

UW-Green Bay is committed to offering courses that meet or exceed Department of Education Federal Regulations Vol. 85 No. 171 Part 600 (<https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.govinfo.gov%2Fcontent%2Fpkg%2FFR-2020-09-02%2Fpdf%2F2020-18636.pdf&data=04%7C01%7Cagrown%40uwgb.edu%7Ce758bf47a52e4b4c503208d88caf0a2b%7C7cf34f9d1f754f96b5b33cdcaab03aea%7C0%7C0%7C637414030712165209%7CUnknown%7CTWFPbGZsb3d8eyJWljojMC4wLjAwMDAiLCJQljojV2luMzliLCJBtIl6lk1haWwiLCJXVCi6Mn0%3D%7C1000&sdata=TahDeVJrtk52Cn4RfdK4Hlwiox3TCNaC003FeNI7P0%3D&reserved=0>) regarding academic engagement and regular and substantive interaction between the faculty and students.

Active participation by a student in an instructional activity related to the student's course of study that— (1) Is defined by the institution in accordance with any applicable requirements of its State or accrediting agency; (2) Includes, but is not limited to— (i) Attending a synchronous class, lecture, recitation, or field or laboratory activity, physically or online, where there is an opportunity for interaction between the instructor and students; (ii) Submitting an academic assignment; (iii) Taking an assessment or an exam; (iv) Participating in an interactive tutorial, webinar, or other interactive computer-assisted instruction; (v) Participating in a study group, group project, or an online discussion that is assigned by the institution; or (vi) Interacting with an instructor about academic matters; and (3)

Regular

In each class, faculty are expected to provide regular interaction with the class in accordance with content and pedagogy. In most cases, regular interaction should occur weekly; exceptions to this institutional preference may include field placements, practicums, internships, or similar course work. Faculty should provide substantive interaction with each of their classes throughout the term.

Substantive interaction in a course includes, but is not limited to, 1) Providing direct instruction through synchronous in-person or online meetings with students or asynchronous recordings of video or audio lectures; 2) Leveraging tools in our LMS or other institutional technology for class discussions, small group activities, and/or individual lessons or meetings; 3) Assessing or providing feedback on a student's coursework; and 4) Responding to student questions about the content of a course or competency in a timely manner.