Amendment to the Regular Substantive Interaction Documentation Model

Overview

Documentation of Regular Substantive Interaction in courses with any online component is now required by California Title 5 and Federal regulations. In addition, faculty teaching online are now evaluated on whether their course meets accessibility standards in the J1 online (J1B) and J1 hybrid (J1C) forms.

The Committee On Online Learning (COOL) approved the RSI Documentation Model on October 13, 2023 and sent it to Academic Senate, along with feedback and a dissenting opinion from COOL constituents. COOL also approved a resolution emphasizing the role of ongoing professional development in quality teaching.

The following amendment to the RSI Documentation Model was drafted by senators representing STEM, HSH and FA divisions.

Amendment

RSI Documentation would consist of two parts. Changes from the original model are highlighted in yellow:

Part 1

- 4-hour synchronous or asynchronous training, which includes RSI, accessibility, and guidance on completing the documentation step.
- For faculty teaching courses online that are low unit (1 unit or less) there would be a separate 4 hour asynchronous training that addresses accessibility and RSI in short courses and provides guidance on completing the documentation rubric.

Part 2

- **Documentation**
  - Providing a clean Canvas accessibility audit for each online course including low unit courses
  - RSI plans for communication & student monitoring including low unit courses
  - RSI samples, peer review and self-evaluation
  - Documentation would be required on a three year cycle.
- **Method**
  - Peer discussion and review cohort: synchronous or asynchronous discussions totaling six hours over two quarters providing discussion on effective practices and guidance to complete the documentation; As needed individual work with Online Learning mentors to complete documentation (estimated 8 hours)
  - Or via "test-out" submission of the required documentation if equivalent review, training and discussion has been completed via other means such as POCR, Humanizing STEM or equivalent at other schools.

- o <mark>Low unit courses (1 unit or less) would be exempt from the peer discussion component and only need to complete the documentation rubric (a communication and student monitoring plan) on a three year cycle</mark>

Proposed documentation

Documentation to be completed by faculty once every three years for each course taught as an asynchronous online course.

Course number and name: _____

Faculty name: _____

Documentation date begins on latest date listed in sections 1-3 and lasts for 12 academic quarters including summers (3 years).

Documentation for 3 year period (quarter/year) from_____, to _____

1) **Regular Substantive Interaction and Accessibility (RSI) Training (4 hours)**

   Completed on date: _____

   Method (check one): Synchronous ___ Asynchronous ___

2) **Cohort reviews, discussion and coaching (6 hours)**

   Completed on date: _____

   Method (check one):

   Synchronous meetings ___ Meeting dates _____

   Asynchronous discussions___ Discussion period _____

   Division meeting discussions ___ Meeting dates _____

   Alternative training completed ____ Date: _____

   Training name: _____ Documentation provided ____

3) **Documentation of RSI and Accessibility provided (attached) _____**

Approved by _____ Date _____

Regular Substantive Interaction (RSI) documentation

RSI

   Documentation should address how Regular Substantive Interaction is met in the course. This can be a course interaction plan that is included in the course syllabus that outlines how

substantive interaction (at least two instances weekly) will take place throughout the quarter. The type of interaction may vary as the course progresses.

Progress monitoring

> *Documentation should address how the instructor will monitor student engagement prior to census and periodically (at least two times throughout the course) proactively engage with students about their course progress. This can be a student progress monitoring plan statement in the course syllabus.*

Accessibility

> *Canvas accessibility report for the course should be attached. Report should show no errors. If alerts are present in the report, these should be documented by type and if present the instructor should address how each of these have been checked for accessibility.*

RSI Rubric

Course communication plan: Weekly substantive interaction	**Meets the standard:** Interaction plan outlines how substantive interaction (at least two instances weekly) will take place throughout the quarter. The type of interaction may vary as the course progresses. *Substantive interaction* is defined below	**Developing:** Interaction plan is not present or does not outline how at least two instances of substantive interaction will take place weekly. Substantive interaction is defined below
Student progress monitoring plan: Monitoring student engagement prior to census and monitoring course progress after census	**Meets the standard:** A plan is present to monitor student engagement prior to census and periodically (at least two times throughout the course) proactively engage with students about their course progress.	**Developing**: A plan is not present or does not adequately outline steps that the instructor will take to monitor student engagement prior to census and periodically (at least two times) proactively engage with students about their course.

Regular Substantive Interaction (RSI) Defined

A. The US Department of Education § 600.2 defines substantive interaction as "engaging students in teaching, learning, and assessment, consistent with the content under discussion, and also includes at least **two** of the following":
   I. Providing direct instruction;
   II. Assessing or providing feedback on a student's coursework;
   III. Providing information or responding to questions about the content of a course or competency;
   IV. Facilitating a group discussion regarding the content of a course or competency

B. In addition, the Department of Education [will seek to determine whether](#) the institution has created expectations for instructors to monitor each student's engagement.