Ivy Tech Community College of Indiana

POLICY TITLE
Distance Education Student Support

POLICY NUMBER
ASOM 5.2 (formerly APPM 5.1 & 5.2)

PRIMARY RESPONSIBILITY
Academic Affairs and Student Affairs

CREATION / REVISION / EFFECTIVE DATES
Created May 2001/Revised May 2012/Effective May 2012

PURPOSE
This policy outlines the division of responsibilities for various aspects of distance education student support between the student’s home campus and the originating campus.

ORGANIZATIONAL SCOPE OR AUDIENCE
All faculty and staff involved in the delivery of distance education courses

DEFINITIONS
Home campus: The campus of record for a student’s transcripts, financial aid, and other support functions.

Originating campus: The campus(es) from which students take distance courses.

POLICY
Distance education students should be provided with the same high quality support provided to traditional students, and whenever possible, applicable College policies apply in the same way for traditional and distance students. Where specific exceptions or alternate practices are to be utilized for distance education students, those are outlined in the procedure.

PROCEDURE
Registration
The student can register using phone or web-based registration, if the course has been created on the Student Information System. Regions can “turn off” the web/voice registration feature for a particular course if they choose to.

Students from other institutions may register in Ivy Tech courses through the Indiana College Network (ICN) process. Registration procedures for how to register such students in an Ivy Tech course are outlined in the ICN Job Aid for Banner. The ICN students must follow the policies of their home institution including, e.g., those for drops, withdrawals, and refunds. Students taking courses through the Indiana College Network should be referred to their home institution for questions related to these issues.
The originating region has responsibility for canceling courses and for communicating cancellations in a timely manner.

Students may not register in a distance education course after the start date for that course has passed unless that student is adding/dropping courses from an existing schedule. Should an extenuating circumstance be approved, it is the decision of the originating campus to determine if a student may enroll once the course has started.

**International Students Taking Distance Education Courses**

International (visa type F1 or M1) students must maintain a full course of study (12 credits) in order to remain in status. No more than three credits per semester may be counted toward the full course of study requirement if the class is taken through distance education, or the Indiana College Network (ICN). However, once the student exceeds the full course of study requirements, there are no limits on the number of distance education courses (for example, if the student is enrolled in 15 credit hours, six of those credits could be distance education courses).

International students are not required to study during the summer term and therefore are eligible to take distance education courses without any stipulations.

Questions regarding an international student’s eligibility to enroll in distance education courses should be directed to the home campus’ international student advisor.

International students on visa statuses other than F-1 or M-1 who live in Indiana and who are taking Internet courses should be charged in-state fees for those courses. International students on visa statuses other than F-1 and M-1 who are living in other states should be charged the out-of-state fees (i.e., the 130% rate).

The distance education student who resides in another country, whether he/she is a citizen of that country or a member of the U.S. military stationed in that country whose home address is not in Indiana, are not international students and should be treated as an out-of-state student for purposes of charging tuition.

**Advising**

Student advising, both for academic issues and to help ensure students have the skills necessary to be successful in an online class, is a function of the student’s home region.

It is also the home campus responsibility to check prerequisites for any distance education courses for which the student wishes to register. The advisor at the student's home campus should discuss the student's computer proficiency and aid the student in making the appropriate enrollment decision for an online course. There is a common statewide pre-assessment instrument for distance education students that would indicate their readiness for taking online courses. Students should be encouraged to take the Smarter Measure assessment by their home region and discuss the results of this assessment with their advisor prior to registration for a distance education course. This instrument will be used for advising purposes only and not to restrict enrollment.
All students enrolled in an online distance education course are enrolled in an optional, online, self-paced orientation course. This orientation includes several pre-assessment tasks which the advisor may review with the student as a means of helping the student self-identify their readiness for taking online courses. This instrument will be used for advising purposes only and not to restrict enrollment.

Program Advising:
Program advising for students enrolled in distance education degree programs is the responsibility of the home region. If the home region advisors do not have knowledge of specific program requirements or content, the home region must identify a knowledgeable point of contact. If students enrolled in a distance education program do not have any Ivy Tech Community College home campus (e.g., international students or out-of-state students), advising is the responsibility of the originating campus.

Tutoring
Campuses will provide tutoring services to distance education students in the same manner that these services are provided to traditional students. The home campus will provide tutoring to distance educations students taking courses from other regions, according to home campus practices and capacities. Distance education faculty should accommodate students’ tutoring needs as is reasonable and customary.

Labs, instructional technology and equipment
It is the responsibility of distance education faculty at the originating site to inform students of any instructional requirements, such as access to lab facilities or special technology or equipment needs; these requirements should be identified on the course syllabus all distance education students according the their open lab policies and procedures and in all marketing materials. Home campuses will make their open labs available to distance education students in a manner consistent with lab availability for traditional students. The distance education student will be responsible for obtaining access to appropriate lab facilities and other instructional resources needed for the course if they are not available from the home campus, or if the student does not have an Ivy Tech home campus.

Libraries
The distance education students’ home campus libraries will provide assistance with obtaining necessary library resources. Distance education faculty members are encouraged to use and promote student use of electronic library resources wherever possible.

Advising Students on Special Technical or Other Requirements of the Course
Any special requirements for a distance course should be shared with students in advance of registration of the course whether through advising, contact with faculty and distance education staff, and/or in print/electronic materials. Dates and meeting times/locations for synchronous distance activities must be communicated in the official course schedule, via SOATEXT in Banner. Online courses, per their definition, may not have synchronous components other than allowed proctored activities.
Text Proctoring
See ASOM 4.7 for specific requirements related to test proctoring for distance education students.

Providing Support for Distance Education Students
The home campus is responsible for coordinating technical support to students enrolled in their distance education classes and for proctoring tests, tutoring, and other student support normally given to students. Both the originating campus and the home campus are responsible for informing the student of complaint procedures through the use of appropriate text in printed and web-based materials.

The following table provides a list of responsibilities by home and originating regions. This list is not intended to be all-inclusive. Where an item is omitted, the home and originating campus staffs should cooperate to resolve the issue.

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<th>Home region</th>
<th>Originating region</th>
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<td>Administrative processes related to student admission and enrollment including but not limited to: advising, administration of the READiness assessment for online learning, assisting student in determining if they have the necessary skills (technical, academic, study, personal) and equipment to be successful in an online course, program admission, course registration, financial aid administration, etc.</td>
<td>Notifies student enrolled in their courses in a timely manner of the resources available to the student, how to get started successfully, etc.</td>
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<td>Provide advising to international students from that region taking online courses</td>
<td>Notifies student enrolled in their courses in a timely manner in the event of course cancellation, schedule change, or other change that impacts the student after he/she is enrolled in the course. This includes notification, processing, and exceptions with relation to no-show withdraw and last date of attendance calculation.</td>
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<td>Coordinating technical support to students enrolled in distance education classes</td>
<td>Reports no-show withdrawals to the student’s home institution in the case of an ICN student.</td>
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<td>Test proctoring, at no charge for Ivy Tech students</td>
<td>In accordance with current college policy and procedure determining whether or not a student may enroll in a distance education course offered at that region after first day of classes.</td>
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<td>Tutoring provided in the same manner as provided to traditional students</td>
<td>Ensures timely and accurate grade reporting for the course and facilitates the storage of grade documentation per appropriate college policy.</td>
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<td>Informing the student of official grievance policies and procedures for the College. In the case that a student must initiate steps in the grievance process, a designated individual at the home campus serves the role of ombudsperson for the student through the grievance process.</td>
<td>Provides proctoring information to the home campus or other approved proctor utilizing the College’s statewide test proctoring process. In the case of embedded assessments, the originating campus is responsible for assisting students with scheduling and taking an</td>
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<td>campus on accommodations appropriate to the student upon request of the student. Information on accommodation must be provided in writing and provided in a manner consistent with College policy on transmittal of student information and provision of accommodations.</td>
<td>embedded assessment. Responds to student questions about a distance education course within 36 hours. Provides accommodations to students, as provided for in official College policy and within the scope of resources available from the Home and Originating campus. Bills the home institution when the student is an ICN student Provides technical support to the student on technical issues specific to a course offered by their campus. Teaching/delivering content of the course Providing tests and testing materials to the home campus or other approved proctoring site Reviewing and assessing student grade appeals, issues of academic dishonesty/misconduct and other course related academic issues. Coordinate closely with the student and the home campus on follow-up related to these issues.</td>
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**REFERENCES**
Indiana College Network (ICN) [http://www.icn.org/](http://www.icn.org/)
**ASOM 4.7 Assessment of Students at a Distance**

**RESOURCE PERSON**
Associate Vice President, Academic Online Programs