard of Hearing](#)

Refer to Table 2 (a) Compulsory and option units comprising the specialisations offered by RIDBC Renwick Centre in the Master of Disability Studies course.

Cross Institutional Enrolment

Students 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 [Macquarie University](#).

Table 1. RIDBC Renwick Centre Unit Availability

All units are 4 credit points. Unit availability is subject to demand. Prior to enrolling students must confirm unit availability via the [Macquarie University website](#) at or via the [RIDBC Renwick Centre website](#).

Unit Code and Name	Unit Convenor	Session Available	Important Notes	Delivery Mode, Location and Campus Conference Dates
Available directly through Macquarie University				
EDCN800 Introduction to Educational Research	Dr Greg Robertson	1 & 2		Online
Available through RIDBC Renwick Centre				
SPED910 Critical Reflection and Professional Experience in Sensory Disability	Alison Hawkins-Bond	1 & 2	Refer to Professional Experience Handbook	Individually arranged (16 days practicum)
SPED911 Inclusion and Professional Collaboration in Sensory Disability	Dr Fran Gentle	2	Optional component: Practicum	Online
SPED912 Independent Projects in Disability Studies (Deaf Hard of Hearing or Vision Impairment)	Dr Breda Carty (Supervisor appointed)	1 & 2		Individual arrangement
SPED921 Orientation and Mobility Fundamentals	Dr Fran Gentle	1		External (5-day campus conference)
SPED922 Educational Adjustments for Learners with Vision Impairment	Dr Fran Gentle	1		Online
SPED923 Literacy for Learners with Vision Impairment	Dr Fran Gentle	2	Mandatory component: UEB Grade Two Braille	External (5-day campus conference)
SPED925 Technology for Learners with Vision Impairment	Sue Silveira	2		External (4-day campus conference)
SPED926 Introduction to Vision Impairment	Sue Silveira	1		Online
SPED927 Complex Vision Impairment	Sue Silveira	2		Online

SPED928 Foundations of Orientation & Mobility for Instructors in Training *	Sue Silveira	1		External (10 day campus conference)
SPED929 Advanced Orientation and Mobility for Instructors in Training*	Sue Silveira	1		External (10 day campus conference)
SPED930 Orientation and Mobility Practicum*	Sue Silveira	2		10 week practicum required
SPED931 Introduction to Educational Audiology	Dr Robyn Cattle Moore	1		External (1-day campus conference)
SPED932 Perception and Production of Speech in Deaf/Hard of Hearing Children	Dr Robyn Cattle Moore	2		Online
SPED933 Language and Literacy Learning in Deaf/Hard of Hearing Children	Dr Robyn Cattle Moore	1		Online
SPED934 Language and Literacy Interventions for Deaf/Hard of Hearing Learners	Prof Greg Leigh	2		Online
SPED935 Social Perspectives on Deafness and Deaf Education	Dr Breda Carty	1	Mandatory component: Auslan Basic	External (2-day campus conference)
SPED936 Sensory Disability: Child Development and Family Perceptions	Dr Robyn Cattle Moore	1 & 2		Online
SPED937 Signed Communication in Early Childhood Education	Dr Breda Carty	2		External (3-day campus conference)
SPED938 Theory and Practice in Sign Bilingual Education	Dr Breda Carty	1	Mandatory component: Auslan Advanced	External (3-day campus conference)
SPED939 Advanced Educational Audiology	Dr Robyn Cattle Moore	2		Online

* Delivered in collaboration with [Guide Dogs NSW/ACT](#). Refer to [further information](#) in this document. Enrolment restricted to Guide Dogs agency students only.

Table 2(a). Compulsory and option units comprising the specialisations offered by RIDBC Renwick Centre in the Master of Disability Studies program.

MDisStud (Education: Deaf Hard of Hearing) 32 credit points	
Compulsory units (each unit is 4 credit points)	Select 1 optional unit (each unit is 4 credit points)
SPED931	SPED912
SPED932	SPED936
SPED933	SPED937
SPED934	SPED939
SPED935	
SPED911	
SPED910	

MDisStud (Education: Vision Impairment) 32 credit points	
Compulsory units (each unit is 4 credit points)	Select 1 optional unit (each unit is 4 credit points)
SPED926	SPED912
SPED925	SPED936
SPED922	SPED927
SPED923	
SPED921	
SPED911	
SPED910	

MDisStud (Sensory Disability) - 32 credit points		
Compulsory units (each unit is 4 credit points)	Select 8 credit points from:	And select 16 credit points (4 units):
SPED911	EITHER SPED926 & SPED927	from the list of options in Table 2(b)
SPED910	OR SPED931 & SPED932	

Master of Disability Studies: Study Patterns

In 2017, students of all specialisations may complete their studies at a part-time rate (1 or 2 courses per semester). From 2018, students may also complete their studies at a full-time rate (4 courses per semester).

Students of the Education: Vision Impairment and Education: Deaf Hard of Hearing specialisations are strongly advised to follow one of the suggested study patterns detailed in the [RIDBC Renwick Centre Timetable](#). These study patterns take account of unit availability, pre-requisites and requirements of professional experience.

In 2017, students in the Sensory Disability specialisation may complete units in any order (with reference to unit pre-requisites) however, it is recommend that students enrol in SPED910 only after completion of a minimum of 16 credit points of study.

Students commencing studies in Semester Two are advised to consult the [Executive Officer, Graduate Studies](#) for advice on unit selection.

Table 2(b). Master of Disability Studies (Sensory Disability): option units.

Students of the Master of Disability Studies (Sensory Disability) are required to select 16 credit points (4 units) from the following list of option units:

Unit Code and Name	Unit Convenor	Semester Available	Important Notes	Delivery Mode, Location and Campus Conference Dates
Available directly through Macquarie University				
EDCN800 Introduction to Educational Research	Dr Greg Robertson	1 & 2		Online
Available through RIDBC Renwick Centre				
SPED912 Independent Projects in Disability Studies (Deaf Hard of Hearing or Vision Impairment)	Dr Breda Carty	1 & 2		Online
SPED921 Orientation and Mobility Fundamentals	Dr Fran Gentle	1		Online with a 5-day campus conference
SPED925 Technology for Learners with Vision Impairment	Sue Silveira	2		Online with a 4-day campus conference
SPED926 Introduction to Vision Impairment	Sue Silveira	1		Online
SPED927 Complex Vision Impairment	Sue Silveira	2		Online
SPED928 Foundations of Orientation & Mobility for Instructors in Training *	Sue Silveira	1		10-day campus conference
SPED929 Advanced Orientation and Mobility for Instructors in Training*	Sue Silveira	1		10-day campus conference
SPED930 Orientation and Mobility Practicum*	Sue Silveira	2		10 week practicum
SPED931 Introduction to Educational Audiology	Dr Robyn Cantle Moore	1		Online

Unit Code and Name	Unit Convenor	Semester Available	Important Notes	Delivery Mode, Location and Campus Conference Dates
SPED932 Perception and Production of Speech in Deaf/Hard of Hearing Children	Dr Robyn Cantle Moore	2		Online
SPED933 Language and Literacy Learning in Deaf/Hard of Hearing Children	Dr Robyn Cantle Moore	1		Online
SPED934 Language and Literacy Interventions for Deaf/Hard of Hearing Learners	Prof Greg Leigh	2		Online
SPED935 Social Perspectives on Deafness and Deaf Education	Dr Breda Carty	1	Mandatory component: Auslan Basic	Online with a 2-day campus conference
SPED936 Sensory Disability: Child Development and Family Perceptions	Dr Robyn Cantle Moore	1 & 2		Online
SPED937 Signed Communication in Early Childhood Education	Dr Breda Carty	2		Online with a 3-day campus conference
SPED938 Theory and Practice in Sign Bilingual Education				
SPED939 Advanced Educational Audiology	Dr Robyn Cantle Moore	2		Online

* Delivered in collaboration with [Guide Dogs NSW/ACT](#). Refer to [further information](#) in this document. Enrolment restricted to Guide Dogs agency students only.

External and Online Delivery

The Master of Disability Studies is offered through external and online delivery. Units offered in external mode are delivered through a combination of online components and compulsory campus conferences. Units offered online do not require attendance at campus conferences and can be completed entirely online. **For successful completion of your course, access to a computer and the Internet is essential.**

Online components may include unit material, online reference guides, references to web sites, and discussion board activities. Campus conferences may be scheduled for one to ten days during a semester. **It is the students' responsibility to confirm the dates for campus conferences with RIDBC Renwick Centre staff prior to enrolling in a unit.**

Attendance at campus conferences is compulsory. Opportunity will be provided during campus conferences for access to support from The RIDBC Renwick Centre Rydge Family Library, RIDBC Renwick Centre staff, and specialist staff of the *Royal Institute for Deaf and Blind Children*.

The RIDBC Renwick Centre makes unit materials available to students by Week 1 of the relevant session. Enrolled students who are unable to access study materials for a unit by the end of Week 1 of session should contact the [Executive Officer, Graduate Studies](#).

Application for Program Entry

All RIDBC Renwick Centre / Macquarie University students apply for entry via [Macquarie University website](#).

All prospective students are encouraged to consult with RIDBC Renwick Centre staff prior to applying for entry to obtain program-planning and general advice.

Claire Farrington – Executive Officer, Graduate Studies. Phone: +61 2 9872 0811

Lena Karam – Administrative Assistant. Phone: +61 2 9872 0303

Brief Unit Descriptions

EDCN800 Introduction to Educational Research

By completing a series of modules, students extend their understanding of the research methods used to explore contemporary issues in a variety of education settings (eg, early childhood, school, workplace, technical and further, and higher education). Students are supported in their learning through guided reading and a series of face to face workshops. For those students who are unable to attend, audio recordings of the workshops are distributed via the unit's iLearn site.

SPED910 Critical Reflection and Professional Experience in Sensory Disability

Assumed Knowledge: Completion of SPED933, SPED934 plus two other compulsory units (in the Education: Deaf/Hard of Hearing specialisation) or completion of SPED922, SPED923 plus two other compulsory units (in the Education: Vision Impairment specialisation).

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

This unit provides students with the opportunity to prepare for, and then undertake professional experiences in practice, in management and evaluation. Central to this professional experience is a critical reflection model that guides and highlights the students' awareness regarding the role that research plays in strengthening their professional skills and knowledge. Using critical reflection students will demonstrate professional practice that optimises outcomes for people with sensory disability.

Students of the Deaf/HH specialisation are required to identify professional experience centres/ schools/ programs that use communication approaches that are appropriate to their level of proficiency. Before undertaking professional experience days in educational environments where students are taught using signed language, Renwick students must demonstrate competency equivalent to or higher than Certificate II in Auslan. Auslan courses are offered at a number of TAFE colleges (or equivalent) nationally. Refer to the [RIDBC Renwick Centre Professional Experience Handbook](#) for detailed information on professional experience requirements.

SPED911 Inclusion and Professional Collaboration in Sensory Disability

SPED911 explores inclusive principles and practice that promote, protect and support the rights of learners with sensory impairment to participation in education and society without discrimination and on the same basis as people without disability.

SPED912 Independent Projects in Disability Studies (Deaf Hard of Hearing or Vision Impairment)

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

SPED921 Orientation and Mobility Fundamentals

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

SPED922 Educational Adjustments for Learners with Vision Impairment

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

SPED923 Literacy for Learners with Vision Impairment

Mandatory Unit Requirement: Demonstrated proficiency in UEB (Unified English braille), for example, completion of a course in braille, certificate in braille proficiency.

It is recommended that MDisStud (VI) students complete SPED923 within the first four units of their studies as per the study patterns detailed in the Renwick Centre Timetable.

This unit examines the theory and practice of language, literacy and numeracy development for preschool and school-aged learners who are blind or have low vision, deafblindness or additional disabilities. Unit content includes theoretical and instructional approaches to such areas as concept development, communication modes, and curriculum and pedagogic adjustments and accommodations. Students will have practical opportunities to investigate optical aids and braille equipment, learning media assessment and production of alternative formats, and instructional approaches to emergent.

SPED925 Technology for Learners with Vision Impairment

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

SPED926 Introduction to Vision Impairment

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

SPED927 Complex Vision Impairment

This course extends and develops concepts and learning introduced in SPED926 Introduction to Vision Impairment, with a particular focus on individuals and groups with complex support needs. The student's knowledge and understanding of the substantial challenges for individual, family and community arising from blindness and vision impairment will be developed.

SPED928 Foundations of Orientation & Mobility for Instructors in Training

This unit provides an introduction to the theory and practice of Orientation and Mobility for practitioners who will provide services to people with vision impairment.

This unit is offered cooperatively with Guide Dogs NSW/ACT.

SPED929 Advanced Orientation & Mobility for Instructors in Training

Prerequisite: SPED928 Foundations of Orientation and Mobility for Instructors in Training

This unit provides students with opportunities to gain exposure to Orientation and Mobility programs and teaching situations under the guidance and assistance of an experienced instructor. Students will receive a gradual induction into the profession of Orientation and Mobility.

This unit is offered cooperatively with Guide Dogs NSW/ACT.

SPED930 Orientation and Mobility Practicum

This unit provides students with opportunities to gain exposure to Orientation and Mobility programs and teaching situations under the guidance and assistance of an experienced instructor. Students will receive a gradual induction into the profession of Orientation and Mobility.

This unit is offered cooperatively with Guide Dogs NSW/ACT.

SPED931 Introduction to Educational Audiology

This unit aims to provide teachers of the deaf with a broad overview of auditory development and audiological practice. Students will be introduced to the anatomy and physiology of hearing as a basis for understanding the mechanisms underlying auditory perception. The causes and implications of various types of hearing loss will be examined. Procedures and testing techniques will also be explored. Topics covered in this area will include screening, behavioural assessment, objective assessment, and evoked potential testing techniques. Students will develop an understanding of clinical reports and audiograms. Hearing aids, cochlear implants and other assistive listening devices are reviewed and students will learn skills in troubleshooting and monitoring such devices

SPED932 Perception and Production of Speech in Deaf/Hard of Hearing Children

This unit presents an introduction to speech perception and speech production of children who are deaf/hard of hearing. Emphasis is given to typical speech perception and the

continuum of development supporting the emergence of mature speech production. Strategies to assess and enhance the intelligibility of speech for listeners who are deaf or hard of hearing (D/HH) are explored.

SPED933 Language and Literacy Learning in Deaf/Hard of Hearing Children

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

SPED934 Language and Literacy Interventions for Deaf/Hard of Hearing Children

Prerequisite: SPED933

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

SPED935 Social Perspectives on Deafness and Deaf Education

Mandatory Unit Requirement: Auslan Basic.

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

SPED936 Sensory Disability: Child Development and Family Perceptions

This course examines the influence sensory disability (hearing and/or vision impairment) can have on child development and family perceptions of child progress and competency. The rationale for early intervention through family-centred practice is discussed and characteristics of effective parent-professional partnership and collaboration explored. Students will consider family systems, cultural diversity, and the role of parent education and guidance as a basis for promoting optimal outcomes for children with a sensory disability.

SPED937 Signed Communication in Early Childhood Education

This unit provides an examination of the contexts in which signed communication is used with young deaf and hard of hearing (D/HH) children 0-3 years of age. The components of signed communication are investigated and pre-requisites for optimal language development described. Discussion of current approaches will include case-study examples and available resources. Note: this unit does not include tuition in Auslan (or other signed communication method.)

SPED938 Theory and Practice in Sign Bilingual Education

Compulsory Unit Component: Auslan Advanced

This course introduces theoretical frameworks for sign bilingual education and develops practical competence in the use of signed language for pedagogical purposes.

Note: this course does not include tuition in Auslan.

SPED939 Advanced Educational Audiology

This unit covers advanced aspects of auditory function and dysfunction as a basis for understanding the use of objective audiological assessment techniques for the diagnosis of hearing loss or site-of-lesion testing. The unit also aims to enable students to develop a greater understanding of the assessment and management of more complex cases such as Auditory Neuropathy Spectrum Disorder, Central Auditory Processing Disorder, children with multiple disabilities, minimal hearing losses, and otitis media. Students will also be provided with further knowledge and skills relating to technology such as hearing aids, cochlear implants and other implantable devices, and assistive listening devices.

General Information

Accommodation

Accommodation is available on campus in King House (at RIDBC) for full-time students, students attending campus conferences, Visiting Research/Teaching Fellows, conference participants, and other official RIDBC 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.

Students can obtain information regarding costs, associated conditions and applications for accommodation in King House from the Accommodations Officers below.

Sue Vale – Phone: +61 2 9872 0373 Email: sue.vale@ridbc.org.au

Lena Karam - Phone: +61 2 9872 0303 Email: lena.karam@ridbc.org.au

Applying for Credit

Students may be eligible for credit towards an enrolled program if a graduate unit has been completed at another institution within the past four years. Students wishing to investigate this option further should complete the online credit application, located on the [University website](#).

Assignment Submission

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

A completed cover sheet **must** accompany each assignment. Students must submit assignments according to the instructions issued by the Unit Convenor. Cover sheets are available on the iLearn site for each unit. 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.)

Students must retain a copy of all assignments.

For written assignments that require references, RIDBC Renwick Centre uses the style manual of the [American Psychological Association \(APA\)](#) (6th edition only). The Publication Manual of the APA is available in the Renwick Centre Rydge Family library.

Car Parking at RIDBC Renwick Centre

Students 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. The on-campus speed limit of 10km/hr should be strictly observed at all times.

Mandatory Unit Requirement: Auslan

Demonstrated proficiency in Auslan Basic is a mandatory component of SPED935 Social Perspectives on Deafness and Deaf Education. Students must demonstrate a basic level of competency by the end of the semester of enrolment in SPED935. Auslan Basic is

described as a minimal level of fluency required for participation in deaf education settings or basic conversational fluency with deaf colleagues and families.

Students of the Deaf/HH specialisation who wish to undertake professional experience days, or to seek employment, in educational environments where students are taught using signed language are encouraged to acquire competency equivalent to or higher than Certificate II in Auslan.

Mandatory Unit Requirement: Braille

Demonstrated proficiency in UEB (Unified English braille) is a compulsory component of SPED932 Literacy for Learners with Vision Impairment. Students enrolled in SPED932 must demonstrate proficiency in UEB prior to the commencement of the semester of enrolment. Students must provide a certificate of UEB proficiency to the Unit Convenor. Students who need to acquire UEB skills may wish to complete Module 1 and 2 of the RIDBC Renwick Centre UEB Online course at <http://uebonline.org/>. For more information, contact [Continuing Professional Education](#) at the RIDBC Renwick Centre.

Counselling Service

Students experiencing personal problems that may adversely affect their studies may contact The [Macquarie University Counselling Service](#).

Unit Fees

Units undertaken for university credit carry the enrolment fee applicable to Commonwealth Supported Places at postgraduate level. The estimated annual fee for domestic students in 2017 is approximately \$794 per unit (approximately \$6,349 per annum for a full-time study load). A different schedule of fees applies to international students.

Students should contact the University directly with queries regarding fees or consult the [University website](#).

Unit Grades

In accordance with University policy, the following grading procedure will be used for all units within RIDBC 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)

Due Date and Disruption to Studies

Renwick Centre staff make extensive use of progressive assessment. Students will be advised early in the semester of the assessment tasks for their unit. No formal examinations are held in units offered by distance mode.

Unless otherwise specified in study materials, the due date is the last date on which your assignment should be submitted to your Unit Convenor.

Students who require an extension or any other consideration should refer to Macquarie University's [Disruption to Studies](#) policy and procedure.

Guide Dogs NSW/ACT

Guide Dogs NSW/ACT, a not-for-profit organisation, exists to enhance the dignity and quality of life of people who are vision impaired by assisting in their achievement of independence through access and mobility. Guide Dogs NSW/ACT services include: low vision assessment and training, assessment and training in Orientation and Mobility, compensatory training to people affected by stroke or other brain trauma, mobility aids including long canes, electronic aids and Guide Dogs, advocacy and community education on the needs and rights of people with disabilities

Services are delivered in the most appropriate location to meet client needs. For example: the home, domicile and suburb of clients, the clients' places of employment, schools, universities and other educational institutes, and other regional centres. For more information please visit the [Guide Dogs NSW/ACT website](#) and the [International Journal of Orientation & Mobility](#).

Lecture and Practicum Attendance

Attendance at all scheduled lectures, campus conferences, professional experience and practical skills sessions is compulsory. Students should be punctual, show respect regarding the appropriate use of mobile phones, and act in a manner appropriate to graduate level study.

Plagiarism, Turnitin, and Endnote

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.

All students must read the University's practices and procedures on [Academic Honesty](#).

Macquarie University uses “**TURNITIN**” software, which is available to all students for all units so that they can check the integrity of written assignments before submission. More information on TURNITIN may be found on the iLearn sites of individual units.

Students are encouraged to utilise Endnote to assist with documenting sources. EndNote allows you to record and organise personal databases of searchable references to books, journal articles, conference papers and other publications. Staff and students of the University may download Endnote on to their personal computer at no cost. Refer to [Macquarie University IT Services](#) for more information.

Security

The security of all RIDBC community members is a priority for RIDBC's administrators. Between the hours of 5.30pm and 7.00am each day, and at all times on weekends, a Security Officer is present on campus. In accordance with RIDBC policy, people on the RIDBC campus during these hours may be requested to produce some form of acceptable identification. For these purposes, your Macquarie University Student Photo ID Card should be carried with you at all times.

When students are leaving the Renwick Centre 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 Campus Card

For the purposes of library borrowing and security, all students are required to hold a current student campus card. For information on obtaining your campus card, please contact [Macquarie University Campus Cards](#).

Students with Disabilities

It is the policy of both the RIDBC Renwick Centre and the University to respond to individual student needs to the greatest extent possible. Consistent with this policy, RIDBC Renwick Centre and the University welcome applications from students with disabilities and/or those who may require special assistance to successfully complete their course. Renwick Centre students may request access support by registering with the Executive Officer, Graduate Studies at the Renwick Centre. Students are also required to register with Macquarie University [Campus Wellbeing](#). The Renwick Centre is unable to provide access services or modification of assessments for a student until registration is received. Students are encouraged to register for support a minimum of one month prior to commencement of study. Refer to the [RIDBC Renwick Centre website](#) or contact claire.farrington@ridbc.org.au for information on the registration process.

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, refer to [Macquarie University's Complaints and Appeals](#).

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

RIDBC Rydge Family Library

The RIDBC Renwick Centre Rydge Family Library was initially set up when the Renwick Centre was created, to support academic staff and higher degree students studying in the field of sensory disability. All our resources have been selected to meet the information needs of teachers and other professionals working with Deaf and hearing impaired, blind and vision impaired children.

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

Renwick Library items are listed on the UoN library catalogue

<https://library.newcastle.edu.au/> (limit your search to location = Renwick).

Please note that the resources held at Renwick are available to students studying through MQ, but items held at UoN locations are not. Please check the MQ catalogue multisearch.mq.edu.au to search for items not at Renwick.

Unit readings are accessed through the MQ library catalogue.

http://multisearch.mq.edu.au/primo_library/libweb/action/search.do?dscnt=1&tab=reserve_collection&vid=MQ&mode=Basic

Journal databases are also accessed via MQ library catalogue.

http://multisearch.mq.edu.au/primo_library/libweb/action/dlSearch.do?institution=MQ&vid=MQ&azSearch=true&fn=almaAzSearch&query=facet_atoz%2Cexact%2CA&selectedAzAlmaLetter=A

For Renwick online journal passwords, please see the Renwick library staff.

Renwick Centre Library Hours

Semester Hours

Monday	9 am – 5 pm
Tuesday	9 am – 5 pm
Wednesday	9 am – 8 pm
Thursday	9 am – 5 pm
Friday	9 am – 5 pm

Non-Semester Hours

Monday to Friday: 9 am – 5 pm

Please phone to check availability as hours may change at short notice. The library is closed on weekends and public holidays.

Renwick Library Borrowing

Borrowing privileges for academic staff and students are:

- 10 items overall for 4 weeks with two renewals.
- Items may be recalled with a shortened due date if requested by another borrower.
- Overdue fines are not charged, but loans will be suspended until overdue items are returned.
- Any item lost or long-overdue will be billed to the borrower and may block re-enrolment or release of final results.
- It is the responsibility of borrowers to cover the cost of return postage of items sent out by mail.
- Special reserve books (such as those on reading lists and in high demand) are 7-day loans.
- Videos and DVDs are also 7 day loans.
- Some assessment kits are on closed access and are only available to qualified users. Please consult library staff.

You are invited to visit the Renwick Centre Library at the North Rocks campus. For those students living outside Sydney, distance is no barrier. You are able to make use of our telephone reference service, book postal-loan service and email document-delivery service. For more details, see <http://www.ridbc.org.au/renwick/library-services>

We pride ourselves in offering a personalized library service to enhance your university experience. Please phone (02) 9872 0285 or email renwick.library@ridbc.org.au to make contact with the library staff to find out how we can help you with your information needs.

RIDBC Renwick Centre Staff

Substantive Academic Staff and Research Interests

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 Frances Gentle, BA, Dip Ed(*Macquarie*), BEd(Special Education)(*New England*), MSpecEd(Hons), PhD(*Newcastle*)

- 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, AO, BEd(*Griffith*), MSc(*Washington*), PhD(*Monash*), FACE

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

Dr Robyn Cattle Moore, BMusEd(*Sydney*), DSCM(Performance)(*Conservatorium Sydney*), MSpecEd, MEdStud, PhD(*Newcastle*)

- Parent education and support following diagnosis of infant hearing impairment
- Early intervention curriculum and monitoring of infants with hearing loss
- Audition, speech and language development of infants in Deaf family environments

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

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

Sue Silveira, DipAppSc(Orthoptics), GradDipHlthSci(Ed)(*Cumberland*), MHLthSci(Ed)(*Sydney*)

- Prevention of eye injury in children
- Early detection and prevention of vision impairment in children
- Determination of levels of vision impairment in Australian children

Dr Mike Steer, BA(*Sir George Williams*), DipEd(*Exeter*), MSc(*S. Illinois*), MEd(*Boston College*), MA(Hons)(*Melbourne*), 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 Academic Staff

- Mike Corrigan, BCom(*Newcastle*), MRehabCIng(*Sydney*), GradDipVocEd&Training (*Technology*), MEd(*Technology*)
- Marie Fram, DipTeach (*ACU*), GradDipSpEd (Hearing Impaired) (*Deakin*), BEd (*Deakin*), GradDipCurriculum (*Melbourne*), MEd (*Melbourne*), DipInterpreting (Auslan) (*RMIT*), GradDipDeaf Studies (Language: Auslan) (*La Trobe*), GradCertDeaf Studies (*La Trobe*), NAATI accreditation
- Dr Desiree Gallimore, BA(*UNE*), MA(*Sydney*), MA(*Macquarie*), MBA, PhD(*Newcastle*)
- Beth Helmers, BSc, MEd(*Northern Colorado*)
- Josie Howse BA(*Macquarie*), MSpecEd(*Newcastle*), PSM
- Michelle Knight BSc(*Sydney*), GradDipEd(Secondary)(*Western Sydney*), MSpecEd (*Newcastle*)
- Stephen Cordwell BArts(*Sydney*), BTeach(*Sydney*), Assistive Technology Provider (RESNA)

Professional Experience Coordinator

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

Library and Information Services Staff

- Julie Thorndyke, BA(LibSc)(*KCAE*), BA(EngLit)(*Macquarie*), MCW(*Sydney*), AALIA, Manager, Library and Information Services
- Marijana Militec, BSc, GradDipIM-Lib(*UNSW*), Senior Librarian
- Jason Morgan, GradDipIM (*UTS*)

Continuing Professional Education Staff

- Jacqueline Cashmore, Assoc Dip Ed Hab (*Catholic College*) BEd Prim (*Sydney*) MSpecED (*Flinders*), Manager, Continuing Professional Education

Multimedia Staff

- Franzisca Chauhan BTechICS(*Macquarie*), GradDipAdvFin(*Finsia*), Web Developer & Online Systems Support

Centre Administration Staff

- Claire Farrington, BA(*NSW*), GradCertAdEd(*New England*), MLMEd(*Newcastle*), Executive Officer, Graduate Studies
- Lena Karam, Diploma Business Administration (*TAFE*), Administration Officer, Graduate Studies
- Sue Vale, Executive Assistant to the Chair

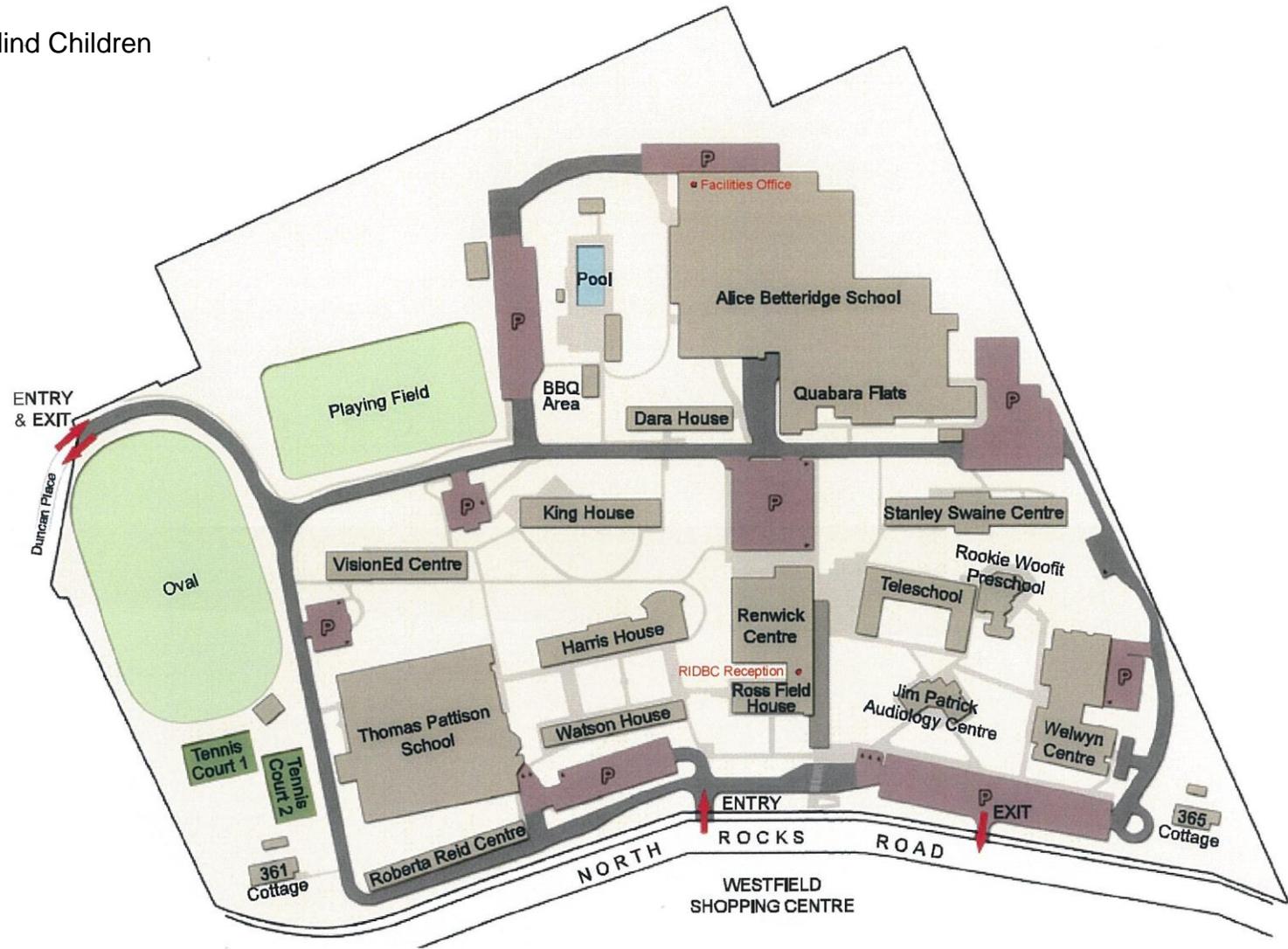
RIDBC Renwick Centre / Macquarie University -- Important Dates 2017		
Week Beginning	Lecture Week	Details
February 27	1	Session 1 commences
March 6	2	
March 13	3	
March 20	4	
March 27	5	
April 3	6	
April 10	7	Easter Fri 14th April
April 17		University Recess; Easter Monday 17 th April
April 24		University Recess: Anzac Day Monday 25 th April
May 1	8	
May 8	9	
May 15	10	
May 22	11	
May 29	12	
June 5	13	Semester 1 concludes 9 th June
June 12		Queen's Birthday 12 th June
June 19		
June 26		
July 3		Recess
July 10		Recess
July 17		Recess
July 24		Recess
July 31	1	Session 2 commences
August 7	2	
August 14	3	
August 21	4	
August 28	5	
September 4	6	
September 11	7	
September 18		Recess
September 25		Recess
October 2	8	Labour Day Monday 2 nd October
October 9	9	
October 16	10	
October 23	11	
October 30	12	
November 6	13	November 10 th Session 2 concludes
November 13		
November 20		
Further dates are available on the University's website		

Campus Map:

Royal Institute for Deaf and Blind Children

361-365 North Rocks Rd

North Rocks NSW



Important Links

[Macquarie University](#)

[Macquarie University Master of Disability Studies](#)

[Royal Institute for Deaf and Blind Children](#)

[RIDBC Renwick Centre](#)

[RIDBC Renwick Centre Future Students](#)

[RIDBC Renwick Centre Current Students](#)

[Guide Dogs NSW/ACT](#)

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

[South Pacific Educators in Vision Impairment](#)

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

Contact Information

RIDBC Renwick Centre
Private Bag 29
Parramatta NSW 2124
Australia

Fax: +61 2 9873 1614

Email: renwick@ridbc.org.au

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

Lena Karam, Administrative Officer

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Claire Farrington, Executive Officer, Graduate Studies

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