Online Student Attendance Requirements – Effective September 2016

In accordance with the institution's Attendance Policy and in support of student learning objectives and achievement in an online course, each student is expected to actively participate through student-to-faculty interaction and student-to-student interaction which contributes substantially to the value of the student's academic endeavors. These interactions coupled with the prescribed course learning objectives are designed to facilitate the student's successful completion of each course in a manner that supports the attainment of his/her long-term academic goals.

Each student enrolled in an online course must complete one of the following academic activities in the course(s) of active enrollment to receive academic attendance for the day in question.

1. Participating in an online discussion (as defined by the institution's Participation and Substantive Interaction Policy) related to the enrolled course.
2. Participation in an Instructor led live chat.
3. Initiating contact with the instructor via email within the course shell to ask a question related to the course subject.
4. Completion/submission of a weekly assignment, test, or quiz.
5. Completion of practice lesson or test in my Realtime Coach™ (if applicable).

Logging into an online course without completing one or more of the above academic activities does not count as academic attendance. The first and last day of attendance (LDA) for a student enrolled in an online course will be the first or LDA in which the student participated in class, or otherwise engaged in an academically-related activity as listed above.

Instructors will post academic-attendance (daily) for students in CampusVue, via the Faculty Portal (based on academically-related course activities (as defined in Online Student Attendance Requirements and Participation & Substantive Interaction Policy) for the previous day.
Participation & Substantive Interaction Policy – Effective September 2016

Establishing Participation & Substantive Interaction for Academic Attendance During Add/Drop Period

During the add/drop period (weeks 1 & 2), students are required to establish class participation by logging into each course within 14 calendar days of the term start date and submitting a required assignment/test/quiz, posting an initial* post (substantively interacting) to the Discussion Forum, or conducting a substantive course content-specific dialogue with the instructor in the “Ask the Instructor” section of the Course Home Page.

Students who have logged into the course(s) within the add/drop period of the term start date but failed to participate academically to earn academic attendance will be administratively withdrawn from the course(s). Appeals to be reinstated are not permitted unless a systems error was made.

*The initial post is typically not the only required post to receive full credit. However, the initial post or submission of an academic assignment will prevent the course(s) from being administrative withdrawn at the conclusion of add/drop period. Please see Course Syllabus or Weekly Announcements within the course shell for more information.

Participation and Substantive Interaction Requirements throughout the Remainder of the Term

Beginning in Week 3 (after add/drop period) and throughout the remainder of the course, students’ participation and substantive interaction for academic attendance will be tracked using the tools within the learning management system (LMS) and my Realtime Coach™ (if applicable).

Throughout the term, students must participate in such a way as to ensure successful completion of the course by the end of the term (i.e., regularly submit assignments and continue to substantively interact with other students and the instructor). Course acceleration is not permitted. Submitting work prior to its due date (accelerating) and going inactive for 14 calendar days is still lack of academic interaction and participation in the course and a withdrawal will be initiated. Bulk assignment submissions after long periods of inactivity are ill-advised, because an administrative withdrawal may be initiated for lack of academic engagement in the course.

Students are expected to abide by the institution’s Attendance Policy, Online Student Attendance Requirements, and Participation and Substantive Interaction Policy, as outlined in each course syllabus. Students who do not turn in an assignment and/or substantively interact for a 14 consecutive calendar-day period will be administratively withdrawn for lack of participation/substantive interaction, resulting in a grade of “W” or “WF” recorded on the student’s academic transcript. Appeals to be reinstated are not permitted unless a systems error was made.

Guidelines for Substantive Interaction

The purpose of substantive interaction in discussion forums is to promote understanding/comprehension of the academic topic through a collaborative, collective and interactive conversation. Substantive interaction involves a sustained, interactive communication usually of three or more academically appropriate posts to the week’s Discussion topic in the course, consisting of one 75-100 word initial post to a question(s) in the course content and two posts to fellow students and/or the course instructor of equally substantive value. The discussion post or response is the student’s personal opinion or idea on the subject matter that is communicated in a meaningful way. A student’s discussion post may include a well thought out opinion that applies ideas relevant to the course content. It may compare and contrast the posts of others, perceptions of each student experience of facts may also vary based on the student’s perception. In some cases, the pros and cons of a decision may be explored that further expands on the discussion thread.

Students are encouraged to interact with fellow classmates and/or the instructor using the Discussion Forum as soon as possible during each week of the term. By substantively interacting, it opens up the lines of communication with fellow classmates and instructors to help foster and promote a deeper understanding of the topic and theme discussed in the course, which will contribute to student academic achievement.