



Core Components for University Online and Canvas Courses

These guidelines provide an outline of key components for an online course to increase student engagement.

- 1. Syllabus**
Use College/School templates in MyCharger.
- 2. Learning Module Structure for each Course:**
 - **Introduction**
 - **Learning Outcomes**
 - **Learning Activities**
 - **Discussions** (For fully online asynchronous courses)
 - **Assignments**
- 3. Home Page**
General information such as the course title, the professor and what students will learn this semester.
- 4. Introduction**
Introductory videos or text-based introductions highlighting each week and/or summarizing the previous week.
- 5. Learning Outcomes**
Learning outcomes or learning objectives are the statements that define the knowledge and skills a student will gain after engaging in this course. These outcomes should reflect identifiable and appropriate levels of Bloom's taxonomy. The course and module outcomes should be measurable and align with the assessments in the course.
- 6. Learning Activities**
These activities facilitate and support active learning that encourage frequent and ongoing peer-to-peer engagement. Mini lecture videos are highly recommended for weekly topics. All links should be in pages with context (do not use links in lieu of pages). These activities may include readings, videos, and presentations. These activities need to align with the outcomes and assessments. All content needs to follow intellectual property guidelines.
- 7. Assignments/Assessments**
These demonstrate student learning and should align with the course and module outcomes and be measurable.
 - **Rubrics** are required for the School of Health Sciences.
- 8. Discussions** (For fully online asynchronous courses)
These are critical for faculty to facilitate student engagement for online courses. This is a tool for faculty to ensure that there is regular and substantive interaction between faculty and students in an online course. Discussions allow for both faculty to student as well as student to student engagement.
- 9. All Outcomes are Aligned with Assessments and Activities**
Course outcomes or objectives are clearly defined, measurable, and are aligned to student learning activities and assessments.
- 10. Grades**
All grades and assignments should reside in Canvas for student continuity.
- 11. ADA Compliance**
Courses should include closed captioning and be in line with ADA standards. Instructional designers will take the lead in advising in this area. Canvas has tools to assist with ADA compliance.
- 12. Student-Centered Approach to Learning**
Utilize a variety of modalities for course content, such as text, audio, video, images and/or graphics. Implement a Universal Design approach to meet inclusivity of students.

Resources to support online learning may be found within our [Digital Learning web site](#). Digital Learning has a template to make this design easily work in your courses. Please contact DigitalLearning@newhaven.edu to have the template placed in your course.