

Doctor of Philosophy

Master of Philosophy

Master of Special Education

Graduate Certificate in Educational Studies

STUDENT HANDBOOK 2013



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RIDBC Renwick Centre

For Research and Professional Education

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 children who are deaf/hard of hearing or blind/vision impaired, including children who have 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 at <http://www.ridbc.org.au/publications/annualreport.asp>

The University of Newcastle is Australia's pre-eminent regional university. 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 became 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 professionals working with children 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 Sydney University.

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 high quality teaching and learning opportunities in the area of special education for students with a sensory disability, research in this same area, and professionally related community service.

It is basic to the philosophy of RIDBC Renwick Centre that all individuals with disabilities have a right of access to appropriate and high quality educational services and programs. It is the aim of the Centre to contribute to the assurance of high quality educational opportunities for people with a sensory disability through academic studies, continuing professional education, research and publication.

Academic Studies

RIDBC Renwick Centre provides high quality initial and on-going education for professionals engaged in the education of students with a sensory disability. The Centre currently provides programs leading to four postgraduate awards of The University of Newcastle: the Graduate Certificate in Educational Studies, 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 the education of students who are deaf/hard of hearing, blind/vision impaired and students with a sensory disability and additional complex needs. (Please see this website for current professional education opportunities <http://www.ridbc.org.au/renwick/courses/continuinged.asp>.) Selected courses within the Master of Special Education program are available as Continuing Professional Education programs, but are subject to different requirements and fees.

Research and Publication

RIDBC Renwick Centre conducts research related to a wide range of issues related to the habilitation and education of students with sensory disabilities. 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.

Research undertaken at RIDBC Renwick Centre 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 education of students with a 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 education of students 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. See the Research Higher Degree Prospectus at <http://www.newcastle.edu.au/students/research-higher-degree/>

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. R. Leigh, BEd(<i>Griffith</i>), MSc(<i>Washington</i>), PhD(<i>Monash</i>), FACE
Two Nominees of the RIDBC Chief Executive	A. Baynham, BEd(<i>UNE</i>), MEd(<i>UWS</i>), GradDipSpecEd(<i>Kuring-gai CAE</i>), GradDipAbEd, GradDipSchAdmin(<i>UNE</i>) TBA
Head of Graduate Studies	J. Duncan, BSc, MEd(<i>Cincinnati</i>), MEdMan, PhD(<i>Western Australia</i>), LSLSCertAVT
Member of RIDBC Renwick Centre Academic Staff	F. Gentle, BA, Dip Ed(<i>Macquarie</i>), BEd(Special Education)(<i>New England</i>), MSpecEd(Hons)(<i>Newcastle</i>), PhD(<i>Newcastle</i>)
Elected Representative of Students	To be appointed
Deputy Vice-Chancellor (Academic and Global Relations)	A. Parfitt, BE(<i>Adelaide</i>), PhD(<i>Adelaide</i>)
Pro Vice-Chancellor (Education and Arts)	J. Germov, BA(<i>Chisholm Institute of Technology</i>), MA Sociology(<i>Monash</i>), PhD(<i>Newcastle</i>)
Special Education Centre Director	I. Dempsey, DipTeach(<i>Sydney Teachers College</i>), GradDipEdStud(<i>Newcastle CAE</i>), MSpecEd(<i>Newcastle</i>), GradDipProfEthics(<i>Charles Sturt</i>), PhD(<i>Newcastle</i>)
Dean of Education	J. Gore, BEd (<i>S. Aust. CAE</i>), MPE (<i>British Columbia</i>), PhD (<i>Wisconsin</i>)
Secretary to the Board	Sue Vale

RIDBC RENWICK CENTRE GRADUATE PROGRAMS

RIDBC Renwick Centre offers a range of postgraduate programs in the education of students 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.

Graduate Certificate in Educational Studies (*Sensory Disabilities Specialisation*)

One semester full-time/One year part-time

The Graduate Certificate program (Sensory Disabilities Specialisation) requires the completion of an approved sequence of 40 units at the 6000 level. Courses may be selected from many of those available within the Master of Special Education program. Teachers who are seeking to use the qualification as a basis for entry into the Master of Special Education must follow the same sequence of courses required for their chosen specialisation. Students who successfully complete the 40 units at the 6000 level may then apply for credit for 40 units within the Master of Special Education. Prospective students are encouraged to discuss their objectives with a member of the RIDBC Renwick Centre academic staff.

Entry requirements: Candidates must hold at least a Diploma of Teaching or other equivalent qualification. Persons with alternative qualifications are encouraged to contact RIDBC Renwick Centre for more information.

Structure: In order to qualify for the Graduate Certificate in Educational Studies (Sensory Disability Specialisation), candidates must complete 40 units of course work in Special Education from the specified range detailed at

http://www.newcastle.edu.au/program/11008.html#major_sensory_disabilities

Refer also to *Table 2 (a). Core and directed units comprising the specialisations offered by RIDBC Renwick Centre in the Graduate Certificate in Educational Studies program.*

Graduate Certificate in Educational Studies (*Sign Bilingual Education, Listening and Spoken Language, and D/HH Early Intervention Specialisations*)

One year part-time

The Graduate Certificate program (Sign Bilingual, Listening and Spoken Language or D/HH Early Intervention Specialisations) requires the completion of an approved sequence of 40 units at the 6000 level. Prospective students are encouraged to discuss their objectives with a member of the RIDBC Renwick Centre academic staff prior to applying for entry to these specialisations.

Entry requirements: These specialisations are intended for qualified teachers of the deaf, speech pathologists, audiologists or other professionals with relevant postgraduate qualifications.

Structure: In order to qualify for the award, candidates must complete 40 units of course work in Special Education from the specified range detailed at

Sign Bilingual Education

http://www.newcastle.edu.au/program/11008.html#major_sign_bilingual

Listening and Spoken Language

http://www.newcastle.edu.au/program/11008.html#major_listening_and_spoken_language

Deaf/Hard of Hearing Early Intervention

http://www.newcastle.edu.au/program/11008.html#major_deaf/hard_of_hearing_early_intervention

Refer also to Table 2 (a). *Core and directed units comprising the specialisations offered by RIDBC Renwick Centre in the Graduate Certificate in Educational Studies program.*

Please note that students wishing to pursue the AG Bell Academy for Listening and Spoken Language Auditory-Verbal Certification must consult the Academy directly for academic requirements and professional mentoring information

<http://nc.agbell.org/netcommunity/page.aspx?pid=1254>

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

One year full-time/Two years part-time (minimum duration)

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 conduct research in sensory disability. Successful completion of the degree may lead to MPhil or PhD candidacy, if a sequence in research methods and a minor thesis are included in the program and if the thesis is of a sufficiently high standard.

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. Alternatively, students (particularly those that already have a qualification in the field) can undertake an eclectic program of coursework and research across the fields.

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

This degree is not an alternative to a 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 they are they are not already qualified for such accreditation.

Prospective students should note that, in order to meet the Master of Special Education requirements, all students must complete a 20-day practicum. Students are also required to 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, Auslan, and practicum 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 at

Sensory Disability

http://www.newcastle.edu.au/program/10936.html#major_sensory_disabilites

Blind/Vision Impaired

http://www.newcastle.edu.au/program/10936.html#major_blind_and_vision_impairment

Deaf/Hard of Hearing

http://www.newcastle.edu.au/program/10936.html#major_deaf_and_hard_of_hearing

Refer also to

Table 2 (b) Core and directed units comprising the specialisations offered by RIDBC Renwick Centre in the Master of Special Education program

Table 3 Master of Special Education: Full Time Study Pattern

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 at <http://www.newcastle.edu.au/students/research-higher-degree/>

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 at <http://www.newcastle.edu.au/study/enrolment/crossinstitutional.html>

Table 1. RIDBC Renwick Centre Course Availability

All courses are 10 credit points. Course availability is subject to demand and therefore, prior to enrolling students must confirm course availability via the RIDBC Renwick Centre website <http://www.ridbc.org.au/renwick/courses/current.php>.

Course Code and Name	Course Coordinator	Semester Available	Important Notes	Delivery Mode, Location and Campus Conference Dates
Available directly through University of Newcastle				
EDUC6026 Minor Thesis A	Supervisor appointed	1 & 2		Individually arranged with no campus conference
EDUC6027 Minor Thesis B	Supervisor appointed	1 & 2		Individually arranged with no campus conference
EDUC6028 Advanced Educational Studies 2	Supervisor appointed	1 & 2		Individually arranged with no campus conference
EDUC6048 Research Methodology	TBA *	1 & 2		Online with no campus conference
EDUC6049 Educational Research Methodology 2: Qualitative	TBA *	1 & 2		Online with no campus conference
EDUC6050 Educational Research Methodology 1: Quantitative	TBA *	1 & 2		Online with no campus conference
Available through RIDBC Renwick Centre				
EDUC6066 Sensory Systems and Physiological Functioning	Dr Fran Gentle	1		Online only
EDUC6067 Orientation and Mobility for Educators	Dr Fran Gentle	1		Online with a 5-day campus conference
EDUC6068 Curriculum and Pedagogy for Students with Vision Impairments	Dr Fran Gentle	1		Online with a 2-day campus conference
EDUC6070 Literacy and Numeracy Development in Learners with Low Vision and Blindness	Dr Fran Gentle	2	<i>Compulsory course component: UEB Grade Two Braille</i>	Online with a 4-day campus conference
EDUC6076 Seminar in Sensory Disability A	Dr Jill Duncan (Supervisor appointed)	1 & 2		Individual arrangement
EDUC6077 Seminar in Sensory Disability B	Dr Jill Duncan (Supervisor appointed)	1 & 2		Individual arrangement
EDUC6301 Theory and Application of Technology in Vision Impairment	Sue Silveira	2		Online with a 4-day campus conference
EDUC6661 Audiology for Special Educators	Rebecca Bull	1		Online with a 3-day campus conference
EDUC6662 Speech Perception and Speech Production of Children who are Deaf/Hard of Hearing	Dr Jill Duncan	2		Online only
EDUC6663 Foundations of Language and Literacy in Hearing and Deaf Children	Dr Robyn Cattle Moore	1		Online only
EDUC6664 Language and Literacy Assessment and Remediation	Prof Greg Leigh	2		Online only
EDUC6665 Social and Cultural Contexts of Deaf Education	Dr Breda Carty	1	<i>Compulsory course component: Auslan Basic</i>	Online with a 2-day campus conference
EDUC6666 Inclusive and Collaborative Practice	Dr Fran Gentle	2	<i>Compulsory course component: Practicum</i>	Online with a 3-day campus conference
EDUC6667 Child Development: Family and Community Practice	Dr Robyn Cattle Moore	1 & 2		Online only

Course Code and Name	Course Coordinator	Semester Available	Important Notes	Delivery Mode, Location and Campus Conference Dates
EDUC6668 Foundations of Vision Impairment	Sue Silveira	1		Online only
EDUC6669 Advanced Studies in Vision Impairment	Sue Silveira	2		Online only
EDUC6855 Professional Experience in Sensory Disability - Extension	Kay Hooper	1 & 2	<i>45 day Practicum Restricted enrolment: contact Course Coordinator</i>	Individually arranged with no campus conference
EDUC6856 Using Signed Communication with Young Children and Families	Dr Breda Carty	2		Online with a 3-day campus conference
EDUC6857 Sign Language in Education: Theoretical Perspectives	Dr Breda Carty	2	<i>Compulsory course component: Auslan Intermediate</i>	Online with a 2-day campus conference
EDUC6858 Advanced Pedagogy in Signed Language	Dr Breda Carty	1	<i>Compulsory course component: Auslan Advanced Pre-requisite: EDUC6857</i>	Online with a 3-day campus conference
EDUC6859 Listening and Spoken Language: Audiological Management	Rebecca Bull	1		Online with a 3-day campus conference
EDUC6860 Listening and Spoken Language: Fundamentals	Dr Jill Duncan	1		Online only
EDUC6861 Listening and Spoken Language: Early Intervention	Dr Jill Duncan	2	<i>Pre-requisite: EDUC6860 Optional course component: Practicum</i>	Online with 6 x 2 hour web conferences
EDUC6862 Listening and Spoken Language: School Age Children	Dr Jill Duncan	1	<i>Pre-requisite: EDUC6860</i>	Online with 6 x 2 hour web conferences

*Refer to website <http://www.newcastle.edu.au/school/education/students/postgraduate-course-coordinators.html> for course co-ordinators

Selected campus conferences are delivered in Adelaide and Perth locations in addition to Sydney. Refer to the 2013 Timetable at <http://www.ridbc.org.au/renwick/courses/current.php> for current timetabling.

Information regarding Braille for Educators, Auslan Basic, Auslan Intermediate, and Auslan Advanced is located on the RIDBC Renwick Centre website <http://www.ridbc.org.au/renwick/courses/current.php>

Table 2 (a). Graduate Certificate in Educational Studies core and directed courses.

Graduate Certificate in Educational Studies			
Graduate Certificate in Educational Studies Sensory Disabilities Specialisation	Graduate Certificate in Educational Studies Sign Bilingual Education Specialisation	Graduate Certificate in Educational Studies Listening and Spoken Language Specialisation	Graduate Certificate in Educational Studies Deaf/Hard of Hearing Early Intervention Specialisation
40 units	40 units	40 units	40 units
Complete	Complete	Complete	Complete
10-unit compulsory course listed below:	10-unit compulsory course listed below:	10-unit compulsory courses listed below:	10-unit compulsory course listed below:
<ul style="list-style-type: none"> • EDUC6667 Child Development: Family and Community Contexts (Online) 	<ul style="list-style-type: none"> • EDUC6665 Social and Cultural Contexts of Deaf Education ¹ (2-day block) 	<ul style="list-style-type: none"> • EDUC6859 LSL: Audiological Management (3-day block) 	<ul style="list-style-type: none"> • EDUC6667 Child Development: Family and Community Contexts (Online)
AND	AND	AND	AND
30 units of directed courses listed below:	30 units of directed courses listed below:	30 units of directed courses listed below:	30 units of directed courses listed below:
<ul style="list-style-type: none"> • EDUC6066 Sensory Systems and Physiological Functioning (Online) • EDUC6067 O&M for Educators (5-day block) • EDUC6068 Curriculum and Pedagogy for Students B/LV (2-day block) • EDUC6070 Literacy and Numeracy Development in Learners B/LV ⁷ (4-day block) • EDUC6301 Theory and Application of Technology in Vision Impairment (4-day block) • EDUC6661 Audiology for Special 	<ul style="list-style-type: none"> • EDUC6663 Foundations of Language and Literacy Development (Online) • EDUC6664 Language and Literacy Assessment and Remediation (Online) • EDUC6667 Child Development: Family and Community Contexts (Online) • EDUC6856 Using Signed Communication with Young Children and Families (3-day 	<ul style="list-style-type: none"> • EDUC6076 Seminar in Sensory Disability A (Online) • EDUC6077 Seminar in Sensory Disability B (Online) • EDUC6860 LSL: Foundations (Online) • EDUC6861 LSL: Early Intervention ⁶ ⁸ (Online) • EDUC6862 LSL: School Age ⁶ (Online) 	<ul style="list-style-type: none"> • EDUC6856 Using Signed Communication with Young Children and Families (3-day block) • EDUC6858 Advanced Pedagogy in Signed Language ^{4,5} (3-day block) • EDUC6859 LSL: Audiological Management (3-day block) • EDUC6861 LSL: Early Intervention ⁶ ⁸ (Online)

Graduate Certificate in Educational Studies

<p>Educators (3-day block)</p> <ul style="list-style-type: none"> • EDUC6662 Speech Perception and Speech Production of Children who are Deaf/Hard of Hearing (Online) • EDUC6663 Foundations of Language and Literacy Development (Online) • EDUC6664 Language and Literacy Assessment and Remediation (Online) • EDUC6665 Social and Cultural Contexts of Deaf Education ¹ (2-day block) • EDUC6666 Inclusive and Collaborative Practice in Sensory Disability (3-day block) • EDUC6668 Foundations of VI (Online) • EDUC6669 Advanced Studies in Vision Impairment (Online) • EDUC6856 Using Signed Communications with Young Children and Families (3-day block) • EDUC6857 Sign Language in Education: Theoretical Perspectives ³ (2-day block) • EDUC6858 Advanced Pedagogy in Signed Language ^{4,5} (3-day block) • EDUC6859 LSL Audiological Management (3-day block) • EDUC6860 Listening and Spoken Language: Foundations (Online) 	<p>block)</p> <ul style="list-style-type: none"> • EDUC6857 Sign Language in Education: Theoretical Perspectives ³ (2-day block) • EDUC6858 Advanced Pedagogy in Signed Language ^{4,5} (3-day block) 		
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Notes:
 1: Compulsory Course Component: Auslan Basic
 2: Compulsory Course Component: Practicum
 3: Compulsory Course Component: Auslan Intermediate
 4: Compulsory Course Component: Auslan Advanced
 5: Prerequisite: Sign Language in Education
 6: Prerequisite: Listening and Spoken Language: Foundations
 7: Compulsory Course Component: Braille Basic
 8. Optional Course Component: Practicum

Table 2 (b). Master of Special Education core and directed courses.

Master of Special Education		
Master Special Education Sensory Disabilities Specialisation	Master Special Education Blind/Vision impaired Specialisation	Master Special Education Deaf/Hard of Hearing Specialisation
80 units	80 units	80 units
Complete	Complete	Complete
20 units of compulsory courses listed below:	70 units of compulsory courses listed below:	70 units of compulsory courses listed below:
<ul style="list-style-type: none"> • EDUC6666 Inclusive and Collaborative Practice in Sensory Disability ² (3-day block) • EDUC6667 Child Development: Family and Community Contexts (Online) 	<ul style="list-style-type: none"> • EDUC6067 O&M for Educators (5-day block) • EDUC6068 Curriculum and Pedagogy for Students B/LV (2-day block) • EDUC6070 Literacy and Numeracy Development in Learners B/LV ⁷ (4-day block) • EDUC6301 Theory and Application of Technology in Vision Impairment (4-day block) • EDUC6666 Inclusive and Collaborative Practice in Sensory Disability ² (3-day block) • EDUC6667 Child Development: Family and Community Contexts (Online) • EDUC6668 Foundations of VI (Online) 	<ul style="list-style-type: none"> • EDUC6661 Audiology for Special Educators (3-day block) • EDUC6662 Speech Perception and Speech Production of Children who are Deaf/Hard of Hearing (Online) • EDUC6663 Foundations of Language and Literacy Development (Online) • EDUC6664 Language and Literacy Assessment and Remediation (Online) • EDUC6665 Social and Cultural Contexts of Deaf Education ¹ (2-day block) • EDUC6666 Inclusive and Collaborative Practice in Sensory Disability ² (3-day block) • EDUC6667 Child Development: Family and Community Contexts (Online)
AND	AND	AND
60 units of directed courses listed below:	10 units of directed courses listed below:	10 units of directed courses listed below:
<ul style="list-style-type: none"> • EDUC6026 & EDUC6027 Minor Thesis A & B • EDUC6048 Research Methodology • EDUC6049 Educational Research Methodology 2: 	<ul style="list-style-type: none"> • EDUC6066 Sensory Systems and Physiological Functioning • EDUC6076 Seminar in Sensory Disability A 	<ul style="list-style-type: none"> • EDUC6855 Professional Experience in Sensory Disability – Extension (45 days) (Restricted entry) • EDUC6856 Using Signed Communication with

Master of Special Education

<ul style="list-style-type: none"> Qualitative • EDUC6050 Educational Research Methodology 1: Quantitative • EDUC6067 O&M for Educators (5-day block) • EDUC6068 Curriculum and Pedagogy for Students B/LV (2-day block) • EDUC6070 Literacy and Numeracy Development in Learners B/LV ⁷ (4-day block) • EDUC6076 Seminar in Sensory Disability A • EDUC6077 Seminar in Sensory Disability B • EDUC6301 Theory and Application of Technology in Vision Impairment (4-day block) • EDUC6661 Audiology for Special Educators (3-day block) • EDUC6662 Speech Perception and Speech Production of Children who are Deaf/Hard of Hearing (Online) • EDUC6663 Foundations of Language and Literacy Development (Online) • EDUC6664 Language and Literacy Assessment and Remediation (Online) • EDUC6665 Social and Cultural Contexts of Deaf Education ¹ (3-day block) • EDUC6668 Foundations of VI (Online) • EDUC6669 Advanced Studies in Vision Impairment • EDUC6855 Professional Experience in Sensory Disability – Extension (45 days) (Restricted entry) • EDUC6856 Using Signed Communications with Young Children and Families (3-day block) • EDUC6857 Sign Language in Education: Theoretical Perspectives ³ (2-day block) • EDUC6858 Advanced Pedagogy in Signed Language ^{4,5} (3-day block) 	<ul style="list-style-type: none"> • EDUC6077 Seminar in Sensory Disability B (Online) • EDUC6669 Advanced Studies in Vision Impairment (Online) • EDUC6855 Professional Experience in Sensory Disability – Extension (45 days) (Restricted entry) 	<p>Young Children and Families (3-day block)</p> <ul style="list-style-type: none"> • EDUC6857 Sign Language in Education: Theoretical Perspectives ³ (2-day block) • EDUC6859 LSL Audiological Management (3-day block) • EDUC6860 LSL: Foundations (Online) <p>ADDITIONAL PREREQUISITES</p> <ul style="list-style-type: none"> • EDUC6858 Advanced Pedagogy in Signed Language ^{4,5} (3-day block) • EDUC6861 LSL: Early Intervention ^{6,8} (Online) • EDUC6862 LSL: School Age ⁶ (Online)
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Notes:

- 1: Compulsory Course Component: Auslan Basic
- 2: Compulsory Course Component: Practicum (20 days)
- 3: Compulsory Course Component: Auslan Intermediate
- 4: Compulsory Course Component: Auslan Advanced
- 5: Prerequisite: Sign Language in Education
- 6: Prerequisite: Listening and Spoken Language: Foundations
- 7: Compulsory Course Component: Braille Basic
- 8: Optional Course Component: Practicum

Master of Special Education

- EDUC6859 LSL Audiological Management (3-day block)
- EDUC6860 LSL: Foundations (Online)
- EDUC6861 LSL: Early Intervention ^{6,8} (Online)
- EDUC6862 LSL: School Age ⁶ (Online)

Table 3. Master of Special Education: Full Time Study Patterns

Blind/Vision Impaired Specialisation

Semester 1	EDUC6668	Foundations of Vision Impairment
	EDUC6067	O&M for Educators
	EDUC6667	Child Development: Family and Community Contexts
	EDUC6068	Curriculum And Pedagogy for Students with Vision Impairment

Semester 2	EDUC6070	Literacy and Numeracy Development for Students with Vision Impairment
	EDUC6301	Theory and Application of Technology in Vision Impairment
	EDUC6666	Inclusive and Collaborative Practice *
		Choice of one directed course

** Compulsory course component: 20-day practicum. Upon completion of 4 core courses and consultation with the Practicum Coordinator, students may commence the practicum component of EDUC6666. Students may then enrol in EDUC6666 in the semester in which they will complete practicum requirements.*

Deaf/Hard of Hearing Specialisation

Semester 1	EDUC6663	Foundations of Language And Literacy
	EDUC6661	Audiology for Special Educators
	EDUC6665	Social and Cultural Contexts of Deaf Education
	EDUC6667	Child Development: Family and Community Contexts

Semester 2	EDUC6662	Speech Perception and Speech Production of Children who are Deaf/Hard of Hearing
	EDUC6664	Language and Literacy Assessment and Remediation
	EDUC6666	Inclusive and Collaborative Practice *
		Choice of one directed course

** Compulsory course component: 20-day practicum. Upon completion of 4 core courses and consultation with the Practicum Coordinator, students may commence the practicum component of EDUC6666. Students may then enrol in EDUC6666 in the semester in which they will complete practicum requirements.*

Students must seek written approval from the RIDBC Renwick Centre Head of Graduate Studies (via the Coordinator of Student Affairs) to deviate from this study pattern. Please see additional suggested study patterns at <http://www.ridbc.org.au/renwick/courses/current.php>

DISTANCE EDUCATION

The Master of Special Education and the Graduate Certificate in Educational Studies 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 a block of two to four 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*.

Students should take the initiative to contact the RIDBC Renwick Centre when matters of concern arise. Renwick Centre staff and lecturers are supportive.

Application for Program Entry

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

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

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

Jill Watson
RIDBC Renwick Centre Secretary
Phone: +61 2 9872 0303

Claire Farrington
Co-ordinator, Graduate Student Affairs
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 A Directed Study

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.

EDUC6066 Sensory Systems and Physiological Functioning

Provides an understanding of the anatomy and physiology of sensory systems and other human body systems.

EDUC6067 Orientation and Mobility for Educators

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.

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.

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

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

Compulsory Course Component: 20 days Practicum. Refer to the RIDBC Renwick Centre Practicum Handbook for detailed information on practicum requirements. Upon completion of 4 core courses and consultation with the Practicum Coordinator, students may commence the practicum component of EDUC6666. Students may then enrol in EDUC6666 in the semester in which they will complete practicum requirements.

This course 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

This is a core course in the Master of Special Education (D/HH). 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 in Sensory Disability – Extension

This course provides teachers with extended practical experience in settings in which students with sensory disabilities are educated. Skills in planning, implementing, managing, and evaluating educational and/or (re)habilitative programs will be practised and assessed.

Refer to the RIDBC Renwick Centre Practicum Handbook for detailed information on practicum requirements.

Enrolment is limited and by permission of the Course Coordinator.

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: Fundamentals

Assumed Knowledge: Completion of EDUC6661, EDUC6662, EDUC6663, EDUC6664, EDUC6666, and EDUC6667

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).

EDUC6861 Listening and Spoken Language: Early Intervention

Prerequisite: EDUC6860

Assumed Knowledge: Completion of EDUC6860; Students enrolling in this course are assumed to be either a Qualified Teacher of the Deaf, Audiologist, or Speech Language Pathologist

This course is designed to assist the practitioner with the identification and application of theory to the auditory-based spoken language development of infants and children who are deaf/hard of hearing (D/HH). The course focuses on the integration of linguistic, auditory, cognitive, socio-emotional and speech skills via a family-centred approach to development.

EDUC6862 Listening and Spoken Language: School Age Children

Prerequisite: EDUC6860

Assumed Knowledge: Students enrolling in this course are assumed to be either a Qualified Teacher of the Deaf, Audiologist, or Speech Language Pathologist

This course is designed to assist the practitioner with the identification and application of theory to the auditory-based spoken language development of school age children who are deaf/hard of hearing (D/HH). The course focuses on the assessment, facilitation, and if necessary, remediation of linguistic, auditory, cognitive, and socio-emotional, and speech skills via an integrated approach to learning.

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

Jill Watson
Phone: (02) 9872-0303
Email: jill.watson@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 Co-ordinator, Graduate Student Affairs). 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 <http://www.ridbc.org.au/renwick/courses/current.php>. 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

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

For ease of collation and marking, students 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. Students attending evening lectures are advised to use the parking areas adjacent to the main entrance and exit to the RIDBC campus (see map in appendix).

Committees

It is of considerable benefit to both 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 Head of 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 <http://www.ridbc.org.au/renwick/courses/current.php>

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 enrol in the RIDBC Renwick Centre “Braille for Educators” course – view http://www.ridbc.org.au/renwick/courses/cpe_list.php for timetabling and registration details.

Compulsory Course Component: Practicum

Completion of a 20-day practicum is a compulsory course component of EDUC6666 Inclusive and Collaborative Practice. Students must complete the 20 days of practicum by the end of the semester of enrolment in EDUC6666. Students may commence practicum prior to enrolment in EDUC6666 and following completion of 40 units of core courses. For further information, view <http://www.ridbc.org.au/renwick/courses/current.php>

Computing Requirements

Students will need to use a computer to access 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 computer requirements are below.

PC	Apple Macintosh
Operating System <ul style="list-style-type: none">Windows XP, Windows Vista or Windows 7	<ul style="list-style-type: none">OS X
Disk Drive <ul style="list-style-type: none">CD drive or any CD/DVD combination drive	<ul style="list-style-type: none">CD drive or any CD/DVD combination drive
Display <ul style="list-style-type: none">Video card capable of 1024x768 resolution or greater	<ul style="list-style-type: none">Video card capable of 1024x768 resolution or greater
Software <ul style="list-style-type: none">Microsoft Office 2007Adobe Acrobat Reader (latest version)Flash Plug-in (latest version)WinZip or WinRarAny commercial anti-virus product	<ul style="list-style-type: none">Microsoft Office for Mac 2001, 2004 or 2008Adobe Acrobat Reader (latest version)Flash Plug-in (latest version)WinZip Mac edition or MacZipAny commercial anti-virus product
Internet and browser <ul style="list-style-type: none">Reliable internet access, preferably broadband (ADSL/ADSL2).An up-to-date, Blackboard supported web browser. See the University's browser compatibility page for details: http://newcastle.edu.au/service/blackboard/blackboard-software-requirements.html	

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)

- 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. (Please see <http://www.newcastle.edu.au/service/counselling/>) This service is not for organisational and academic matters such as requests for extensions, which are processed by RIDBC Renwick Centre.

Course Administrative Arrangements

RIDBC Renwick Centre staff welcomes enquiries. However, students are encouraged to familiarise themselves with The University of Newcastle Faculty of Education and Arts postgraduate program requirements located at <http://www.newcastle.edu.au/faculty/education-arts/degree-programs.html>

All students are required to be aware of relevant due dates and deadlines for such things as fee payments, changes of enrolment, and submission of University forms. It is the student's responsibility to ensure they meet all pre-requisite and co-requisite conditions.

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 2013 is \$1,285 per course. 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.

Course Grades

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

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

Due Date and 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.

Students are allowed one 2-week informal extension per course at the discretion of the course coordinator. In all other cases, requests for extensions or any other consideration must be made online via the Adverse Circumstances application process –

<http://www.newcastle.edu.au/service/enrolments/progression/special-circumstances.html>.

Students are advised to consult the Adverse Circumstances Affecting Assessment Items Procedure at <http://www.newcastle.edu.au/policy/000940.html> 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 and Assessment Summary Page is located on the RIDBC Renwick Centre website <http://www.ridbc.org.au/renwick/courses/current.php>.

Lecture and Practicum Attendance

Attendance at all scheduled lectures, campus conferences, practicum 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 9am- 4pm.

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 Secretary, Jill Watson (02 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 at <http://www.newcastle.edu.au/service/academic-integrity/for-students.html>

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: 4921 7946 at The University of Newcastle if they have further questions about TURNITIN or go directly to the web site <http://www.newcastle.edu.au/service/turnitin/>

Plagiarism may take the following forms:

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

Students sometimes suggest that they have read a lot and remembered what they read, but have not remembered the sources. This is not a satisfactory excuse. 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 Endnote Guide at <http://www.newcastle.edu.au/service/library/research/endnote.html> 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 (02) 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 complete successfully their course. Renwick Centre students may request access support by registering with the Coordinator, Graduate Student Affairs at the Renwick Centre. 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 <http://www.ridbc.org.au/renwick/courses/current.php> or contact claire.farrington@ridbc.org.au for information on the registration process.

Study Materials: Delivery 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 Co-ordinator, Graduate Student Affairs (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 at <http://www.newcastle.edu.au/policy/000898.html>

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

RIDBC RYDGE FAMILY LIBRARY

The RIDBC Renwick Centre Rydge Family Library 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 Centre Secretary 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. Some of these library resources are available via Renwick Online <http://www.newcastle.edu.au/research-centre/renwick/>.

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

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 <http://www.ridbc.org.au/renwick/courses/current.php>.

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.

RIDBC Renwick Centre Rydge Family Library Hours (subject to change)

Semester Hours

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

Non-Semester Hours

Monday to Friday:	9am – 5pm (closed 1-2pm)
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The library is closed on weekends and public holidays (with the exception of some weekend campus conferences).

Library Borrowing

Borrowing privileges for academic staff and students are as follows:

- Renwick course-work students: 10 items overall for up to 4 weeks
- Renwick distance education students: 10 items for up to 4 weeks
- Academic Staff and Research students (PhD & 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 Jill Duncan, BSc, MEd(*Cincinnati*), MEdMan, PhD(*Western Australia*), LSLSCertAVT

- Auditory (Re)habilitation teaching behaviours
- Adolescents with hearing loss
- Family-centred practice

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

Kim Ter-Horst, BSc(Hons)(*UNSW*), GradDipAud(*Macquarie*), MAudSA

- Paediatric hearing assessment
- Paediatric hearing assessment with tele-audiology in rural and remote locations

Adjunct Academic Staff

- Tricia d'Apice Dip (Physical Education), DipTeach(*ACPE*), CertIO&M, GradDipSpecEd, MSPECed(*Newcastle*)
- Dr Rod Beattie, BA, BEd(*Saskatchewan*), MEd, PhD(*Alberta*)
- Sharon Barrey-Grassick, BSc(*SUNY Brockport*), MSc(*SUNY Geneseo*)
- Mike Corrigan BCom(*Newcastle*), MRehabCIng(*Sydney*), GradDipVocEd&Training (Technology), MEd(Technology)
- Associate Professor Norm Erber, BSc, MSc, PhD(*Washington*)
- Dr Desiree Gallimore, BA(*UNE*), MA, (*Sydney*), MA(*Macquarie*) MBA, PhD(*Newcastle*)
- Dr Gillian Gale, DipTeach(*London*), GDSE(VI)(*SCV Burwood*), MSPECed, DEd(honoris causa)(*Newcastle*)
- Beth Helmers, BSc, MEd(*Northern Colorado*)
- Josie Howse BA(*Macquarie*), MSPECed(*Newcastle*), PSM
- Alan Kelly, BA(*Macquarie*), MSc(Applied)(*McGill*)
- Michelle Knight BSc(*Sydney*), GradDipEd(Secondary)(*Western Sydney*)
- Jan North, BSpecEd(*Flinders*), MEd(Hons)(*UNE*), MACE
- Dr Dunay Taljaard, BSc(Hons), PhD(*Pretoria*), AuD(*Florida*)

Library and Information Services Staff

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

Continuing Professional Education Staff

- Trudy Smith, BSpecEd(*Griffith*), MEd(*Deakin*), LSLSCert AVT, Manager, Continuing Professional Education

- Philippa Madden, BA(*Sydney*) Administrative Officer, Continuing Professional Education

Multimedia Staff

- Teresa Williamson, BSc (Hons) (*Liverpool*), PhD (*Plymouth*), Curriculum Media Designer
- Cathy Yu, BE(*Sydney*), BCom(*Sydney*), Web Designer

Centre Administration Staff

- Claire Farrington, BA(*NSW*), GradCertAdEd(*New England*), MLMEd(*Newcastle*), Co-ordinator, Graduate Student Affairs
- Jill Watson, Renwick Centre Secretary
- Sue Vale, Executive Assistant to the Chair

**RIDBC RENWICK CENTRE/UNIVERSITY OF NEWCASTLE
- IMPORTANT DATES 2013**

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

Further dates are available on the University's website

<http://www.newcastle.edu.au/service/dates/academic/semester/2013.html>



RIDBC Renwick Centre

For Research and Professional Education

CAMPUS MAP:

Royal Institute for Deaf and Blind Children
 361-365 North Rocks Rd
 North Rocks NSW

Contact Information

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