

Contacts for Assistance

ADU staff are available to consult with Schools and Faculties in relation to subject- and course- based curriculum development, evaluation and implementation, and related pedagogical and methodological issues.

Individual members of academic staff are welcome to consult with ADU staff on a confidential basis at any stage during the course evaluation and review processes in the development of an inclusive curriculum.

ADU staff can help academic staff develop specific ideas and examples of inclusive practices to implement in a curriculum relating to the content and context of the subject or course.

The ADU has copies of a number of publications on Inclusive Curriculum, which you may use. Contact the ADU for copies of its publication *A Guide to Developing an Inclusive Curriculum*.

Staff from the Equity and Access Unit are available to work with staff to ensure that subject and course structures and practices are in line with State and national legislation regarding all areas of equal opportunity. Our role is to supervise the incorporation of the principles of state and federal legislation into university policy.

The Equity and Access Unit conducts an Equity Staff Development Program, which aims to promote the understanding and practice of human rights. This means eliminating discrimination from our systems and practices as it relates to a range of equity groups. The program helps ensure we meet legal obligations to provide an equitable and non-discriminatory work and learning environment for all students.

Information on cultural relevance, appropriateness and sensitivity in relation to Indigenous topics/issues can be obtained from the Ngarn-gi Bagora Indigenous Centre, Ground Level, Agora, Bundoora.
Phone: (03) 9479 3816 Fax: (03) 9479 1863
Email: alo@latrobe.edu.au
Web: <http://www.latrobe.edu.au/alo>

Academic Development Unit

Bundoora Campus
Location: Ground Level, Humanities 2
Telephone: (03) 9479 2992
Facsimile: (03) 9479 2996
Email: ADU@latrobe.edu.au
Web: www.latrobe.edu.au/adu

Equity and Access Unit

Equity and Access Unit staff are available at all campuses.

Bundoora Campus

Location: Ground Level, Peribolos East
Phone: (03) 9479 2900
Fax: (03) 9479 1246
TTY: (03) 9479 2309
Email: equity@latrobe.edu.au
Web: <http://www.latrobe.edu.au/eau>

Disability Coordinator, Equity and Access Unit
Phone: (03) 9470 3689

Disability Liaison Officer
Phone: (03) 9479 1510

Deaf Academic Services Coordinator
Phone: (03) 9479 3603

Albury/Wodonga Campus

Phone: (02) 6055 6662

Bendigo Campus

Phone: (03) 5444 7410

Mildura Campus

Phone: (03) 5022 3704

Mt Buller Campus

Phone: (03) 5733 7000

Shepparton Campus

Phone: (03) 5833 2589

6/12/02



Developing a New Subject or Reviewing a Current Subject

A Checklist for Inclusive Curriculum



Aim of this checklist

This checklist has been designed to help staff develop new subjects or courses in which the principles and practices of inclusion are applied to all features of the curriculum.

The checklist is to be used in conjunction with the ADU publication *A Guide to Developing an Inclusive Curriculum*, which provides more detailed information on the principles and practices involved in the development of an inclusive curriculum.

During the development phase of a new subject or course, or the review phase of an established subject, you might read through the questions in the checklist to devise practices that will give a positive response to the questions. Where there is not a positive response, you might reflect on and evaluate the reasons why this is the case, and refer to the Guide.

When this planning phase is complete the checklist can be used to review the subject or course curriculum as a whole.

What is 'inclusive curriculum' and why is it important?

La Trobe University (LTU) is committed to principles of inclusion and diversity. The student population is characterised by diversity in relation to differences of language, cultural background, gender, sexuality, age, attendance pattern, family responsibility, religion, and physical ability and disability.

'Inclusion' at LTU relates to increasing the participation and enhancing the quality of learning of all students including those vulnerable to exclusionary pressures.

'Curriculum' includes the teaching and learning environment, the course content, the processes of teaching and learning, and the assessment practices. Good teaching includes the design of a curriculum that addresses all these features, while embracing notions of inclusion of all students.

Curriculum Design

- Have you considered the diverse needs of your students in the design of the subject curriculum?
- Does your curriculum value and build on students' prior learning, experiences and goals?
- Is 'assumed knowledge' made explicit in the stated prerequisites for the subject?
- Have you ensured that the texts, readings and on-line materials reflect a diversity of viewpoints and representations?
- Have you considered the accessibility of subject materials for a diverse group of students?

Curriculum Content

- Do the examples/case studies in your subject reflect the diversity of knowledge, experience and cultural values of your students?
- Does your subject material include examples in which people vulnerable to exclusionary pressures are made visible and represented positively?
- Are your examples, resources and applications equally accessible to all students?
- Does your subject examine the implications of diversity as part of the theory or practice being studied?

Teaching Activities

- Do you provide students with a range of learning opportunities and a variety of learning activities?
- Do your activities consider different English language levels and support the development of students' language skills?
- Have you included activities that promote interaction, collaboration and shared reflection among students?
- Are the audiovisual, on-line, or flexible delivery materials you use equally accessible to all students, including students with special requirements?

Assessment

- Are you explicit about the standards you expect and the criteria you will use to assess and grade the work?
- Are your assessment tasks free of culturally or gender biased examples?
- Are your assessment tasks responsive to different language levels and learning styles?
- Is your assessment designed to take account of diverse values, goals, experiences and perspectives of students?
- Are your assessment tasks flexible and equitable enough to assess the learning outcomes of diverse students?