

# Regular Substantive Interaction (RSI)

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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.**

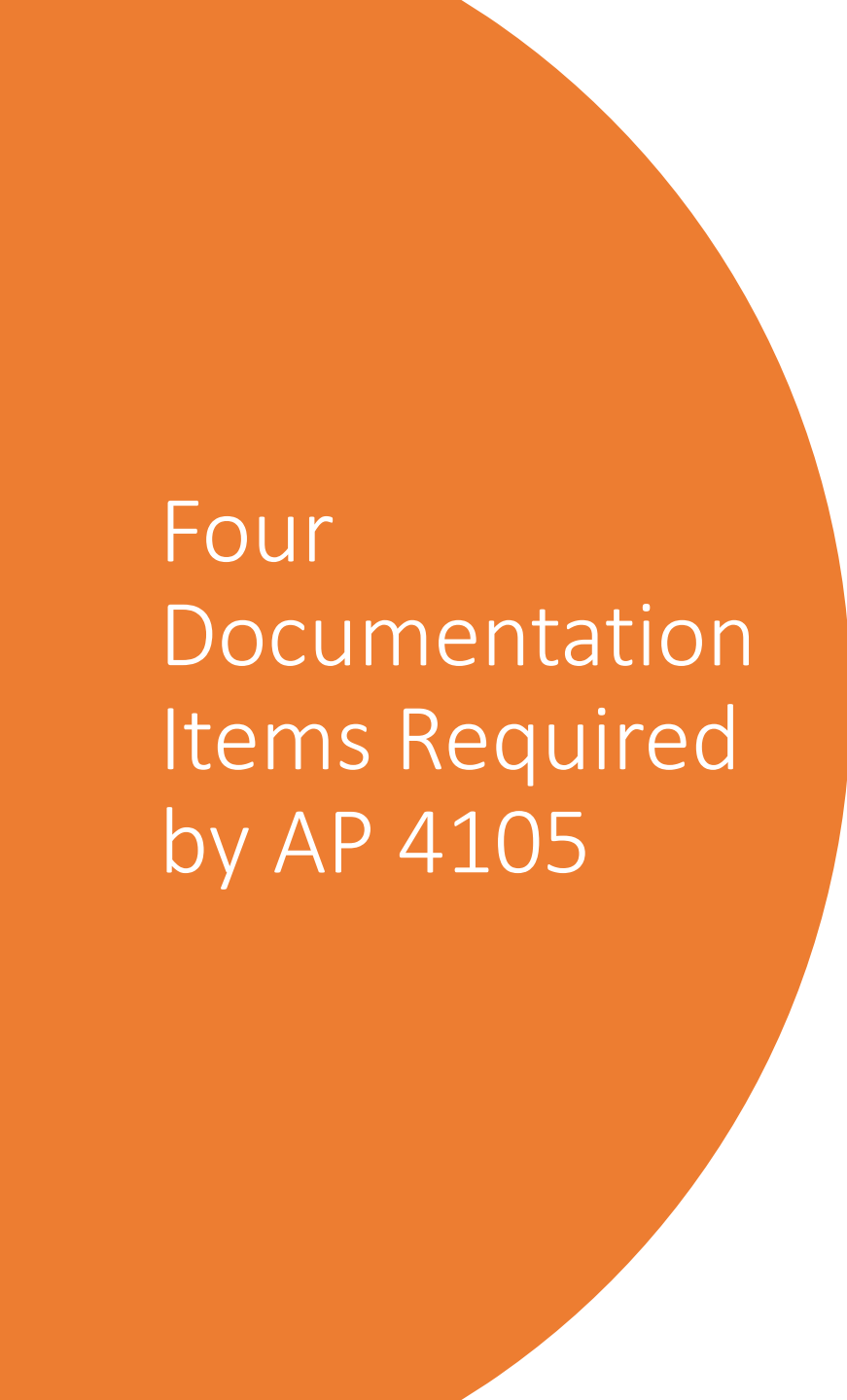
By proposing a distance education course, the faculty author, department chair, and dean agree that instructors assigned to teach a distance education course section should be prepared to teach online **in accordance with college procedures for obtaining agreed upon training. Prior to assigning a distance 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*
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Documentation  
on file to assign  
an online section  
to a faculty  
member

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

"...college procedure for obtaining agreed upon training"



Required Training  
for Faculty

Hours  
Frequency  
Outcomes  
Format



Submitted Documentation for  
a course section: What is on  
file, how it is completed



Documentation Review Process  
for a course section: Who signs  
off?

# Overview of Foothill's RSI Documentation Proposal

[Foothill Proposal](#)

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## **Part 1: Required of everyone, every 3 years**

- A. 4 hour training on RSI and accessibility
- B. Synchronous (eg. Opening day) or asynchronous

## **Part 2: Documentation & Peer discussion or test out**

- A. Completed rubric, accessibility report and self-evaluation, AND 6 hours peer review meetings; OR
- B. Completed rubric, accessibility report and self-evaluation, AND "test out" via J1B with MT on items 6 (RSI) & 13 (accessibility), OR
- C. Completed rubric, accessibility report and self-evaluation, AND POCR or Humanizing STEM completed

# Overview of DeAnza's Online Training Proposal

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An introduction to online learning theory, approaches to online course design and strategies for supporting student success. This is an asynchronous online training that is approximately 40 hours.

- 10 hours of interaction (RSI) training
- 10 hours of accessibility training
- 10 hours of online course design training
- 10 hours of assessment training
- 4 hours of ongoing training and development in online education every 2 years
- Alternative certification option through completing POCR or outside certification (@ONE)



# Goal of this Conversation

## Agree on requirements to meet AP 4105

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

# Required Training: Outcomes

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<b>Foothill:</b> Accessibility, Interaction	<b>DeAnza:</b> Accessibility, Interaction, Course Design, and Assessment
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# Required Training: Format

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**Foothill:** Asynchronous or synchronous

**DeAnza:** Asynchronous, Four modules

# Provide Sufficient Training



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

## **Foothill (once per documentation cycle):**

- Complete an overview training unit (synchronous or asynchronous)

## **DeAnza:**

- Modules from training course that provide the instructor with the skillset to develop a quality online course
- Equivalency via outside certification or POCR

# 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*

## **Foothill (for each course):**

- Self-evaluation
  - Completed rubric AND
  - Accessibility report AND
  - Reflection on RSI plans for the course

## **DeAnza:**

- As part of the interaction module, instructors will submit a completed communication plan outlining how they will meet RSI standards for their course

# 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.*

## **Foothill (for each course):**

- A. 6 hours peer review meetings; OR
- B. "Test out" via J1B with MT on items 6 & 13; OR
- C. POQR or Humanizing STEM completed for the specific course

## **DeAnza:**

- J1 evaluation process

# Documentation Items

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## **Foothill**

### **For each instructor:**

- Complete 4 hour training

### **For each course:**

- Self-evaluation AND rubric  
(communication plan and student monitoring plan)
- Peer discussion OR J1 OR POCR,  
Humanizing
- "Clean" Accessibility report in Canvas

## **DeAnza**

- Completion of each module including all activities
- Alternative certification through POCR or outside training

# Documentation Sign Off

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## **Foothill:**

- A. Peer review cohort leader (Online learning rubric provided) signs off on option A, OR
- B. Administrative J1B (Dean), OR
- C. Online Learning coordinator sign off on equivalent coursework completed

## **DeAnza:**

- Online Education will support and facilitate instructors completing the training course
- POCR evaluators for those who go through the peer review process
- Further sign off protocols still needs to be discussed



# Required Training: Hours

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**Foothill:** 4 hours RSI & Accessibility + 6 hours peer review cohort (or test out)

**DeAnza:** 40 hours total:

- 10 hours Interaction
- 10 hours Accessibility
- 10 hours Course Design
- 10 hours Assessment

# Required Training: Frequency

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## **Foothill:**

1. Documentation (6 hours) every 3 years; AND
2. 4 hours synchronous or asynchronous training every 3 years

## **DeAnza:**

Ongoing training and development in online education: 4 hours every 2 years

# Additional Issues

- How are reviewers compensated?
- Are external certifications from other community colleges etc accepted?

