**REGULAR & SUBSTANTIVE INTERACTION DEFINITIONS**

Draft

**Definition of distance learning:**

Education that uses one or more of the technologies listed in paragraphs (1)(i) through (1)(iv) of this definition to deliver instruction to students who are separated from the instructor or members of an instructional team, and to support regular and substantive interaction between the students and the instructor or members of an instructional team, either synchronously or asynchronously.

(1) The technologies that may be used to deliver distance education include—

(i) The internet;

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

(iii) Audio conferencing; or

(iv) Other media used in a course in conjunction with any of the technologies listed in paragraphs (1) through (3) of this definition.

**Definition of regular:**

(3) *Regular* means the frequency or periodicity of contact that is established by the institution, in which –

(i) The interactions are initiated by an instructor or a member of an instructional team; and

(ii) Interactions cover the student’s period of engagement with the course with a frequency and periodicity determined by the institution and that cover the period of time prior to the student’s completion of all required assignments or demonstration of competency. The frequency and periodicity may differ based on the needs of individual programs.

**Definition of substantive:** *Substantive* means related to the subject matter under discussion for the course or competency.

**Definition of interaction:** Interactions occur between the students and the instructor or members of the instructional team, students with other students, and students with the subject matter through adaptive and artificial intelligence technologies, either synchronously or asynchronously.

**Definition of instructional team**:

(2)(i) An instructional team is led by a qualified subject-matter expert, as defined by the institution or the accrediting agency, and may include one or more staff members without faculty credentials that perform an instructional function both curricular and co-curricular. Members of an instructional team may have different and complementary roles and qualifications, as required by the institution’s accrediting agency, such as to share information, answer questions, provide direct instruction, provide assessment or feedback, monitor a student’s academic progress, or provide student support related the student’s success in a particular course, competency, or educational program using both human and artificial intelligence means. The qualified subject-matter expert has primary responsibility for overseeing (a) assessment of student learning and mastery of course content and (b) monitoring of students’ academic engagement and success and for promptly and proactively providing academic assistance, when needed, on the basis of such monitoring or upon request by the student.