Substantive and Regular Interaction Checklist (Self-Check)

Use this tool to self-check your online course for compliance with DOE regulations, which were updated July 1, 2021. See page 3 for detailed information regarding the updated guidelines.

The DOE specifies that **online courses must include items from at least two of the standards below**. The checklist was developed to provide clear examples of practices that provide evidence of a course meeting the statute requirements. The checklist is not inclusive of every potentially acceptable practice; instead, it focuses on practices that are most easily verified or documented as evidence that SVCC is complying with the regulations.

Standard 1: Provide Direct Instruction

In updated guidance from the Department of Education as provided via a letter shared by WCET, a division of the Western Interstate Commission for Higher Education "Direct instruction means "live, synchronous instruction where both the instructor and the student are online and in communication at the same time."

Direct Instruction is provided through video conference or synchronous meeting.

Standard 2: Assess or Provide Regular Feedback on Student Work

In order to provide evidence of regular assessment and feedback on student work, the course should include <u>at least one item from the table below</u>. Suggested frequency of assessment/feedback is every two weeks throughout the course.

Assessment or Feedback on student work provided through a well-designed rubric.	Instructor has engaged once with each student via Speedgrader Comments or Canvas Inbox.	Assessment or Feedback on student work provided through document markup

Standard 3: Provide information or respond to questions about the content of a course or competency.

In order to provide evidence of responses to questions about the content of a course or competency, the course should include <u>at least two items from the table below or similar documentable communication.</u>

Providing information about the content of a course or competency via Canvas Announcements, posted frequently and routinely. Some examples: study tips, a preview of key concepts, explanation of a vocabulary word, etc.	Providing information or responding to questions about the content of a course or competency through a discussion forum. (i.e., Q & A Forum)	Canvas Inbox or Message Students Who message to students who performed poorly on an assignment with feedback related to items that were missed or advice as to how to improve course performance.	Regularly scheduled online office hours are provided by the instructor, whether or not students choose to utilize the opportunity.

Standard 4: Active facilitation of group discussions regarding the content of a course or competency.

In order to provide evidence of active facilitation of a group discussion, one or more posts from the instructor should be present in the discussion. The table below provides a few examples of active facilitation; any one item would provide evidence of active facilitation. More than one group discussion should be included in the course to meet the regular interaction standard.

Instructor poses guiding questions, suggests alternative points of view, establishes connections between students' ideas, engages in Socratic dialogue with students, etc.	Instructor provides a summary of highlights of the discussion.	Instructor hosts and facilitates a required study group or test review. For example, a required one-hour review session with the instructor as host and facilitator held every two weeks throughout the semester or following every exam.

Standard 5: Other instructional activities approved by the institution's or program's accrediting agency. *(None have been approved)*

Guidelines

Regular Interaction

Requires the opportunity for substantive interactions with the student *on a predictable and regular basis*, commensurate with the length of time and amount of content in the course or competency.

The interaction must be <u>primarily initiated by the instructor</u>. Courses where interaction is primarily initiated by the student are regulated as correspondence courses. SVCC is not authorized to offer correspondence courses.

Substantive Interaction

By statute, faculty must demonstrate at least 2 of the following 5 items:
- Provide direct instruction (synchronous video conference)
- Assess or provide feedback on student work
- Provide information or respond to questions about the content of a course or competency
- Facilitate a group discussion regarding the content of a course or competency
- Other instructional activities approved by the institution's or program's accrediting agency. *(None have been approved)*

Examples of instructor tasks that do not meet the DOE requirements

Many of the following tasks are important to students, valuable in building a robust course, and encouraged by SVCC but do not meet the DOE standard for regular and substantive interaction.

- Sending a one-time welcome letter to students at the beginning of the semester.
- Announcements and emails reminding students of upcoming deadlines or other routine organizational or procedural communications.
- Numeric grades in the gradebook or automatically graded quizzes.
- Online discussion with no faculty participation.
- Recorded lectures do not count as direct instruction.
- Interactions with artificial intelligence, adaptive learning systems, or other forms of interactive computer-assisted instructional tools do not meet the statutory requirements for regular and substantive interaction. It may be possible to integrate these activities with enough other components to constitute an overall Direct Instruction strategy.