CTLE 2025-2026
Online Course Development Initiative

PROGRAM OVERVIEW

The Online Course Development Initiative (OCDI) empowers faculty to develop or redevelop undergraduate online courses to meet internationally recognized standards of quality and deliver a high-quality educational impact for UHD students. This initiative centers on course development or redevelopment to meet standards of the Quality Matters Higher Education 7th Edition Rubric and culminates in the Official QM Certification of the online or hybrid course. Participating faculty will be awarded $1000 upon the conclusion of the OCDI cycle.

APPLICATION PROCESS

Eligibility

UHD faculty of any rank may apply for the 2025-2026 OCDI. To ensure a strong foundation in course design, OCDI applicants should first complete APPQMR – Applying the Quality Matters Rubric. Please follow these steps to apply:

1. Complete a QM Self Review of your course or prospective course*.
2. Fill out the 2025-2026 OCDI Application.
   a. Attach a course map (Appendix A)
3. Submit the 2025-2026 OCDI Application.

*If you are applying to develop a new course, simply fill out all application materials to the best of your ability. Use the course map (Appendix A) to start planning your course structure. You may request a Canvas development course (sandbox) in order to begin adding any content that you may have. Complete the self review by evaluating the content in your development course.

Timeline

OCDI is primarily a Fall/Spring initiative, with applications selected in the fall, course design and development occurring over the fall/winter semesters, and QM course certifications attained during the spring semester. The Quality Matters Course Review process is conducted over the course of six or more weeks by external reviewers.
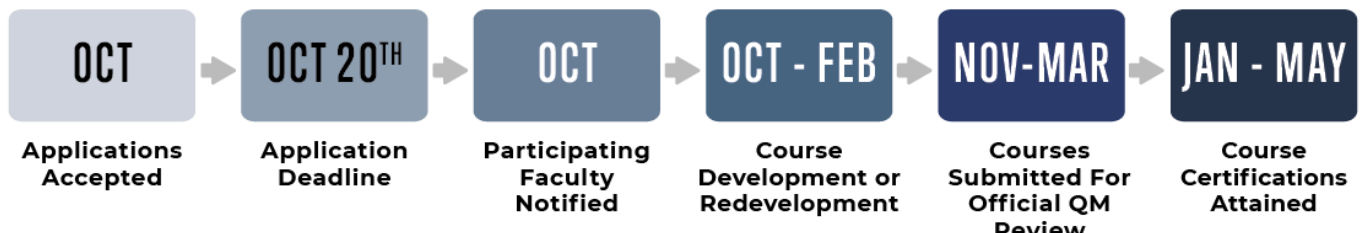

Figure 1: 2025-2026 OCDI Cycle

COURSE DEVELOPMENT

Collaboration & Evaluation

OCDI faculty will work in partnership with CTLE staff throughout course development/redevelopment, attending regular meetings and incorporating feedback from an un-official internal review. Participants will review feedback and implement changes to the course to meet Specific Review Standards (SRS) from the QM Higher Education 7th Edition Rubric. OCDI faculty are expected to seek assistance from the TTLC for Canvas training and technical support.

Design Parameters

The Quality Matters 7th Edition Rubric is the basis for the 2025-2026 OCDI cycle. The holistic nature of the QM rubric allows for many potential areas of emphasis in course design. For example, faculty may want to place a particular focus on Alignment, Active Learning, or Accessibility, though all of these standards are required for Official QM Course Certification. Faculty are encouraged to review the annotated rubric examples and select strategies that align with their
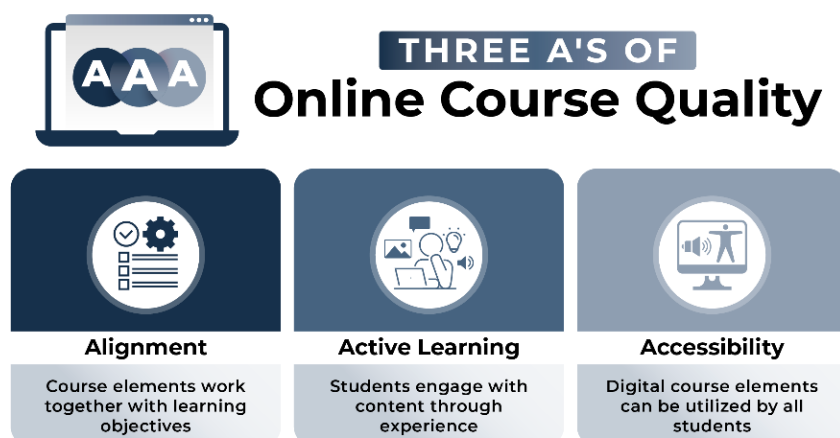
teaching style.

Figure 2: Alignment, Active Learning, and Accessibility are essential components of online course quality. All three characteristics are described and required in the Quality Matters Rubric. Graphic by UHD CTLE.

Deliverables

OCDI participants will submit their course to become a Quality Matters Certified Online course at the conclusion of the OCDI cycle. This also entails serving as Course Representative and collaborating with CTLE staff if any revisions are required during the Official QM Review period. Stipends are awarded upon the Official QM Certification of the course.
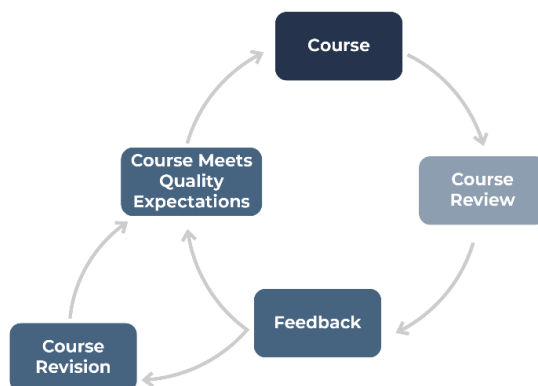

Figure 3: The QM Official Course Review Cycle. Adapted from QualityMatters.Org.

Recognition

Upon Official QM course certification, faculty are expected to share their course development journey with colleagues at a CTLE-sponsored event (Teaching Café, Faculty Feature, Newsletter, etc.). Course designs may also be showcased on the CTLE website.

FACULTY SUPPORT AND RESOURCES

Additional OCDI Support Opportunities

To support your instructional goals, additional consultations and trainings are available:

- **TTLC Canvas Support** offers personalized support for Canvas tools, tech integrations, and instructional technology needs. TTLCHelp@uhd.edu
- **CTLE Center for Teaching and Learning Excellence** offers instructional design sessions, internal course reviews, and guidance to meet QM Standards. UHD CTLE Website

Additional Resources For Interested Faculty

- QM Self Review Tool
- QM Rubric Workbooks Available in ACAD 700A
- QM Workshop Registration CTLE Workshops Program.
- One-On-One Consultations Book A CTLE Consultation.

ABOUT THE QM RUBRIC

The QM Rubric includes 44 Specific Review Standards, 22 of which are Essential (required), 13 are Very Important, and 9 are Important. A course must achieve a "MET" on all Essential Specific Review Standards (66 points), in addition to enough Very Important and Important Standards, to total 86 points out of 101 possible points to achieve QM Online Course Certification. The CTLE provides QM Rubric Workbooks in ACAD 700A on a walk-in basis. You may also access the rubric online.

Relative Value	Points	Standards	Potential Totals
Essential (required)	3	22	66
Very Important	2	13	26
Important	1	9	9
Totals:		**44**	**101**

Table 1: Quality Matters Specific Review Standards are distinguished by importance and point value. All Essential standards must be met in addition to enough points to total 86 out of 101 points in order for a course to achieve QM Online Course Certification.

Aligned Course Elements

While the CTLE is not prescribing specific course designs, keep in mind that the Quality Matters Rubric requires several elements that work together. OCDI candidates will be required to include these aligned elements in their course map when applying for the 2025-2026 OCDI.
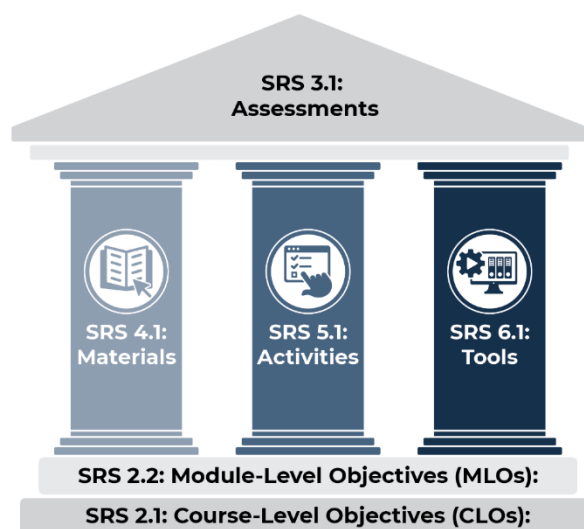
Figure 4: Aligned Course Elements. Adapted from QualityMatters.Org.

Accessing The QM Self Review & Online Annotated Rubric

1. Visit the Quality Matters Website and log in with your UHD email.
2. Be sure that you have clicked on the "Higher Education" Tab in the top toolbar.
3. Click on "My Tools" on the left-side menu.
4. Click on Course Review System.

To Start a Self Review:
    a. Click "Start A Self Review."
    b. Select the QM Higher Education Seventh Edition Rubric.
    c. Name Your Review.
    d. Begin the Self Review Of Your Course.

To Access The Online Annotated Rubric:
    e. Click on "View Sample Reviewer Worksheet"
    f. Select the QM Higher Education Seventh Edition Rubric.
    g. Access the Online Annotated Rubric.

APPENDIX A: COURSE MAP

Please use this Course Map as a guide when preparing your OCDI application. You are welcome to adapt the terminology to suit your course context - for example, you may substitute "Module" with "Week," "Unit," or another preferred structure. Likewise, feel free to adjust the naming conventions for learning objectives (e.g., MLO, WLO, ULO) to align with your course design. The first module is filled in for you as an example of aligned course/module elements. You may copy the table on this page as needed for the number of modules in your course or create your own table /spreadsheet. Keep in mind that you will need all elements from Figure 4: Aligned Course Elements.

ABCD 1234 COURSE MAP: MODULE 1
Course Learning Outcomes (for this module)
CLO 1:
CLO 2:
CLO 3:

MODULE 1: "Topic"	MATERIALS	ACTIVITIES	TOOLS	ASSESSMENT
MLO 1a	CHAPTER 1:	Try the Practice Questions:	PowerPoint	Complete Q1:
MLO 1b:	LESSON 1:	Post in D1:	YouTube	Submit A1:
MLO 1c:	VIDEO 1:		Canvas Quizzes	
MLO 1d:			Canvas Assignment	
			Canvas Discussion	

Table 2: Course Map Template