

## Introduction

The **CSU Canvas Template** is a basic Canvas template that can be imported into a Canvas course to help structure how content is organized. Included in the template is a Home Page, Course Information module, and sample module for laying out course content. Using this tool will help you organize online courses more effectively, provide consistent navigation, and streamline the student experience.

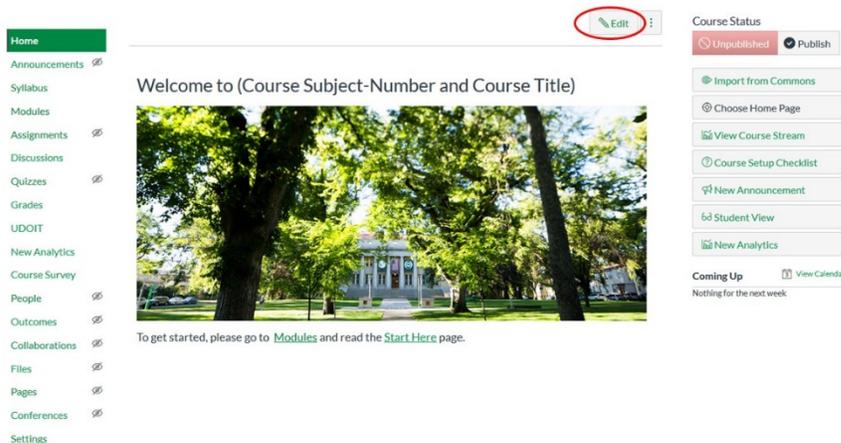
The Canvas Common Cartridge also helps courses meet twelve Quality Matters Specific Review Standards (SRS 1.1, 1.2, 1.4, 1.5, 1.6, 1.9, 6.4, 7.1, 7.2, 7.3, 7.4, and 8.6).

## Home Page

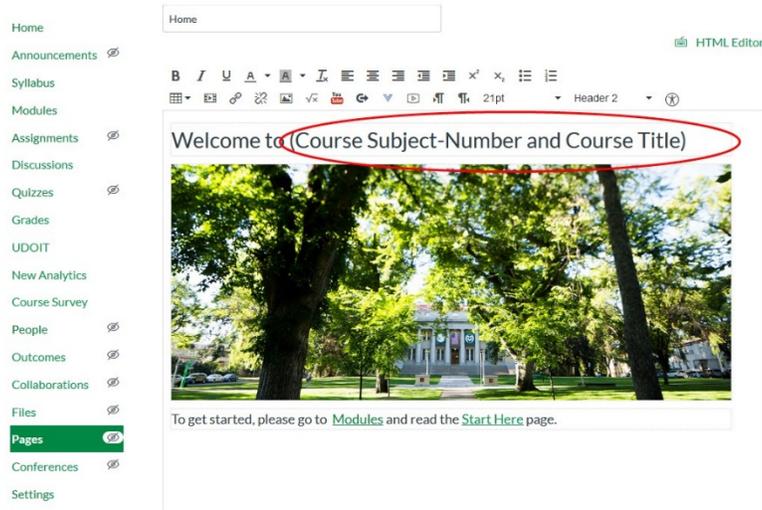
The Home Page provides a welcoming environment and instructions to learners on how to get started.

Please update the Home Page with your Course Number and Title.

1. Edit
2. Replace text (please make sure to leave the text at Header 2 level for accessibility)
3. If your course includes cross-listed sections, clearly identify all of them; this reassures students they are in the correct course.
4. Scroll to the bottom and click the green “Save” button



The screenshot displays the Canvas course Home Page editor. On the left is a navigation menu with options like Home, Announcements, Syllabus, Modules, Assignments, Discussions, Quizzes, Grades, UDOIT, New Analytics, Course Survey, People, Outcomes, Collaborations, Files, Pages, Conferences, and Settings. The main content area shows a header with a green 'Edit' button circled in red, followed by the text 'Welcome to (Course Subject-Number and Course Title)'. Below this is a large image of a building surrounded by trees. Underneath the image is the text: 'To get started, please go to [Modules](#) and read the [Start Here](#) page.' On the right side, there is a 'Course Status' section with 'Unpublished' and 'Publish' buttons, and a list of actions: 'Import from Commons', 'Choose Home Page', 'View Course Stream', 'Course Setup Checklist', 'New Announcement', 'Student View', and 'New Analytics'. At the bottom right, there is a 'Coming Up' section with a 'View Calendar' button and the text 'Nothing for the next week'.

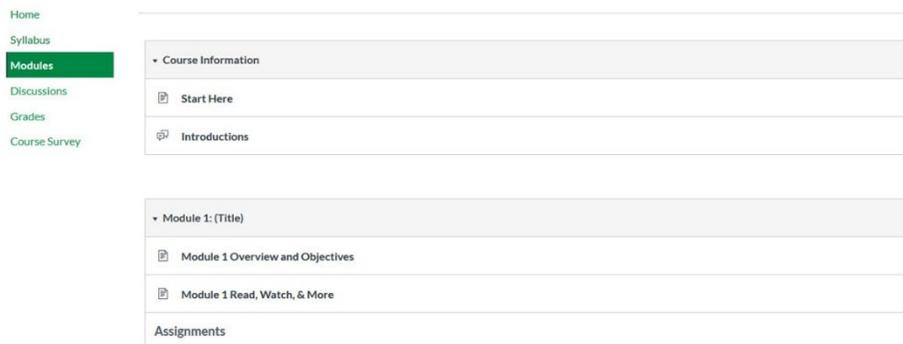


Note: If you decide to replace the image on the Home Page, please add descriptive alt text for accessibility.

## Modules

When you click on the **Modules** list you will see two pre-populated modules:

- Course Information
- Module 1: (Title)



These modules are unpublished by default. Student will not see any items in a module until you publish the module header.

## Course Information module

The Course Information module includes a Start Here page to provide key course information and relevant links to CSU student policies and support. This module also includes an example Student Introduction Discussion forum. Providing learners a space to introduce themselves and meet peers creates a learning community in the course from the first week.

## Start Here page

[View All Pages](#)

[Publish](#)

[Edit](#)



### Start Here

#### Welcome to the Course

Instructors- Introduce yourself, describe how you got into this field and why you teach this class. Give a little insight as to why this course is important. Let the student know you are invested in the course and in the student's success.

First Last

First M. Last, Ph.D.  
123-123-1234 | first.last@colostate.edu | website  
Department

Now, please follow the steps below to continue your orientation to this course.

#### Step 1: Read the course syllabus

The [course syllabus](#) will provide you with instructor contact information, course objectives, explanations of assignments and assessments, grading policies, and other course specific policies. Please read it carefully.

#### Step 2: Purchase your textbooks

Your textbooks include:

- Author (Year). Title. Location: Publisher [ISBN]
- Author (Year). Title. Location: Publisher [ISBN]

#### Step 3: Library information and student support

Visit the [library website](#) to learn [how to access library services off-campus](#).

#### Step 4: Read about technical support and requirements

The [Technical Support and Requirements](#) page provides information on how to obtain technical support and identifies the browsers, operating systems, and plugins that work best with Canvas.

If you are new to Canvas, please review the [Canvas Student Orientation](#).

#### Step 5: Read about student services and institutional policies

As a student at Colorado State University, you have access to a variety of [University services and resources](#) to ensure your success.

Please review the [CSU University Policies](#) which applies to all credit students, on-campus, and at a distance. Each student is responsible for being familiar with the policies and procedures of Colorado State University.

Also, please review the [core rules of netiquette](#) for some guidelines and expectations on how to behave in an online learning environment.

Please do not share material from this course in online, print, or other media. Course material is the property of the instructor who developed the course. Materials authored by third parties and used in the course are also subject to copyright protections. Posting course materials on external sites (commercial or not) violates both copyright law and the CSU Student Conduct Code. Students who share course content without the instructor's express permission, including with online sites that post materials to sell to other students, could face appropriate disciplinary or legal action.

Next Steps: Begin course content

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Welcome to the Course section includes a template for faculty to include their own self-introduction. Please edit this section in the same way the Home page is edited.

Step 1 is a link to the course syllabus page; faculty do not need to edit the hyperlink on the "Start Here" page as it is automatically updated to link to the Syllabus page. However, please do edit the Syllabus page it links to and upload a PDF copy of the course syllabus.

Step 2 includes any textbooks that students need to purchase. Please edit this section to include required textbooks.

Steps 3-5 includes essential information applicable to all CSU courses (including links to library information, student support, technical requirements, student services, and institutional policies); we recommend faculty do not remove any of this information as these are essential resources for all CSU students.

Note: For accessibility purposes, please leave the icons at the end of the headers and the headers at a Header 2 level.

## Introductions

The Introductions discussion forum provides a space where learners can introduce themselves, connect with peers, and it sets a welcoming tone for the course. Discussion forums provide opportunity for learners to feel part of a connected community.

✓ Published Edit ⋮

 **Introductions** Apr 9 at 10:46am

[All Sections](#)

### Instructions

- Click on “Reply” below to write or paste your response. Longer responses may be easier to write and spellcheck in a document first. Your post should be at least 4 sentences long
- When you have finished entering your reply click on the “Submit” button.
- Respond to at least 2 other students’ posts in your group.
- Check back frequently for new additions.

*\*Do not wait until the last minute to post to Discussions. Posting early allows you to write thoughtful answers. Posting early also ensures that you will not miss deadlines.*

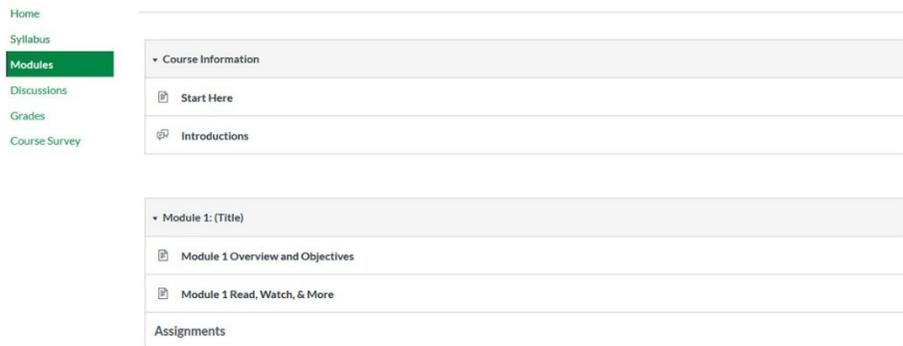
### Discussion Prompt

Introduce yourself to your peers and instructor by outlining:

- your goals for the course
- your previous experience with the topic of this course
- what you hope to learn during the course

## Module Organization

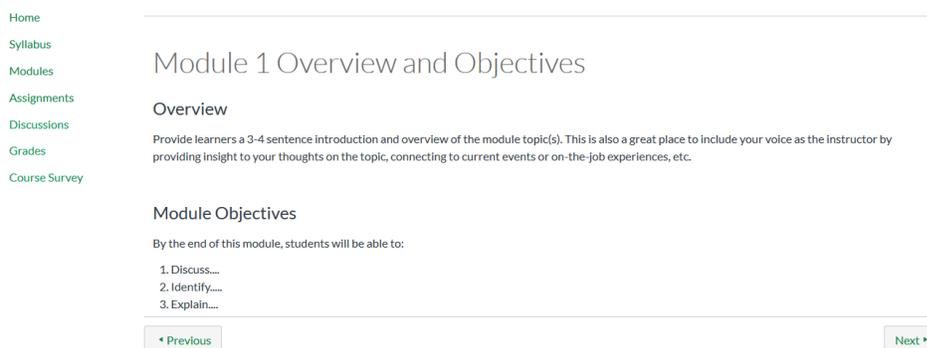
Module 1 provides a sample module layout with example pages to illustrate content segmenting and course design that follows best practices.



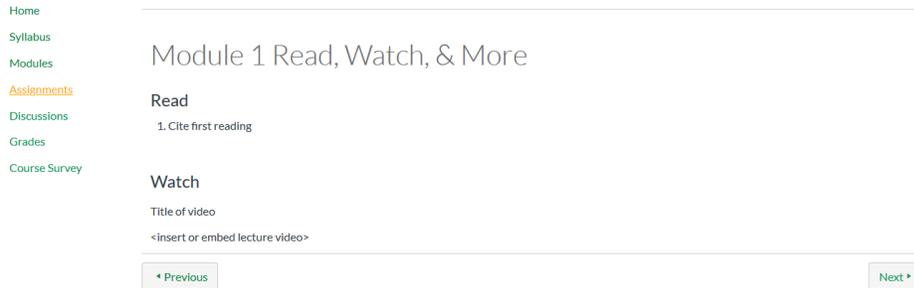
Within the module, there are two pages:

- Module 1 Overview and Objectives
- Module 1 Read, Watch, & More

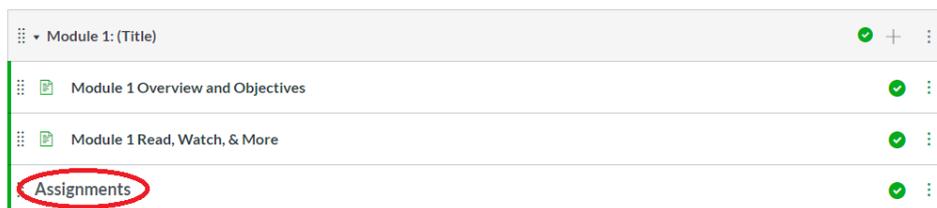
The “Overview and Objectives” page is a place for faculty to introduce learners to the module topic and provide module-level learning objectives. Research has shown that students perform better in courses that are explicit about what they will be learning at the beginning of each lesson. Module-level learning objectives are more specific than course-level learning objectives. They also measure mastery in smaller, distinct intervals throughout the course. Note: For accessibility purposes, please leave “Overview” and “Module Objectives” text at a Header 2 level.



The “Read, Watch, & More” page provides a page for faculty to add and organize lectures, readings, external resources, and/or other instructional materials. Organizing instructional materials per module allows learners to easily go back and find content. Note: For accessibility purposes, please leave “Read” and “Watch” text at a Header 2 level.



After the “Read, Watch, & More” page, there is a text header for “Assignments”. Adding all relevant assignments to the respective module provides learners a single navigation point and sets them up for success in completing the tasks.



An easy way to continue to use the structure of Module 1 for the remaining course modules, is to duplicate the entire template. To duplicate the module:

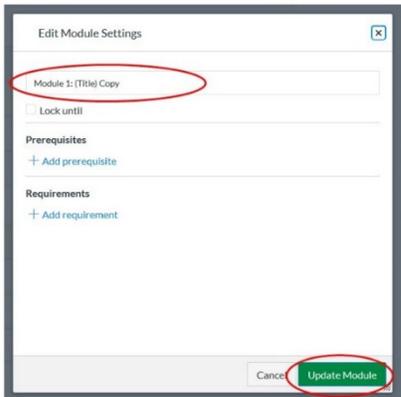
1. Click the three dots on the right-hand side of the module name.
2. From the drop-down, select “Duplicate.”



After duplicating the module, be sure to re-name both the Module title and the individual pages (otherwise everything will be called “Module 1”).

To edit the module name:

1. Click the three dots on the right-hand side of the module name.
2. From the drop-down, select “Edit.”
3. Update the module title
4. Click the green “Update Module” button



To edit the page name:

5. Click the three dots on the right-hand side of the page name.
6. From the drop-down, select "Edit."
7. Update the page title
8. Click the green "Update" button

