

Tidewater Community College

Online Course Approval Form

Part I (Faculty)

Please complete this form after reviewing these three documents: "TCC Procedures for New Online Course Approval," "TCC Distance Education Practices and Guidelines," and "TCC Design Strategies for Online Courses" (available online at <http://www.tcc.edu/students/DTLS/faculty/olstepsnew.htm>). You must complete the **Instructional Integrity Methodology** section below; otherwise, your course cannot be approved. Attach a separate page, if necessary.

Attach a current course syllabus **modified appropriately for online delivery**, listing **course objectives, expected student learning outcomes**, and **primary content and concepts**. Please include a course outline and any other appropriate information.

Your signature below indicates that you have read the above items and will abide by TCC and VCCS policies and procedures. Forward the completed, signed form and documents to your academic dean for processing, peer review, and approval.

Faculty Name:	TCC Email:		
Office Phone:	Home Phone:		
Division:	Campus: <input type="checkbox"/> Chesapeake <input type="checkbox"/> Norfolk <input type="checkbox"/> Portsmouth <input type="checkbox"/> Virginia Beach		
Course to be offered: <input type="checkbox"/> Fall <input type="checkbox"/> Spring <input type="checkbox"/> Summer Year: 20_____			
Course name:			
Course prefix and number:			
Instructional Integrity Methodology (see "TCC Design Strategies for Online Courses"):			
<p>Before teaching online at TCC, faculty must have completed appropriate training – at least two (2) items from Group A and at least one (1) item from Group B. Please check the training you have completed (or are completing):</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top; padding: 5px;"> <p><u>Group A (at least two)</u></p> <input type="checkbox"/> Intro to Blackboard <input type="checkbox"/> Intro to Blackboard Communication Tools <input type="checkbox"/> Intro to Blackboard Assessment & Grade Book <input type="checkbox"/> Other </td> <td style="width: 50%; vertical-align: top; padding: 5px;"> <p><u>Group B (at least one)</u></p> <input type="checkbox"/> TCC Online Academy <input type="checkbox"/> TCC Online Boot Camp <input type="checkbox"/> VCCS TOP <input type="checkbox"/> TCC Online Teaching Prior to Fall 2008 </td> </tr> </table>		<p><u>Group A (at least two)</u></p> <input type="checkbox"/> Intro to Blackboard <input type="checkbox"/> Intro to Blackboard Communication Tools <input type="checkbox"/> Intro to Blackboard Assessment & Grade Book <input type="checkbox"/> Other	<p><u>Group B (at least one)</u></p> <input type="checkbox"/> TCC Online Academy <input type="checkbox"/> TCC Online Boot Camp <input type="checkbox"/> VCCS TOP <input type="checkbox"/> TCC Online Teaching Prior to Fall 2008
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Signature

Faculty: _____ Date: _____

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Part II (Peer Reviewer)

Please complete all of Part II of this form, including the Review Rubric section. Please limit your evaluation to the three elements of the Review Rubric: *content*, *student competencies*, and *student outcomes*. If you answered "No" for any item, please explain the problem or discrepancy in the "Comments" section below. If you have any concerns or additional comments beyond these areas, please indicate them in the "Comments" section as well. Attach an additional page if necessary.

Your signature below indicates that you have examined Part I of this form and its attached documents and have given your true and unbiased professional assessment of the contents within the scope of your instructions.

Forward the completed form and documents to your academic dean for processing, and thank you for your assistance.

Peer Reviewer's Name:	TCC Email:
Office Phone:	Home Phone:
Division:	Campus: <input type="checkbox"/> Chesapeake <input type="checkbox"/> Norfolk <input type="checkbox"/> Portsmouth <input type="checkbox"/> Virginia Beach
Date Reviewed:	
Review Rubric: <i>The context of each question below requires comparing the proposed online course to the same course delivered in a traditional, face-to-face format. If no equivalent course exists, please answer by comparing the proposed course to accepted professional standards in your discipline.</i>	
1. Online and hybrid courses must cover the same content as a traditional course. Does the scope of this course cover the same <i>content</i> as a traditional face-to-face course?	<input type="checkbox"/> YES <input type="checkbox"/> NO
2. Online and hybrid courses must require the same competencies from students as a traditional course. Does this course require the same <i>student competencies</i> as a face-to-face course?	<input type="checkbox"/> YES <input type="checkbox"/> NO
3. The student outcomes of an online or hybrid course must be the same as in a traditional course. Are the <i>student outcomes</i> in this course equivalent to those in a face-to-face course?	<input type="checkbox"/> YES <input type="checkbox"/> NO
Comments: 	

Signature

Peer Reviewer: _____ Date: _____

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Part III (Academic Dean and Campus Provost)

Academic Dean:

After completing Part III of this form, submit the entire completed form (Parts I, II, & III) and required documents to the **Associate Vice President for Educational Technology** at least eight (8) weeks before you plan to offer the class online – earlier, if possible.

Signatures

As the responsible academic dean, I have reviewed Parts I and II of this form, I have informed the campus provost of this course request, and I endorse this course for online delivery.

Dean: _____ Date: _____

As the campus provost, I concur with the academic dean and endorse this online course approval request.

Campus Provost: _____ Date: _____

Comments:

For ASA Use Only.

This course is APPROVED NOT APPROVED for online delivery.

Vice President for
Academic & Student Affairs: _____ Date: _____

Comments: