

REGULAR AND
SUBSTANTIVE
INTERACTION

5/19/2022



What is Regular and Substantive Interaction (RSI)?

- US DoE issued "Final Rules on Distance Education and Innovation" Sept 2020 (eff. July 2021)
- These regulations determine whether courses qualify for financial aid
- Distinction between "Correspondence" and "Distance Education" courses

No Penalty for Western Governors

Trump administration rejects findings from a 2017 inspector general audit that found the online giant WGU out of compliance and recommended that it pay back \$713 million in federal aid.

By [Andrew Kreighbaum](#) // January 14, 2019



The U.S. Department of Education on Friday released a long-awaited response to an inspector general audit, which found that one the country's largest online universities had run afoul of federal standards.

Source: <https://www.insidehighered.com/news/2019/01/14/trump-administration-rejects-inspector-generals-critical-audit-findings-western>

Correspondence course

“Correspondence course: (1) A course provided by an institution under which the institution provides instructional materials, by mail or electronic transmission, including examinations on the materials, to students who are separated from the instructor. **Interaction between the instructor and student is limited, is not regular and substantive, and is primarily initiated by the student.** Correspondence courses are typically self-paced.”

Source: <https://www.esc.edu/dlis/design-your-course/regular-and-substantive-interaction/>

Distance Education course

“Distance education means education that uses one or more of the technologies listed in paragraphs (1) through (4) of this definition to deliver instruction to students who are separated from the instructor and to **support regular and substantive interaction between the students and the instructor, either synchronously or asynchronously....**

Source: <https://www.esc.edu/dlis/design-your-course/regular-and-substantive-interaction/>

Substantive defined

- *For purposes of this definition, **substantive interaction** is engaging students in teaching, learning, and assessment, consistent with the content under discussion, and also includes **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.*

Source: <https://www.esc.edu/dlis/design-your-course/regular-and-substantive-interaction/>

Regular defined

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

In Summary, interactions...

- Should be mostly instructor-initiated*
- Regular, scheduled and predictable, and
- Substantive, i.e. focused on the course subject.

*Guidance defers to accreditors in terms of who is defined as instructors.

The background is a complex, abstract geometric pattern. It consists of numerous overlapping, irregular polygons in various shades of orange, from light peach to deep, vibrant red. The polygons are outlined with thin, dark lines. Many of the polygons have a wood-grain texture, with the grain lines following the orientation of the polygon. The overall effect is a dynamic, layered composition of color and texture.

Design considerations



UVU Course Design rubric

- [UVU's Course Design rubric](#) is based on the [OSCQR rubric](#) from the SUNY system.
- Roughly 47% of touches on RSI to some degree or another.
- Certain criteria in the rubric are more tightly aligned with RSI.

1.1 - Syllabus

Course contains a Syllabus. (Critical Element) Required items include: instructor contact information, approved course description, how this course fulfills degree or program requirements, outcomes, prerequisites and needed skills, required materials/fees/technology, **statement of how the course works (including workload expectation for students), student/instructor responsibilities**, clear grading and late work policy, assignment and assessment descriptions, and a **course schedule that designates all synchronous meeting days/times (if applicable)**. Appropriate policies and support links are also included.

Current Practice at UVU

- Many courses, particularly those working with OTL, do give an indication of how the works overall.
- Some courses will only list assignments or groups of assignments and possibly a course schedule.
- Leaves students to guess how the course works and any potential auditor to guess about the interaction.

Course Set-Up

For the in-class version of this course you would have expected to have 3 hours of face-to-face lecture and approximately 9-12 hours of at-home work (studying, working on assignments, etc). This translates to approximately 15 hours per week that you should be setting aside to dedicate to this course. In an online class you must be responsible for organizing your time to best influence and control your own learning. That time will be divided among the learning tools described below. While everyone will have a different schedule this semester, the figure below is a guide to help you organize your time to best succeed in the course. Assignments are staggered throughout the week to allow you to focus on different parts of learning at one time.

Tasks	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Required Work		Readings and Online Lecture Videos due			Assignment Quizzes Due		Case Study and Video Discussions Due (these are not assigned every week)
Optional Synchronous Activities			Online Office Hours (by apt) 8:30-10:00	Online Lecture/Q&A (10-11) Office Hours (by apt) 1-3	Case Study Office Hours (by apt.) 9-12		
Read and watch online lecture videos/animations							
Work on weekly assignment worksheets in OneNote							
Meet with case study group and complete case study (not required every week)							
Complete video discussions (not required every week)							
Take Exams							

1.2 - Instructor Information Page

"Course contains an Instructor Information page. (Critical Element) Required items include **contact information** and **communication preferences**. Recommended items include an instructor image, course welcome statement or video, and education and experience.

Possible Area of Improvement

- Majority of our online courses have office hours "by appointment"
- Should UVU online courses have defined office hours?

5.19 - Engaging Learning Activities

"Course **contains engaging learning activities**. (Critical Element) (Examples: real-world applications, experiential learning opportunities, case studies, and problem-based activities, as appropriate.)"

Possible Area of Improvement

- UVU has some great examples of engaged learning activities
- Other courses may benefit from more engagement

7.27 - Facilitates Interaction

Course **facilitates communication, interaction, and collaboration in both the synchronous* (if applicable) and asynchronous online learning environments** (Critical Element) among students and instructor(s), particularly in ways that build community, support open communication, and establish trust.

Activity

Purpose

In this Big Problem of the Week™, you will learn how to manipulate vectors and understand how they describe motion.

Task

You are a single bacterium living on a microscope slide. There is a glucose (or other nutrient) deposit 30 micrometers to your right. Unfortunately, you can only take 20 micrometer steps. You must end your step on the glucose deposit to eat it. What directions can you take these steps in to get to your food?

Additional Questions

1. What is the least number of steps you can take to get to the glucose deposit?
2. Suppose each step takes 2 seconds. What is your velocity for each step?
3. What is your average velocity for the whole journey?
4. What is the change in velocity (magnitude and direction) each time you change direction?
5. Now suppose that you can **change** your velocity by a maximum of 5 micrometers per second ($\frac{\mu\text{m}}{\text{s}}$) in between each step (*i.e.* the change in velocity ($\Delta\vec{v} = \vec{v}_2 - \vec{v}_1$) between each step must be less than $5 \frac{\mu\text{m}}{\text{s}}$ in magnitude. Your velocity can be greater than this, but the velocity cannot **change** more quickly than this between each step). How does this limit your motion? What is the least number of steps you can take to get to the glucose with this new restriction?

Criteria

You will submit your work as a group. The rubric is included with the [submission page](#).

Technology Presentation - 20 points

This assignment is to present to the class what you learned while doing the research for your Technology topic in Modules 2 and 6. Using the technology report you submitted in Module 6, do the following:

1. **Prepare a 3-5 minute video** including the information below. Be concise. You may make a video of you explaining the information or you may use a slide presentation with your spoken presentation dubbed over it. In either case, we must be able to hear you explaining and presenting the information. An important point is to communicate effectively the following information in the time allotted. **Points will be deducted if your video is over 5 minutes or under 3 minutes.**

Your presentation **must include:**

- An introduction to the technology
 - Explanation of how the technology functions
 - Strengths and weaknesses of the technology when compared to alternatives
 - How this technology can be relevant to business, manufacturing, or production
 - A list of your sources
2. **Post your video to this discussion** (or as a link if the file is too big) .
3. **Review and make substantive comments on at least two (2) of your classmate's videos.**
4. **Reply to any questions addressed to you about your presentation.**

Any questions about this assignment, please let your instructor know.

Course Scenario

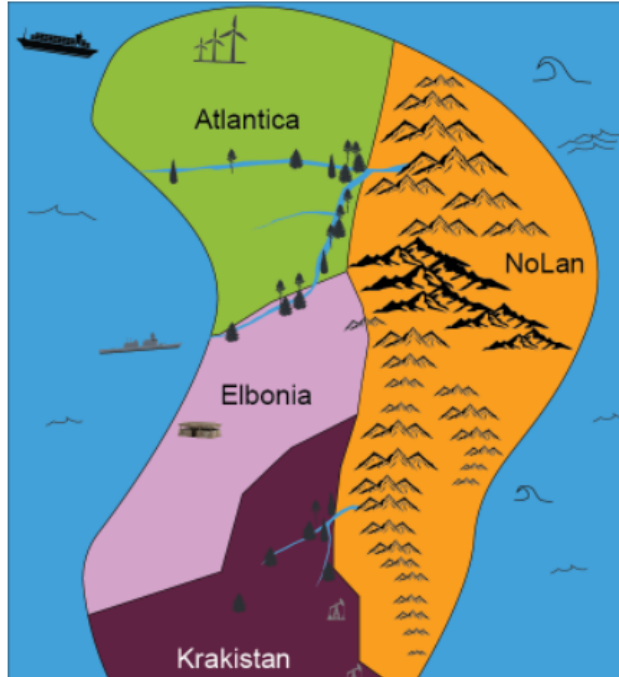
1. As you read through the Course Scenario, you may want to review the Scenario Map of the region.

2. The Course Scenario:

All countries mentioned in this scenario are members of the UN and, with the exception of the United States, parties to UNCLOS III. They are also all parties to the 1949 Geneva Conventions and, with the exception of the United States, parties to the 1977 protocols to the 1949 Geneva Conventions.

Facts: It's May 1, 2020, on the Atlantic-Pacific Continent (APC), and things are heating up,

Atlantica – a country located on the west coast of APC, possesses the largest and most well equipped military on the continent. A staunch ally of the United States since WWII, it is rich in oil reserves and precious metals. Its strong resource based economy has attracted U.S. corporations and many U.S. citizens live in Atlantica. It also has a fine medical school. Atlantica U has an excellent international relations program with many students from Utah Valley University studying abroad there during the summers. The U.S. Pacific Fleet bases a guided missile cruiser, two destroyers and logistics ships in Atlantica to maintain a presence in the region, protect U.S. interests in Atlantica and APC, and to defend Atlantica if required. Atlantica serves as a power projection platform for the U.S. in the region and U.S. Air Force long range bombers and fighters are also often located on Atlantikan airfields. The U.S. and Atlantica have entered into a Mutual Defense, Aid and Support Treaty where both countries agree to provide military support to the other and will treat an attack on one as an attack on the other.



While most Atlanticans are very cosmopolitan, highly educated, and many speak a variety of languages, the official language is Spanish and the inhabitants trace their history and culture back to Spain, and as is the case with all APC countries, back to indigenous native-born populations as well.

Elbonia – the poorest state on APC, lies immediately to Atlantica's south along the west coast. Elbonia, like many countries on APC, has been plagued with political unrest and revolution for many many years. While it has substantial minerals and oil reserves, primarily under the ocean on the continental shelf, these reserves have gone undeveloped because of a poor Elbonian economy and years of political unrest leading to a lack of foreign investment. Foreign investors have largely ignored opportunities in Elbonia because of the risk associated with the fragility of the Elbonian government and the extreme degree of corruption present in Elbonia. Elbonia, a party to the United Nations Convention on the Law of the Sea (UNCLOS III), claims territorial seas out to 200 (nautical miles) nm's, and refuses to allow warships to enter its territorial seas even if those non-Elbonian warships are involved in innocent passages as defined by the UNCLOS III. Of course, Elbonia lacks the military or law enforcement resources to enforce its excessive claims of a 200 nm territorial sea and its unlawful ban on warships involved in innocent passage. Elbonia also claims a 300 nm Exclusive Economic Zone (EEZ). U.S. Naval forces routinely participate in Freedom of Navigation operations in Elbonian waters to protest these excessive claims and unlawful limitations on innocent passage.

Years ago, it was discovered that the climate is well suited for producing opium in the higher elevations of Elbonia

Possible areas of improvement

- The degree to which an instructor is involved in a course is largely up to the instructor.
- OTL may recommend possibly activities or assessments; sometimes concern with workload

RSI

Design

OTL, UFLC, Faculty

Delivery

Delivery

- Faculty Senate recently endorsed a [Teaching Excellence Model for UVU](#)
- This model is based on Chickering and Gamson 7 Principles of Good Practice in Graduate Education

7 Principles for Good Practice

- 1. Encourage contact between students and faculty**
- 2. Develop reciprocity and cooperation among students**
- 3. Encourage active learning**
- 4. Give prompt feedback**
5. Emphasize time on task
6. Communicate high expectations
7. Respect diverse talents and ways of learning

Source: Chickering, A. W., & Gamson, Z. F. (1987). Seven principles for good practice in undergraduate education. *AAHE bulletin*, 3, 7.

Discussion

How can departments ensure accountability for delivery to ensure RSI is met and for the success of our learners?

Thank you!

Resources and additional mentions of RSI

- [OSCQR Regular and Substantive Interaction](#)
- [Everett Community College](#)
- [University of Utah modality definitions](#)
- [SLCC equivalent of Online Teaching Academy and tie to RSI](#)