



Application: Canvas Course Conversion/ Development

This form is to be completed by faculty who wish to receive either Additional Pay or PGA Unit/s for the work associated with either (1) converting an online or hybrid course from ETUDES or Catalyst to Canvas, or (2) developing a new online or hybrid course in Canvas. All eligible courses must already be approved for online or hybrid delivery. A faculty employee is eligible to receive a maximum of \$1500 in Additional Pay or nine (9) PGA Units, regardless of type of course(s) converted or developed.

PGA credit will be awarded as follows:

| 100% Online Course | | Hybrid Course | |
|--------------------|-----------|-------------------|-----------|
| Course Units | PGA Units | Online Hours/Week | PGA Units |
| 5 | 3 | | |
| 4 | 3 | 4 | 3 |
| 3 | 2 | 3 | 2 |
| 2 | 2 | 2 | 2 |
| 1 | 1 | 1 | 1 |

Stipends will be awarded as follows:

Note: Stipend applications must be received by June 30, 2019

| Fully Online Courses | | | Hybrid Courses | | |
|----------------------|-------------------------|-------------------------------|-----------------------|-------------------------|-------------------------------|
| Units | Stipend if First Course | Stipend for Subsequent Course | Online Hours per Week | Stipend if First Course | Stipend for Subsequent Course |
| 5 | \$900 | \$300 | | | |
| 4 | \$800 | \$250 | 4 | \$800 | \$250 |
| 3 | \$600 | \$200 | 3 | \$600 | \$200 |
| 2 | \$400 | \$150 | 2 | \$400 | \$150 |
| 1 | \$200 | \$100 | 1 | \$200 | \$100 |

- Step 1: Complete Part I and Column B of Part II that explains where the various components of your course can be found in Canvas.
- Step 2: Give the form to a faculty member who has experience teaching online/hybrid courses to conduct a peer review of your course using Part II. Provide the Peer Reviewer access to the course site. The Peer Reviewer must also sign at the bottom of Part II.
- Step 3: Read and review the Accessibility Standards Checklist, the FERPA Information Sheet for Faculty, the Copyright Information Sheet for Faculty and Board Policy (BP) 5050. Sign the application and fill in your CWID.
- Step 4: Submit your completed Application to your dean/administrator for approval.

Part I: Applicant/ Course Information

Applicant Name: _____

Department: _____

Email: _____

Phone: _____

Check one: Full-time faculty Part-time faculty

Check one: Foothill De Anza

Course Number: _____

Course Name: _____

Check one: New course Converted course

Check one: Fully online If fully online, number of units: _____

Hybrid If hybrid, number of hours online/ week _____

I am applying for (check one): _____ PGA units
 Additional Pay in the amount of \$ _____

Part II: Peer Review

| <p style="text-align: center;">COLUMN A <i>Essential Components of an Online Course Site</i></p> | <p style="text-align: center;">COLUMN B Where found in Canvas (Applicant)</p> | <p style="text-align: center;">COLUMN C Found in Canvas (Reviewer)</p> |
|---|--|---|
| <p>Syllabus</p> <ul style="list-style-type: none"> • Learning objectives or student learning outcomes • Explanation detailing what students must do to avoid being dropped for non-attendance <ul style="list-style-type: none"> ○ Evidence of weekly attendance/participation by students in an academically related activity (e.g., discussion forum posting, online quiz, reflection, assignment, exam, email, field trip, telephone call, or electronic communication) • Posted office hours explaining time and method of contact (e.g., via email, phone, or Chat) • Policy on plagiarism, cheating, and/or academic integrity • Notice about or link to Disability-Related Accommodations on your campus | | |
| <p>Information about Course Materials</p> <ul style="list-style-type: none"> • Information about course readings and/or textbooks (e.g., provided in Syllabus, Modules, Assignments, Announcements, and/or Discussions) | | |
| <p>Grading</p> <ul style="list-style-type: none"> • Grading criteria clearly stated | | |
| <p>System and Software Requirements</p> <ul style="list-style-type: none"> • Links to downloadable software, if required (e.g., if plugins are necessary for the course such as Flash Player or PDF Adobe Reader; for Firefox, see Check Your Plugins) | | |
| <p>Regular and Effective Contact</p> <ul style="list-style-type: none"> • Course schedule and deadlines are posted • Timeframe and expectations for faculty feedback on student performance (e.g., discussion posts and assessments) • Timeframe and expectations for faculty to respond to student communications: <ul style="list-style-type: none"> ○ hours within which to expect a response and availability after hours/weekends • Preferred method of communication (e.g., email, phone, etc.) | | |

Dean/Administrator: Please Submit to Campus Personnel Office for Processing

Reviewer Signature

By signing below, I attest that I have reviewed the converted course and found each essential component present in the course. I understand that all essential components must be included before signing this application.

_____ **Reviewer Name (Print)**

_____ **Reviewer Signature**

_____ **Date**

Part III: Applicant Signature

By signing below, I acknowledge that:

I understand I have responsibilities regarding accessibility standards, copyright, and student privacy rights and I have read the Accessibility Standards Checklist, Copyright Information for Faculty, and the FERPA Summary for Faculty. I understand I can contact the campus office of online learning if I have questions about ADA, copyright, or FERPA issues associated with my online course.

I understand that it is my responsibility to ensure this completed Application is received by my Dean/Administrator not later than June 30, 2019 in order to be eligible for Additional Pay.

_____ **Applicant Signature**

_____ **Date**

_____ **Applicant CWID**

Part IV: Dean/Administrator Signature

I certify that the faculty employee: 1) has taught the course in the last three years; or 2) is likely to be assigned the course in the next three years. This application for Additional Pay or PGA credit for the above course conversion/development is approved.

_____ **Dean/Administrator (Print)**

_____ **Dean/Administrator Signature**

_____ **Date**

Dean/Administrator: Please Submit to Campus Personnel Office for Processing

Accessibility Standards Checklist

| Does Not Meet Standard | | Meets Standard | |
|--------------------------|--|--------------------------|--|
| Heading Styles | | | |
| <input type="checkbox"/> | Content Pages do not use heading styles or use them inconsistently, including skipping heading levels, and/or altered fonts/size/format/color are used instead of heading styles. | <input type="checkbox"/> | Content Pages consistently use heading styles (i.e. Heading 2, Heading 3, etc.). |
| Lists | | | |
| <input type="checkbox"/> | Numbers, letters, or symbols are manually inserted to create a list. | <input type="checkbox"/> | Lists are created using the Bullet or Numbered List tool in the rich text editor. |
| Links | | | |
| <input type="checkbox"/> | Links are not descriptive, or URLs are displayed instead of meaningful links; and/or underlining is used for emphasis or for denoting headings. | <input type="checkbox"/> | Links are descriptive, and avoid redundancy; links avoid using non-descriptive phrases; and underlining is only used to denote active hyperlinks. |
| Tables | | | |
| <input type="checkbox"/> | Tables do not use designated header cells. | <input type="checkbox"/> | Table cells designated as row and/or column headers allow screen readers to read table cells in the correct order. |
| Color Contrast | | | |
| <input type="checkbox"/> | Insufficient color contrast between foreground (text or graphics) and the background could create difficulties for low vision and color blind students. | <input type="checkbox"/> | There is sufficient color contrast between foreground and background to meet Section 508 standards. |
| Color and Meaning | | | |
| <input type="checkbox"/> | Visual elements alone have been used to convey meaning. | <input type="checkbox"/> | Visual elements (color, bolding, all caps) are not used as the sole way to convey importance or meaning. |
| Images | | | |
| <input type="checkbox"/> | Does not consistently use descriptive alternative text, or the image has text that is not part of the alternative description, or uses "image of" or "picture of" as part of the alt text. | <input type="checkbox"/> | Every image (including those used in Pages, Discussions, Quizzes and Assignments) uses descriptive alternative text that includes any text visible in the image, does not contain "image of" or "picture of", and uses "" if the image is purely decorative. |

| Does Not Meet Standard | | Meets Standard | |
|---|---|--------------------------|--|
| Digital Presentations (slides) | | | |
| <input type="checkbox"/> | Some slides have identical titles, reading order is not properly set (slides have had elements added to the layout), and/or images/charts do not include alternative text. Some text visible in slides is not visible in Outline View. | <input type="checkbox"/> | Every slide has a unique title, reading order is properly set (slides use pre-set layouts), and all images/charts include alternative text. All text is visible in Outline View so that it can be read by assistive technology |
| PDFs | | | |
| <input type="checkbox"/> | PDFs contain accessibility issues and do not pass the Adobe Accessibility Check. | <input type="checkbox"/> | PDFs pass the Adobe Accessibility Check with no substantial errors. |
| Audio and Video | | | |
| <input type="checkbox"/> | Accurate transcripts are not included for audio and/or closed captioning for video is not present. | <input type="checkbox"/> | Accurate transcripts are included for audio, closed captioning for video, and narrative descriptions are available when possible. |
| Complex Images and Instructional Materials (Instructional Material Inventory Form available at: http://bit.ly/material-inventory) | | | |
| <input type="checkbox"/> | Inherently inaccessible instructional materials (e.g., complex image) are present, and an Instructional Material Inventory and plan for accommodation has not been provided. AND/OR No statement placed near the instructional material that tells student to contact the disability office for assistance. | <input type="checkbox"/> | An Instructional Material Inventory of each inherently inaccessible instructional materials (e.g., complex image) is provided with a plan that has been reviewed and approved by the disability office for accommodating students with disabilities. AND/OR Statement placed near the instructional material that tells student to contact the disability office for assistance. |
| Plug-ins and Software (e.g., PDF Reader) | | | |
| <input type="checkbox"/> | Link included for students to download any necessary plugins and software is not present. | <input type="checkbox"/> | Link included for students to download any necessary plugins and software is present. Or No plug-ins or software is necessary. |

Adapted from the Online Education Initiative Course Design Rubric

http://ccconlineed.org/wp-content/uploads/2016/11/OEI_CourseDesignRubric_Nov2016-3.pdf



FERPA Summary for Faculty

The purpose of this summary is to provide some basic information about FERPA. It is hoped that this summary will provide enough of an introduction to the topic that faculty members will not intentionally or inadvertently release information which, under FERPA, should not be released without student consent.

The Family Educational Rights and Privacy Act (FERPA) is a federal statute adopted in 1974 which provides for the rights of students and their families with respect to educational records maintained by an educational institution (See U.S.C. 1232g). The Act provides students with the right to (1) inspect and review their educational records, (2) restrict the disclosure of their record, and (3) seek to amend their record. Students have the right to expect that information in their educational records will be kept confidential and will be disclosed only with their permission or under provision of the law.

FERPA defines “educational records” as “those records, files, documents, and other materials which (i) contain information directly related to a student and (ii) are maintained by an educational institution or agency, or by a person acting for such an agency or institution.” However, recent judicial decisions across the country have narrowed the definition of what is included as an “educational record” under FERPA.

Given that the definition of an “educational record” continues to be refined by the Department of Education and judicial decisions that are somewhat technical, FA and the FHDA District recommend that faculty follow these general guidelines so that faculty do not inadvertently release student information that should not be released:

1. Student records, as defined by FERPA, may not ordinarily be released to a third party without written consent from the student. Student records mean most scores/grades, medical information, social security numbers, student ID numbers, financial aid information, class lists and schedules.
2. Any document or communication (digital or not) that is considered an educational record for the purposes of FERPA is subject to the inspect and review privilege by the student.
3. Grades or any scores should not be displayed publicly (online or physically) with any information that could identify the student such as name, social security number, or student ID number. If posting grades publicly, you need to use a code agreed upon by the class that does not contain any of this information. For example, a random number can be given to each student.
4. For classroom use of social media or blogs, faculty should follow these guidelines:
 - Tell students their work could be viewed by other people and that it is a good practice not to share personal information on a public site.
 - Students should be given the option of using an alias when on a public site.
 - Never reveal course enrollments or information about the students that might indicate their grades (no evaluative comments by the professor on the public site).

FERPA ensures that colleges receiving federal funds do not maintain a policy or practice of violating the confidentiality of student records as dictated by FERPA. Other laws assuring access to public information mean that the definition of the documents that are considered student records remains a work in progress. Faculty with questions regarding FERPA can contact the Faculty Association or his/her direct supervisor.

In addition to the above, faculty are advised to review FHDA Board Policy 5050, which includes the District’s definition of directory information and personal information as well as policy regarding the sharing of such information with others.



Copyright Information for Online Faculty

All copyrighted materials used in this course without permission from the copyright owner must:

1. follow the district policy on the use of copyrighted materials which states that employees and students shall not reproduce copyrighted materials without prior permission of the copyright owner, except as allowed by the Fair Use doctrine or other applicable copyright regulation.
2. be used by students enrolled in my course and only for the duration of the course,
3. be directly related to the course content,
4. be presented in a way to limit a student's ability to retain, download, or disseminate,
5. be restricted to enrolled student access on a password-protected secure server,
6. not be marketed for sale to online classrooms either for instructor or student use, and
7. be lawfully made or acquired.

In addition, performances of any work, including dramatic works and audiovisual works, should be in reasonable and limited portions in the amount comparable to that which is typical for an in-person course.

Disclosure of Student Records

5050

I. Policy

It is the policy of the Foothill-De Anza CCD to comply with the requirements of the Federal Family Educational Rights and Privacy Act (FERPA), known as the Buckley Amendment, as well as Education Code section 76200 et seq., concerning the disclosure of student records.

II. Disclosure of Student Directory Information

Directory Information means those items or categories of student information defined by Education Code section 76210(b) and is information which generally would not be considered harmful or an invasion of privacy if disclosed. It includes a student's name, participation in officially recognized activities and sports, weight and height of individuals on athletic teams, dates of Foothill or De Anza College attendance, and degrees and awards received at Foothill or De Anza College.

This information may be disclosed (disclosure means to permit access to or the release, transfer, or other communication to any party by any means, including oral, written, or electronic) and may appear in public documents unless a student files a written notice not to disclose any or all of the information.

III. Personal Information

Personal information means any item of information directly related to an identifiable current or former student including, but not limited to, the student's name in conjunction with, a name of a student's parent or family members, an address of a student or a student's family, an email address, a personal identifier (such as a social security number or student number), driver's license number, financial account information, medical information, a list of personal characteristics, participation in special programs, or any information that would make a student's identity traceable (to locate or discover by searching).

IV. Furnishing Information Concerning Students

The administration will establish procedures whereby all employees will be informed and reminded regularly that they are not to furnish any personal information concerning a student to any person, agency, or organization, except as provided for in Education Code §76240, or PL 93-380 §438, 20USC§1232g.

The respective campus administrations will develop, disseminate, and implement such regulations, procedures and practices as will effect compliance with the aforementioned statutes.

*Foothill-De Anza Community College District
Board of Trustees
Board Policy Manual*

See Administrative Procedure 5050 Disclosure of Student Records

California Education Code § 22504.5 * PL 93-380, § 438 [20 U.S.C.A. 1232g]

Approved 3/21/62
Amended 10/13/75
Amended 1/4/99
Amended 3/11/13