

**Proposed UAF Policy 10.04.091**

Original Adoption: May 9, 202-

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## REFERENCES RELIED UPON

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[NWCCU policy on Distance Education](#)

[Department of Education regulation on Distance Education and Innovation](#)

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## RESPONSIBILITIES

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Office of Accreditation and Assessment

eCampus

Academic Deans

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## NON-COMPLIANCE

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N/A

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## EXCEPTIONS

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No exception exists to this policy.

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## PROCEDURES

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Regular and substantive interaction between instructor(s) and students requires:

The institution's online instruction is delivered through appropriate media.

The instructors meet the requirements of the institution's accrediting agency for instruction in the subject matter.

Instructors engage in at least two forms of substantive interaction meeting the regulatory requirements for the course or competency.

The institution has established scheduled and predictable opportunities for substantive interaction between students and instructors and created expectations for instructors to monitor each student's engagement and substantively engage with students on the basis of that monitoring.

Instructors are responsive to students' requests for instructional support.

The University of Alaska Fairbanks Faculty Senate has defined “regular and substantive interaction” as faculty-initiated, meaningful, and beneficial interaction between the instructor and the students. Information about the instructor’s communication plan, to include how students can expect interaction from the instructor, when to expect feedback from assignments, and response times to student-initiated outreach must be on the syllabus.

The technologies that may be used to offer “**distance education**” include:

The Internet;

One-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices;

Audio conference; or

Other media used in a course in conjunction with any of the technologies listed above.

All UAF distance courses must **include at least two of the following:**

Direct instruction - lectures, demonstrations, establishing learning objectives, modeling a process or activity

Meaningful, beneficial and timely feedback – prompt assessment of student performance and detailed explanations that help students understand where and how to improve future work

Providing additional information related to course content to students

Responding to course content

