

<b>Course Title</b>			
<b>Course code</b>			
✓	<b>Criteria</b>		
<b>Course Objectives and Outcomes</b>			
	Course objectives are stated, measurable and meet the learning outcomes		
	The formal course outline, from the Course Information System (CIS), is easily accessible		
	Learning outcomes are clearly stated as part of each learning module		
	Learning activities and assessments are listed and linked to learning outcomes		
	Expectations for student engagement over time are stated e.g. attendance to class, task work		
<b>Course Accessibility and Materials</b>			
	The course's home page is welcoming and the language is supportive and friendly		
	The name of the course is clearly stated		
	The course is divided into manageable sections (weeks/topics/lectures) with an explanation of how to navigate through them		
	Content is presented in a coherent way that supports <a href="#">scaffolded learning</a>		
	All text has been checked for spelling, grammar, punctuation and consistent use of terminology		
	All course materials (e.g. texts and readings) are current, relevant and easily accessible (links on the home page or course menu)		
	All course materials are in commonly available file formats (e.g. HTML, PDF, RTF, MP3, WMV, DOC(X), PPT(X), XLS(X)) and of an appropriate file size		
	All course materials comply with University of Canterbury copyright and licence agreements		
	Online resources are provided which extend student understanding beyond the required learning and are clearly marked as being non-compulsory		
	A range of resources are included to inspire, interest and cater for different learning needs, such as the use of video, audio and interactive learning opportunities, appropriate for online learning		
<b>Communication and Interaction</b>			
	The lecturer(s) and tutor(s) names, contact details and office hours are easily accessible (e.g. communicated via the home page)		
	Students are given a clear indication of what to expect in terms of the instructors role and response time to queries		
	A system is in place to notify students of any changes or absences of lecturers/tutors, which is clearly explained to students (e.g. use of the News forum)		
	Students have an opportunity to provide feedback or ask questions during the course e.g. use of Feedback in Learn midway through the course or use of a student Forum		
	Online tasks are provided as preparation for face-to-face sessions or as additional learning opportunities		
	A discussion space exists where students can post questions and answers regarding preparatory readings, reports, assignments		
	Expectations for the standard of online interaction between all parties is provided, including Netiquette rules		
	Strategies for handling student non-participation in online interactions are in place if this part of a formal assessment		
	There is a conscious attempt to create an online learning community through tools such as discussion forums, electronic messaging, videoconferencing, group projects, teamwork, or other collaborative activities, including student-initiated ones		
<b>Assessment</b>			
	Assessment information is provided which includes: a timetable, assessment criteria and expectations, and an indication of how students will be notified of results		
	Electronic assignment submission boxes (Learn Assignment tool) are used for assessment tracking and linking to the Gradebook		
	Turnitin is used, as appropriate, for written assignments to check for plagiarism		
	Grades are made available through the Gradebook, which is set up to reflect the current course		
	Students have opportunities to practice assessment tasks (online, formative assessments), before completing formal assessments		
<b>Completed by</b>			<b>Date</b>