iCAP HANDBOOK

Indiana Course Access Portal

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WELCOME

Ivy Tech Madison is pleased to have the opportunity to work with your high school and students through the Indiana Course Access Portal (iCAP)! iCAP was designed by the Indiana Department of Education in 2017 to help districts and schools create opportunities for high school students to envision, pursue, and complete their individualized graduation pathways, as well as to provide equitable access to courses through the state.

The Madison Campus serves as the statewide iCAP hub for Ivy Tech, working alongside our colleagues at each of Ivy Tech's 19 campuses to ensure students have a successful experience. Through Ivy Tech, iCAP students have the chance to earn both high school and college credits under the guidance of experienced college professors who cater to their individual needs. With mentors from both the high school and the Ivy Tech iCAP Hub, students will have the layers of support needed to be successful in their courses.

Currently, there are over 30 iCAP courses available, with the option to add many of Ivy Tech's online courses to the iCAP offerings. Each iCAP course is available at a single package price, with no additional fees for textbooks. iCAP is unique in that it allows a School Designated Mentor (often a counselor, teacher, or designee of high school's choice) to be added to all courses for iCAP students as an observer. This mentor is only able to view their iCAP students. Benefits of an iCAP mentor include:

- Helping student set goals and persist through course completion
- Assisting with technology and logging into the course
- Facilitating communication and student's relationship with iCAP instructor
- Assisting with course participation procedure and monitoring student grades
- Providing feedback to the Ivy Tech iCAP Hub

WELCOME CONTINUED

Another unique component of iCAP is the funding model. The course fee for students is billed at the end of each term, and the full balance of the course fee will be paid only when the following conditions are met:

- Student has attempted at least 70% of the assignments or 70% of the available points in the course
- Student has attempted the final assessment, course capstone project, or other culminating assignment in the course

If a student does not pass the course with a C or higher, the high school is only billed 50% of the course.

iCAP allows cohorts from high schools to remain together, and provides you with partners in success with the additional support in monitoring students. Your students will remain connected to your current Ivy Tech campus, who will oversee other partnerships such as dual credit and dual enrollment.

In the following pages, you will see the outline of iCAP processes, important dates, and sample communication that will be sent from the Ivy Tech iCAP Hub. If you have any questions or would like additional information, please reach out!

MEET THE TEAM

Andrea McDole, Executive Director of K-14 Initiatives, Ivy Tech Madison
Andrea has served the Ivy Tech Madison campus since 2013. In 2018, she transitioned from Resource Development to her current role for the opportunity to work directly with students everyday and to continue growing the innovative partnerships with high schools locally and across the state. Andrea is dedicated to helping high school students open doors to get a jump start on their careers and college journey! Andrea has undergraduate degrees from Indiana Wesleyan in Business Administration and Indiana University in Communication Studies. She has a Master's in Communication from Purdue University, as well as two Graduate Certificates in Strategic Communication and Leadership.

Emma Patrick, iCAP Coordinator, Ivy Tech Madison
Emma graduated from Indiana University Bloomington in 2023 with a Bachelor of Science in Public Affairs. Emma began her career journey here at Ivy Tech as the Educational Technology and iCAP Coordinator in July of 2023. Emma loves having the opportunity to serve over 1,000 students from 40+ high schools across the state of Indiana and support them in their education journey. As someone who took Ivy Tech dual enrollment courses in high school, Emma understands the impact these classes can have on students' academic and career endeavors. Because of this, Emma greatly enjoys supporting high school students' success in their iCAP courses.

ICAP OVERVIEW

Ivy Tech Community College, one of seven course providers of the Indiana Course Access Portal (iCAP), collaborates with the initiative to expand educational opportunities for students across Indiana. This partnership aims to provide learners with access to a diverse range of courses that may not be available at their local high schools. iCAP provides options to help high schools meet students' individual needs, expand learning opportunities, and diversify their curricula by giving students the opportunity to earn college credit online. iCAP is intended to be supplementary with students remaining enrolled in their main school.

Course Offerings

List of iCAP course offerings can be found on our website at **ivytech.edu/iCAP**

Benefits to iCAP Courses

Students enrolled in iCAP courses can earn transferable college credits, accelerating their progress towards their educational goals while still in high school. Advising provided by high school counselors, combined with a strategic blend of dual credit, dual enrollment from their home Ivy Tech campus, and iCAP coursework, positions students to participate in the Gen Ed Transfer program, earning them the Indiana College Core Technical Certificate, which is a block of 30 credit hours that will transfer to any public four-year college or university in Indiana.

Here is an overview of how Ivy Tech works with iCAP:

1. **Course Offerings**: Ivy Tech provides a diverse array of courses on the iCAP platform, covering subjects from general education to specialized career pathways.
2. **Accessibility**: Through iCAP, students can easily browse and enroll in Ivy Tech's courses online. This accessibility eliminates geographic barriers, allowing students from all regions of Indiana to access Ivy Tech's offerings.
3. **Flexibility**: Ivy Tech's partnership with iCAP enhances the flexibility of learning options for students. They can choose courses that align with their interests, academic goals, and schedules, allowing for a customized educational experience.
4. **Credit Transfer**: iCAP courses are transferable, facilitating seamless integration into Ivy Tech or other participating institutions, promoting academic mobility and degree completion progress.
5. **Quality Assurance**: Ivy Tech maintains high standards of academic quality and rigor in the courses offered through iCAP. Students can expect to receive instruction from qualified faculty and engage with well-designed curriculum materials.
6. **Support Services**: Ivy Tech offers various support services to iCAP students, including academic advising, tutoring, and technical assistance, enhancing their success in studies.
7. **Collaborative Efforts**: Ivy Tech collaborates with educational institutions and iCAP stakeholders to continually enhance the program, fostering innovation and expanding course offerings.

STEPS TO BECOMING AN ICAP SCHOOL

Identify the MOU Contact
1. Provide the name, title, and contact information of your MOU designee and billing contact.
2. We will send a digital Memorandum of Understanding through DocuSign that outlines the course offerings, fees, and iCAP processes. The MOU contact is most often the principal but can be a superintendent or other responsible party.
3. We also need the billing contact along with contact information (address and email).

Identify the iCAP Mentor
1. Provide the name and contact information of your mentor.
2. Once the mentor(s) is identified, the iCAP Coordinator will send a welcome email including an IvyLearn Guest Form through DocuSign.
3. We are excited to provide IvyLearn (Canvas) access for schools to help students navigate the course and have the ability to see students' submissions, deadlines, and grades! This access will allow the mentor to coach and assist students as your high school deems appropriate.
4. IvyLearn responsibilities do not include grading, responding, or editing the course - the professor will be handling all those tasks. We know how busy school staff are, but our mentors find this role very manageable as it is needed when a student stops in with a question or we identify a student who needs additional guidance during the course of the semester.
5. We will provide training through email, a video orientation, and host open office hours for mentors.
6. Mentors will receive a welcome email at the beginning of each term:

EXAMPLE EMAIL

Hello, iCAP Mentor!

Thank you again for your commitment to serve as an iCAP Mentor for your students! Spring iCAP classes get underway on **January 16th**, and we wanted to provide some additional information to help you prepare.

As a reminder, you will log-in to ivylearn.ivytech.edu to access the courses for your students. You will use the log-in you received from Ivy Tech's Identity Management System ending in -bbg as the e-mail address

You will not be able to log-in to IvyLearn until **courses open for the semester, on January 14th**! If you attempt to log-in for the first time now, you may receive a message that your account does not exist as it is not yet linked to students in an active class. You will also only be able to utilize your guest account on IvyLearn – it will not give you access to other systems or platforms such as MyIvy.

Below is the link for the mentor training. We encourage you to watch this before iCAP courses begin so you are familiar with IvyLearn:
    iCAP Mentor Orientation
We are hosting an iCAP Mentor Office Hours the week before courses begin. These are not required, but we encourage you to attend if you have any questions on your mentor role, navigating IvyLearn, or other iCAP related questions. You can also reach out to me directly to help answer any questions.
    • January 8th from 11:00 a.m. to 11:30 a.m. EST - Join Here
    • January 9th from 3:30 p.m. to 4:00 p.m. EST - Join Here

I am also including the link to the student orientation below. All students will receive a confirmation email before classes begin containing a link to this orientation along with their student ID, e-mail address, and other helpful information on accessing and navigating their course. Please feel free to share with your students again and encourage them to watch prior to their class(es) beginning!
    iCAP Student Orientation
Similar to the Mentor Open Office Hours, we are holding two optional Student Open Office Hour sessions as well, although students are also welcome to reach out to me directly for additional assistance.
    • January 9th from 11:30 a.m. to 12:00 p.m. EST - Join Here
    • January 11th from 4:00 p.m. to 4:30 p.m. EST - Join Here

A few things to note:
    • Every IvyOnline course will provide an interactive Zoom live session during the first 2-weeks of the semester as an opportunity for students to meet their instructor and ask questions.
    • Online courses do NOT meet regularly with the students via Zoom or other technologies.
    • The preferred method for students to communicate with instructors is via the IvyLearn/Canvas Inbox, not the High School or Ivy Tech email. Communication not sent via the IvyLearn inbox may be missed.
    • Instructors have 36 hours to reply to student emails (via the IvyLearn inbox).
    • Exam dates can be found in the syllabus, course calendar, and modules.
    • The default IvyOnline policy states no late work is accepted. If the instructor has made any changes, this will be available in the syllabus.
    • IvyOnline courses may have a proctored midterm and/or final exam.
    • All Ivy Tech courses follow the Ivy Tech academic calendar. This could mean homework could be due during the High School break.
    • Disability accommodations need to be requested via Ivy Tech services. High School accommodations (504 or IEP) do not transfer over automatically.

A list of important spring dates is attached.

If you do have a student who wants to drop or withdraw from a course, please encourage them to speak with their counselor who can coordinate that with Andrea or me.
As a reminder, if students have any technology-related issues with accessing their course, they can call 888-IVY-LINE for immediate assistance.

Please let me know if there is anything we can do to support you this semester, and we look forward to the start of a great semester! If there are any questions at all, do not hesitate to reach out.

Identify The Students

1. We include a roster template to help us get started (attached to email). In the roster template, we ask that you enter students' information and the class(es) they will be taking in the current term. We are required to collect additional information on iCAP students for end-of-year reporting, such as STN numbers and participating school corporation numbers.
2. We know schedules will change slightly in August and January and are happy to work through those! If you have any roster changes before the start of the term, please contact Andrea.
3. We will perform a review to identify students who still need to complete the dual credit application and/or course prerequisites and communicate this need along with steps to each student via their high school email address.

QUALIFYING STUDENTS

1. First time students will need to complete the dual credit application through DualEnroll. Emma, the iCAP Coordinator, will send directions on completing the application to students who have not. The application includes the following steps:
   - Student Address
   - Student Demographics
   - Terms and Conditions
   - FERPA
   - Parent Information
   - High School
   - Student Identification (social security number)
2. Once the application is complete, we will make sure students meet the requirements for their dual enrollment course(s). The process includes reviewing students' high school credentials, including GPA requirements and grade level, any test scores, such as PSAT, SAT or ACT, and/or accuplacer. Students who need one or all of the required course prerequisites will need to complete a Knowledge Assessment through EdReady and meet the required score. To access the knowledge assessment, students will need to first create their Ivy Tech accounts. Emma will send students instructions to their high school emails.

Step 1: Create Your MyIvy Account
Keep in mind you must create your Ivy Tech account before you can proceed to the assessment. This is separate from your DualEnroll account. (Please see the MY IVY Creation HERE.) A few tips when completing your account setup:

- You must go to FIRST TIME USER to begin.
- Your birth year MUST be 4 digits.
- The C number is your Ivy Tech student number: C01234567
- Username is your Ivy Tech Email: ssmith1@ivytech.edu
- Your password cannot contain any part of your name.

Step 2: Log into myivy.ivytech.edu
Once the account is set up, you will go back to myivy.ivytech.edu. Log in using your username and the password you created during the setup process. Remember, your username is your Ivy Tech email address. It can be found in Step 1. If you've forgotten your password, click "Reset or forgot password."

**Step 3: Access Knowledge Assessment**
Please view the KA Instructions below and follow the directions to find the Knowledge Assessment in your account. Below you will find the assessment required: **Below you will find the assessment required.**
KA MATH- minimum score of 50

3. We will be checking students' Knowledge Assessment progress. Once the student meets the required score, we will enroll them in their course(s).

STUDENT CONFIRMATIONS

1. Each student participating in an iCAP course will receive a confirmation email from the Ivy Tech iCAP team containing their Ivy Tech student ID, username, and email address. It will also include guidance on logging into MyIvy and IvyLearn, as well as instructions for creating their account if this is their first time accessing the system. Additionally, we provide a video orientation to help students familiarize themselves with our team and navigate our platform.
2. Leading up to the start of the semester, we will host open office hours for students who have any questions about logging in or getting started. If students encounter issues with logging in or accessing their course(s), they should contact Emma Patrick.
3. Confirmation e-mails are sent to students two weeks prior to the start of each term.
4. Email example:
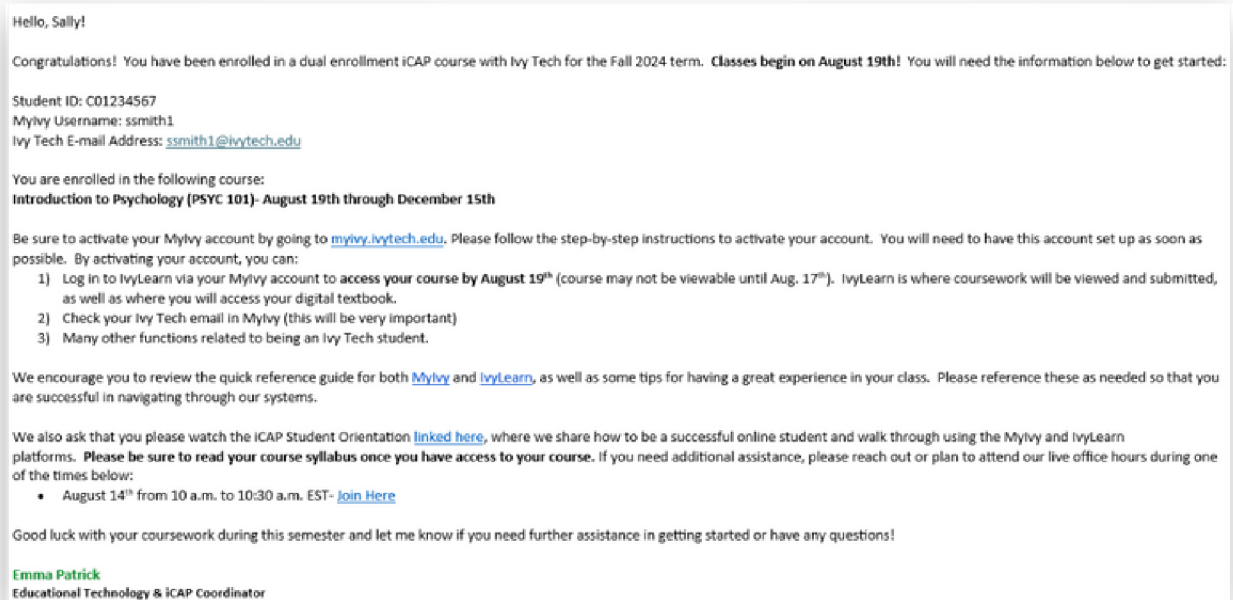
DURING THE COURSE

1. Our iCAP Coordinator, Emma Patrick, closely collaborates with students and mentors to ensure their successful participation. Weekly grade reports are provided to mentors, and proactive outreach is conducted if a student's performance is at risk.
   a. Example:

School Name	Student First Name	Student Last Name	Term	Course	Instructor	Week 1 Grade
Madison	John	Smith	16 weeks	COMM 101	Sally Shell	80%

2. When an instructor raises a concern to the iCAP team that a student's performance might be at risk, such as missing or late assignments and reduced quality of work, the iCAP team is notified. Grades are also closely monitored by Emma each week. If a student is identified as at risk by the instructor or if their grade falls below 75%, intentional outreach to the student and mentor begins via email and/or phone.

DURING THE COURSE CONTINUED

3. Emma also sends other important check-ins and reminders throughout the semester, including midterm and finals information, break reminders, and will also send kudos and notes of encouragement along the way.
4. Emma will send final grades to the mentor at the end of each term for updating students' high school transcripts.
5. It is important to note that an iCAP student follows all the same grading policies and drop procedures of an Ivy Tech student, including final grades on their Ivy Tech transcript.
6. Drop/withdraw deadlines can be found in the list of important dates.
   If a student wishes to drop or withdraw, we ask that they reach out to Emma or Andrea.
   We will need the school counselor or mentor's approval to proceed with a drop/withdrawal.

List of Important Dates

Week 1: Aug. 24-30 Aug. 25—16-week & 1st 8-week classes begin
Week 2: Aug. 31-Sept. 6 Sept. 1—NO CLASSES, Labor Day holiday
  • Sept. 1—Last day to drop @ 100% from 1st 8-week classes
Week 3: Sept. 7-13 Sep. 7—Last day to drop @ 100% from 16-week classes
Week 4: Sept. 14-20 Sept. 15—Registration opens for spring 2026 semester
Week 5: Sept. 21-27
Week 6: Sept. 28-Oct. 4
Week 7: Oct. 5-11 Oct. 6—Last day to withdraw from 1st 8-week classes
Week 8: Oct. 12-18

Week 9: Oct. 19-25 Oct. 20-26—NO CLASSES, Fall break
Week 10: Oct. 26-Nov. 1 Oct. 27—2nd 8-week classes begin
Week 11: Nov. 2-8 Nov. 3—Last day to drop @ 100% from 2nd 8-week classes
Week 12: Nov. 9-15
Week 13: Nov. 16-22 Nov. 17—Last day to withdraw from 16-week classes
Week 14: Nov. 23-29 Nov. 27-30—NO CLASSES, Thanksgiving holiday
Week 15: Nov. 30-Dec. 6
Week 16: Dec. 7-13 Dec. 8—Last day to withdraw from 2nd 8-week classes
Week 17: Dec. 14-20 Dec. 21—Last day of term (Final grades due by December 23rd)

Proctored Exams

Several Ivy Tech Online courses require students to complete a proctored exam. Emma will email mentors with exam details two weeks prior to the exam dates. Students have multiple options for taking their proctored exams.

The preferred option is for mentors to act as proctors. In this scenario, the instructor will send the mentor exam guidelines and an exam password. This enables the mentor to proctor the exam at their high school successfully. To proceed with proctoring midterm and final exams, mentors should contact the course instructor directly (information provided by Emma Patrick).

Alternatively, students can opt to take their exams at any Ivy Tech Campus testing center free of charge by scheduling through SmarterProctoring in IvyLearn. Campus testing centers are determined based on the student's ZIP code. For students without nearby campus access, virtual testing is available during campus business hours. Virtual testing requires a computer, webcam, and microphone.

If students require testing outside of standard hours (e.g., 8 p.m. on a Saturday), they can utilize SmarterServices, incurring testing fees detailed below. Please note, since this option is provided by a third party and not included in the iCAP services above, fees are the responsibility of the student.

30 minutes $9.50 | 60 minutes $13.50 | 90 minutes $17.50 | 120 minutes $21.50 |180 minutes $26.50

EXPECTATIONS

By adhering to these expectations, students can maximize their learning experience in online iCAP classes at Ivy Tech and achieve their academic goals.

1. **Regular Attendance and Participation:** Students are expected to log into online classes regularly and actively participate in discussions, group activities, and assignments as outlined in the course syllabus. iCAP classes are 100% asynchronous.
2. **Adherence to Deadlines:** Students are responsible for meeting deadlines for assignments, quizzes, exams, and other course requirements. Timely submission demonstrates commitment to academic success and allows for constructive feedback from faculty.
3. **Effective Communication:** Clear and timely communication is essential in online courses. Students should communicate promptly with instructors regarding any questions, concerns, or technical issues they may encounter.
4. **Academic Integrity:** Students must uphold academic integrity standards by submitting original work and properly citing sources when necessary. Plagiarism and cheating are not tolerated and may result in academic penalties.
5. **Technological Proficiency:** Basic technical skills, such as navigating online learning platforms, using email, and accessing course materials, are essential for success in online classes. A computer with access to the internet is REQUIRED for online classes.
6. **Self-Motivation and Time Management:** Online learning requires self-discipline and effective time management skills. Students are expected to proactively manage their schedules, allocate sufficient time for coursework, and stay organized to meet academic deadlines.

TIPS FOR STUDENT SUCCESS

1. **Understand Expectations:** Students should review the syllabus, course requirements, and grading criteria to grasp online learning expectations at Ivy Tech.
2. **Time Management:** Students are encouraged to develop strong time management skills to balance their high school commitments with their Ivy Tech online classes. Creating a schedule for studying, attending classes, and completing assignments is essential.
3. **Stay Organized:** Students should keep track of deadlines, assignments, and course materials using digital planners or calendars to avoid falling behind.
4. **Effective Communication:** Regularly communicate with Ivy Tech instructors for questions or concerns. Instructors' preferred communication method can be found in the syllabus.
5. **Utilize Support Services:** Take advantage of tutoring, academic advising, and technical support to navigate challenges and succeed academically. Resources can be found in MyIvy.
6. **Engage Actively:** Active participation in online discussions, forums, and activities is encouraged. Students should access their course on a regular basis, checking announcements, messages, and assignment feedback.
7. **Stay Motivated:** Students should stay motivated and focused on their academic goals by reminding themselves of their reasons for enrolling and staying committed to success.

BILLING PROCESS

1. Schools will identify the billing contact in the MOU. Billing responsibility will be the high school unless otherwise directed by a K-14 Director. Billing responsibility and contact information is utilized by the billing office to send invoices to high schools at the end of each semester (after final grades are posted). Invoices will be sent via email from the Madison Ivy Tech Campus to the identified billing contact.
2. Student success is of course always a top priority for us at Ivy Tech, but iCAP elevates this by allowing us to only charge 50% when a student is not successful in a course (meaning a C or higher final grade).
3. Our iCAP students have the highest success rates of Ivy Tech students taking online courses, and that comes from our close partnership and support network with mentors and instructors, along with regular student outreach.

FAQS

When to Communicate

Instructor Contact:
Students should connect with their instructor for inquiries regarding course content, homework extensions, late policies, or planned absences. It's crucial to inform the instructor promptly about any unforeseen circumstances hindering coursework completion. Instructor contact details are available in the course syllabi.

iCAP Coordinator Contact (Emma Patrick):
For technical issues, Ivy Tech login problems, IvyLearn navigation, time management, tutoring, study tips, or class withdrawal, students should reach out to the iCAP Coordinator. Emma Patrick can assist with a wide range of non-academic queries and manage class withdrawal requests effectively.

Instructor Email Response

Delayed Response:
Instructors are committed to responding to student emails within 36 hours. This could be longer over the weekend. Students should refer to the course syllabus for the instructor's preferred communication method. If there's no response within the stipulated time, students should escalate the matter to the iCAP Coordinator.

Email Protocol:
To ensure effective communication, students should use their Ivy Tech email addresses rather than high school emails, as some high school domains may block external emails.

Technical Issues with External Sites

Blocked Site Resolution:
If a school-issued computer blocks access to an Ivy Tech external site, students should first contact the iCAP coordinator for troubleshooting. Subsequently, they should engage with their high school administration or IT department to rectify the access issue promptly.

After Hour Support:
Students experiencing technical difficulties after our office hours should contact the Ivy Tech Help Desk for immediate assistance. Students should also promptly inform their instructor of any technical issues to avoid any penalties.

Withdrawal Process

Early Withdrawal Request:
Students seeking to withdraw from a course should promptly inform Andrea and/or Emma. Withdrawals are processed upon receiving written confirmation from the school counselor. As iCAP operates in collaboration with high schools and Ivy Tech, approval from the school is necessary for any enrollment changes.

Medical/Hardship Withdrawal

Exceptional Circumstances Withdrawal:
For documented hardships hindering coursework completion, students can request a Medical/Hardship Withdrawal after the 75% mark of the term. Such withdrawals require approval from the home campus and necessitate medical documentation. Students should initiate this process by contacting their local K-14 director and informing the iCAP Coordinator. The K-14 Director will work with the home campus registrar to process these approvals.

Break Schedule Misalignment

High School and Ivy Tech Breaks:
Students will be expected to observe and adhere to the Ivy Tech academic calendar, including start dates, end dates, and any fall or spring breaks. You are still expected to complete Ivy Tech assignments even if your school is closed or delayed.

In instances where high school breaks differ from Ivy Tech's, students must continue coursework during Ivy Tech breaks. If unable to access coursework due to a high school break, students should notify both their instructor and the iCAP Coordinator immediately to ensure appropriate accommodations.

Mentor IvyLearn Access

As part of the iCAP program, each mentor receives a guest account to access our Learning Management System, IvyLearn (Canvas). This account links mentors to their students in their iCAP courses, allowing them to view everything from the students' perspective. IvyLearn access enables mentors to monitor student progress in their courses. We recommend that mentors regularly check their students' progress in IvyLearn and maintain communication with the iCAP mentor.   10

FAQS CONTINUED

Invoice and IDOE Reimbursement

The invoice for all iCAP courses will be sent as soon as possible at the end of each semester by the Ivy Tech Madison Business Office. School corporations will only be charged the full amount for students who complete with a C or higher. Only 50% of the course cost will be charged for students who withdraw or do not receive a final grade of C or higher. For questions regarding invoicing, please direct those to Andrea McDole.

For all questions regarding reimbursement timeline or logistics of the IDOE Reimbursement Grant, please reach out to the Office of Digital Learning at the IDOE.

Home Campus vs Madison Campus

While the Ivy Tech Madison campus oversees the enrollment and success of students participating in iCAP courses, the home Ivy Tech campus will continue to oversee all other areas of a high school's partnership, including dual credit and dual enrollment, instructor credentialing, degree completions, etc. The iCAP team works closely with your home campus' K-14 team to ensure alignment with both high school and student needs.

ADDITIONAL RESOURCES

Accommodations: Students with IEP or 504 plans will need to request accommodations for their Ivy Tech course(s). Accommodations do not automatically transfer over from the high school. Students will submit an accommodation request through the MyIvy Disability Accommodation Requests (shown below) and linked here. Additionally, students will need to initiate the request by contacting their local Ivy Tech campus disability services support contact, which can be found here.
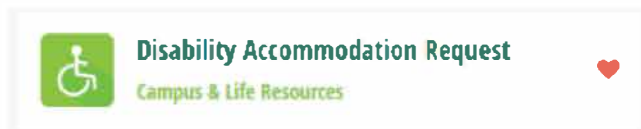
Tutor.com: Free resource to Ivy Tech students found in IvyLearn. Tutor.com offers on demand 1:1 virtual tutoring, scheduled tutoring sessions with subject experts, writing reviews, and more!

Ivy Help Desk: The help desk is available 24 hours a day, seven days a week. If students need immediate assistance and it is past our office hours, they can contact the help desk for support. The contact information can be found here, and is also listed below:
- 888-489-5463
- info@ivytech.edu

IT Support: Students can submit a help request for IT support in MyIvy by clicking "Get Support" then "IT & IvyLearn" and "Get IT Help."