

Academic policies and procedures for instructors to implement requirements for regular and substantive interaction in distance education courses and programs

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Office of Teaching and Learning

OTL NEWS & UPDATES

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canvas

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M-F 8AM-6PM

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- Teaching fellowships.** As the only American institution accredited by Advance HE, OTL awards prestigious HEA fellowships in recognition of teaching/supporting learning excellence. The HEA fellowship program provides instructors with service opportunities through mentoring and assessing peer applications.
- Instructional design.** We partner with instructors to design effective courses using evidence-based practices, accessible content, and engaging technologies.
- Technology support.** We support instructors in their implementation of learning technologies through 1:1 consultations, communities of practice, and peer-led training opportunities. We offer extensive Canvas and Microsoft Teams support, which form UVU's "virtual campus".
- SOTL.** We facilitate the Scholarship of Teaching and Learning program to advance teaching practices. Conduct research in your classroom and share your findings through public events.

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STUDENT ADMISSIONS ACADEMICS CAMPUS LIFE LOOKING TO ATTEND UVU CURRENT STUDENT ACCREDITATION	EMPLOYEES CAREER OPPORTUNITIES EMPLOYEE RESOURCES DIRECTORY PEOPLE & CULTURE	COMMUNITY ATHLETICS VISITORS & COMMUNITY OFFICE OF THE PRESIDENT ABOUT UVU / HISTORY ALUMNI INCLUSION & DIVERSITY ESPAÑOL GIVE TO UVU CONTACT US	UTILITY COVID-19 INFO MAPS / PARKING SERVICE DESK EMERGENCY POLICE GET HELP SEARCH ACCESSIBILITY TITLE IX / EQUAL OPPORTUNITY
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2023 Course Design Plan

Course # – Course Name

- Modality:
- Credit Hours:
- Delivery Semester or Term:
- Prerequisites:
- How this course fulfills degree or program requirements (e.g., “This is a general ed course.”):

Course Description:

Backward Design Process

“Identify desired results, determine acceptable evidence, plan learning experiences and instruction.”

Start with the list of CourseLeaf outcomes. Determine summative assessments, and then develop topic or module learning objectives and formative assessments that align with CourseLeaf outcomes and summative assessments (what you are asking students to do). Once those are in place, develop or curate instructional materials that support students in completing the assessments.

CourseLeaf Outcomes What will students leaving this course be able to do?	Summative Assessments (OF learning) How will students show they have achieved the course outcomes? Be specific. <i>(e.g., Project, midterm, final exam)</i>
1.	
2.	
3.	
4.	
5.	

6.	
7.	
8.	

Teams

How will Microsoft Teams be used in your course (if applicable)?

Textbook(s)

--

At this point, IDs and Instructors can choose to continue with a more granular, detailed module design of their choosing, modify the table above to include learning activities and formative assessments, or work directly building modules in Canvas.

[Design Resources](#)

[Sample Module Plans](#) (Ctrl-click to go to Sample Module Plans.docx)

Module Plans

Module 1: Title/Topic	
Summative Assessment(s):	Module alignment to CourseLeaf outcomes:

<p>Learning Objectives For each objective, describe in one sentence what students will be able to do by the end of the module: <i>(e.g., Upon successful completion of this module, students will be able to use models to analyze current trends.)</i></p>	<p>Formative Assessments (for learning) In what activities will students participate to practice for and complete the summative assessment(s)? <i>(e.g., Quiz, Discussion, Reflection paper)</i></p>	<p>Instructional Content What will I provide to help students learn? Assigned Material (Readings, Videos, etc.) <i>(e.g., Textbook pages 1-10, lecture video, Web articles, virtual meeting)</i></p>
<ul style="list-style-type: none"> • • • 		
<p>Regular and Substantive Interaction:</p>		
<p>Notes:</p>		

<p>Module 2: Title/Topic</p>		
<p>Summative Assessment(s):</p>	<p>Module alignment to CourseLeaf outcomes:</p>	
<p>Learning Objectives For each objective, describe in one sentence what students will be able to do by the end of the module: <i>(e.g., Upon successful completion of this module, students will be able to use models to analyze current trends.)</i></p>	<p>Formative Assessments (for learning) In what activities will students participate to practice for and complete the summative assessment(s)? <i>(e.g., Quiz, Discussion, Reflection paper)</i></p>	<p>Instructional Content What will I provide to help students learn? Assigned Material (Readings, Videos, etc.) <i>(e.g., Textbook pages 1-10, lecture video, Web articles, virtual meeting)</i></p>

<ul style="list-style-type: none"> • • • 		
Regular and Substantive Interaction:		
Notes:		

Module 3: Title/Topic		
Summative Assessment(s):	Module alignment to CourseLeaf outcomes:	
Learning Objectives For each objective, describe in one sentence what students will be able to do by the end of the module: <i>(e.g., Upon successful completion of this module, students will be able to use models to analyze current trends.)</i>	Formative Assessments (for learning) In what activities will students participate to practice for and complete the summative assessment(s)? <i>(e.g., Quiz, Discussion, Reflection paper)</i>	Instructional Content What will I provide to help students learn? Assigned Material (Readings, Videos, etc.) <i>(e.g., Textbook pages 1-10, lecture video, Web articles, virtual meeting)</i>
<ul style="list-style-type: none"> • • • 		
Regular and Substantive Interaction:		

Notes:

Module 4: Title/Topic		
Summative Assessment(s):	Module alignment to CourseLeaf outcomes:	
<p>Learning Objectives For each objective, describe in one sentence what students will be able to do by the end of the module: <i>(e.g., Upon successful completion of this module, students will be able to use models to analyze current trends.)</i></p>	<p>Formative Assessments (for learning) In what activities will students participate to practice for and complete the summative assessment(s)? <i>(e.g., Quiz, Discussion, Reflection paper)</i></p>	<p>Instructional Content What will I provide to help students learn? Assigned Material (Readings, Videos, etc.) <i>(e.g., Textbook pages 1-10, lecture video, Web articles, virtual meeting)</i></p>
<ul style="list-style-type: none"> • • • 		
Regular and Substantive Interaction:		
Notes:		

Module 5: Title/Topic	
Summative Assessment(s):	Module alignment to CourseLeaf outcomes:

<p>Learning Objectives For each objective, describe in one sentence what students will be able to do by the end of the module: <i>(e.g., Upon successful completion of this module, students will be able to use models to analyze current trends.)</i></p>	<p>Formative Assessments (for learning) In what activities will students participate to practice for and complete the summative assessment(s)? <i>(e.g., Quiz, Discussion, Reflection paper)</i></p>	<p>Instructional Content What will I provide to help students learn? Assigned Material (Readings, Videos, etc.) <i>(e.g., Textbook pages 1-10, lecture video, Web articles, virtual meeting)</i></p>
<ul style="list-style-type: none"> • • • 		
Regular and Substantive Interaction:		
Notes:		

Module 6: Title/Topic		
Summative Assessment(s):	Module alignment to CourseLeaf outcomes:	
<p>Learning Objectives For each objective, describe in one sentence what students will be able to do by the end of the module:</p>	<p>Formative Assessments (for learning) In what activities will students participate to practice for and complete the summative assessment(s)? <i>(e.g., Quiz, Discussion, Reflection paper)</i></p>	<p>Instructional Content What will I provide to help students learn? Assigned Material (Readings, Videos, etc.) <i>(e.g., Textbook pages 1-10, lecture video, Web articles, virtual meeting)</i></p>

<i>(e.g., Upon successful completion of this module, students will be able to use models to analyze current trends.)</i>		
<ul style="list-style-type: none"> • • • 		
Regular and Substantive Interaction:		
Notes:		

Module 7: Title/Topic		
Summative Assessment(s):	Module alignment to CourseLeaf outcomes:	
Learning Objectives For each objective, describe in one sentence what students will be able to do by the end of the module: <i>(e.g., Upon successful completion of this module, students will be able to use models to analyze current trends.)</i>	Formative Assessments (for learning) In what activities will students participate to practice for and complete the summative assessment(s)? <i>(e.g., Quiz, Discussion, Reflection paper)</i>	Instructional Content What will I provide to help students learn? Assigned Material (Readings, Videos, etc.) <i>(e.g., Textbook pages 1-10, lecture video, Web articles, virtual meeting)</i>

<ul style="list-style-type: none"> • • • 		
Regular and Substantive Interaction:		
Notes:		

Module 8: Title/Topic		
Summative Assessment(s):	Module alignment to CourseLeaf outcomes:	
<i>Learning Objectives</i>	<i>Formative Assessments</i>	<i>Instructional Content</i>
<ul style="list-style-type: none"> • • • 		
Regular and Substantive Interaction:		
Notes:		

Module 9: Title/Topic		
Summative Assessment(s):	Module alignment to CourseLeaf outcomes:	
<i>Learning Objectives</i>	<i>Formative Assessments</i>	<i>Instructional Content</i>
<ul style="list-style-type: none"> • • • 		
Regular and Substantive Interaction:		
Notes:		

Module 10: Title/Topic		
Summative Assessment(s):	Module alignment to CourseLeaf outcomes:	
<i>Learning Objectives</i>	<i>Formative Assessments</i>	<i>Instructional Content</i>
<ul style="list-style-type: none"> • • • 		
Regular and Substantive Interaction:		

Notes:

Module 11: Title/Topic		
Summative Assessment(s):	Module alignment to CourseLeaf outcomes:	
Learning Objectives	Formative Assessments	Instructional Content
<ul style="list-style-type: none">•••		
Regular and Substantive Interaction:		
Notes:		

Module 12: Title/Topic		
Summative Assessment(s):	Module alignment to CourseLeaf outcomes:	
Learning Objectives	Formative Assessments	Instructional Content

<ul style="list-style-type: none"> • • • 		
Regular and Substantive Interaction:		
Notes:		

Module 13: Title/Topic		
Summative Assessment(s):	Module alignment to CourseLeaf outcomes:	
<i>Learning Objectives</i>	<i>Formative Assessments</i>	<i>Instructional Content</i>
<ul style="list-style-type: none"> • • • 		
Regular and Substantive Interaction:		
Notes:		

Module 14: Title/Topic		
Summative Assessment(s):	Module alignment to CourseLeaf outcomes:	
<i>Learning Objectives</i>	<i>Formative Assessments</i>	<i>Instructional Content</i>
<ul style="list-style-type: none"> • • • 		
Regular and Substantive Interaction:		
Notes:		


Final Module: Title/Topic		
Summative Assessment(s):		
<i>Learning Objectives</i>	<i>Formative Assessments</i>	<i>Instructional Content</i>
<ul style="list-style-type: none"> • • • 		
Regular and Substantive Interaction:		

Notes:

*Schedule and Timeline (Example)

Phase	Dates
Design	1 month
Objectives/outcomes/assessment	<i>[3 weeks]</i> Jan. 16-20 Jan. 23-27 Jan. 30-Feb. 3
Objectives/Assessment Finalized	Feb. 3
Design: Outline and Course Design Plan Technology & tools	<i>[2 weeks]</i> Feb. 6-10 Feb. 13-17
Design Plan finalized	Feb. 10
Development	1.5 months
Development/ Build in Canvas Includes: Overviews, writing narrative, and/or guidance for student learning, assignment directions, learning activities/quizzes/tests/final project Accessibility & copyright	<i>[5 weeks]</i> Feb. 20-24 Feb. 27-Mar. 3 Mar. 6-10 (Spring break -optional work week) Mar. 13-17 Mar. 20-24

	Mar. 27-31 April 3-7
Holidays/Breaks	Martin Luther King Day (Jan. 16 th) President's Day (Feb. 20 th) Spring Break (Mar. 6-11)
Course Built in Canvas	Mar. 31st or April 7
Finalize	<i>[2 weeks]</i> April 3-7 April 10-14 April 17-19 (2 days)
Ready for Review	Wednesday, April 19
Quality Review	April 19-21 April 24-28
Add suggestions from Quality Review	<i>[1 week]</i> May 1-4
Spring Classes End	Wed. May 3, 2023
Launch course	Friday, May 5, 2023
Summer Classes start	Wed. May 10, 2023



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.



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 ^{AD}

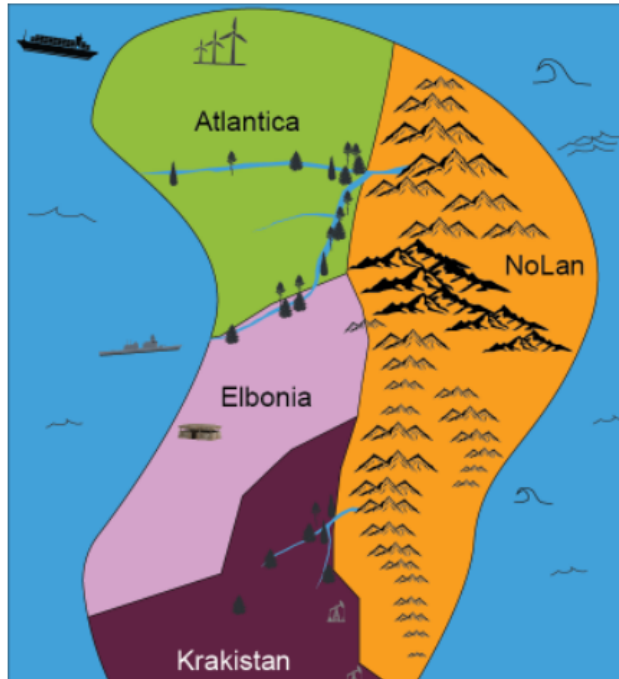
1. As you read through the Course Scenario, you may want to review the Scenario Map of the region.

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.

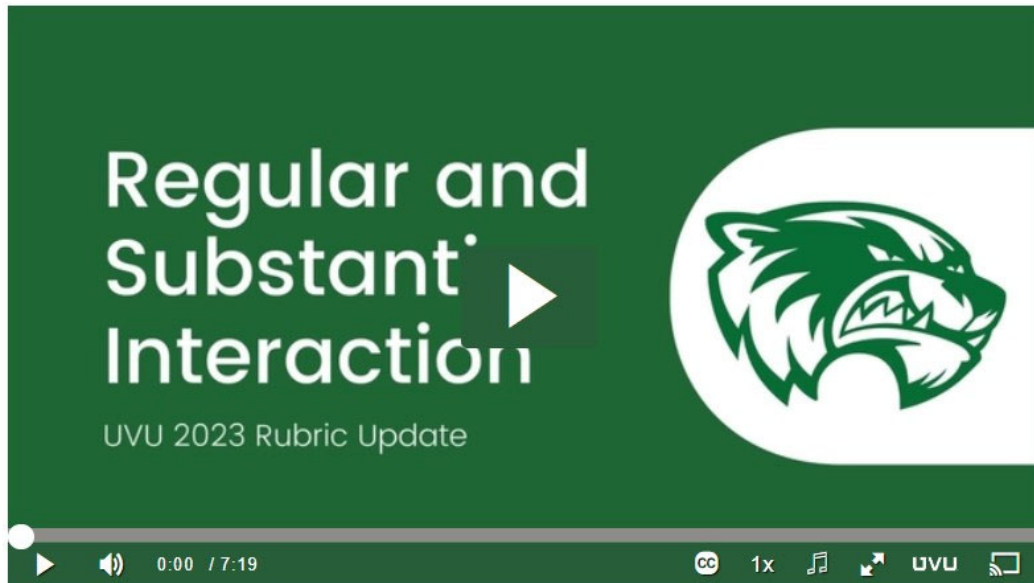
Discussion

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](#)



RSI Explainer - 2023

https://www.kaltura.com/index.php/extwidget/preview/partner_id/1832361/uiconf_id/46168011/entry_id/1_d4vdhqjg/embed/iframe?

UVU Flexible Course Design Rubric 2023

Office of Teaching and Learning

This rubric is intended to guide the design of flexible (online, F2F+Online, Livestream) courses. It may be used during course development or to review a course that already exists. Courses with synchronous sessions should include synchronous lesson plans ([example model](#)).

Definition of Terms

- **Asynchronous:** Occurring outside of scheduled meetings; usually online.
- **Critical Element:** Criteria considered especially important to the success of the course. Critical Elements must be sufficient for a course to pass quality review.
- **EID: Equity, Inclusion, and Diversity.** These criteria are focused on including all students within course design.
- **RSI: Regular and Substantive Interaction.** RSI is part of Department of Education regulations related to interaction within online courses.
- **Synchronous:** a meeting that occurs between students and the instructor at the same time whether livestream or face-to-face

Reviewer Instructions

Score each criterion on the rubric. “Critical Element” Criterion marked as ‘Some Evidence,’ require rationale for the score as well as a response from the faculty who developed the course to resolve the quality review.

	Sufficient Evidence	Some Evidence	Little/No Evidence	Not Applicable	Notes
1. COURSE INFORMATION					
1. Syllabus. Required items: 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 procedures, assignment and assessment descriptions, and a course schedule that designates all synchronous meeting days/times (if applicable). Also includes “Required” items listed on the Syllabus Checklist (https://www.uvu.edu/otl/syllabuschecklist.html) (Critical Element) (RSI)					
2. Instructor Information page. Required items include contact information and communication preferences. Recommended items include an instructor image, course welcome statement or video, and education and experience. (Critical Element) (RSI)					
3. Links to relevant campus policies. Required items include student rights and responsibilities, plagiarism, accessibility services. Recommended items include computer use and student grievances. (Critical Element)					

4. Access to student success resources. (Examples: technical help, orientation, and tutoring). (Critical Element)					
5. Instructions for accessing third-party technology tools. (Examples: publisher websites, secure content, software, and hardware such as web cameras). There are links to privacy policies or Terms of Service for third-party technology tools that require students to create an account outside of Canvas. (Critical Element)					

	Sufficient Evidence	Some Evidence	Little/No Evidence	Not Applicable	Notes
2. COURSE ALIGNMENT					
6. Learning objectives that are clearly stated and align with course outcomes. (Critical Element)					
7. Learning content and activities that are aligned with assessments and learning objectives. (Critical Element)					
8. Synchronous components demonstrate alignment between synchronous and asynchronous activities and assessments. (Note: Courses that do not have synchronous components should be marked as “Not Applicable”) (Critical Element)					
3. COURSE TECHNOLOGY AND TOOLS					
9. Technology tools used provide an equitable experience. (Examples: inexpensive, no unnecessary tools, easy to access, etc.) (EID)					
10. Opportunities to develop technical skills required in the course. The skills are clearly stated and supported with orientation, practice, and application where appropriate. (Examples: tutorials or instructions for accessing feedback from instructors and peers.) (Critical Element)					
11. Frequently used technology tools are easily accessed. Unused tools in the course navigation menu are removed from student view.					
4. DESIGN AND LAYOUT					
12. A logical and consistent layout. The course is easy to navigate. In courses with synchronous components, it is clearly defined what will be done synchronously and asynchronously. (Critical Element)					

13. Course pages are uncluttered, using titles, headings, and other styles to divide content into manageable sections. Text, graphics, and images are understandable when viewed without color. (Critical Element)					
14. Free of grammatical and spelling errors.					
	Sufficient Evidence	Some Evidence	Little/No Evidence	Not Applicable	Notes
5. CONTENT AND ACTIVITIES					

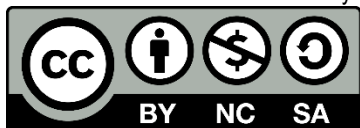
15. Activities that provide opportunities for engaging in higher-order thinking as appropriate. (Examples: problem-solving, critical thinking, reflection, and analysis.) (Critical Element)					
16. Engaging learning activities. (Examples: real-world applications, experiential learning opportunities, case studies, and problem-based activities, as appropriate.) (Critical Element) (RSI)					
17. Instructional materials and language within the course such as the syllabus reflect a broad diversity of student identities. (EID) (Example: Photos within the course depict students of multiple racial backgrounds. Inclusion statement is present in the syllabus. Syllabus contains a diversity statement or other sections related to respectful interaction.)					
18. Instructional materials that are up-to-date and readily available for students. Where applicable, Open Educational Resources, free, or low-cost materials are used. Instructional materials are presented in the appropriate place (synchronous* or asynchronous online).					
19. Instructional materials and resources include copyright and licensing status, citations, or clearly stated permission to use. (Critical Element)					
6. ACCESSIBILITY					
20. Content can be accessed in a variety of formats (audio/video, readings, images, alt text, captions, transcripts, etc.) as appropriate. https://www.uvu.edu/accessibility-services/faculty.html (Critical Element)					
21. Text equivalents for non-text elements. (Example: closed-captioning, transcripts, and alternative text are included for video, audio, and image elements.) (Critical Element)					

22. Hyperlink text is descriptive when used out of context. (Example: avoid use of "click here" in favor of actual website name or concise description.) (Critical Element)					
23. Course contains technology tools that meet WCAG 2.0 AA accessibility standards. (Critical Element) Note: Tools approved in the UVU Software Catalog (https://my.uvu.edu/workplace/technology-services/software-acquisition.html) are considered meeting WCAG 2.0 AA standards.					

	Sufficient Evidence	Some Evidence	Little/No Evidence	Not Applicable	Notes
7. INTERACTION					
24. Course facilitates communication, regular and substantive interaction, and collaboration among students and instructor(s). In courses with synchronous components regular and substantive interaction is evident in all instructional methods. (e.g. Planned office hours, discussions, 'ice-breaker' activities) (Critical Element) (RSI)					
25. Pacing mechanisms throughout to ensure timely completion of activities and assessments. (e.g., due dates, announcements, and reminders.) Pacing mechanisms demonstrate regular and substantive instructor-to-student interaction appropriate for course level. (Critical Element) (RSI)					
8. ASSESSMENT AND FEEDBACK					
26. Frequent and appropriate methods to assess mastery of content. Assessments vary in submission type and format when possible and in a manner consistent with learning outcomes. (Critical Element)					
27. Clearly written criteria for all graded assignments and assessments include rationale. All graded assessments have a written description. (Examples: rubrics, sample work, or templates.) (Critical Element)					
28. Measures to ensure academic honesty as appropriate for the purpose of the assessment. (Examples: timed quizzes or exams, writing assignments, and use of a plagiarism checker tool.)					

29. Settings and due dates are appropriately set for assignments/activities.					
30. Contains an organized gradebook (assignments are organized appropriately within the Canvas Assignments page)					

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<https://bbsupport.sln.suny.edu/bbcwebdav/institution/OSCQR/OSCQR%20Assets/OSCQR%203rd%20Edition.pdf>

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HIGHER EDUCATION OPPORTUNITY ACT

equivalent coursework that are applicable toward a degree or certificate offered by the institution of higher education.”;

(4) by striking subsection (j);

(5) by striking subsection (l) and inserting the following:

“(1) COURSES OFFERED THROUGH DISTANCE EDUCATION.—

“(1) RELATION TO CORRESPONDENCE COURSES.—

“(A) IN GENERAL.—A student enrolled in a course of instruction at an institution of higher education that is offered principally through distance education and leads to a recognized certificate, or recognized associate, recognized baccalaureate, or recognized graduate degree, conferred by such institution, shall not be considered to be enrolled in correspondence courses.

“(B) EXCEPTION.—An institution of higher education referred to in subparagraph (A) shall not include an institution or school described in section 3(3)(C) of the Carl D. Perkins Career and Technical Education Act of 2006.

“(2) REDUCTIONS OF FINANCIAL AID.—A student’s eligibility to receive grants, loans, or work assistance under this title shall be reduced if a financial aid officer determines under the discretionary authority provided in section 479A that distance education results in a substantially reduced cost of attendance to such student.

“(3) SPECIAL RULE.—For award years beginning prior to July 1, 2008, the Secretary shall not take any compliance, disallowance, penalty, or other action based on a violation of this subsection against a student or an eligible institution when such action arises out of such institution’s prior award of student assistance under this title if the institution demonstrates to the satisfaction of the Secretary that its course of instruction would have been in conformance with the requirements of this subsection.”;

(6) by striking subsection (q) and inserting the following:

“(q) USE OF INCOME DATA.—

“(1) MATCHING WITH IRS.—The Secretary, in cooperation with the Secretary of the Treasury, is authorized to obtain from the Internal Revenue Service such information reported on Federal income tax returns by applicants, or by any other person whose financial information is required to be provided on the Federal student financial aid application, as the Secretary determines is necessary for the purpose of—

“(A) prepopulating the Federal student financial aid application described in section 483; or

“(B) verifying the information reported on such student financial aid applications.

“(2) CONSENT.—The Secretary may require that applicants for financial assistance under this title provide a consent to the disclosure of the data described in paragraph (1) as a condition of the student receiving assistance under this title. The parents of an applicant, in the case of a dependent student, or the spouse of an applicant, in the case of an applicant who is married but files separately, may also be required to provide consent as a condition of the student receiving assistance under this title.”;

(7) in subsection (r)(2)—

(A) in subparagraph (A), by striking “or” at the end of clause (ii);

for legislative, regulatory, and administrative changes based on findings related to the topics identified under paragraph (2).”

(b) **CONFORMING AMENDMENTS.**—Subsections (a)(1), (b), and (d)(6) of section 491 (20 U.S.C. 1098) are each amended by striking “Congress” and inserting “authorizing committees”.

SEC. 494D. REGIONAL MEETINGS AND NEGOTIATED RULEMAKING.

(a) **REGIONAL MEETINGS.**—Section 492(a) (20 U.S.C. 1098a(a)) is amended—

(1) in paragraph (1), by inserting “State student grant agencies,” after “institutions of higher education,”; and

(2) in paragraph (2), by striking “, as amended by the Higher Education Amendments of 1998”.

(b) **NEGOTIATED RULEMAKING.**—Section 492(b)(1) (20 U.S.C. 1098a(b)(1)) is amended—

(1) in the first sentence, by striking “as amended by the Higher Education Amendments of 1998”; and

(2) in the third sentence—

(A) by striking “To the extent possible, the Secretary” and inserting “The Secretary”; and

(B) by inserting “with demonstrated expertise or experience in the relevant subjects under negotiation,” after “select individuals”.

SEC. 494E. YEAR 2000 REQUIREMENTS AT THE DEPARTMENT.

Section 493A (20 U.S.C. 1098c) is repealed.

SEC. 494F. TECHNICAL AMENDMENT OF INCOME-BASED REPAYMENT.

Section 493C(b)(1) (20 U.S.C. 1098e(b)(1)) is amended by striking “or is already in default” and inserting “or had been in default”.

PART H—PROGRAM INTEGRITY

SEC. 495. RECOGNITION OF ACCREDITING AGENCY OR ASSOCIATION.

Section 496 (20 U.S.C. 1099b) is amended—

(1) in subsection (a)—

(A) by striking paragraph (4) and inserting the following:

“(4)(A) such agency or association consistently applies and enforces standards that respect the stated mission of the institution of higher education, including religious missions, and that ensure that the courses or programs of instruction, training, or study offered by the institution of higher education, including distance education or correspondence courses or programs, are of sufficient quality to achieve, for the duration of the accreditation period, the stated objective for which the courses or the programs are offered; and

“(B) if such agency or association has or seeks to include within its scope of recognition the evaluation of the quality of institutions or programs offering distance education or correspondence education, such agency or association shall, in addition to meeting the other requirements of this subpart, demonstrate to the Secretary that—

“(i) the agency or association’s standards effectively address the quality of an institution’s distance education

or correspondence education in the areas identified in paragraph (5), except that—

“(I) the agency or association shall not be required to have separate standards, procedures, or policies for the evaluation of distance education or correspondence education institutions or programs in order to meet the requirements of this subparagraph; and

“(II) in the case that the agency or association is recognized by the Secretary, the agency or association shall not be required to obtain the approval of the Secretary to expand its scope of accreditation to include distance education or correspondence education, provided that the agency or association notifies the Secretary in writing of the change in scope; and

Notification.

“(ii) the agency or association requires an institution that offers distance education or correspondence education to have processes through which the institution establishes that the student who registers in a distance education or correspondence education course or program is the same student who participates in and completes the program and receives the academic credit;”;

(B) in paragraph (5), by amending subparagraph (A) to read as follows:

“(A) success with respect to student achievement in relation to the institution’s mission, which may include different standards for different institutions or programs, as established by the institution, including, as appropriate, consideration of State licensing examinations, consideration of course completion, and job placement rates;”;

(C) by striking paragraph (6) and inserting the following:

“(6) such an agency or association shall establish and apply review procedures throughout the accrediting process, including evaluation and withdrawal proceedings, which comply with due process procedures that provide—

Procedures.

“(A) for adequate written specification of—

“(i) requirements, including clear standards for an institution of higher education or program to be accredited; and

“(ii) identified deficiencies at the institution or program examined;

“(B) for sufficient opportunity for a written response, by an institution or program, regarding any deficiencies identified by the agency or association to be considered by the agency or association—

“(i) within a timeframe determined by the agency or association; and

“(ii) prior to final action in the evaluation and withdrawal proceedings;

“(C) upon the written request of an institution or program, for an opportunity for the institution or program to appeal any adverse action under this section, including denial, withdrawal, suspension, or termination of accreditation, taken against the institution or program, prior to such action becoming final at a hearing before an appeals panel that—

made in connection with the action taken, together with the official comments of the affected institution; and

“(C) any other adverse action taken with respect to an institution or placement on probation of an institution;”;

(E) in paragraph (8) (as redesignated by subparagraph (B)), by striking the period and inserting “; and”; and

(F) by adding at the end the following:

“(9) confirms, as a part of the agency’s or association’s review for accreditation or reaccreditation, that the institution has transfer of credit policies—

“(A) that are publicly disclosed; and

“(B) that include a statement of the criteria established by the institution regarding the transfer of credit earned at another institution of higher education.”;

(3) in subsection (g), by adding at the end the following:

“Nothing in this section shall be construed to permit the Secretary to establish any criteria that specifies, defines, or prescribes the standards that accrediting agencies or associations shall use to assess any institution’s success with respect to student achievement.”;

(4) in subsection (o), by adding at the end the following:

“Notwithstanding any other provision of law, the Secretary shall not promulgate any regulation with respect to the standards of an accreditation agency or association described in subsection (a)(5).”; and

(5) by adding at the end the following new subsection:

“(p) **RULE OF CONSTRUCTION.**—Nothing in subsection (a)(5) shall be construed to restrict the ability of—

“(1) an accrediting agency or association to set, with the involvement of its members, and to apply, accreditation standards for or to institutions or programs that seek review by the agency or association; or

“(2) an institution to develop and use institutional standards to show its success with respect to student achievement, which achievement may be considered as part of any accreditation review.

“(q) **REVIEW OF SCOPE CHANGES.**—The Secretary shall require a review, at the next available meeting of the National Advisory Committee on Institutional Quality and Integrity, of any change in scope undertaken by an agency or association under subsection (a)(4)(B)(i)(II) if the enrollment of an institution that offers distance education or correspondence education that is accredited by such agency or association increases by 50 percent or more within any one institutional fiscal year.”.

SEC. 496. ELIGIBILITY AND CERTIFICATION PROCEDURES.

Section 498 (20 U.S.C. 1099c) is amended—

(1) in subsection (d)(1)(B), by inserting “and” after the semicolon; and

(2) by adding at the end the following:

“(k) **TREATMENT OF TEACH-OUTS AT ADDITIONAL LOCATIONS.**—

“(1) **IN GENERAL.**—A location of a closed institution of higher education shall be eligible as an additional location of an eligible institution of higher education, as defined pursuant to regulations of the Secretary, for the purposes of a teach-out described in section 487(f), if such teach-out has been approved by the institution’s accrediting agency.

administrators with the skill and supports necessary to ensure the successful and smooth transition of students with disabilities from secondary school to postsecondary education.

“(C) SYNTHESIZING RESEARCH AND INFORMATION.—The synthesis of research and other information related to the provision of postsecondary educational services to students with disabilities, including data on the impact of a postsecondary education on subsequent employment of students with disabilities. Such research, information, and data shall be made publicly available and accessible.

Public
information.

“(D) DISTANCE LEARNING.—The development of innovative and effective teaching methods and strategies to provide postsecondary faculty, staff, and administrators with the ability to provide accessible distance education programs or classes that would enhance the access of students with disabilities to postsecondary education, including the use of accessible curricula and electronic communication for instruction and advising.

“(E) DISABILITY CAREER PATHWAYS.—

“(i) IN GENERAL.—The provision of information, training, and technical assistance to secondary and postsecondary faculty, staff, and administrators with respect to disability-related fields that would enable such faculty, staff, and administrators to—

“(I) encourage interest and participation in such fields, among students with disabilities and other students;

“(II) enhance awareness and understanding of such fields among students with disabilities and other students;

“(III) provide educational opportunities in such fields for students with disabilities and other students;

“(IV) teach practical skills related to such fields to students with disabilities and other students; and

“(V) offer work-based opportunities in such fields to students with disabilities and other students.

“(ii) DEVELOPMENT.—The training and support described in subclauses (I) through (V) of clause (i) may include offering students—

“(I) — credit-bearing postsecondary-level coursework; and

“(II) career and educational counseling.

“(F) PROFESSIONAL DEVELOPMENT AND TRAINING SESSIONS.—The conduct of professional development and training sessions for postsecondary faculty, staff, and administrators from other institutions of higher education to enable such individuals to meet the educational needs of students with disabilities.

“(G) ACCESSIBILITY OF EDUCATION.—Making postsecondary education more accessible to students with disabilities through curriculum development, consistent with the principles of universal design for learning.

including as a result of such an organization's representation of employees at a worksite at which the partnership proposes to conduct activities under this section.

“(B) STATE AND LOCAL BOARDS.—Notwithstanding subparagraph (A), if an institution of higher education that is participating in an eligible partnership under this section is located in a State that does not operate local boards, an eligible partnership may include a State board (as such term is defined in section 101 of the Workforce Investment Act of 1998 (29 U.S.C. 2801)).

“(C) RULE OF CONSTRUCTION.—Nothing in this subsection shall be construed to prohibit an eligible partnership that is in existence on the date of enactment of the Higher Education Opportunity Act from applying for a grant under this section.

“(2) NONTRADITIONAL STUDENT.—The term ‘nontraditional student’ means a student—

“(A) who is an independent student, as defined in section 480(d);

“(B) who attends an institution of higher education—

“(i) on less than a full-time basis;

“(ii) via evening, weekend, modular, or compressed courses; or

“(iii) via distance education methods; and

“(C) who—

“(i) enrolled for the first time in an institution of higher education three or more years after completing high school; or

“(ii) works full-time.

“(k) AUTHORIZATION OF APPROPRIATIONS.—There are authorized to be appropriated to carry out this section such sums as may be necessary for fiscal year 2009 and each of the five succeeding fiscal years.

“PART D—CAPACITY FOR NURSING STUDENTS AND FACULTY

“SEC. 804. CAPACITY FOR NURSING STUDENTS AND FACULTY.

Grants.
20 USC 1161d.

“(a) AUTHORIZATION.—From the amounts appropriated under subsection (f), the Secretary shall award grants to institutions of higher education that offer—

“(1) an accredited registered nursing program at the baccalaureate or associate degree level to enable such program to expand the faculty and facilities of such program to accommodate additional students in such program; or

“(2) an accredited graduate-level nursing program to accommodate advanced practice degrees for registered nurses or to accommodate students enrolled in such program to become teachers of nursing students.

“(b) DETERMINATION OF NUMBER OF STUDENTS AND APPLICATION.—Each institution of higher education that offers a program described in subsection (a) that desires to receive a grant under this section shall—

“(1) determine, for the four academic years preceding the academic year for which the determination is made, the average number of matriculated nursing program students, in each of the institution's accredited associate, baccalaureate, or

shall conduct an analysis of proprietary institutions of higher education subject to section 487(a)(24) of the Higher Education Act of 1965 (20 U.S.C. 1094(a)(24)) and shall submit to the authorizing committees a report that provides the results of the analysis.

(b) CONTENTS OF REPORT.—The report shall provide—

(1) the number of institutions subject to section 487(a)(24) of the Higher Education Act of 1965 (20 U.S.C. 1094(a)(24));

(2) the number and percentage of such institutions each year that do not comply with such section;

(3) the number of such institutions that are in compliance with such section at the time of submission of the report; and

(4) in the case of institutions that are in compliance with such section at the time of submission of the report, information on the extent to which such institutions' revenue is derived from funds provided under title IV of the Higher Education Act of 1965 (20 U.S.C. 1070 et seq.), including information on the number of such institutions that derive not less than 85 percent of their revenues from funds provided under such title.

SEC. 1106. ANALYSIS OF FEDERAL REGULATIONS ON INSTITUTIONS OF HIGHER EDUCATION.

Contracts.
Study.
Deadline.

The Secretary of Education shall enter into an agreement with the National Research Council of the National Academy of Sciences for the conduct of a study to ascertain the amount and scope of all Federal regulations and reporting requirements with which institutions of higher education must comply. The study shall be completed not later than two years after the date of enactment of this Act, and shall include information describing—

(1) by agency, the number of Federal regulations and reporting requirements affecting institutions of higher education;

(2) by agency, the estimated time required and costs to institutions of higher education (disaggregated by types of institutions) to comply with the regulations and reporting requirements described in paragraph (1); and

(3) by agency, recommendations for consolidating, streamlining, and eliminating redundant and burdensome Federal regulations and reporting requirements affecting institutions of higher education.

SEC. 1107. INDEPENDENT EVALUATION OF DISTANCE EDUCATION PROGRAMS.

Contracts.

(a) INDEPENDENT EVALUATION.—The Secretary of Education shall enter into an agreement with the National Research Council of the National Academy of Sciences to conduct a statistically valid evaluation of the quality of distance education programs, as compared to campus-based education programs, at institutions of higher education. Such evaluation shall include—

(1) identification of the elements by which the quality of distance education can be assessed, which may include elements such as subject matter, interactivity, and student outcomes;

(2) identification of distance education program success, with respect to student achievement, in relation to the mission of the institution of higher education;

(3) identification of the benefits and limitations of distance education programs and campus-based programs for different

students (including classification of types of students by age category) by assessing access, job placement rates, graduation rates, and other factors related to persistence, completion, and cost; and

(4) identification and analysis of factors that may make direct comparisons of distance education programs and campus-based education programs difficult.

(b) SCOPE.—The National Research Council shall select for participation in the evaluation under subsection (a) a diverse group of institutions of higher education with respect to size, mission, and geographic distribution.

(c) INTERIM AND FINAL REPORTS.—The contract under subsection (a) shall require that the National Research Council submit to the authorizing committees—

Deadlines.

(1) an interim report regarding the evaluation under subsection (a) not later than June 30, 2009; and

(2) a final report regarding such evaluation not later than June 30, 2010.

SEC. 1108. REVIEW OF COSTS AND BENEFITS OF ENVIRONMENTAL, HEALTH, AND SAFETY STANDARDS.

(a) REVIEW OF STANDARDS.—The Secretary of Education shall enter into an agreement with the National Research Council of the National Academy of Sciences to conduct a national study that—

Contracts.

(1) reviews, analyzes, and compares existing standards in environmental, health, and safety areas, for the regulation of—

(A) industrial research and development facilities; and

(B) research and teaching laboratories and facilities at institutions of higher education; and

(2) based upon the review in paragraph (1), develops recommended frameworks for alternative regulatory standards, if any, for research and teaching laboratories and facilities at institutions of higher education that—

(A) maintain the overall level of protection of the environment, and of the health and safety of those using such laboratories and facilities;

(B) reflect the need to ensure consistent application of Federal laws; and

(C) take into account the educational and research activities of institutions of higher education.

(b) REPORT.—The National Research Council shall report to Congress regarding the recommended frameworks for alternative regulatory standards developed under subsection (a). Such report shall contain recommendations for statutory or regulatory changes needed to implement the different standards described in subsection (a), and the projected costs and benefits resulting from the adoption of such standards.

SEC. 1109. STUDY OF MINORITY MALE ACADEMIC ACHIEVEMENT.

(a) STUDY REQUIRED.—The Secretary of Education shall carry out the following:

(1) Commission and ensure the conduct of a national study of underrepresented minority males (particularly African American, Hispanic American, Native American, Native Hawaiian, and Alaska Native males) completing high school, and entering