

Regular Substantive Interaction (RSI)

Foothill & DeAnza Academic Senate Discussion

AP4105: Distance Ed and Correspondence Education

Regular and Substantive Interaction

An institution ensures ... Monitoring the student's academic engagement and success and ensuring that **an instructor is responsible for promptly and proactively engaging in substantive interaction with the student.....Regular Substantive Interaction between the instructor and the students... is included in each section of a course.**


The district shall provide training and ensure that faculty teaching distance education courses shall be adequately prepared.

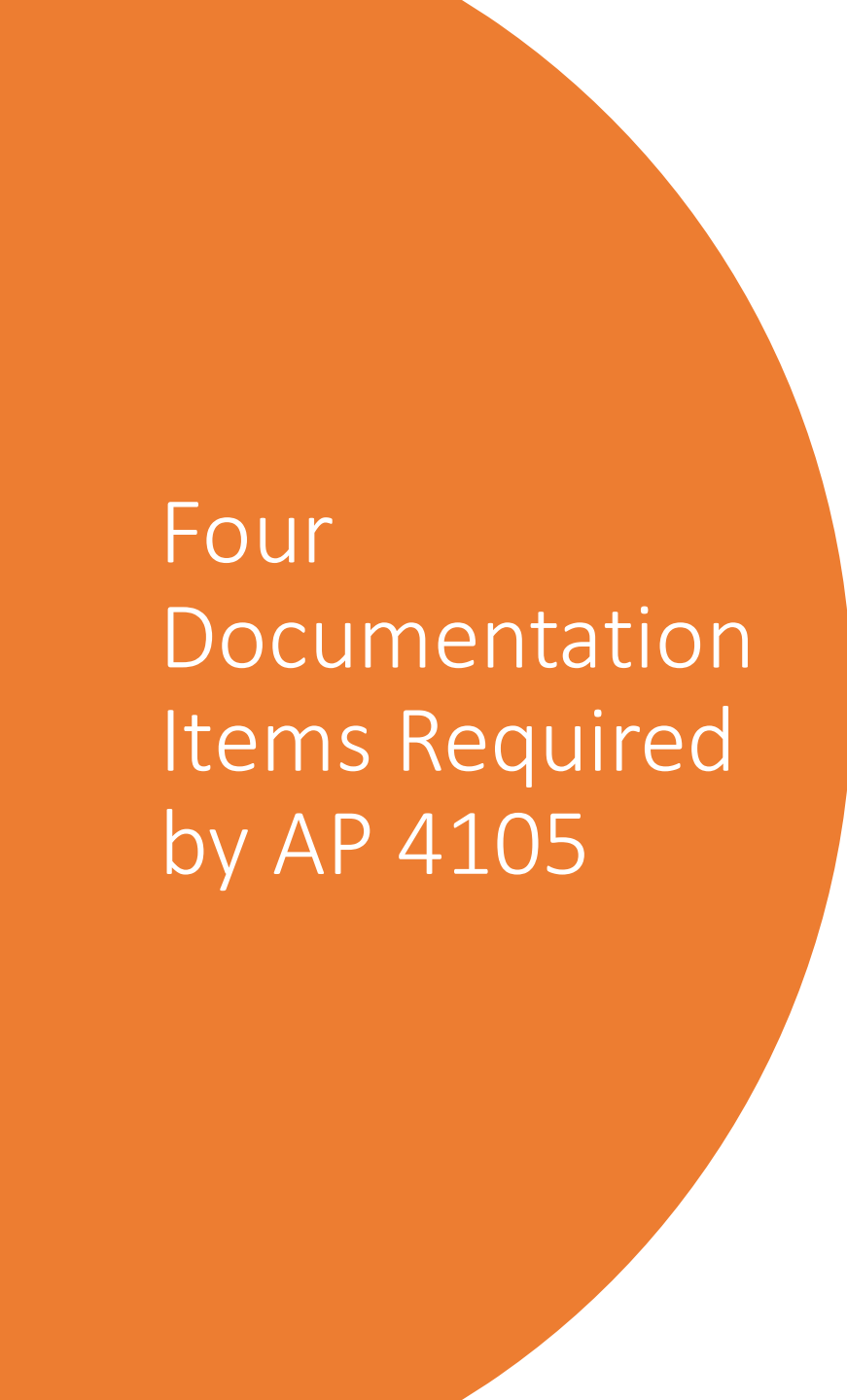
By proposing a distance education course, the faculty author, department chair, and dean agree that instructors assigned to teach a distance education course section should be prepared to teach online **in accordance with college procedures for obtaining agreed upon training. Prior to assigning a distance education course, the division dean shall verify the faculty have received current and sufficient training.**

AP4105: Distance Ed and Correspondence Education


Accessibility

Accessibility is a shared responsibility between faculty, the college, and the district. Each section of a course in which the instructional time is conducted in part or in whole through distance education **will comply with all applicable accessibility requirements outlined in state and federal regulations** (Americans with Disabilities Act of 1990 (ADA), section 508 of the Rehabilitation Act of 1973, California Government Code section 1135, and Title 5 section 55205). “

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Four
Documentation
Items Required
by AP 4105

1. Course complies with accessibility requirements set out in state and federal regulations
 2. Sufficient training for the faculty member
 3. How RSI *will* take place
 4. Ensuring that RSI *is taking place*
- 

Documentation
on file to assign
an online section
to a faculty
member

- **Faculty** meets training standards
 - Sufficient training for faculty member
 - Ensuring that RSI *is taking place*
 - Course complies with accessibility requirements set out in state and federal regulations
- **Course section**
 - How RSI *will* take place



Goal of this Conversation

Agree on requirements to meet AP 4105

- 1. Faculty** meets training standards
 - Sufficient training for faculty member
 - Ensuring that RSI *is taking place*
 - Course complies with accessibility requirements set out in state and federal regulations
- 2. Course section**
 - How RSI *will* take place

Training format

- Synchronous, asynchronous or hybrid

Faculty meets training standards - Outcomes

The training for assignment of an online course (FHDA Online Certification Course) will encompass

1. Address the operation of the course management system (CMS)
2. Address accessibility requirements outlined in state and federal regulations
3. Expand on and contextualize the federal definition of Regular Substantive Interaction
4. Connect how course design and equitable assessment align with and reflect the learning outcomes (SLOs) for the course

Provide Sufficient Training

The district shall provide training and ensure that faculty teaching distance education courses shall be adequately prepared

For each faculty member: FHDA Online Training

- Training will be required of all faculty teaching online or hybrid
- Training must be completed prior to or within the first two quarters of the first course assignment
- Faculty who previously received training in the operation of the course management system (CMS) or emergency certification must complete training that addresses
 - Accessibility
 - Interaction
 - Course design and assessment alignment with course learning outcomes
- Equivalency option: documented outcomes aligned with outcomes in FHDA Online training as determined by Online Learning offices

Ensure RSI *will happen* in a Course

An institution ensures ...an instructor is responsible for promptly and proactively engaging in substantive interaction with the student

For each **course** taught by an instructor

- The syllabus for each instructor's course will address the mode and frequency in which students should expect instruction and communication from their instructor.
- OR each instructor will provide documentation that is collected quarterly by their division office that addresses the mode and frequency in which students should expect instruction and communication from their instructor

Ensure RSI *is taking place* in a course

An institution ensures ...Regular Substantive Interaction between the instructor and the students... is included in each section of a course.

For each instructor

- A. Peer review through discussion-based cohorts while course is being taught*; OR
- B. via J1B** for the course with MT on item 6;

*The model for this peer review process based on a discussion cohort framework needs to be developed

**A rubric for "regular substantive interaction" needs to be developed and evaluators need to have completed online training

Ensure each course is accessible

*Each section of a course in which the instructional time is conducted in part or in whole through distance education will **comply with all applicable accessibility requirements** outlined in state and federal regulations*

For each instructor at least one course must

- Complete an accessibility review by Online Learning; accessibility review is based on CVC Course Design Rubric Section D and the review course is "deemed accessible*";
OR
- via J1B* for the course with MT on item 13;

*A rubric for "course meets accessibility guidelines" needs to be created and align with CVC Course Design Rubric Section D. Evaluators need to have completed online training

Documentation Items to receive online certification*

For each instructor:

- Complete FHDA Online Certification Course* – Certificate of completion; AND
- One of the following
 - Peer cohort discussion review process (TBD) – Certificate of completion AND Clean Accessibility report from Foothill Online Learning** OR
 - J1B** demonstrating meeting standards for RSI and Accessibility (Items # 6 & 13)***

For each course:

- Syllabus or division office documentation of RSI and progress monitoring plan

*Equivalency options addressed on a separate slide

**Required to be submitted within x timeframe of being assigned first online course

***A rubric for "regular substantive interaction" and "Accessibility" needs to be created and evaluators/ facilitators need to have completed online training

Documentation Sign Off

For each instructor:

- Complete the training – Signed off by Online Learning
- RSI & Accessibility review:
 - J1B – administrator administering the J1 OR
 - Peer discussion cohort for peer review and accessibility review – Signed off by peer review leader and/or Online Learning

For each course:

- Syllabus or equivalent documentation – Submitted to the division office

Documentation form

- With all four signoffs on file with a TBD office

Time Commitment

For each instructor:

- FHDA Online Training – One time
 - For new faculty, estimated 12 - 18 hours of instruction, plus time to complete assignments
 - For instructors previously trained on CMS, estimated 6-10 hours of instruction
- Ongoing training: FHDA Online Updates course (4 hours) – Once every three years
- RSI and Accessibility review:
 - Peer discussion cohort for peer review and accessibility review – Once every three years OR
 - J1B – Once every three years

For each course:

- Syllabus documentation – every quarter

Additional Issues

- Compensation
 - How are reviewers compensated?
 - How much compensation will be agreed to for faculty participating in review and training?
 - Other?
- Coordination across the district/colleges
 - Online learning
 - Division offices
 - HR
 - Other?
- Other?