**Distance Learning Addendum**

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| --- | --- | --- | --- |
| Date: |  | Effective Date:  | AY 202\_ |
| School/College: |  |
| Program: |  |
| Submitted by: |  |

**Please refer to the** [**University Minimum Requirements for Distance Learning Instruction Policy**](https://ctl.mercer.edu/www/mu-ctl/Resources/upload/AY-2021-Amended-Policy-on-Minimum-Requirements-for-University-Distance-Learning-Instruction-approved-December-14-2020.pdf) **while completing this form**

1. **Program Classification**

***Select the correct classification for the proposed program:***

Please note – the classification you choose should be based on the way the program has been intentionally designed to be delivered. If you have an on-campus version of a program and create an online version of the program, *you do not have a hybrid program as a result.* Some students can create a blended program experience by choosing to take some courses on campus and some online but that does not mean you have intentionally designed the program to be blended.

[ ]  Blended (combination of on-campus and online instruction) – *The Curriculum Councils only need to approve new blended programs if they are at least 50% online; programs should monitor their online offerings carefully so that they know when they reach this 50% tipping point.*

If Blended:

Approximately what percent of the instructional time for the entire program will occur on campus? (If you need help calculating this, contact OIE.)

     %

Identify the best description of the program’s delivery methods:

[ ]  Each *course* will be blended, with some on-campus instruction and some online instruction.

[ ]  Some courses are on campus, some are online.

[ ]  Some courses are on campus, some are blended.

[x]  Some courses are on campus, some are blended, some are online.

[ ]  Online (All courses in the program meet fully online, with one on-campus *program* orientation meeting allowed)

 If Online, identify the best description of the program’s delivery methods:

 [ ]  Online fully Asynchronous (no live web conferencing)

 [ ]  Online Asynchronous/Synchronous (some live web conferencing required)

 [ ]  Online Fully Synchronous (regular web conferencing)

Note: A course day/time must be reported to the Registrar for online courses including synchronous instruction.

1. Program Rationale and Purpose

Select one or more rationales for delivering this program via distance learning rather than face-to-face (F2F) and then explain the *academic* rationale and expected *impact* of the program.

[ ]  Enrollment expansion

[ ]  Student convenience

[ ]  Alignment of program outcomes with distance learning delivery methods

Please explain the academic rationale and impact of this new distance learning program:

*Example: The academic rationale for this program is that it meets an academic and professional employment need in the region as identified by Gartner’s marketing research in higher education, and it aligns well with other programs and faculty expertise in the \_\_\_\_\_ college/school. The immediate impact of this program will be approximately 20 new graduate students per academic year. Two new faculty members are required for program implementation.*

Does this program already exist in another format? [ ]  Yes [ ]  No

If yes, will the existing program(s) continue to operate ?

[ ]  Yes

[ ]  No

Please explain:

For dually delivered programs, describe procedures that will ensure parity in instructional methods and student learning outcomes. In your description, please include the following:

1. Methods for ensuring that *direct* and *indirect* instruction requirements are met per the number of credit hours per course (see the [University Credit Hour Policy](https://policies.mercer.edu/www/mu-policies/upload/MU-Credit-Hour-Policy.pdf))
2. Methods for ensuring student interaction both in and out of class
3. How assignments and other assessments will measure accomplishment of course learning objectives and program outcomes

1. **Post-Admissions & Enrollment Management Responsibilities**

Does the program lead to licensure?

 [ ]  Yes [ ]  No

If yes, please complete and submit the Professional Licensure Addendum.

Explain the methods for advising students via online office sessions or during on-campus in-person sessions at program entry and throughout program completion.

Will the program require an orientation?

[ ]  Yes

[ ]  No

Will the orientation be online or in person?

[ ]  Online

[ ]  In person

Please describe how the orientation will be implemented.

1. **Course Delivery Methods**

Please go beyond the labels of synchronous, asynchronous, or blended to describe the intended methods of instruction in program courses. Select all the direct instruction methods listed below (taken from the University Credit Hour Policy) and provide summary comments. Multiple methods may be selected.

[ ]  Synchronous instructional sessions

[ ]  Synchronous student presentations

[ ]  Synchronous and/or proctored tests or quizzes

[ ]  Online tests or quizzes (asynchronous and unproctored)

[ ]  Online lectures (either synchronous or asynchronous)

[ ]  Online content modules (either synchronous or asynchronous)

[ ]  Discussion boards

[ ]  Virtual labs

[ ]  Virtual or non-virtual field trips

[ ]  Group or team-based activities

[ ]  Audio-only lectures accompanied by low-stakes assessment

Summary Comments:

If asynchronous courses are included, select methods that describe how students will proceed through the content in Canvas:

[ ]  Open-access modules; students can attempt any module in any order

[ ]  Lock-stepped modules (modules require prerequisites or will only unlock on specific dates)

Summary comments:

Please use the [Wake Forest Workload Estimator](https://cat.wfu.edu/resources/tools/estimator2/) to explain how the minimum direct instructional time required will be achieved for each program course and for documentation of direct and indirect instructional hours. Insert screen grabs of the Estimator output per course or attach them to this addendum. (See Mercer’s [Credit Hour Policy](https://policies.mercer.edu/www/mu-policies/upload/MU-Credit-Hour-Policy.pdf) for more information about required direct and indirect instructional hours). All course syllabi should include time budgets derived from the Workload Estimator.

The University has approved the use of Canvas for content delivery and learning management, Office 365 for productivity and official email, and Zoom for web conferencing.

In the table below, please explain all technology applications being used in addition to Canvas, Zoom and other University-wide programs, how they are appropriate for the outcomes and content of the program, and if the technology is new to the University. Add rows as needed. An *example* is provided in the first row.

|  |  |  |
| --- | --- | --- |
| Technology Applications | Purpose for Use | Alignment with Program Outcomes |
| *SPSS* | *Statistical Analysis* | *In this program, students will be expected to successfully analyze social science data sets. SPSS will help students meet this program outcome.* |
|  |  |  |
|  |  |  |

Is this technology new to the University?

[ ]  Yes

**Before** the school/college can purchase new academic technology, a committee with representatives from Mercer IT and the Provost’s Office must review the request for academic technology. Complete the **Academic Technology Review Form** and attach it with this addendum. The form can be found on the Provost’s website under Curricular Information.

[ ]  No

Please explain further how students will be oriented to the technology to be used and how they will receive assistance in using the technology.

1. **Other Requirements and Resources**

If the program requires a field-based experience, such as a clinical rotation or internship, explain how this requirement will be adapted into the distance learning format of the program.

Explain how courses will be designed, produced and tested to meet standards of accessibility for students with disabilities based upon Section 508 of the ADA law. Although Canvas provides primary accessibility protection, additional measures must be taken to meet the needs of all students for content used both in and out of Canvas. Please check all methods instructors will use and provide summary comments.

[ ]  Avoid colors invisible to color-blind users

[ ]  Use consistent font families

[ ]  Videos are accompanied by transcripts

[ ]  Audio files are accompanied by transcripts

[ ]  Images, including charts and graphs, contain simple alt tags to assist in screen reader interpretation

[ ]  Embedded slide shows contain simple alt tags to assist in screen reader interpretation or play with live captioning (available in PPT)

[ ]  Other

Summary comments (if needed):

If any special equipment, facilities, or laboratories are required for the program, explain how students will access these resources.

What specific learning resources (e.g., online books, journals, etc.) will be available to students in the program and how will students access them?

Will proctoring for exams be used? [ ]  Yes [ ]  No

If yes, explain how students will pay for and access the proctoring services. NOTE: For all relevant courses, you must inform the registrar *when the course schedule is submitted* that proctoring will be required and will involve additional costs that are the responsibility of the student.

If No, in the event that a decision is later made to use proctoring services, this addendum must be resubmitted for review and approval by the appropriate council.

How will the integrity of online work be ensured?

[ ]  Respondus Lockdown Browser

[ ]  Respondus Monitor

[ ]  Turnitin

[ ]  Other

**Faculty Development and Experience in Distance Learning**

Provide information on the program coordinator’s credentials (in both content and online delivery) to coordinate and evaluate this program.

Describe the department’s and faculty members’ experiences (credentials/training) in developing online courses.

Describe their experiences in teaching online in other programs/courses.

Describe how faculty members with online course development or teaching responsibilities will acquire the necessary skills to teach proficiently in this format.

What is the program’s plan to ensure that qualified faculty members maintain, over time, their qualifications to teach distance learning courses?

1. **Program Management**

Explain how you will verify the identity of each student who participates in the program.

[ ]  Canvas sign-on with Mercer credentials,

[ ]  Visual identification match to name and student picture in MyMercer via Zoom for in-person verification

[ ]  Other (please explain)

Explain how students will access faculty members during office hours.

[ ]  Zoom

[ ]  Phone

[ ]  In Person

[ ]  Other (please explain)

Add any other comments relevant to this distance learning program regarding criteria not covered by this form.