

# CTLI UDL Course Template

The Centre for Teaching & Learning Innovation (CTLI) has designed a course template for MyCanvas that embeds Universal Design for Learning (UDL). The template can be used as a starting point for new course builds or when redeveloping a course. The CTLI UDL Course Template is evidenced-based, has incorporated student and educator feedback, includes key elements from the [UDL Today research project](#), and has been updated to UDL 3.0 guidelines. The template supports all delivery modalities, including in-person, hybrid and fully online.

This document outlines the purpose and key features of the CTLI UDL Course Template. If you have questions after reviewing this content, please connect with the [Centre for Teaching & Learning Innovation](#).

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## Benefits of a Course Template

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Benefits of using the CTLI UDL Course Template include:

- Broad implementation of evidence-based pedagogical approaches
- A consistent look and feel for courses to support easier and faster navigation by students
- A logical course layout that is consistent and aligns with Mohawk College's Learning Plan template
- Reduced time and effort to organize and structure course content and learning activities
- Easy access to college policies and MyCanvas support for students
- Support for Mohawk College's [Digital Learning Strategy](#) (*Digital Learning Strategy*).

In addition, the [UDL Today research project](#) strongly supports the use of a course template as a tool to implement UDL. The research recommended that a MyCanvas course template be:

1. Inclusive of all UDL elements indicated in Table 1 of the [UDL Today research report](#)
2. Endorsed, with program specific adaptations as needed, for all course design and redesign efforts
3. Prominently advertised and ongoing support offered to encourage use
4. Reviewed and revised, in accordance with learner and educator feedback, on a regular basis (Benton Kearney, 2024).

## Universal Design for Learning (UDL)

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Universal Design for Learning (UDL) is a curriculum design, development, and delivery framework used to create inclusive, equitable and accessible learning environments in higher education. Ultimately, the goal of UDL is to advance learner agency in order to foster future ready students who are "purposeful and reflective, resourceful and authentic, strategic and action-oriented" (CAST, 2024). If UDL is new to you, access the Centre for Teaching & Learning Innovation's [UDL webpage](#) for an informational video, the guidelines, Mohawk College's [UDL Standard](#) and a variety of implementation resources.

Mohawk College has made a commitment to the implementation of UDL within all of its learning environments. The CTLI UDL Course Template has embedded a wide variety of UDL elements to support inclusive, equitable and accessible learning, and minimize additional effort and time to

implement UDL in our teaching and learning spaces. The CTLI UDL Course Template includes:

- Template instructions for educators
- A homepage with key information for learners and quick-access icons
- An accessible learning plan that can be used with adaptive technology and provides content options
- Assessment Module which provides an overview of all course assessments
- Communication options for students and instructors, including a Course Q&A discussion board
- Course navigation instruction page with writing support for educators
- A customizable UDL statement that outlines all of the UDL elements used in the course and provides resources to learn more about UDL
- Content options (e.g. content available in HTML text and downloadable Microsoft Word document)
- Explicit course and content organization
- Multiple ways to access key course content and assessments
- Opportunities for learners to check their knowledge and self-evaluate their progress
- Prompts for multimedia resources including written and video instructions and resources
- Inclusion of additional accessibility resources
- Capacity for note taking support, including capacity for crowdsourcing of class notes

## Key Features

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Highlights of the CTLI UDL Course Template, with supporting images, are outlined below. If you have any questions about these elements, please [connect with an Instructional Designer](#).

### Template Instructions

The template includes an instruction module for educators. The educator module is not published, so students will not be able to see it. The module includes a list of the information that needs to be edited, how to duplicate content, and additional course development elements.

• Educator Module (Do Not Publish)	⌵ + ⋮
This module provides instructors with information on how to customize this template. Do not forget to add your Course Outline and Learning Plan to the Course Resources Module.	⌵ ⋮
📄 Educators Start Here: Template Support	⌵ ⋮
📄 How to Customize the Template	⌵ ⋮
📄 Choosing a Module Layout	⌵ ⋮
📄 Style Guide	⌵ ⋮
📄 Educator To-Do List: Complete this checklist before publishing your course!	⌵ ⋮

## Content in HTML Format

To support content accessibility, the template promotes the use of HTML pages so that content can be read by ReadSpeaker (the MyCanvas built in text-to-speech tool). Content can be added to course pages in alternate formats (Word, PDF or alternate) for students to download or posted directly within the weekly module.

## Homepage

The template includes a homepage that provides a default written welcome statement and instructions on how to begin the course. Additional homepage features include custom quick-access icons to improve course navigation, information about Mohawk College policies, procedures, and resources, and student technical support quick links.

**Welcome to [Course Name]**

My name is xxx.xxx and I will be your instructor for your course. I can be reached by email at xxx.xxx@mohawkcollege.ca. Please take a moment to review the following information to get you started:


- Review the [Learning Plan](#), [Course Outline](#), and other resources in the [Getting Started Module](#). This will prepare you to access course content and support your [Navigation of MyCanvas](#). *[Hyperlink the bolded terms to the associated documents when uploaded.]*
- I will use the [Announcements](#) feature regularly for non-time-sensitive course updates.
- Questions?** Please post general questions to the [Course Questions and Answers](#) discussion board. Chances are if you have this question... so do your peers! *[Please let students know if you will be monitoring this discussion board.]*

Looking forward to a wonderful semester with you all!


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**Course Links**


Click on each of the icons below to learn more about their respective topics.



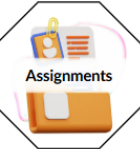
**Getting Started**



**Announcements**



**All Modules**



**Assignments**

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**College Information & Resources**

**Policies & Procedures**

- [Student Policies and Procedures](#): policies related to academic standing, grading appeals process, students right and responsibilities, etc.
- [Academic Integrity Policy](#): all work you submit for evaluation must be completed by yourself; evidence of academic dishonesty will result in a grade of zero
- Student Rights and Responsibilities Office**: supports anyone impacted/disrupted by inappropriate behaviour online or offline
  - Email: [SRRO@mohawkcollege.ca](mailto:SRRO@mohawkcollege.ca) for supportive resources, consultation and reporting options
  - For more information about online etiquette, visit [Netiquette - Online Etiquette at Mohawk College](#)

**College Services**

To explore tools, academic supports, and college services that are available to you as a Mohawk College student, review the [Mohawk College Current Students page](#). This includes information about the Library, your ONE Card, Student Success Advising, Parking, Financial Assistance, the Bookstore, Peer Tutoring, and much more!

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**Tech Information & Resources**

[Information Technology Services \(IT\)](#) can support Mohawk College account issues, password resets, printing, and Wi-Fi issues.

[Digital Skills Services](#) can support you in navigating student systems, accessing your Microsoft 365 account, and using digital tools.

<p><b>MyCanvas</b></p> <p>The following resource pages are designed to help you navigate the MyCanvas system:</p> <ul style="list-style-type: none"> <li><a href="#">MyCanvas: Getting Started Videos</a></li> </ul>	<p><b>Microsoft Teams</b></p> <p>Within your course, you may be asked to utilize Microsoft Teams for online lectures, instructor office hours, collaborating with peers, or assignments and presentations.</p>
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## Course Q&A Discussion Board

The Course Q&A Discussion Board encourages students to post course-related questions in the discussion area so that other students can have access to the information. Having a course Q&A can help reduce educator email congestion and provides a valuable communication option to both students and educators.

**Course Questions and Answers**

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The Course Questions and Answers forum is the place to post your questions regarding the weekly course content, assignments, readings, videos, due dates, etc.

If you have a question, ask it! Select "Reply" below to enter your question. If you know the answer to a question posted here, select "Reply" on a peer's post.

**Note:** Your educator may not be monitoring this discussion board. If you have a specific or urgent question, please connect with your educator directly using their communication methods listed on the [About Your Educator page](#).

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Mohawk College  
135 Fennell Avenue West, Hamilton, ON, Canada L9C 0E5

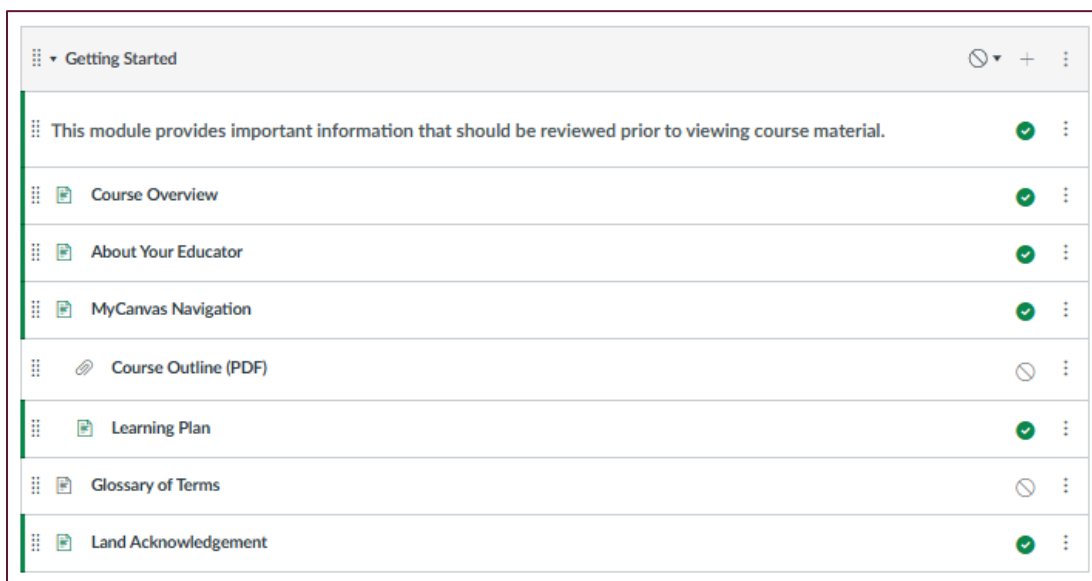


Reply

## Getting Started Module

The template provides a standard Getting Started module that includes course information with a UDL statement, an educator information page with the option to include an educator welcome video, information about navigating the MyCanvas system, and a Mohawk College land acknowledgement. Users can “edit” the pages and input their own custom information where indicated in red. The module also includes a Glossary and instructions for students to effectively read their grades in the Grades tool.

It is important that educators replace the Course Outline and Learning Plan with current semester versions. Placeholders are provided for these within the module.



## Assessment Module

The CTLI UDL Course Template includes an Assessment Module to ensure students can access key assessment content quickly and easily. The module includes a page that offers an overview of all of the course assessments, an optional assessment development template (with prompts for a video, assessment instructions, learning outcomes and rubric), and an overview of all course quiz information with an optional quiz development template.

Assessment information for labs, placement, etc. can also be added to this module.

**Overview**

[Include your assignment instructions here. You can complete this page by using the Edit button above, or upload the assignment as a document that students can download. If there are specific resources required for the assignment, include them here as well.]

Your overview should include:

- Assignment rationale (why are students completing this assignment)
- Instructions
- Grading criteria (e.g., rubric)
  - If using a rubric, please add the rubric via the MyCanvas rubrics option, and direct students to find the rubric below the assignment.
  - For more information about creating rubrics, please see the [Rubrics and UDL](#) section of the UDL website.
- Exemplar (if possible)

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**Expectations**

- [List Items here]
- [List Items here]
- [List Items here]
- [List Items here]
- [List Items here]
- [List Items here]
- [List Items here]

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**Related Course Learning Outcomes**

- CLO[#]
- CLO[#]
- CLO[#]
- CLO[#]

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**Resources & Support**

- For questions about assignment expectations or content, please reach out to your professor.
- For technical help, including using MyCanvas, Microsoft 365, or other technologies, [get help from the Digital Skills Team](#)
- For support with research, citations and references, writing, studying, and academic integrity, [get help from the Mohawk College Library](#)

## Weekly Content Modules

### Layout Design Options

The CTLI UDL Course Template offers two optional module layouts. Both options offer an overview for each module and a “Read, Watch, Do” structure. Both layout options include:

- A weekly overview that includes a module introduction, connections to the course learning outcomes and elements of performance, and expected time on task.

**Week #: Overview**

[Please provide a brief introduction to the module and list the topics that you will cover. You may wish to provide a video overview of this content. If you need assistance creating a video, please [contact an Instructional Designer](#).]

This Module will cover the following topics / concepts:

- Topic One
- Topic Two
- Topic Three

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**Learning Outcomes**

Course Learning Outcomes Table

Elements of Performance	Related Course Learning Outcomes
EOPX[#]	CLO[#]
EOPX[#]	CLO[#]
EOPX[#]	CLO[#]
EOPX[#]	CLO[#]

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**Time on Task**

Expect to spend the following amount of time on your learning this week:

Learning Activity Timing Table

Learning Activity	Approximate Time
Read	## min/hr
Watch	## min/hr
Do	## min/hr
<b>Total</b>	<b>## min/hr</b>

The time(s) provided here are approximate. If you find that you are consistently taking significantly longer to complete the task(s) indicated, please contact your professor.

- Designated areas for course readings and multimedia resources. These Read and Watch spaces/pages provide an explicit layout for reading and viewing materials and prompts educators to provide accurate citations and resource overviews.

Week #: Read

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**Reading Materials**

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[If you have lecture notes, PowerPoints, etc. that you would like to link to from this page, type the name of the resource, highlight it with your cursor, then click on the Documents icon in the toolbar and choose Course Documents or Upload Documents to find and insert your resource. Alternatively, you can post lecture notes, PowerPoints, etc. directly in this week's module from the Modules page. You can also type or copy/paste content you wish students to read directly onto this page.]

[If there is nothing for students to read this week, please indicate that here - do not delete this page.]

This week, please read the following materials:

1. [Chapter XX in in the course textbook (indicate textbook if more than one)]
  - [To improve comprehension and engagement, provide a description of the reading including its importance, how it connects to the learning outcomes and any other relevant details.]
2. [Insert citation of associated reading - use citation style expected in your course]
  - [To improve comprehension and engagement, provide a description of the reading including its importance, how it connects to the learning outcomes and any other relevant details.]
3. [Insert citation of associated reading - use citation style expected in your course]
  - [To improve comprehension and engagement, provide a description of the reading including its importance, how it connects to the learning outcomes and any other relevant details.]

Week #: Watch

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[If there is nothing for students to watch this week, please indicate that here - do not delete this page.]

This week, please watch the following materials:

[If you have a pre-recorded video lecture please include it here.]

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**Video Title | Length (mm:ss)**

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[Provide description of video, why it's significant/important to watch, how it connects to their learning, and any other relevant details. This will help learners to focus their attention on key elements.]

Embed video here (centered) - Use cloud icon on the editor toolbar above and paste in embed code

Direct Link: hyperlink video link to name of video

Author/publisher name, (yyyy, mm dd), Video name [Video], Site retrieved from, Link

Download Video: [If downloadable add link here]

Video Transcript: [If downloadable add link here]

- The Do space/page template provides space for the learning activities and assessments that students are to complete as part of the week/module.

Week #: Do

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**Attend**

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[Please provide students with any important information about the live/synchronous lecture/lab that they need to attend this week. If there is nothing for students attend this week, please indicate that here - do not delete this page/section.]

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**Do**

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[Please include the learning activities and assessments students are required to complete this week. This may include:

- Knowledge check quizzes or activities
- Discussion posts
- Assignments (with a link to the assignment)
- Group work
- Lab reports
- Quizzes/texts/exams

If there is nothing for students attend this week, please indicate that here - do not delete this page/section.]

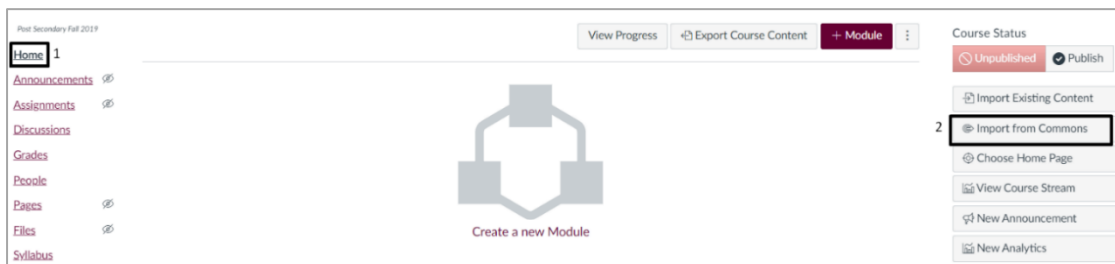


## Importing the CTLI UDL Course Template

The Canvas Commons is a learning object repository that MyCanvas educators use to share learning resources and entire courses. The CTLI UDL Course Template is available in the MyCanvas Commons.

To import the template:

1. Enter the course shell that you want to add the CTLI UDL Course Template to.
2. From the course homepage, choose Import from Commons from the sidebar. Alternatively, you can choose to access the Commons directly from MyCanvas' Global Navigation.



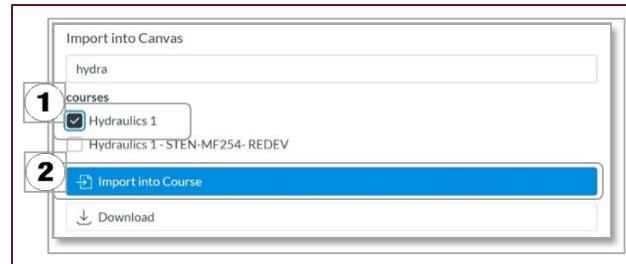
3. In the Commons, type "CTLI UDL Course Template" into the search.



4. Select "CTLI UDL Course Template" to view the template details.
5. Select the Import/Download button.



6. Select the course shell or shells in which you want to import the course template, and select the Import into Course button. Alternatively, you can choose to download the course template as a .zip file to store it for future imports.



If you need assistance with importing the CTLI UDL Course Template, please [connect with an Instructional Designer](#).

## References

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- Benton Kearney, D. (2024). (rep.). *Universal Design for Learning Today: Measuring Mohawk College's Implementation*. Mohawk College.  
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