POLICY TITLE
Faculty Expectations for Training for and Instruction of Online and Distance Courses

POLICY NUMBER
ASOM 7.5.2

PRIMARY RESPONSIBILITY
Center for Instructional Technology, Online Technology Coordinators, Academic Affairs

CREATION / REVISION / EFFECTIVE DATES
Created March 2017; revised October 2017/effective immediately

PURPOSE
This policy and procedure provides the expectations for training for faculty teaching at a distance at Ivy Tech. The policy also outlines instructional expectations for online courses and design considerations for non-statewide distance education courses.

ORGANIZATIONAL SCOPE OR AUDIENCE
All faculty and staff

DEFINITIONS
Blackboard: The College’s learning management system from 2002 – the end of Spring Semester 2017

distance education course: all formats of distance education courses currently offered at Ivy Tech as defined in ASOM 6.10


online course: A course that is offered through Ivy Tech’s currently defined definition of an online course as defined in ASOM 6.10

POLICY
Faculty who are hired to teach any type of distance education course should be considered both for teaching excellence as well as their ability to effectively utilize technology in the facilitation of a course. Faculty teaching online at Ivy Tech are required to complete an Ivy Tech approved certification course prior to teaching that online course. When designing and delivering courses in any distance education format other than online, the course should, at a minimum, meet specific guidelines as outlined in this policy. Online course development at the campus level is not currently permitted by policy. Faculty teaching a Statewide Online Course of Record are
expected to follow certain guidelines related to the standardization of the content of a Statewide Online Course.

**PROCEDURE**

Selection of Faculty & Requirements of Faculty Teaching at a Distance

Teaching faculty are selected and hired by the campus originating the course. Faculty who teach or develop distance education courses are required to complete appropriate distance education training and/or certification or demonstrate competency established through previous training or experience.

If a prospective instructor wishes to teach online, a faculty member earns statewide certification to teach online by successfully completing IVYC101: Online Faculty Certification. Faculty obtaining certification from October 2015 forward are required to complete IVYC 110 and IVYC 112 in order to be certified to teach online. IVYC 101 will be retired at that time. Successful completion of these courses is documented on the employee’s official training record via the training portal.

If a prospective instructor for an online course states they have earned certification to teach at a distance through previous experience from another institution or entity, and does not wish to be certified to teach statewide, but rather wishes only to be validated to teach in a specific campus, the prospective instructor may, at the discretion of the regional Vice Chancellor for Academic Affairs or their designee(s) follow one of the two alternative pathways in order to teach online for that region:

**Pathway 1**

1. Provide proof of successful completion of an approved equivalent training program. A listing of currently approved equivalent training programs is available from the Center for Instructional Technology.
2. Complete IVYC 112 (mentoring) or submit documentation of successful completion of Applying the Quality Matters Rubric training from another institution.

**Pathway 2**

Alternatively, if the prospective instructor does not have proof of successful completion of an approved equivalent training program, then the following alternative path for campus validation of readiness to teach online may be utilized to demonstrate the instructor has prior experience necessary to teach at a distance:

1. Provide access to a current or previous online course or to course materials
2. Provide contact information for a supervisor at the institution for which he/she taught
3. Provide copies of student assessments of instructor/course.
4. Complete the Online Instructor Certification Survey
5. Interview with a full-time faculty member who has experience teaching online
Information collected under either pathway should be reviewed by the appropriate hiring personnel in the region and a determination made as to whether or not the prospective instructor meets the requirements for teaching at a distance at Ivy Tech Community College.

Under neither alternative pathway is the instructor certified to teach online at any other campus.

If extraordinary circumstances require the assignment of an uncertified online instructor, who is also unable to be regionally validated through one of the alternative methods, this assignment must be approved in writing by the Vice President, Academic Innovation and Support or designee prior to the assignment of the faculty member to the course. In addition, a certified online instructor must be co-assigned to the course to monitor and provide support for the uncertified instructor. The uncertified instructor must complete the appropriate certification and/or training program before a second teaching assignment for an online course is given.

Faculty Loading for Distance Education
See ASOM 7.2 for the College's faculty loading policy and specific provisions related to distance education courses.

Expectations for Instruction of Statewide Online Courses
The College utilizes a Statewide Online Course of Record model for the majority of online courses delivered at Ivy Tech (see ASOM 6.10). The Statewide Online Course of Record model ensures that all online courses developed at Ivy Tech provide a common course of record which contains assignments, assessments, and learning activities approved by the Curriculum Committee responsible for that course. The course of record will, upon completion of its development, contain a full set of assignments, assessments, and learning activities and will utilize a common textbook regardless of originating location.

Faculty teaching a Statewide Online Course are expected to personalize and customize the delivery of each section of those courses in, at a minimum, the following ways:

1. Communicate their contact information via their Profile as well as in the appropriate location in the Syllabus template included in all Statewide Online Courses. Contact information must include the faculty member’s email address. Additional contact method through phone is also recommended.
2. Communicate the contact information for their immediate supervisor and the online technology support person/team in their region in the appropriate location in the Syllabus template.
3. Develop and communicate in the syllabus a communication plan for the course to clearly explain communication expectations and responsibilities for both students and faculty.
4. Respond to all student questions within 36 hours. In rare circumstance where a faculty member is aware he/she will not be able to meet this commitment, this should be discussed with the faculty member’s immediate supervisor prior to the time period during which this commitment will not be met and an appropriate plan of action developed (e.g. informing students of the anticipated delay, arranging for another faculty member/teaching assistant to assist students during this time, etc.) This commitment must be noted in the Syllabus (it is included in the provided Syllabus template) and any changes should be noted through Course Announcements and other communication channels appropriate to the class.
5. Edit all other indicated areas of the Syllabus Template
6. Edit the included due dates or set appropriate due dates for each class, via the due date function in IvyLearn, for all assignments and assessments. When third-party tools such as publisher tools are utilized, any due dates should also be updated in that section.
7. Utilize the conversations tool in IvyLearn to manage individual course related communications whenever possible.

In addition to the minimum requirements outlined above, faculty are encouraged to further personalize and customize the course in the following ways:
1. Personalize graded assessments of student learning (e.g. assignments, quizzes, and discussions) provided in the course as long as the following conditions are met:
   a. The curriculum committee has not specifically prohibited customization (e.g. a statewide assessment may be prohibited from any edits or changes),
   b. The revised assessment does not change the overall grade/weight structure of the class, and
   c. The assessment measures the same learning objectives as the item it is replacing.
2. Add additional supplementary content to the course to aid student understanding of course materials.
3. Further personalize content through the addition of personal notes and mini-lectures.
4. Schedule and hold online synchronous sessions to provide students additional support.

Faculty teaching a Statewide Online Course are expected to both report and correct any errors of fact found within their course via the Report Course Issues process as outlined by the Center for Instructional Technology.

**Special Consideration for Course Design for Other Distance Education Courses**

All Faculty teaching at a distance should be aware of the Quality Matters program and Quality Matters rubric. Current Quality Matters information is available from the regional online technology coordinators.

A course taught via a distance education delivery method must foster a high quality, engaging course environment which seeks to develop and promote a “community of learners” approach. Appropriate levels of interaction are required in distance education courses between instructor and student, student to student, and student with content. The following minimum requirements must be met to foster a community of learners:

1. Interaction is a product of course design. Course developers will consult with instructional design staff as needed to ensure that appropriate levels of interaction are provided for through the design of each course. Faculty developing all forms of distance education courses must utilize the Quality Matters™ rubric as the standard against which they develop the course.
2. Online courses must use the current, approved Online Course Syllabus template. The syllabus template is regularly updated to include the most up to date information about available College resources as well as to maintain alignment with Quality Matters and other quality initiatives.
3. Online courses must use the current, approved Online Course Template. The course template is regularly updated to include the most up to date information about available College resources as well as to maintain alignment with Quality Matters and other quality initiatives.

4. Faculty teaching a distance education course must respond to student questions within 36 hours. In rare circumstances where a faculty member is aware he/she will not be able to meet this commitment, this should be discussed with the faculty member’s immediate supervisor prior to the time period during which this commitment will not be able to be met and an appropriate plan of action developed (e.g., informing students of the anticipated delay, arranging for another faculty member/teaching assistant to assist students during this time, etc.). This commitment will be noted in the course syllabus and in the course announcements.

5. Graded work should be acknowledged and returned in a suitable timeframe for providing appropriate feedback to the student (normally no more than 7 days after the due date for the assignment). The faculty member’s commitment to return work will also be noted in the syllabus.

6. Faculty and students should use Conversations within IvyLearn as the primary means of managing individual communications.

7. Faculty should preserve records of all communication with students throughout the duration of the course and through the grade appeal time frame.

8. Faculty should make regular backups of their course materials and course records, with special emphasis placed on backing up records related to student grade determination. Faculty will provide grade records to their supervisor or Vice Chancellor of Academic Affairs as requested.
APPENDIX A
Online Instructor Certification Survey

1. Describe your experiences using a course management system. Specifically include any discussion of your use of the IvyLearn system.

2. For a 3-contact hour course, how many hours per week would you expect to spend online?

3. How quickly should students receive a response to communications?

4. How quickly should grades for assignments and discussion boards be posted?

5. Which methods of communicating with students do you prefer? (check all that apply)
   _____ e-mail
   _____ instant messaging
   _____ chat rooms
   _____ discussion board forums
   _____ other

6. How do you define your role on the discussion board forums?

7. How would you create a learning community within your course?

8. Interaction with students is different online than in a face-to-face situation because of the lack of visual clues. Talk about communication in an online setting.

Please rate your comfort level with the following:
[5 = extremely comfortable; 1 = not comfortable]

computer use                         | 5 | 4 | 3 | 2 | 1
computer technology                  | 5 | 4 | 3 | 2 | 1
e-mail                               | 5 | 4 | 3 | 2 | 1
instant messaging/chat               | 5 | 4 | 3 | 2 | 1
grading rubrics                       | 5 | 4 | 3 | 2 | 1
learning groups                       | 5 | 4 | 3 | 2 | 1
This is a companion guide to the Faculty Annual Performance Evaluation referenced in ASOM 7.3. These guidelines are designed to help the evaluator determine if the online faculty member is meeting the facilitation policies and procedures for online learning.

<table>
<thead>
<tr>
<th>Factors</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Facilitates student learning by delivering classes in accordance with College policy and course objectives.</td>
<td></td>
</tr>
<tr>
<td>• The online course uses the statewide course and syllabus templates based on Quality Matters.</td>
<td></td>
</tr>
<tr>
<td>• The statewide syllabus is used all template text has been updated.</td>
<td></td>
</tr>
<tr>
<td>• The Faculty member meets key reporting deadlines such as No Show Withdrawal, 60% Attendance, Starfish Surveys, etc.</td>
<td></td>
</tr>
<tr>
<td>• Final grades are posted according to College deadlines and policies.</td>
<td></td>
</tr>
<tr>
<td>• Participation/attendance is monitored and recorded according to policy and as outlined in the statewide courses’ directions to Instructors.</td>
<td></td>
</tr>
<tr>
<td>2. Makes optimal use of available technology to enhance instructional methods.</td>
<td></td>
</tr>
<tr>
<td>• Faculty use synchronous tools such as Google Hangouts or GoToMeeting to offer online office hours.</td>
<td></td>
</tr>
<tr>
<td>• Faculty are encouraged to utilize multimedia, online library resources, podcasts, Google Hangouts, GoToMeeting, web resources, digital texts and other interactive/digital tools as appropriate for the course content and in meeting the course objectives.</td>
<td></td>
</tr>
<tr>
<td>3. Develops/maintains course outlines, syllabi, lesson plans, assignments, tests and materials. Maintains accurate student records, grades and other requirements.</td>
<td></td>
</tr>
<tr>
<td>• Course utilizes the statewide course template – which includes the statewide syllabus template.</td>
<td></td>
</tr>
<tr>
<td>• Course follows Quality Matters rubric design guidelines.</td>
<td></td>
</tr>
<tr>
<td>4. Interacts with students and co-workers in a professional and cooperative manner complies with College policies, campus guidelines and expectations.</td>
<td></td>
</tr>
<tr>
<td>• Responds to students within 36 hours.</td>
<td></td>
</tr>
<tr>
<td>• Communicates timeframe in which students can expect work to be returned. Reviews, provides feedback on, and returns graded work within this timeframe.</td>
<td></td>
</tr>
<tr>
<td>• Utilizes at least two communication tools to interact with students such as, Conversations, synchronous tools, phone, text messaging, etc.</td>
<td></td>
</tr>
<tr>
<td>• Where discussion boards or wikis are utilized, faculty member has clearly outlined expectations for both student and faculty participation in these learning activities and has abided by these determined expectations.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>5. Provides academic advising for registering students. Maintains regular posted office hours for student interaction each week.</td>
<td>Faculty utilizes GoToMeeting, Google Hangout or other synchronous tool and provides online office hours for students.</td>
</tr>
<tr>
<td>6. Assists Chair with administrative duties including program curriculum, advisory committee meetings, budget development/control and recruitment/retention tasks.</td>
<td>Some faculty may participate as course mentors, developers or as Quality Matters experts for state wide online programming which would require regular attendance at meetings, meeting specific deadlines based on their role, and on-going certification training.</td>
</tr>
</tbody>
</table>
| 7. Participates in professional development or scholarly activities which may include in-service, courses, or seminars to advance technical skills as well as knowledge within the field of study. Meets Ivy Tech Credentialing requirements. | • All faculty must complete required training in the use of IvyLearn, i.e. BBRD 101 or ILRN 101.  
• All online faculty certified prior to October 1, 2015 must complete the IVYC 101 Online Faculty Certification course. Faculty certified on or after October 1, 2015 must complete IVYC 110 and IVYC 112.  
• Faculty employed as mentors or as course developers must complete IVYC 251, or other appropriate training as provided by their assigned Instructional Designer, for certifications in these areas.  
• Additional Quality Matters training (Applying the QM Rubric) is recommended for all faculty.  
• On-going professional development is suggested for new IvyLearn tools, third-party software products, digital textbooks, and synchronous tools such as GoToMeeting or Google Hangouts. |
| 8. Supports the institution by serving on and participating in campus and college wide professional/community (college or discipline related) activities, communities and task forces. | Faculty member should participate in the course organizations when teaching a statewide online course to report issues, to learn about course updates, issues and solutions, as well as, communicate with course mentors and peers. Faculty members are encouraged to apply as developers and mentors for statewide online courses, as well as to teach IVYC 110 and lead IVYC 112. |
| 9. Maintains safe, quality laboratories and equipment. | Course materials selection and assignment development should take into consideration that students may be working at home with other individuals present (small children, etc.). If a safety concern is a potential in a course, it should be discussed during the course development process so that appropriate steps may be taken. |