

ONLINE DEVELOPMENT GRANT APPLICATION (SINGLE COURSE)

Applicant's Details

Name of Applicant	
DAWG ID #	
Email	
Status	NTT ____ TT ____ Tenured ____

College and Program Information

College	
School/Program	
School/Program Director's Name	
School/Program Director's Email	
Dean's Name	
Dean's Email	

Details of Course Proposed

Subject Area Code (e.g., ENGL)		Course Number (e.g., 101)	
Course Title			
Credit Hours (e.g., 3, 4)		Is there a lab with this course?	Yes ____ No ____
Is this a new or existing course?	New ____ Existing Course ____		
Is this an approved core curriculum course?	Yes ____ No ____		
Is there a pre-requisite for this course?	Yes ____ No ____ Course: _____		
Is the pre-req course online?	Yes ____ No ____ N/A ____		
Is the course a pre-req for another course?	Yes ____ No ____ Course: _____		
Is the subsequent course online?	Yes ____ No ____ N/A ____		
Course Description			

Preparation for Course Development

The following will not determine eligibility for the grant; however, responses may be used to rank applications and will impact the onboarding and training requirements.

How many online courses have you developed and had <i>formally</i> reviewed by the CTE or other third party?	
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Number of hours of CTE training (past 12 months)	
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Indicate if you completed the following CTE courses:
<input type="checkbox"/> New Instructor Pre-Orientation (NIPO) <input type="checkbox"/> D2L Instructor Guided Training <input type="checkbox"/> The Great Escape (Gamified Accessibility Training)

Number of hours of non-CTE professional development specific to online instruction or teaching (past 12 months)	
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Describe the training completed:

RSI: Reasonable and Substantive Interaction

The U.S. Department of Education (DoE) requires that distance education courses provide Regular and Substantive Interaction (RSI), which refers to the frequency and quality of interactions between students and instructors in online courses. The DoE has defined RSI as “the opportunity for substantive interactions with the student on a predictable and scheduled basis commensurate with the length of time and the amount of content in the course or competency.” Regular is defined as “predictable and scheduled basis” and substantive is defined as “engagement through direct teaching.” [More information from OLC.](#)

I acknowledge that I am responsible for RSI and will build the course to achieve this goal; I understand that final payment is contingent upon developing a *written* plan that demonstrates that RSI will be achieved in the course. Please checkmark for acceptance of this requirement.

Accessibility

Providing content and developing learning objects that are accessible for all learners, including learners with disabilities, is paramount for achieving learning outcomes, retaining students, and legal compliance.

I acknowledge that CTE will provide training on accessibility, but I am responsible for developing content (e.g., videos with transcripts, alt tags for images, descriptive links); I understand final payment is contingent upon satisfactory compliance with accessibility standards. Please checkmark for acceptance of this requirement.

Commitments to Quality Outcomes

As a condition of accepting the Online Development Grant, grantees commit to or understand the following as a condition of payments.

- Completing required CTE Grantee Orientation within a month of being awarded a grant; orientation is required to obtain access to a course dev shell in D2L.
- Developing the course according to [OSCQR standards and OLC Scorecard](#), which are part of the CTE training.
- Obtaining access to the equipment necessary to produce high-quality audio or video content.
- Completing all content to be reviewed in the CTE’s development shell (no live courses will be reviewed).
- Remaining open to constructive feedback provided by the CTE or its partnering organizations (e.g., D2L’s enablement team).
- Teaching the first iteration of the course within the approved course format, plus engaging in continuous process improvement (re-review) within one year of the course’s launch.
- Attending a minimum of three training/workshops advertised by CTE during the grant year.
- Completing the course development within 1 year (clock starts after Orientation) or filing an extension request (which will be reviewed and approved by committee).
- Monitor the grant process and completing required action items (e.g., signaling receipt of payment) using the applicant tracking system provided by CTE/Extended Campus.
- Payments will be provided under the following conditions and timelines: 1. First payment upon completion of course homepage, course outline, and one module in template provided by CTE; Final payment upon course completion and quality review by CTE.

Submission Checklist

_____ I have read and acknowledge acceptance of the above conditions of the grant;

_____ I have completed a proposal narrative and other documentation detailed in Guidelines

_____ I have self-registered for the Dev Grant Submission Portal in D2L (upload all docs in D2L)

Faculty Signature: _____

Chair/Director Signature: _____

Dean Signature: _____

FINAL APPROVAL AFTER REVIEW AND RECOMMENDATION BY THE DE COUNCIL

_____ Approved | _____ Not Approved

Susan Wegmann
Executive Director, Extended Campus