Austin Peay State University
CLARKSVILLE TENNESSEE

REGULAR & SUBSTANTIVE INTERACTIONS
ONLINE COURSE REVIEW FORM

OVERVIEW

The purpose of this review is to ensure that online courses meet the regulatory requirements for regular and substantive interaction (RSI) set forth by the U.S. Department of Education. RSI is essential for providing students with high-quality distance education learning experiences that will help them achieve their academic and career goals. Additionally, as a federal regulation, all online courses at APSU must meet RSI requirements because it can have significant implications for Title IV and financial aid eligibility.

COURSE INFORMATION

D2L Course Title : Course Name Number Section Semester

Instructor Name : First Last

Date : _____/_____/_____

INSTRUCTOR-INITIATED INTERACTION #1

Type : Announcements about content topics

Regular - Frequency of Occurrence : Weekly

Substantive - Academic & relevant to course content : ☑ Yes ☐ No

INSTRUCTOR-INITIATED INTERACTION #2

Type : Facilitated discussion boards

Regular - Frequency of Occurrence : Weekly

Substantive - Academic & relevant to course content : ☑ Yes ☐ No

COMMUNICATION EXPECTATIONS

The following communication expectations are stated in course shell:

- **Preferred contact method of instructor** : lastf@apsu.edu
- **Approximate response time to student inquiries/requests** : 24 hrs
- **Approximate time for grades and feedback after submission of work** : 5 days

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INSTRUCTOR-INITIATED INTERACTIONS

Identify at least two types of instructor-initiated interactions in the course. Examples may include:

- D2L Announcements
- Scheduled synchronous discussions (live chat or video conferences)
- Active facilitation of asynchronous discussions boards
- Instructor feedback on assignments
- Office hours (live or virtual)

REGULAR: FREQUENCY OF INTERACTIONS

Analyze the frequency of the instructor-initiated interactions in the course. The frequency should indicate that the instructor-initiated interactions are consistently repeated for the duration of the course. Examples may include:

- The instructor posts weekly announcements.
- The instructor responds to discussion threads each week.
- The instructor live chats or video conferences are scheduled at regular intervals.
- The instructor posts individualized feedback on assignments in a timely manner.

SUBSTANTIVE: CONTENT OF INTERACTIONS

Determine if the instructor-initiated interactions are connected to the subjects/concepts covered in the course and if they contribute to student progress towards mastery. Examples may include:

- Announcements that are academic and relevant to the course content and not just reminders of due dates. For example, announcements may provide summaries, overviews, and/or introductions to topics.
- Synchronous discussions (video conferences) cover academic materials and concepts in the course.
- Instructor discussion board replies are academic in nature. For example, the posts may: summarize student responses, answer student questions about concepts, correct misconceptions, etc.
- Individualized academic feedback is given to each student based on their submission of work.

COMMUNICATION EXPECTATIONS

The instructor should monitor student progress and regularly engage with students to keep everyone on track and support student success. Expectations for instructor-student communication and interaction should be clearly defined in the syllabus or communication policy document.