THE UNIVERSITY OF BRITISH COLUMBIA
Centre for Teaching, Learning and Technology

Course Set-Up Recommendations

This resource can be used to help create inclusive online learning environments through incorporating Universal Design for Learning (UDL) guidelines, student wellbeing practices (SW), and web content accessibility guidelines (WCAG) when creating course materials in Canvas. For additional information, view this resource with detailed recommendations at https://wiki.ubc.ca/Documentation:CTLT_Resources/Course_Set_Up_Recommendations

Category	Criteria	UDL	SW	WCAG
Home Page	Provides key information (or links) are provided on the **home page**. This includes: brief course description or introduction, indicator on where to begin (e.g. course overview page or introduction module), and contact information for instructor(s), teaching assistant(s), and technical support.	X	X	
	Navigation menu is customized by minimizing the number of menu items and prioritizing their order.	Canvas Guide - Course navigation	X		X
Syllabus	**Syllabus** provides complete and descriptive information about the course. (UBC Senate syllabus policy)	X	X	
Course Content	Content is organized into manageable pieces by leveraging **modules** and the organization across modules is consistent (e.g. organized by topics, weeks, units).	Canvas Guide - Modules	X	X	X
	Modules are organized using text headers and indention.	Canvas Guide - Add text header	X		
	Modules and items within modules describe the content and have a clear naming convention (e.g. name the module "Chapter 1: Introduction to Design," not just "Ch. 1").	X	X	
	All course activities (e.g. assignments, discussions, quizzes) are linked in the related **module.**	X		
	Accessibility standards (e.g. text, colors/contrast, alt text for images, captioning or transcripts for videos) have been checked for content created in the Rich Content Editor using **UDOIT**.	Canvas Guide - Accessibility checker	X		X
	Page and section headers are formatted using **heading styles** (not font sizes) and content is organized in a hierarchical and logical fashion.	Canvas Guide - General Accessibility Design Guidelines	X		X
	Hyperlink text uses phrases that describe the content of the linked page (i.e., avoid generic phrases like "Click here" or using a raw URL such as https://www.ubc.ca).	X		X
	All course information and materials are correct and free from typos and grammatical errors before posting.	X	X	
Interactions	There is a "Welcome" or "Let's Get Acquainted" **discussion** and students are encouraged to introduce themselves to their classmates to make connections.	X	X	
	Your information has been entered in your Canvas **profile**	Canvas guide - Instructor profile		X	
	Interactions are structured in a way that support learning and include: student-instructor interaction (e.g. announcements, quality feedback, discussions), student-student interaction (e.g. discussions, collaborative projects and/or peer feedback), and student-content interaction (e.g. resources with which students must interact and not just read or watch).	X	X	

Category	Criteria	UDL	SW	WCAG
	A monitored **discussion** board is provided and its use is encouraged for course support issues.	X	X	
Assessments & Activities	Each activity and assessment (e.g. discussion, assignment, quiz) has a detailed description, assessment criteria (if applicable), due date(s) and instructions for submitting the assessment.	X	X	