

WCET and SAN Member Virtual Policy Series

*Practical Approaches to
Compliance*



W e l c o m e

December 1

The webcast will begin shortly.

There is no audio being broadcast at this time.

An archive of the webcast will be available next week.



Welcome!

Use the question box for questions and information exchange.

Links to the recording and available resources will be emailed to attendees by next week.



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Regular and Substantive Interaction

December 1, 2021



Questions from the Audience



If you have a question during the presentation, please add it to the question box.

We will monitor the question box and have time for Q&A at the end of the webcast.



Moderator

Cheryl Dowd

Senior Director,
Policy Innovations

State Authorization Network

WCET



Speakers



Kathryn Kerensky
Director, Digital Learning
Policy & Compliance
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Erika Swain
Assistant Director for
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Goals

Understand the federal language and regulations relating to the expectations with interactions between the instructor and student(s) in the delivery of distance education

Be able to communicate the need for regular and substantive interaction in distance education and assist in leading the necessary changes as needed

Get those involved in distance delivery – instructors, instructional designers, and academic IT professionals - thinking about how to assist in providing the opportunity for, and the monitoring of, students' academic engagement



Introduction to Regular and Substantive Interaction

Kathryn Kerensky

Director, Digital Learning, Policy & Compliance

State Authorization Network, WCET



New 'Distance Education' Definition

(34 CFR § 600.2 - Definitions)

Distance education:

Education that uses one or more of the **technologies** listed in this definition to deliver instruction to students who are *separated* from the **instructor or instructors** and to support **regular and substantive interaction** *between the students and the instructor or instructors*, either *synchronously or asynchronously*. [Emphasis Added]

What Is Substantive Interaction?

engaging students in teaching, learning, and assessment, consistent with the content under discussion, and also include at least two of the following—



Providing direct instruction



Assessing or providing feedback on a student's coursework



Providing information or responding to questions about the content of a course or competency



Facilitating a group discussion regarding the content of a course or competency; or



Other instructional activities approved by the institution's or program's accrediting agency

What Is Regular Interaction?

An institution ensures regular interaction between a student and an instructor or instructors by, prior to the student's completion of a course or competency--

1. *PROVIDING THE OPPORTUNITY FOR SUBSTANTIVE INTERACTIONS WITH THE STUDENT ON A PREDICTABLE AND SCHEDULED BASIS COMMENSURATE WITH THE LENGTH OF TIME AND THE AMOUNT OF CONTENT IN THE COURSE OR COMPETENCY*

What Is Regular Interaction?

An institution ensures regular interaction between a student and an instructor or instructors by, prior to the student's completion of a course or competency--

- 2. MONITORING THE STUDENT'S ACADEMIC ENGAGEMENT AND SUCCESS AND ENSURING THAT AN INSTRUCTOR IS RESPONSIBLE FOR PROMPTLY AND PROACTIVELY ENGAGING IN SUBSTANTIVE INTERACTION WITH THE STUDENT WHEN NEEDED ON THE BASIS OF SUCH MONITORING, OR UPON REQUEST BY THE STUDENT.*

Department of Education

- Reviews may result in fines, loss of financial aid, repayment of tuition, or reclassification of courses

Accreditors

- Reviews may result in sanctions from institutional or programmatic accreditors

Internal Reviews/Audits

- Internal offices or departments may conduct risk assessments or audits
- Student complaints may result in review of practices

Who Reviews Institutional Compliance?

University of Colorado Approach

Erika Swain

Assistant Director for Compliance and Authorization
University of Colorado Boulder

Interim Assistant Director for State Authorization
University of Colorado System



Regular and Substantive Interactions

Three major distinctions



Initiated by the
instructor



Frequent and
consistent



Focused on the
course

Regular Interactions

frequent & consistent

Examples

- Faculty presence, guidance, and initiation of contact and interaction with students happens fairly frequently and students grow to expect it;
- The timing of the course, including the deadlines, is directed by the instructor and the set through use of learning activities, online discussion, and lectures. That is, assignments and assessment deadlines are spread throughout the term of the class;
- The instructor provides regular, timely, appropriate feedback and evaluations of student work in relation to the students' academic engagement;
- Announcements at strategic points in the course by the instructor concerning course assignments and offering additional guidance (this would also include notice to students of instructor absence from class and information on when regular interaction will resume).

“Substantive” Interactions

engaging students in teaching, learning, and assessment

Examples

- Follow-up questions on a discussion board.
- Personalized and constructive feedback on assignments, discussions, etc. that guides students to further knowledge and/or skills, identifying what has been done correctly or what may need improvement.
- Course materials that facilitate interactions between student(s) and instructor and require the student to contact the instructor or participate in an online discussion moderated by the instructor. These types of materials include instructor prepared lectures (live or recorded), podcasts, or other forms of addressing course content and topics, presented in an appropriate format for the subject such as written documents, audio and/or video files.
- Instructor announcements regarding course content and assignments.
- Online meetings and chats focusing on course material and/or address student questions.



Regular & Substantive Interactions: *between student & instructor*

Determining the “right” combination of substantive activities and regular interactions:

- ✓ What is the aim or the goal of the course?
- ✓ What are the needs of the students?
- ✓ What is the time frame in which the course occurs?
 - ✓ Or, for how many credits is the course being offered?

But the course/program is offered asynchronously.

How is that regular and substantive?



Set clear expectations for interactions



Send course announcements or other messages at regular intervals & actively facilitate discussions and chats



Provide feedback on student work



Conduct regularly scheduled opportunities for interactions



Use tools that aid the learning environment, and make assessment, documentation, and interactions easy

How are we supposed to monitor this?

“. . .it is the job of the institution to provide said opportunity and it's the job of the student to take it.”

Monitoring under these regulations could include:

- Reviewing and evaluating student participation in synchronous class sessions;
- Monitoring the student's activity on course discussion boards, chats, or materials;
- Considering the quality assignments or responses from students about course materials;
- Evaluating the level of the student's engagement and/or understanding of the course content and materials during interactions with instructors or performance on exams.

How do we monitor the student's academic engagement and success in a distance education course?

Regular Interaction:
between student & instructor

- Have they completed the assigned activity?
- Have they participated in forums or other collaborative tasks?
- Have they provided feedback about the course?
- Are they interacting with other students?
- Are they displaying critical thinking skills?

How do we prove compliance?

- Current policies and procedures related to:
 - Credit Hour
 - Academic Calendar
 - Academic Engagement
- Syllabi & other course or program documentation outlining expectations
- University level guidelines on expectations for faculty and other instructors
- Other documentation unique to individual programs or courses

Ensuring regular and substantive interaction is entirely consistent with the University's mission and values as an educational institution and is a hallmark of effective teaching.

**This seems like a lot of
new work....**

...but is it?

Q: how can we use our technology to help mitigate interactions for academic engagement on a predictable and substantive basis?

Regular & Substantive Interaction:

the role of IT professionals, instructional designers, & others in ensuring compliance



Understanding what will be required



Understanding how the institution's technology can assist instructors in facilitating regular and substantive interactions in their courses



Assisting instructors and the institution in developing new ways to deliver course content within the context of the regulatory language.

University of Colorado Resources

Pedagogical Support & Remote Teaching Resources

CU Boulder's new Center for Teaching & Learning offers a number of resources to support remote teaching.

Explore the CTL website and services in order to:

- Access [resources on teaching remotely](#), including strategies for building [inclusive](#) and [accessible](#) remote classrooms.
- [Schedule a consultation](#) to meet with a CTL staff member one-on-one, or request a session for your department or group.
- Connect with educators across campus to explore and share effective remote teaching practices through [workshops](#) and [programs](#).

Guide to Creating Remote Courses & Hands-On Instructional Design Support

The Learning Design Group in Continuing Education supports instructors in the **design, development** and **teaching** of remote courses. Visit the [LDG website](#) and the [Remote 2021](#) page for information about available support, [step-by-step guides for setting up a remote course](#), and to [connect with instructional designers](#) for direct one-on-one support.

LDG instructional designers have extensive experience with online instruction, collaborating with faculty to support them with creating student-centered, engaging online courses, developing and building online courses and programs and troubleshooting course issues.

Training for Online Teaching: Tools, Pedagogy, and Design

Arts & Sciences Support of Education Through Technology (ASSETT), the Academic Technology Design Team (ATDT), and the Learning Technology Consultants (LTCs) in OIT offer a number of **training sessions** on using **specific Canvas tools** while teaching remotely, online **course design**, and **e-learning pedagogy**. In addition to the live scheduled sessions, many of the trainings are available as **on-demand videos** that you can play anytime and anywhere.

Visit the OIT [Academic Technology Training page](#) to register for live training, watch on-demand recordings, or [schedule a one-on-one consultation with a Learning Technology Consultant](#).

Tailored Trainings for Groups and Departments

OIT's instructional design, learning experience design, and academic technology consultants are available to **facilitate discipline-specific sessions** tailored to the needs of your group or department. We have a number of sessions available for you to choose from, each with clearly defined learning goals.

You can request to customize any of the existing offerings, mix and match them to create a training program, or request an entirely new session that would best meet the needs and interests of your group. All sessions will be delivered via Zoom. Complete [the training request form](#) to get started.

Support for Technical Problems

Online Instructor Round Table

Mission

The mission of the Learning Design Group is to enable faculty and instructors in **maximizing student learning** by providing **superior instructional design support** using **current ed-tech practices** and **leading-edge applications**.

Maximize Student Learning

The LDG team works with instructors to help them create quality courses with a focus on the student experience.

Instructional Design Support

The course design process uses the Quality Matter standards as a starting point and then goes beyond by incorporating instructor presence and active participation.

Current Ed-Tech Practices

The Instructional Designers of the LDG team stay current on ed-tech trends and best practices and work with instructors to incorporate those practices into the online and hybrid courses.

Leading-edge Applications

Technology changes rapidly and the LDG team encourages instructors to incorporate leading-edge applications in their courses, when those applications enhance the learning experience.

<https://www.colorado.edu/learningdesign/who-we-are>

Online Pedagogy Cafe

COLLEGE OF ARTS AND SCIENCES

[Home](#) [About](#) [Session Schedule](#) [Current Session Details](#) [Feedback and Discussion](#)

Session Schedule 2021 (Stay tuned for updates!)

November 19, 2021 "Methods and Observations for Creating an Asynchronous, Group Lab Course"

Facilitator: Françoise Bentley, Department of Continuing Education & Integrative Physiology, CU Boulder

<https://www.colorado.edu/onlinepedagogycafe/session-schedule-2021-stay-tuned-updates>

Superior Learning Through Superior Design

Welcome to the virtual home of the Learning Design Group, a CU Boulder resource for remote and online learning.



The **Learning Design Group (LDG)** is collaborating with the [Center for Teaching & Learning](#), the [Office of Information Technology \(OIT\)](#), and the [Provost's Office for Academic Innovation \(OAI\)](#) to support faculty in teaching remotely. The LDG team will provide faculty with:

- Step-by-step instructions, access to supporting resources and assistance to help design a course for remote delivery;
- Personal, hands-on consultations for designing and teaching a remote course using Canvas and other tools; and
- Trainings and tutorials on using Canvas's features/tools effectively.

Visit [Remote 2020](#) for assistance with developing and teaching remote courses. The LDG team will also continue its usual comprehensive support for **Continuing Education**.

<https://www.colorado.edu/learningdesign>

Regular & Substantive Interactions

Do you have/know...

- guidelines on creating or managing a distance education course?
- institutional policy or guidelines on the assignment of credit hours that incorporate or define how credits earned in a distance modality are calculated?
- examples of what is considered substantive interactions?
- catalog of tools instructors can use to facilitate interactions with students?



Questions from the Audience



Contact Information



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Learn more about the WCET | State Authorization Network (SAN)

- Visit the SAN website to learn about the various institutional responsibilities for out-of-state activity compliance: wcetSAN.wiche.edu
- SAN membership information: wcetSAN.wiche.edu/membership
- Next SAN event:
2022 SAN Basics Workshop (Virtual)
March 2-4, 2022
Register: bit.ly/SAN-Basics-2022

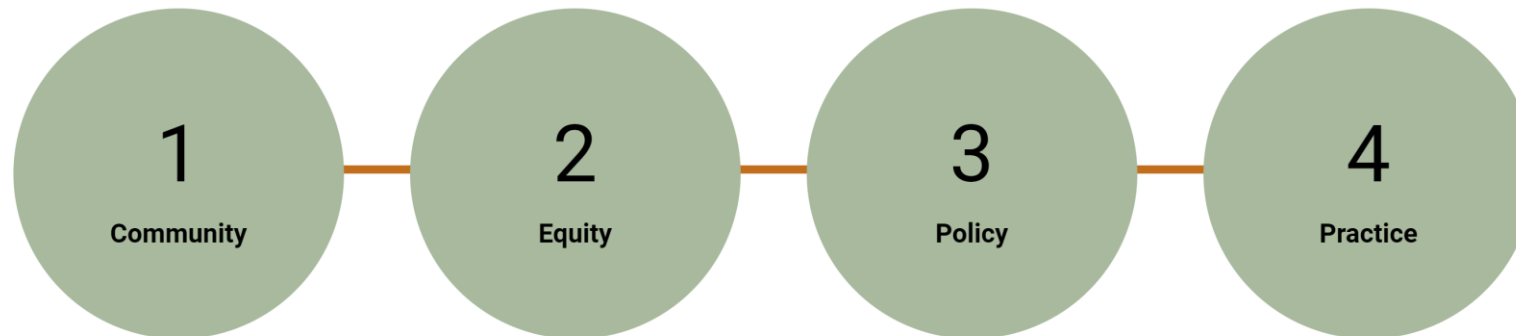


Learn More and Stay Connected

Visit wcet.wiche.edu to explore our Policy and Practice work, Events, Membership, and Sponsorship.

Learn more about the benefits of joining our community: wcet.wiche.edu/join-us

WCET is the leader in the practice, policy, & advocacy of digital learning in higher education.



Policy Series Recordings and Additional Resources

Series recordings and additional resources will be emailed to registrants by next week.

Email knawrocki@wiche.edu with questions.



Join Us on December 8 for Part 2 of the Series

Professional Licensure

Register: bit.ly/WCET-policy-series-part-2

Featuring:



Monica Brooks

Associate Vice President for Online
Learning and Dean of Libraries
Marshall University



Rachael Stachowiak

Director, Interstate Policy & Compliance
State Authorization Network
WCET



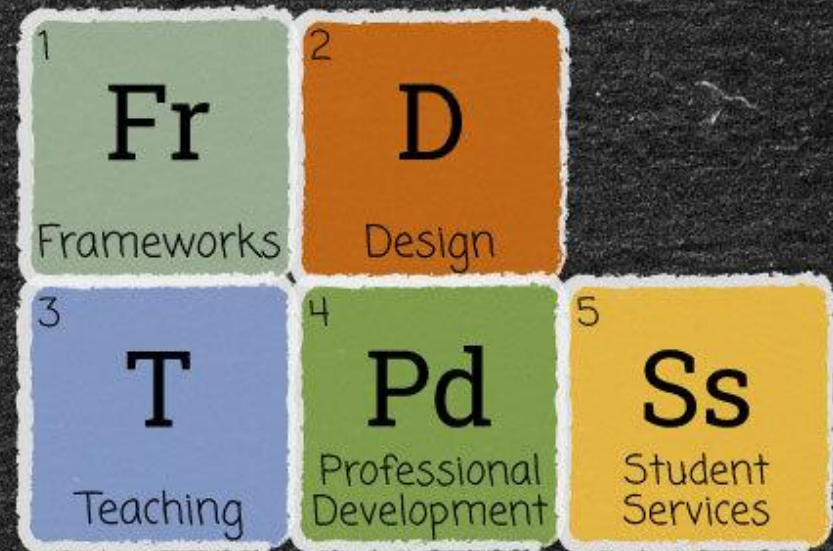
Save the Date – Registration Coming Soon!

Elements of Quality Digital Learning

WCET Virtual Summit

Exclusively for WCET Members

April 6, 2022



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