CONTENTS

Director's Welcome Message ................................................................. 1
RIDBC RENWICK CENTRE ....................................................................... 2
  RIDBC Renwick Centre Aims and Structure ........................................... 2
  Academic Studies ................................................................................. 3
  Continuing Professional Education ..................................................... 3
  Research and Publication ................................................................... 3
RIDBC RENWICK CENTRE ACADEMIC BOARD ........................................ 4
RIDBC RENWICK CENTRE GRADUATE PROGRAMS .................................. 5
  Master of Special Education (Sensory Disability, Blind/Vision Impaired and
  Deaf/Hard of Hearing Specialisations) .................................................. 5
  Master of Philosophy .......................................................................... 6
  Doctor of Philosophy ......................................................................... 6
  Cross Institutional Enrolment ............................................................. 7
  Table 1. RIDBC Renwick Centre Course Availability ............................. 8
  Table 2(a). Compulsory and directed units comprising the specialisations offered by
  RIDBC Renwick Centre in the Master of Special Education program .......... 10
  Table 2(b). Master of Special Education (Sensory Disability): directed courses 11
  Distance Education ........................................................................... 12
  Application for Program Entry ............................................................ 12
BRIEF COURSE DESCRIPTIONS ................................................................. 13
  EDUC6026/6027 Minor Thesis (A/B) (10 credit points each) .................... 13
  EDUC6028 Advanced Educational Studies 2 ....................................... 13
  EDUC6048 Research Methodology ...................................................... 13
  EDUC6049 Educational Research Methodology II: Qualitative Educational
  Research ............................................................................................ 14
  EDUC6050 Educational Research Methodology I: Quantitative Educational
  Research ............................................................................................ 14
  EDUC6067 Orientation and Mobility for Educators ................................. 14
  EDUC6068 Curriculum and Pedagogy for Students with Vision Impairment 14
  EDUC6070 Literacy and Numeracy Development in Learners with Vision
  Impairment ......................................................................................... 14
  EDUC6076/6077 Seminar in Sensory Disability (A/B) ............................. 14
  EDUC6113 Advanced Theory and Practice in Orientation & Mobility ...... 15
  EDUC6158 Orientation & Mobility for Instructors in Training ............... 15
  EDUC6258 Practicum in Orientation and Mobility .................................. 15
  EDUC6301 Theory and Application of Technology in Vision Impairment .. 15
  EDUC6661 Audiology for Special Educators ......................................... 15
  EDUC6662 Speech Perception and Speech Production of Children who are
  Deaf/Hard of Hearing ........................................................................ 16
  EDUC6663 Foundations of Language and Literacy in Hearing and Deaf Children 16
  EDUC6664 Language and Literacy Assessment and Remediation ............ 16
  EDUC6665 Social and Cultural Contexts of Deaf Education ................. 16
  EDUC6666 Inclusive and Collaborative Practice ................................... 16
  EDUC6667 Child Development: Family and Community Practice .......... 17
  EDUC6668 Foundations of Vision Impairment ....................................... 17
  EDUC6669 Advanced Studies in Vision Impairment ................................ 17
  EDUC6855 Professional Experience, Research and Critical Reflection in Sensory
  Disability ............................................................................................ 17
  EDUC6856 Using Signed Communication with Young Children and Families 18
EDUC6857 Sign Language in Education: Theoretical Perspectives ................................ 18
EDUC6858 Advanced Pedagogy in Signed Language .................................................. 18
EDUC6859 Listening and Spoken Language: Audiological Management ...................... 18
EDUC6860 Listening and Spoken Language: Foundations ........................................... 18

GENERAL INFORMATION......................................................................................... 19
Accommodation........................................................................................................... 19
Applying for Credit....................................................................................................... 19
Assignment Submission............................................................................................... 19
Car Parking.................................................................................................................. 19
Committees.................................................................................................................. 20
Compulsory Course Component: Auslan ................................................................. 20
Compulsory Course Component: Braille ..................................................................... 20
Compulsory Course Component: Professional Experience ............................................. 20
Computing Requirements............................................................................................. 20
Counselling Service..................................................................................................... 21
Course Fees.................................................................................................................. 21
Course Grades............................................................................................................. 22
Due Date and Extensions............................................................................................... 22
Guide Dogs NSW/ACT................................................................................................. 22
Lecture and Professional Experience Attendance........................................................ 22
Office Hours................................................................................................................ 23
Plagiarism, Turnitin, and Endnote................................................................................ 23
Security....................................................................................................................... 23
Student Photo ID......................................................................................................... 24
Students with Disabilities............................................................................................. 24
Online Study Materials: Availability to Distance Students............................................. 24
Student Grievances...................................................................................................... 24

RIDBC RYDGE FAMILY LIBRARY............................................................................... 25
Library Facilities......................................................................................................... 25
Library Resources....................................................................................................... 25
Library Services......................................................................................................... 25
Library Hours (subject to change).............................................................................. 26
Library Borrowing....................................................................................................... 26

RIDBC RENWICK CENTRE STAFF.............................................................................. 26
Substantive Academic Staff and Research Interests....................................................... 26
Adjunct Academic Staff............................................................................................... 27
Professional Experience Coordinator.......................................................................... 28
Library and Information Services Staff......................................................................... 28
Continuing Professional Education Staff................................................................. 28
Multimedia Staff......................................................................................................... 28
Centre Administration Staff....................................................................................... 28

RIDBC RENWICK CENTRE/ UNIVERSITY OF NEWCASTLE - IMPORTANT DATES 2017..................................................................................................................................... 29

CAMPUS MAP: ............................................................................................................. 30
Important Links............................................................................................................ 31
Contact Information..................................................................................................... 32

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 the University of Newcastle 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 The University of Newcastle, 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 one of our University coursework or research degree programs, 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 affiliated with The University of Newcastle.

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.

All degrees offered at the RIDBC Renwick Centre are awards of The University of Newcastle. 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.

The University of Newcastle is Australia’s pre-eminent regional university and its most highly ranked University under 50 years of age. The University began 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. The University become an autonomous institution January 1, 1965. Further expansion occurred in 1989 when the University amalgamated with the Hunter Institute of Higher Education and the Conservatorium of Music. The University with campuses in Newcastle and the Central Coast (Ourimbah) has more than 40,000 students across five faculties.

In affiliation with The University of Newcastle, 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 partnership with The University of Newcastle, 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. The Centre currently provides programs leading to three postgraduate awards of The University of Newcastle: Master of Special Education, Master of Philosophy, and Doctor of Philosophy.

Continuing Professional Education
In addition to "award-bearing" professional training courses, RIDBC Renwick Centre provides ongoing professional development, through a range of seminars, conferences, and workshops conducted by Australian and international experts in sensory disability. Selected courses within the Master of Special Education program are available as Continuing Professional Education programs, but are subject to different requirements and fees. Please review the Renwick Centre Continuing Professional Education calendar for detailed information.

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 computing 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 (Master of Philosophy or Doctor of Philosophy).

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 (i.e., 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 research higher degree are eligible to apply for Australian Post Graduate Awards or University of Newcastle Postgraduate Research Scholarships. Please see the Research Higher Degree Prospectus for additional information.
RIDBC RENWICK CENTRE ACADEMIC BOARD

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

Director, RIDBC Renwick Centre
G. Leigh, AO, BEd (Griffith), MSc (Washington), PhD (Monash), FACE

Two Nominees of the RIDBC Chief Executive
M. McCarthy, BA (Vermont), MED (Smith College), LSLSLCert AVT
H. Hashim, BAppSc (Sydney), MSpecEd (Newcastle)

Member of RIDBC Renwick Centre Academic Staff
F. Gentle, BA, Dip Ed (Macquarie), BEd(Special Education) (New England), MSpecEd(Hons), PhD (Newcastle)

Deputy Vice-Chancellor (Academic and Global Relations)
A. Parfitt, BE (Adelaide), PhD (Adelaide)

Pro Vice-Chancellor (Education and Arts)
J. Germov, BA (Chisholm Institute of Technology), MA (Monash), PhD (Newcastle)

Special Education Centre Director
I. Dempsey, DipTeach (Sydney Teachers College), GradDipEdStud (Newcastle CAE), MSpecEd (Newcastle), GradDipProfEthics (Charles Sturt), PhD (Newcastle)

Head of School, School of Education
J. Fischetti, BA (Virginia), EdD (Massachusetts)

Student Member
S. Silveira, DipAppSc(Orthoptics), GradDipHlthSci(Ed) (Cumberland), MHlthSci(Ed) (Sydney)

Secretary to the Board
Sue Vale
RIDBC RENWICK CENTRE GRADUATE PROGRAMS

RIDBC Renwick Centre offers a range of postgraduate programs specialising in people with a sensory disability. Studies in award programs specialise in deaf/hard of hearing (D/HH), blind/vision impaired (B/VI), listening and spoken language, sign-bilingual education, D/HH early intervention, or eclectic studies in sensory disability. Programs are available through a range of delivery modes through part-time or full-time study, depending on demand. Table 1 lists courses available through the RIDBC Renwick Centre programs.

Master of Special Education (Sensory Disability, Blind/Vision Impaired and Deaf/Hard of Hearing Specialisations)

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

The Master of Special Education 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, people seeking to complete studies or conduct research 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 of courses 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 Special Education (Blind/Vision Impaired 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 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 Degree in education/teaching, psychology, disability studies, health related field or a related discipline, plus 2 years’ experience working in a relevant field; or Bachelor Honours Degree in education/teaching, psychology, disability studies, health related field or a related discipline; or Graduate Certificate; or Diploma in education/teaching with a minimum of 10 years teaching experience

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 professional experience. 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 Renwick Centre website for additional information regarding professional experience options available in the Master of Special Education program.

**Braille and Auslan Requirements:** In order to meet the Master of Special Education requirements, all students must achieve a minimum level of proficiency in either Braille in the case of the blind/vision impaired specialisation or Auslan in the case of all students in the deaf/hard of hearing specialisation. Please refer to the Renwick Centre website for additional information regarding Braille and Auslan requirements.

**Structure:** In order to qualify for the award, candidates must complete 80 units of course work from the specified range of courses in the specialisation, detailed on the University of Newcastle website.

**Sensory Disability**

Blind/Vision Impaired

Deaf/Hard of Hearing

Refer to Table 2 (a) Compulsory and directed units comprising the specialisations offered by RIDBC Renwick Centre in the Master of Special Education program.

**Master of Philosophy**

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

All faculties in the University offer the Master of Philosophy degree. 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 Master’s degree by course work. The degree of MPhil 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 four 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 and 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. See the Research Higher Degree Prospectus for additional information.
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 the University of Newcastle.
Table 1. RIDBC Renwick Centre Course Availability

All courses are 10 credit points. Course availability is subject to demand. Prior to enrolling students must confirm course availability via the University of Newcastle website (for courses available directly through the University) or via the RIDBC Renwick Centre website (for courses available through RIDBC Renwick Centre.)

<table>
<thead>
<tr>
<th>Course Code and Name</th>
<th>Course Coordinator</th>
<th>Semester Available</th>
<th>Important Notes</th>
<th>Delivery Mode, Location and Campus Conference Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Available directly through University of Newcastle</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDUC6026 Minor Thesis A</td>
<td>Supervisor appointed</td>
<td>1 &amp; 2</td>
<td></td>
<td>Individually arranged with no campus conference</td>
</tr>
<tr>
<td>EDUC6027 Minor Thesis B</td>
<td>Supervisor appointed</td>
<td>1 &amp; 2</td>
<td></td>
<td>Individually arranged with no campus conference</td>
</tr>
<tr>
<td>EDUC6028 Advanced Educational Studies 2</td>
<td>Supervisor appointed</td>
<td>1 &amp; 2</td>
<td></td>
<td>Individually arranged with no campus conference</td>
</tr>
<tr>
<td>EDUC6048 Research Methodology</td>
<td>A/Prof Allyson Holbrook</td>
<td>1 &amp; 2</td>
<td></td>
<td>Online</td>
</tr>
<tr>
<td>EDUC6049 Educational Research Methodology 2: Qualitative</td>
<td>A/Prof Allyson Holbrook</td>
<td>1 &amp; 2</td>
<td></td>
<td>Online</td>
</tr>
<tr>
<td>EDUC6050 Educational Research Methodology 1: Quantitative</td>
<td>A/Prof James Ladwig</td>
<td>1 &amp; 2</td>
<td></td>
<td>Online</td>
</tr>
<tr>
<td><strong>Available through RIDBC Renwick Centre</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDUC6067 Orientation and Mobility for Educators</td>
<td>Dr Fran Gentle</td>
<td>1</td>
<td></td>
<td>Online with a 5-day campus conference</td>
</tr>
<tr>
<td>EDUC6068 Curriculum and Pedagogy for Students with Vision Impairments</td>
<td>Dr Fran Gentle</td>
<td>1</td>
<td></td>
<td>Online</td>
</tr>
<tr>
<td>EDUC6070 Literacy and Numeracy Development in Learners with Low Vision and Blindness</td>
<td>Dr Fran Gentle</td>
<td>2</td>
<td>Compulsory course component: UEB Grade Two Braille</td>
<td>Online with a 5-day campus conference</td>
</tr>
<tr>
<td>EDUC6076 Seminar in Sensory Disability A</td>
<td>Dr Breda Carty (Supervisor appointed)</td>
<td>1 &amp; 2</td>
<td></td>
<td>Individual arrangement</td>
</tr>
<tr>
<td>EDUC6077 Seminar in Sensory Disability B</td>
<td>Dr Breda Carty (Supervisor appointed)</td>
<td>1 &amp; 2</td>
<td></td>
<td>Individual arrangement</td>
</tr>
<tr>
<td>EDUC6113 Advanced theory and practice in orientation and mobility *</td>
<td>Sue Silveira</td>
<td>1</td>
<td></td>
<td>10 day campus conference</td>
</tr>
<tr>
<td>EDUC6158 Orientation &amp; Mobility for Instructors in Training *</td>
<td>Sue Silveira</td>
<td>1</td>
<td></td>
<td>10 day campus conference</td>
</tr>
<tr>
<td>EDUC6258 Practicum in Orientation and Mobility *</td>
<td>Sue Silveira</td>
<td>2</td>
<td></td>
<td>10 week practicum required</td>
</tr>
<tr>
<td>EDUC6301 Theory and Application of Technology in Vision Impairment</td>
<td>Sue Silveira</td>
<td>2</td>
<td></td>
<td>Online with a 4-day campus conference</td>
</tr>
<tr>
<td>EDUC6661 Audiology for Special Educators</td>
<td>Rebecca Bull</td>
<td>1</td>
<td></td>
<td>Online with a 1-day campus conference</td>
</tr>
<tr>
<td>EDUC6662 Speech Perception and Speech Production of Children who are Deaf/Hard of Hearing</td>
<td>TBC</td>
<td>2</td>
<td></td>
<td>Online</td>
</tr>
<tr>
<td>EDUC6663 Foundations of Language and Literacy in Hearing and Deaf Children</td>
<td>Dr Robyn Cantle Moore</td>
<td>1</td>
<td></td>
<td>Online</td>
</tr>
<tr>
<td>EDUC6664 Language and Literacy Assessment and Remediation</td>
<td>Prof Greg Leigh</td>
<td>2</td>
<td></td>
<td>Online</td>
</tr>
<tr>
<td>Course Code and Name</td>
<td>Course Coordinator</td>
<td>Semester Available</td>
<td>Important Notes</td>
<td>Delivery Mode, Location and Campus Conference Dates</td>
</tr>
<tr>
<td>--------------------------------------------------------------------------------------</td>
<td>------------------------</td>
<td>--------------------</td>
<td>---------------------------------------------------------------------------------</td>
<td>-----------------------------------------------------</td>
</tr>
<tr>
<td>EDUC6665 Social and Cultural Contexts of Deaf Education</td>
<td>Dr Breda Carty</td>
<td>1</td>
<td>Compulsory course component: Auslan Basic</td>
<td>Online with a 2-day campus conference</td>
</tr>
<tr>
<td>EDUC6666 Inclusive and Collaborative Practice</td>
<td>Dr Fran Gentle</td>
<td>2</td>
<td>Optional course component: Professional Experience</td>
<td>Online</td>
</tr>
<tr>
<td>EDUC6667 Child Development: Family and Community Practice</td>
<td>Dr Robyn Cantle Moore</td>
<td>1 &amp; 2</td>
<td></td>
<td>Online</td>
</tr>
<tr>
<td>EDUC6668 Foundations of Vision Impairment</td>
<td>Sue Silveira</td>
<td>1</td>
<td></td>
<td>Online</td>
</tr>
<tr>
<td>EDUC6669 Advanced Studies in Vision Impairment</td>
<td>Sue Silveira</td>
<td>2</td>
<td></td>
<td>Online</td>
</tr>
<tr>
<td>EDUC6855 Professional Experience, Research and Critical Reflection in Sensory Disability</td>
<td>Alison Hawkins-Bond</td>
<td>1 &amp; 2</td>
<td>Professional experience course: consult Professional Experience Handbook</td>
<td>Individually arranged with no campus conference</td>
</tr>
<tr>
<td>EDUC6856 Using Signed Communication with Young Children and Families</td>
<td>Dr Breda Carty</td>
<td>2</td>
<td></td>
<td>Online with a 3-day campus conference</td>
</tr>
<tr>
<td>EDUC6857 Sign Language in Education: Theoretical Perspectives</td>
<td>Dr Breda Carty</td>
<td>2</td>
<td>Compulsory course component: Auslan Intermediate</td>
<td>Online with a 2-day campus conference</td>
</tr>
<tr>
<td>EDUC6858 Advanced Pedagogy in Signed Language</td>
<td>Dr Breda Carty</td>
<td>1</td>
<td>Compulsory course component: Auslan Advanced Pre-requisite: EDUC6857</td>
<td>Online with a 3-day campus conference</td>
</tr>
<tr>
<td>EDUC6859 Listening and Spoken Language: Audiological Management</td>
<td>Rebecca Bull</td>
<td>2</td>
<td></td>
<td>Online</td>
</tr>
<tr>
<td>EDUC6860 Listening and Spoken Language: Foundations **</td>
<td>Dr Robyn Cantle-Moore</td>
<td>1 &amp; 2</td>
<td></td>
<td>Online</td>
</tr>
</tbody>
</table>

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

** Delivered in collaboration with Hear and Say. Refer to further information in this document.

Selected campus conferences are delivered in Adelaide, Perth and Melbourne locations in addition to Sydney. Refer to the RIDBC Renwick Centre 2017 Timetable for current timetabling.
Table 2(a). Compulsory and directed units comprising the specialisations offered by RIDBC Renwick Centre in the Master of Special Education program.

| MSpecEd (Deaf/Hard of Hearing specialisation) | 80 units |
| Compulsory | Directed |
| 10 10 10 10 | 10 10 10 10 10 |
| EDUC6661 EDUC6662 EDUC6663 EDUC6664 EDUC6665 EDUC6666 EDUC6667 EDUC6668 EDUC6669 EDUC6670 |

| MSpecEd (Blind/Vision Impaired specialisation) | 80 units |
| Compulsory | Directed |
| 10 10 10 10 | 10 10 10 10 |
| EDUC6668 EDUC6669 EDUC6670 EDUC6671 EDUC6672 EDUC6673 EDUC6674 EDUC6675 EDUC6676 EDUC6677 |

| MSpecEd (Sensory Disability specialisation) | 80 units |
| Compulsory | Directed |
| 10 10 | 10 10 10 10 10 |
| EDUC6666 EDUC6667 | Select 60 units (6 courses) from the list of directed courses in Table 2(b). |

Master of Special Education: Study Patterns

It is recommended that students in the Deaf/Hard of Hearing and Blind/Vision Impaired specialisations complete courses in the order listed in Table 2 (a), working from the left of the table to the right. Students in the Sensory Disability specialisation may complete EDUC6666 and the directed options in any order (with reference to course pre-requisites) however, it is recommend that students enrol in EDUC6855 only after completion of a minimum of 40 units of study.

Students studying more than one course per semester may consult the Executive Officer, Graduate Studies for advice on accelerated study patterns.

Students are advised to consult the Course Descriptions before enrolling each semester to check for pre-requisites and compulsory course components that may impact on course selection. Students who require assistance with program planning are encouraged to contact the Executive Officer, Graduate Studies.
Table 2(b). Master of Special Education (Sensory Disability): directed courses.

Students of the Master of Special Education (Sensory Disability) are required to select 60 units (6 courses) from the following list of directed courses:

<table>
<thead>
<tr>
<th>Course Code and Name</th>
<th>Course Coordinator</th>
<th>Semester Available</th>
<th>Important Notes</th>
<th>Delivery Mode, Location and Campus Conference Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Available directly through University of Newcastle</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDUC6048 Research Methodology</td>
<td>A/Prof Allyson Holbrook</td>
<td>1 &amp; 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Available through RIDBC Renwick Centre</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDUC6067 Orientation and Mobility for Educators</td>
<td>Dr Fran Gentle</td>
<td>1</td>
<td></td>
<td>Online with a 5-day campus conference</td>
</tr>
<tr>
<td>EDUC6068 Curriculum and Pedagogy for Students with Vision Impairments</td>
<td>Dr Fran Gentle</td>
<td>1</td>
<td></td>
<td>Online</td>
</tr>
<tr>
<td>EDUC6076 Seminar in Sensory Disability</td>
<td>Dr Breda Carty</td>
<td>1 &amp; 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDUC6113 Advanced theory and practice in orientation and mobility *</td>
<td>Sue Silveira</td>
<td>1</td>
<td></td>
<td>10-day campus conference</td>
</tr>
<tr>
<td>EDUC6158 Orientation &amp; Mobility for Instructors in Training *</td>
<td>Sue Silveira</td>
<td>1</td>
<td></td>
<td>10-day campus conference</td>
</tr>
<tr>
<td>EDUC6258 Practicum in Orientation and Mobility *</td>
<td>Sue Silveira</td>
<td>2</td>
<td></td>
<td>10 week practicum</td>
</tr>
<tr>
<td>EDUC6301 Theory and Application of technology in Vision Impairment</td>
<td>Sue Silveira</td>
<td>2</td>
<td></td>
<td>Online with a 4-day campus conference</td>
</tr>
<tr>
<td>EDUC6661 Audiology for Educators</td>
<td>Rebecca Bull</td>
<td>1</td>
<td></td>
<td>Online</td>
</tr>
<tr>
<td>EDUC6662 Speech Perception and Speech Production of Children who are Deaf/Hard of Hearing</td>
<td>Dr Robyn Cantle Moore</td>
<td>2</td>
<td></td>
<td>Online</td>
</tr>
<tr>
<td>EDUC6663 Foundations of Language and Literacy in Hearing and Deaf Children</td>
<td>Dr Robyn Cantle Moore</td>
<td>1</td>
<td></td>
<td>Online</td>
</tr>
<tr>
<td>EDUC6664 Language and Literacy Assessment and Remediation</td>
<td>Prof Greg Leigh</td>
<td>2</td>
<td></td>
<td>Online</td>
</tr>
<tr>
<td>EDUC6665 Social and Cultural Contexts of Deaf Education</td>
<td>Dr Breda Carty</td>
<td>1</td>
<td><strong>Compulsory course component: Auslan Basic</strong></td>
<td>Online with a 2-day campus conference</td>
</tr>
<tr>
<td>EDUC6667 Child Development: Family and Community Practice</td>
<td>Dr Robyn Cantle Moore</td>
<td>1 &amp; 2</td>
<td></td>
<td>Online</td>
</tr>
<tr>
<td>EDUC6668 Foundations of Vision Impairment</td>
<td>Sue Silveira</td>
<td>1</td>
<td></td>
<td>Online</td>
</tr>
<tr>
<td>EDUC6669 Advanced Studies in Vision Impairment</td>
<td>Sue Silveira</td>
<td>2</td>
<td></td>
<td>Online</td>
</tr>
<tr>
<td>EDUC6856 Using Signed Communication with Young Children and Families</td>
<td>Dr Breda Carty</td>
<td>2</td>
<td></td>
<td>Online with a 3-day campus conference</td>
</tr>
<tr>
<td>EDUC6857 Sign Language in Education: Theoretical Perspectives</td>
<td>Dr Breda Carty</td>
<td>2</td>
<td></td>
<td>Online with a 2-day campus conference</td>
</tr>
<tr>
<td>EDUC6859 Listening and Spoken Language: Audiological Management</td>
<td>Rebecca Bull</td>
<td>2</td>
<td></td>
<td>Online</td>
</tr>
<tr>
<td>EDUC6860 Listening and Spoken Language: Foundations **</td>
<td>Dr Robyn Cantle-Moore</td>
<td>1 &amp; 2</td>
<td></td>
<td>Online</td>
</tr>
</tbody>
</table>

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

** Delivered in collaboration with Hear and Say. Refer to [further information](#) in this document.
Distance Education

The Master of Special Education is offered through distance education. Courses offered through distance education are delivered through a combination of online components and compulsory campus conferences. For successful completion of your program through distance education, access to a computer and the Internet is essential.

Online components may include course 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 course. 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.

Application for Program Entry

All RIDBC Renwick Centre students apply for entry via the GradSchool.com.au website. GradSchool.com is an administrative arm of the University of Newcastle that facilitates admissions to and delivery of postgraduate distance education programs to both domestic and international students.

To apply for entry into a RIDBC Renwick Centre program, please go to: http://gradschool.edu.au/future-students/how-to-apply

All prospective students are encouraged to consult with RIDBC Renwick Centre staff prior to applying for entry, to obtain program-planning advice and for assistance with the application process.

Lena Karam
Administrative Assistant
Phone: +61 2 9872 0303

Claire Farrington
Executive Officer, Graduate Studies
Phone: +61 2 9872 0811
BRIEF COURSE DESCRIPTIONS

EDUC6026/6027 Minor Thesis (A/B) (10 credit points each)

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 coursework 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 course. 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 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.

EDUC6028 Advanced Educational Studies 2

This course includes 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.

EDUC6048 Research Methodology

This course is 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 for either 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.

**EDUC6049 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.

**EDUC6050 Educational Research Methodology I: Quantitative Educational Research**

This course includes 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.

**EDUC6067 Orientation and Mobility for Educators**

Provides an introduction to the theory and practice of orientation and mobility with particular emphasis on teaching the concepts and skills to students in educational settings. Examination of the foundations of learning and teaching orientation and mobility, with introduction to principles of concept development, spatial orientation and environmental analysis as these topics relate to the increased independence of vision impaired children and young adults.

**EDUC6068 Curriculum and Pedagogy for Students with Vision Impairment**

Provides an understanding of the principles and approaches to curriculum and pedagogic adjustments/accommodations to support equity of access and learning for students with vision impairment, including those with additional/multiple disabilities.

**EDUC6070 Literacy and Numeracy Development in Learners with Vision Impairment**

**Compulsory Course Component:** Demonstrated proficiency in UEB (Unified English braille), for example, completion of a course in braille, certificate in braille proficiency.

It is recommended that MSpecEd (B/VI) students complete EDUC6070 within the first four compulsory courses of their program, prior to commencement of professional experience days.

Provides an understanding of theoretical and instructional approaches to literacy and numeracy development in learners who are blind or who have a vision impairment (B/VI).

**EDUC6076/6077 Seminar in Sensory Disability (A/B)**

This is an advanced course with flexible goals and assessments. As a prerequisite, students should have completed at least two postgraduate courses in special education (sensory disability), or have previously completed a postgraduate award. The course is intended for students interested
in studying a specialised topic with the close direction of a Renwick Centre faculty member. Consent of the Course Coordinator is required prior to enrolling.

EDUC6113 Advanced Theory and Practice in Orientation & Mobility

Prerequisite: EDUC6158 Orientation and Mobility for Instructors in Training

Provides an in-depth examination of major orientation and mobility (O&M) theories and approaches necessary for delivering complex O&M services to people with multiple disabilities including vision impairment. Topics covered will include: identification and specification of complex O&M service delivery models and approaches; evaluation of ethical and legal frameworks in complex client service delivery; family and client-centred service delivery.

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

EDUC6158 Orientation & Mobility for Instructors in Training

Provides an introduction to orientation and mobility (O&M) theory and the application of theory to problems relevant to practitioners of O&M who provide services to people with vision impairment. Topics covered will include: specification of O&M objectives, evaluation of ethical and legal frameworks, models of service delivery, theory and practice of O&M strategy and technique, and a comprehensive investigation and analysis of best practice in organisations providing low vision and blindness services.

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

EDUC6258 Practicum in Orientation and Mobility

The practicum will provide students with opportunities to gain exposure to O&M programs and teaching situations under the guidance and assistance of an experienced instructor. Students will receive a gradual induction into the profession of O&M.

Students will have opportunities to work with clients with VI and multiple disabilities from a broad range of cultural and socioeconomic backgrounds. Students will be required to plan, implement, and evaluate a broad range of mobility programs, with significant consideration given to professional ethics and reflective practice.

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

EDUC6301 Theory and Application of Technology in Vision Impairment

Theory and practice in the selection and application of specialised technology to students who are blind or vision impaired (B/VI). Introduction to a wide variety of technology that assists students with vision impairment to access information. Provision of hands-on experience. Consideration is given to assessment, instructional strategies, financing and the use of technology for students with vision impairment.

EDUC6661 Audiology for Special Educators

This course 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

**EDUC6662 Speech Perception and Speech Production of Children who are Deaf/Hard of Hearing**

This course 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.

**EDUC6663 Foundations of Language and Literacy in Hearing and Deaf Children**

This course is designed to introduce students to the concepts and principles of both language and literacy development and the relationship between the two. The central purposes of this course are to enable students to understand the processes of language and literacy acquisition in hearing, deaf (D), and hard of hearing (HH) children. The emphasis is on how theoretical understandings of language and literacy development can underpin pedagogy and practice in both early learning (early intervention) and classroom environments with D/HH children.

**EDUC6664 Language and Literacy Assessment and Remediation**

**Prerequisite:** EDUC6663

This course 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 course provides a foundation for students to relate assessment of children's abilities to intervention and remediation approaches in each of those three areas.

**EDUC6665 Social and Cultural Contexts of Deaf Education**

**Compulsory Course Component:** Auslan Basic

Education of deaf and hard of hearing (D/HH) students occurs in diverse and continually changing contexts - social, cultural, political and scientific. In order to be responsive and flexible practitioners, teachers need to be aware of how these contexts have developed and continue to influence their professional practice.

This course provides students with a broad context for professional practice in deaf education. It will introduce students to the historical background, current settings 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. Family contexts and approaches to working with families of D/HH children will be introduced.

**EDUC6666 Inclusive and Collaborative Practice**

A 20 day Professional Experience is a Compulsory Course Component for students of MSpecEd Program Code 10936 who commenced studies prior to 2015.

The 20 day professional experience is an Optional Course Component for students of MSpecEd Program Code 12356 or Program code 40014 who commenced studies in 2015 or later.
20 day Professional Experience. Prospective students who wish to seek employment as a teacher of the deaf or teacher of the vision impaired will need to complete professional experience. 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. Students who are required (for registration) or who wish to complete more than 20 days of professional experience should refer to the course description for EDUC6855 Professional Experience.

Refer to the RIDBC Renwick Centre Professional Experience Handbook for detailed information on professional experience requirements. Students may commence the professional experience component of EDUC6666 upon completion of EDUC6663, EDUC6664 plus two other compulsory courses (in the Deaf/Hard of Hearing specialisation) or completion of EDUC6068, EDUC6070 plus two other compulsory courses (in the Blind/Vision Impaired specialisation). Students may then enrol in EDUC6666 in the semester in which they will complete professional experience requirements.

EDUC6666 explores features of inclusive and collaborative practice in early intervention and school-age programming for children and youth who are deaf or hard of hearing (D/HH), and/or blind or have low vision (B/VI). The combination of knowledge and perspectives required to implement individualised child-parent support that nurtures and promotes a child's independent learning is discussed. Current and future challenges to the development and functionality of inclusive and collaborative programming are examined and priorities for practice considered.

**EDUC6667 Child Development: Family and Community Practice**

This course examines the nature of family and community influences on the development of children and those with sensory disability in particular. The rationale for early intervention through family-centred practice is discussed and characteristics of effective parent-professional partnerships/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.

**EDUC6668 Foundations of Vision Impairment**

This course provides foundation knowledge in the cause and implication of disease and vision impairment across the age spectrum. The learner will develop a broad view of the low vision needs of individuals and their role in this.

**EDUC6669 Advanced Studies in Vision Impairment**

The course extends and develops concepts and learning introduced in EDUC6668 Foundations of Vision Impairment, with a particular focus on individuals and groups with complex support needs. Further development of the candidate’s knowledge and understanding of the substantial challenges for individual, family and community arising from blindness and vision impairment will occur.

**EDUC6855 Professional Experience, Research and Critical Reflection in Sensory Disability**

**Assumed Knowledge:** Completion of EDUC6663, EDUC6664 plus two other compulsory courses (in the Deaf/Hard of Hearing specialisation) or completion of EDUC6068, EDUC6070 plus two other compulsory courses (in the Blind/Vision Impaired specialisation).
This course 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.

Refer to the RIDBC Renwick Centre Professional Experience Handbook for detailed information on professional experience requirements.

**EDUC6856 Using Signed Communication with Young Children and Families**

This course 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 course does not include tuition in Auslan (or other signed communication method.)

**EDUC6857 Sign Language in Education: Theoretical Perspectives**

**Compulsory Course Component:** Auslan Intermediate

This course will introduce signed language approaches to the education of students who are deaf or hard of hearing (D/HH), with a particular focus on the theory and practice of bilingual education.

**EDUC6858 Advanced Pedagogy in Signed Language**

**Compulsory Course Component:** Auslan Advanced

**Prerequisite:** EDUC6857

This course develops advanced knowledge and a high level of competence in the use of signed language for pedagogical purposes.

**EDUC6859 Listening and Spoken Language: Audiological Management**

This course 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 course 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.

**EDUC6860 Listening and Spoken Language: Foundations**

**Assumed Knowledge:** Completion of EDUC6661, EDUC6662, EDUC6663, EDUC6664, and EDUC6666.

This course provides the student with an introduction to the specialised methodology auditory-based spoken language (auditory-verbal therapy/education) for children who are deaf/hard of hearing (D/HH).

This course is offered cooperatively with Hear and Say.
**GENERAL INFORMATION**

**Accommodation**

Accommodation is available on campus in King House 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 course 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 at http://www.newcastle.edu.au/service/credit-transfer/how-to-apply.html.

**Assignment Submission**

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 Executive Officer, Graduate Studies). Distance students may submit assignments by post, or electronically (by emailing directly to their lecturer or via Blackboard’s assignment submission points as prescribed by the course coordinator). Assignments **must not** be left on lecturers or administration staff desks or in staff mailboxes. Cover sheets are available from the Renwick Centre student website. 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: RIDBC Renwick Centre, Private Bag 29, Parramatta, NSW 2124.

For ease of collation and marking, students should **NOT** insert assignments in plastic sleeves or folders. Additionally, **students must keep 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 library.

**Car Parking**

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.

**Committees**

It is of considerable benefit to both RIDBC Renwick Centre and the student body to have student representation on Committees. A position for a student representative is available on the RIDBC Renwick Centre Academic Board. Information about this position is available from the Executive Officer, Graduate Studies. Nominations will be called early in the first semester for these positions.

**Compulsory Course Component: Auslan**

Demonstrated proficiency in Auslan Basic is a compulsory course component of EDUC6665 Social and Cultural Contexts of Deaf Education. Students must demonstrate a basic level of competency by the end of the semester of enrolment in EDUC6665. Auslan Basic is described as a minimal level of fluency required for participation in deaf education settings, basic conversational fluency with deaf colleagues and families, with higher levels of fluency as required. For more information, view Renwick Centre postgraduate website.

**Compulsory Course Component: Braille**

Demonstrated proficiency in UEB (Unified English braille) is a compulsory course component of EDUC6070 Literacy and Numeracy Development in Learners with Vision Impairment. Students enrolled in EDUC6070 must demonstrate proficiency in UEB prior to the end of the semester of enrolment. Students must provide a certificate of UEB proficiency to the Course Coordinator. 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.

**Compulsory Course Component: Professional Experience**

Prospective students who wish to seek employment as a teacher of the deaf or teacher of the vision impaired will need to complete 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.

In 2017, the Master of Special Education (Deaf/Hard of Hearing and Blind/Vision Impaired) programs will offer a range of professional experience options to assist students to meet both local employer requirements and program rules.

For further information, view the RIDBC Renwick Centre Professional Experience Handbook.

**Computing Requirements**

Students will need to use a computer for the purposes of accessing learning resources, doing research, preparing assessments, and communicating with the lecturer and fellow students. Students are responsible for ensuring that they have access to the necessary computer equipment. The recommended minimum computer requirements are as follows:
PC

<table>
<thead>
<tr>
<th>Operating System</th>
<th>Apple</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Windows 7, XP or Vista</td>
<td>• OS X 10.2 or later</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Disk Drive</th>
<th>Apple</th>
</tr>
</thead>
<tbody>
<tr>
<td>• CD drive or any CD/DVD combination drive</td>
<td>• CD drive or any CD/DVD combination drive</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Display</th>
<th>Apple</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Video card capable of 1024x768 resolution or greater</td>
<td>• Video card capable of 1024x768 resolution or greater</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Software</th>
<th>Apple</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Microsoft Office 2010</td>
<td>• Microsoft Office for Mac 2008 or later</td>
</tr>
<tr>
<td>• Adobe Acrobat Reader (latest version)</td>
<td>• Adobe Acrobat Reader (latest version)</td>
</tr>
<tr>
<td>• Flash Plug-in (latest version)</td>
<td>• Flash Plug-in (latest version)</td>
</tr>
<tr>
<td>• WinZip or WinRar</td>
<td>• WinZip Mac edition or MacZip</td>
</tr>
<tr>
<td>• Any commercial anti-virus product</td>
<td>• Any commercial anti-virus product</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Internet and browser</th>
<th>Apple</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Reliable internet access, preferably broadband (ADSL/ADSL2).</td>
<td>• Microsoft Office for Mac 2008 or later</td>
</tr>
<tr>
<td>• An up-to-date, Blackboard supported web browser. See the University’s browser compatibility page for details: <a href="https://uonline.newcastle.edu.au/webapps/portal/frameset.jsp">https://uonline.newcastle.edu.au/webapps/portal/frameset.jsp</a></td>
<td>• Adobe Acrobat Reader (latest version)</td>
</tr>
<tr>
<td>It is recommended that students have access to a second, alternative browser.</td>
<td>• Flash Plug-in (latest version)</td>
</tr>
</tbody>
</table>

Students are expected to know, or be prepared to learn the following skills:

- use of basic word processing 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 student email account, for the purposes of communication with University and Renwick Centre staff
- accessing The University of Newcastle online library catalogue ([Newcat](https://uonline.newcastle.edu.au/webapps/portal/frameset.jsp))
- accessing and searching online journal databases

RIDBC Renwick Centre staff will provide ongoing support via phone, e-mail, and in person during campus conferences. Students are encouraged to undertake the relevant IT training available through Blackboard.

**Counselling Service**

Students experiencing personal problems that may adversely affect their studies may contact The [University of Newcastle Counselling Service](https://www.newcastle.edu.au/counselling). This service is not for organisational and academic matters such as requests for extensions, which are processed by RIDBC Renwick Centre.

**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 2017 is approximately $1870 per course (or $14,960 for the full program). A different schedule of fees applies to international students.
Students should familiarise themselves with information regarding University charges contained in the general enrolment information provided by the University. Students should contact the University directly with queries regarding fees or consult the University website.

Course Grades

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

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

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 Centre staff.

Requests for extensions or any other consideration must be made online via the Adverse Circumstances application process. Students are advised to consult the Adverse Circumstances Affecting Assessment Items Procedure prior to submitting an application for an extension.

Renwick Centre 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.

The RIDBC Renwick Centre Assignment Cover Sheet is located on the RIDBC Renwick Centre website.

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 Professional Experience 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. On many occasions, students will be required to read and prepare material prior to the lectures, tutorials, and workshops. Students who are unable to attend classes should notify the lecturer concerned of their absence. Whenever possible this should be prior to the class.
Office Hours

RIDBC Renwick Centre offices are generally open Monday to Friday 9 am- 4 pm.

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 RIDBC Renwick Centre Administrative Assistant, Lena Karam (+61 2 9872 0303).

Contact may be impeded if you have not informed the University (via Myhub) of 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.

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. 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.

RIDBC Renwick Centre/University policy relating to plagiarism is contained in the University’s web site.

The University of Newcastle uses “TURNITIN” software, which 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: +61 2 4921 7946 at The University of Newcastle if they have further questions about TURNITIN or go directly to the website. 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. Students should be meticulous in recording reference citations.

To assist students with documenting sources, The University of Newcastle has arranged a site licence for “ENDNOTE”. 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 the University of Newcastle Endnote Guide 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 University of Newcastle 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 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 +61 2 4921-5000 or enquirycentre@newcastle.edu.au.

**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 the University of Newcastle Disability Support Service. 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.

**Online Study Materials: Availability to Distance Students**

Where possible, the RIDBC Renwick Centre makes course materials progressively available to students by Week 1 of the relevant semester. Enrolled students who are unable to access study materials or have not received information for a course by the end of Week 1 of semester should contact the Executive Officer, Graduate Studies (Claire Farrington, phone: +61 2 9872 0811). Delays may be administrative, but it may also be an indication of a more serious problem such as incorrect enrolment.

**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, review the University of Newcastle’s Complaints Resolution procedure.

RIDBC Renwick Centre has a strong commitment to its students and will attempt to resolve problems within Renwick, whenever possible.
The RIDBC Renwick Centre Rydge Family Library is purpose-built to meet the information needs of the Centre’s staff and students as well as the needs of the diverse and highly qualified professional staff of RIDBC. The Rydge Family Library staff is committed to the provision of a high quality client-centred service to all registered users.

**Library 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.

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 / printer is conveniently located in the library for copying and printing of library material by students and staff. Students activate these machines via their student logon, and will receive notification of the charges they have accrued at the end of each semester. Prompt payment of this amount to the Renwick Centre Administrative Assistant is necessary to ensure uninterrupted access to library and enrolment services.

**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 is 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.

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.

RIDBC Renwick Centre Rydge Family 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 RIDBC Renwick Centre Rydge Family Library.

**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” available on the RIDBC Renwick Centre Student Information webpage.
User education sessions are 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.

**Library Hours (subject to change)**

<table>
<thead>
<tr>
<th>Semester Hours</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
<td>9 am – 5 pm</td>
</tr>
<tr>
<td>Tuesday</td>
<td>9 am – 5 pm</td>
</tr>
<tr>
<td>Wednesday</td>
<td>9 am – 8 pm</td>
</tr>
<tr>
<td>Thursday</td>
<td>9 am – 5 pm</td>
</tr>
<tr>
<td>Friday</td>
<td>9 am – 5 pm</td>
</tr>
</tbody>
</table>

**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.

**Library Borrowing**

Borrowing privileges for academic staff and students are as follows:

- Renwick coursework 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 & MPhil): 10 items for up to 4 weeks

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

Renwick Centre 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, including postal loans and document delivery.

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 RIDBC Renwick Centre Librarian.

**RIDBC RENWICK CENTRE STAFF**

**Substantive Academic Staff and Research Interests**

**Rebecca Bull,** BA(Macquarie), MAClinAud(Macquarie), MAudSA, CCP
- Evaluation of hearing for speech in children
- Assessment of functional listening abilities of children with hearing impairment
- Educational Audiology

**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 Cantle 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
• Jackie Brown, DipTeach(Brisbane), BEd Deafness Studies(Melbourne), LSLSCertAVT
• Mike Corrigan, BCom(Newcastle), MRehabClng(Sydney), GradDipVocEd&Training (Technology), MEd(Technology)
• Dr Jill Duncan, BSc, MED(Cincinnati), MEdMan, PhD(Western Australia), LSLSCertAVT
• Marie Fram, DipTeach(ACU), GradDipSpEd(Hearing Impaired) (Deakin), BEd (Deakin), GradDipCurriculum (Melbourne), MED (Melbourne), DiplInterpreting (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(\textit{Northern Colorado})
• Josie Howse BA(\textit{Macquarie}), MSpecEd(\textit{Newcastle}), PSM
• Michelle Knight BSc(\textit{Sydney}), GradDipEd(Secondary)(\textit{Western Sydney}), MSpecEd (\textit{Newcastle})
• Dr Dunay Taljaard, BSc(Hons), PhD(\textit{Pretoria}), AuD(\textit{Florida})

\textbf{Professional Experience Coordinator}

• Alison Hawkins-Bond, BEd(Hons)(\textit{London}), PGradDip(Special Ed-HI) (\textit{Birmingham})

\textbf{Library and Information Services Staff}

• Julie Thorndyke, BA(LibSc)(\textit{KCAE}), BA(EngLit)(\textit{Macquarie}), MCW(\textit{Sydney}), AALIA, Manager, Library and Information Services
• Marijana Militec, BSc, GradDiplLib(\textit{UNSW}), Senior Librarian
• Jason Morgan, GradDiplIM (\textit{UTS})

\textbf{Continuing Professional Education Staff}

• Jacqueline Cashmore, Assoc Dip Ed Hab (\textit{Catholic College}) BEd Prim (\textit{Sydney}) MSpecED (\textit{Flinders}), Manager, Continuing Professional Education

\textbf{Multimedia Staff}

• Franzisca Chauhan BTechICS(\textit{Macquarie}), GradDipAdvFin(\textit{Finsia}), Web Developer & Online Systems Support

\textbf{Centre Administration Staff}

• Claire Farrington, BA(\textit{NSW}), GradCertAdEd(\textit{New England}), MLMEd(\textit{Newcastle}), Executive Officer, Graduate Studies
• Lena Karam, Diploma Business Administration (\textit{TAFE}), Administration Officer, Graduate Studies
• Sue Vale, Executive Assistant to the Chair
<table>
<thead>
<tr>
<th>Week Beginning</th>
<th>Lecture Week</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>February 27</td>
<td>1</td>
<td>Semester 1 commences</td>
</tr>
<tr>
<td>March 6</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>March 13</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>March 20</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>March 27</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>April 3</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>April 10</td>
<td>7</td>
<td>Easter Friday 14th March</td>
</tr>
<tr>
<td>April 17</td>
<td></td>
<td>UoN Recess; Easter Monday 17th April</td>
</tr>
<tr>
<td>April 24</td>
<td>8</td>
<td>Anzac Day Tuesday 25th April</td>
</tr>
<tr>
<td>May 1</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>May 8</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>May 15</td>
<td>11</td>
<td></td>
</tr>
<tr>
<td>May 22</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>May 29</td>
<td>13</td>
<td>Semester 1 concludes 2nd June</td>
</tr>
<tr>
<td>June 5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>June 12</td>
<td></td>
<td>Queen’s Birthday 12th June</td>
</tr>
<tr>
<td>June 19</td>
<td></td>
<td></td>
</tr>
<tr>
<td>June 26</td>
<td></td>
<td>UoN Recess</td>
</tr>
<tr>
<td>July 3</td>
<td></td>
<td>UoN Recess</td>
</tr>
<tr>
<td>July 10</td>
<td></td>
<td>UoN Recess</td>
</tr>
<tr>
<td>July 17</td>
<td></td>
<td>UoN Recess</td>
</tr>
<tr>
<td>July 24</td>
<td>1</td>
<td>Semester 2 commences</td>
</tr>
<tr>
<td>July 31</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>August 7</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>August 14</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>August 21</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>August 28</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>September 4</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>September 11</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>September 18</td>
<td></td>
<td>UoN Recess</td>
</tr>
<tr>
<td>September 25</td>
<td></td>
<td>UoN Recess</td>
</tr>
<tr>
<td>October 2</td>
<td>9</td>
<td>Labour Day Monday 2nd October</td>
</tr>
<tr>
<td>October 9</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>October 16</td>
<td>11</td>
<td></td>
</tr>
<tr>
<td>October 23</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>October 30</td>
<td>13</td>
<td>November 3rd Semester 2 concludes</td>
</tr>
</tbody>
</table>

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

University of Newcastle

University of Newcastle Master of Special Education

University of Newcastle Research Higher Degree

Royal Institute for Deaf and Blind Children

RIDBC Renwick Centre

RIDBC Renwick Centre Future Students

RIDBC Renwick Centre Current Students

GradSchool

Guide Dogs NSW/ACT

Hear and Say

National Australian Association of Teachers of the Deaf

AG Bell Academy for Listening and Spoken Language

Australian Institute for Teaching and School Leadership (Teachers registration authorities)
Contact Information

RIDBC Renwick Centre
Private Bag 29
Parramatta NSW 2124
Australia

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

Claire Farrington, Executive Officer, Graduate Studies
Phone: +61 2 9872 0811
Email: claire.farrington@ridbc.org.au

Fax: +61 2 9873 1614
Email: renwick@ridbc.org.au