

# ONLINE COURSE DEVELOPMENT GUIDELINES

Criteria	✓	Notes
<b>Course Information includes:</b>		
Brief course overview		
Sto:lo Territory acknowledgement / video (add context as required)		
Explanation of online tools used in the course		
Syllabus including learning outcomes, assessments		
Grading scheme clearly outlined		
Communication expectations – email, discussions, netiquette		
Daily/weekly expectations/contributions		
Glossary of terms provided		
Instructor introduction/welcome		
Contact information		
A variety of office hour types – synchronous, in office, phone		
Link to pertinent policies – academic integrity, student conduct, etc.		
Link to Help sites – technology, ASC, Student Affairs, Counselling, ISC, etc.		
<b>Course Design Materials:</b>		
Course is consistently and logically organized into smaller units		
Units use visual elements to support concepts – images, videos, learning objects		
A variety of learning materials are provided – videos, readings, discussion, etc.		

Course Design Materials (continued):		
Each unit has introduction with goals clearly stated (why is this important)		
Unit objectives clearly stated (by the end of this unit, you will...)		
Guiding questions enable students to determine important aspects of unit		
Required elements and optional are clearly distinguished		
Materials include Indigenous worldviews – eg. text, videos, etc.		
Local and global examples are used as appropriate		
If synchronous activities used, they are recorded and posted for later viewing		
Materials are current and links are working		
Materials model academic integrity with citations, references		
Self-assessment / check-ins provided – eg. quiz, journal, etc.		
Course supports UDL principles (see attached guidelines)		
Assessments:		
Assessment activities support learning outcomes and objectives		
Instructor marking timelines clearly stated		
Academic integrity parameters clearly explained – eg. how much consultation with others, use of Turnitin.com, etc.		
Students provided early and frequent feedback on progress		
Student learning assessed using a variety of assessment techniques		
Clear instructions describe how assignments are to be submitted		
Well-developed rubrics guide students and evaluation		
Students have choice of types of assessments and deadlines as developed by the instructor		
Grades are posted in LMS grading system		

Student Engagement:		
Learning activities are aligned with learning outcomes		
Students provided opportunities to engage with content		
Students provided opportunities to engage with instructor		
Students provided opportunities to engage with each other		
Requirements for student interaction clearly stated		
Students post introduction in first week – eg. text, video, discussion		
Student cultural safety/diversity respected – eg. have students create online “ground rules”		
Students are provided with an experiential learning opportunity eg) virtual tour, augmented reality, community project		
Students have the opportunity to show their work		
Indigenous ways of knowing and being infused into learning practices		

Have questions? Contact us at [askTLC@ufv.ca](mailto:askTLC@ufv.ca) for further support or assistance.

# Universal Design for Learning Guidelines

