



Application: Professional Growth Units for Canvas Course Development

This form is to be completed by faculty who wish to receive PGA Units for the work associated with developing an online or hybrid course in Canvas. PGA credit will be awarded as follows:

100% Asynchronous Course		Hybrid Course (Part Synchronous, Part Asynchronous)	
Course Units (Credit) or Hours per Week* (NC)	PGA Units	Asynchronous Hours per Week*	PGA Units
5	3		
4	3	4	3
3	2	3	2
2	2	2	2
1	1	1	1

**Note: Hours per Week calculated based on the class being offered for the entire quarter.*

- Step 1: Read and review the Accessibility Standards Checklist, the FERPA Information Sheet for Faculty, the Copyright Information Sheet for Faculty and Board Policy (BP) 5050 (downloaded with this application).
- Step 2: Complete Part I and Column B of Part III that explains where the various components of your course can be found in Canvas.
- Step 3: Email the form to a faculty member who has experience teaching online/hybrid courses to conduct a peer review of your course using Part III. Contact your Online Education office to provide the Peer Reviewer access to the course site. The Peer Reviewer must also complete the bottom of Part III.
- Step 4: Submit your completed Application to your dean/administrator for approval in Part II.
- Step 5: Attach the form signed by your dean/administrator to Appendix O2 and submit to Campus Personnel.

Part I: Applicant/ Course Information

By submitting this application, 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.

Applicant Name

Date

Applicant CWID

Email:

Phone:

Department:

Check one: Full-time faculty

Part-time faculty

Check one: Foothill

De Anza

Course Number:

Course Name:

Check one: Fully online

If fully online, number of units:

Hybrid

If hybrid, number of asynchronous hours online/ week

Part II: 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 PGA credit for the above course development is approved.

Dean/Administrator (Print)

Date

Part III: Peer Review

COLUMN A <i>Essential Components of an Online Course Site</i>	COLUMN B Where located in Canvas (Applicant)	COLUMN C Found in Canvas (Reviewer)
Syllabus <ul style="list-style-type: none"> • Learning objectives or student learning outcomes 		
<ul style="list-style-type: none"> • Explanation detailing what students must do to avoid being dropped for non-attendance 		
<ul style="list-style-type: none"> <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) 		
<ul style="list-style-type: none"> • Posted office hours explaining time and method of contact (e.g., via email, phone, or Chat) 		
<ul style="list-style-type: none"> • Policy on plagiarism, cheating, and/or academic integrity 		
<ul style="list-style-type: none"> • Notice about or link to Disability-Related Accommodations on your campus 		
Information about Course Materials <ul style="list-style-type: none"> • Information about course readings and/or textbooks (e.g., provided in Syllabus, Modules, Assignments, Announcements, and/or Discussions) 		
Grading <ul style="list-style-type: none"> • Grading criteria clearly stated 		
System and Software Requirements <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) 		
Regular and Effective Contact <ul style="list-style-type: none"> • Course schedule and deadlines are posted 		
<ul style="list-style-type: none"> • Timeframe and expectations for faculty feedback on student performance (e.g., discussion posts and assessments) 		
<ul style="list-style-type: none"> • Timeframe and expectations for faculty to respond to student communications, including hours within which to expect a response and availability after hours/weekends 		
<ul style="list-style-type: none"> • Preferred method of communication (e.g., email, phone, etc.) 		

I attest that I have reviewed the converted course and found each essential component present in the course.

Reviewer Name (Print)

Date