

Barstow Community College

Distance Education Instructor/Student Contact Policy

Revised March 6, 2025

Introduction:

In accordance with regulations set forth in the California Code of Regulations, Title 5, Sections 55202 and 55204, the California Chancellor's Office (CCCCO) and the Accrediting Commission for Community and Junior Colleges (ACCJC) set forth guidelines to ensure that distance education is characterized by the same expectations for quality, integrity, and effectiveness that apply to more traditional modes of instructions. (See the Regulations Attached)

According to Title 5 and the Distance Education Guidelines for the California Community Colleges, each community college must have a policy regarding regular and substantive interaction between instructor and student (including the nature and frequency of the contact) in any course that is fully or partially conducted through Distance Education.

Barstow Community College (BCC) defines "Distance Education" (DE) as an interaction which uses one or more technologies to deliver instruction to students who are separated by the instructor and which supports regular and substantive interaction between the students and the instructor, either synchronously or asynchronously.

In face-to-face courses, regular instructor and student contact occurs during each class meeting via lecture, discussion, and other in-classroom teaching/learning methods.

All media in all courses, regardless of modality, should be ADA compliant.

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BCC Instructor/Student Contact Policy:

All DE courses at BCC, including hybrid courses, will include regular and substantive interaction as described below:

- **Initiated interaction:** Instructors will regularly initiate interaction with students on a group or one-to-one basis. The instructor should, on a regular basis, be cognizant of the degree to which students are participating in the course – similar to how a face-to-face instructor is constantly aware of how many students are attending and participating in the class. Providing students with an open-ended question forum, although appropriate, does not constitute effective instructor-initiated interaction without dialog between the instructor and the student.
- **Frequency and duration:** In a DE course, the frequency and duration of contact should be comparable to that of the “equivalent” face-to-face course. At the very least, the number of instructor contact hours per week that would be available to face-to-face students will also be available, in asynchronous and/or synchronous mode, to DE students. Given the nature and variety of DE contact, especially asynchronous contact, it is not expected that contact will necessarily occur during well-defined blocks of time as in a face-to-face course. Nevertheless, over the course of the week, an individual student can expect contact that is comparable in frequency and duration to that which would be experienced in an “equivalent” face-to-face course. (See mandatory types of contact below.)
- **Establishing expectations and managing unexpected instructor absence:** An instructor and/or department established policy describing the frequency and timelines of instructor-initiated contact and instructor feedback, will be posted in the syllabus and/or other course documents that are made available for students when the course officially opens each semester. If the instructor must be out of contact briefly for an unexpected reason (such as illness or a family emergency that takes the instructor offline), notification to students will be made in the announcements area of the course that includes when the students can expect contact to resume. If the offline time results in a lengthy absence (i.e. more than three or four days) a substitute instructor should be sought who can assist students while the instructor is unavailable.

Mandatory Types of Contact for DE Courses

All BCC DE courses require Instructional faculty to meet both Substantive Interaction and Regular Interaction, as outlined below, as well as BCC DEITC approved mandatory types of contact which may also meet the needs of either Substantive or Regular Interaction, sometimes both.

BCC Mandatory Contact in DE Courses

The required contact for BCC DE courses below are approved through both the DEITC committee and the Academic Senate. These are required to be completed weekly unless a specified time frame is listed.

- Instructor curated material that, possibly combined with other course materials, creates the “virtual equivalent” of the face-to-face classroom. This is 3-5 pages worth of curated materials each week.
- Curated materials are instructor created or collected material that is put together in context and presented in a way that is conducive to learning the course material. Instructors are encouraged to “chunk” material. (See OEI Course Design Rubric for presenting content).
 - Examples of curated materials may include videos, graphs, pictures, statistics, lecture voice over slides, etc. All media should be ADA compliant.
- Weekly substantive announcements in the Learning Management System (LMS).
- Weekly threaded discussion forums within the BCC LMS with substantive instructor interaction.
 - The instructor is required to be present and interact with the students in the discussion board in a manner that facilitates and encourages further class discussion.
 - Instructors are encouraged to respond directly to student posts, ask students questions to develop and guide discussion, and support encourage the participation of students in each discussion thread.
 - Instructors must participate in discussion boards and respond to discussion boards in a timely manner during the current week discussion boards are posted.
 - Instructor participation is required on more than one day during any given week on different days (minimum two days per week); BCC recommends at least three times per week on different days.
 - Instructor engagement days should correlate with student due dates for discussion board(s), and during the week the discussion board(s) are active to meet both the substantive and regular interaction requirements of the ACCJC (accreditation).
- Instructors are encouraged to specify contact expectation (i.e. “I will monitor discussion boards throughout the week and begin responding to student posts on Wednesday or Thursday, with follow-ups Friday-Saturday. For group discussions, I will monitor all groups, though I won’t necessarily respond in each group.”)
- Timely response to student emails in both BCC assigned email as well as

messaging through the LMS: within two working days.

- Timely feedback on student work: within one working week (five business days excluding weekends and holidays). Instructors will notify students of occasional exceptions.
 - Excluding final course grades which are due as indicated by the Dean of Enrollment Management in consultation with faculty.
- Instructors are encouraged to specify feedback expectations.
 - Examples include:
 - “Properly submitted assignments will have a one-week turnaround time, and you should not expect an answer to a properly submitted assignment before the end of the one-week turnaround time.”
 - “Some assignments, such as longer essays, may have a longer turnaround time. Receiving graded assignments or answers to your questions before the above stated timelines have passed does not guarantee that you will receive replies that quickly in the future.”
 - “I am giving you a seven-day period to complete your work, and I am to be given seven days to reply to your assignments.”
 - “In addition, the above stated timelines apply to all students and all responses to your questions and concerns.”
- Full-time faculty are required to have five (5) hours of scheduled office hours each week listed in the syllabus with the day, time, and modality each week (in-person or online office hours).

Substantive Interaction Requirements

Substantive interaction is engaging student in teaching, learning, and assessment, consistent with the content under discussion, and **includes at least two of the following for asynchronous courses (pick two):**

1. Assessing or providing feedback on a student's coursework.

Examples include:

- a. Discussion posts
 - i. Instructor provides comments or guidance in discussions to enhance course content, ensure focus is on course content and discussion is productive, pose questions, proposes alternative viewpoints, connect ideas, and encourage students.
 - ii. Example 3CQ discussion strategy: compliment, comment, connect, and question as a response to individual discussion posts as a way to promote interaction.
- b. Speed Grader, Assignments, Quizzes, and Exams (all count individually, but listed here as the examples are the same for each of the four examples):
 - i. The instructor evaluates the student's work and provides an individual response and meaningful comments which may include constructive feedback or examples for improvement.
 - ii. Feedback can be written, audio, or video. Audio and video comments must have a transcript or be closed captioned for ADA compliance.
- c. TurnItIn and other approved, integrated instructional software
 - i. Instructor evaluates the student's work on integrated software and provides individualized response and meaningful comments including constructive feedback or examples for improvement.
 - ii. Should be stated somewhere the assignment is submitted to integrated software, and observer should be given Instructor level access to observe where this interaction takes place to count it towards substantive interaction.

2. Providing information or responding to questions about the content of a course or competency.

Examples include:

- a. Instructional Curated Content/Materials
 - i. Consistently provides substantive information from various sources or mediums (instructional content such as video, audio, recorded presentations, or interactive lessons visibly created or mediated by the instructor.
 - 1. BCC policy is 3-5 pages worth of lessons created or collected material that is put together in context and presented in a way that is conducive to learning the course material.

2. If part of the 3-5 pages of curated materials is instructional content (such as video, audio, voice over PowerPoints in an interactive lesson format) with instructor feedback this will count as substantive interaction; written lecture does not count as RSI.

b. Substantive and Relevant Announcements

- i. Frequently provides substantive announcements beyond reminders. The announcements should be unique to each class and can discuss previous topics, trends in assignments, or highlight key concepts. Can be written, video, or audio.
- ii. Can also include reminder announcements regarding course content and learning outcomes; cannot be just a reminder or “this is what’s due” type of announcement.

C. Discussion Boards

- i. Encourages participation and questions and responds in a timely manner with detailed information and ideas.
 1. These response posts should be during the active discussion board(s) to allow actively participating students the opportunity to engage/respond.
- ii. Embedded Librarian
 1. Offer their own ‘Ask a Librarian’ discussion thread.
 2. Librarian interacts in the discussions offering resources to students relevant to the post or content of the week/project.
 3. Librarian offers substantive announcements or interactions in DE courses offering resources, research items, etc. that are directly related to the course content.

3. Facilitating a group discussion regarding the content of a course or competency.

Examples include:

a. Discussion Board(s)/Group Discussion Board(s)

- i. Provides comments or guidance in discussions to enhance course content, to ensure focus is on course content and discussion is productive, poses questions, proposes alternative viewpoints, connects ideas, and encourages students.
- ii. If course is archived, group discussion boards must be searched to review the RSI and can be found by going to each group discussion and entering the faculty name into the search toolbar at the top.

b. Perusall

- i. Provides comments or guidance in shared materials to enhance course content, to ensure focus is on course content and discussion is productive, poses questions, proposes alternative viewpoints, connects ideas, and encourages students.

4. For synchronous courses: providing direct instruction.

Examples for synchronous courses only include:

- a.** Synchronous engagement providing lectures or presentations that cover course content.
- b.** Incorporates multiple teaching methodologies to facilitate effective direct instruction, such as flipped classrooms, critical thinking, and dialogue on the learning outcomes and competencies.
- c.** Utilizes various media and technologies to facilitate learning and competencies, effective teaching methodologies, and incorporates culturally competent strategies that yield equitable student outcomes.

Regular Interaction Requirements

Regular Interaction between a student and an instructor(s) is demonstrated by the **two** following criteria (both are required):

1. **Providing the opportunity for substantive interactions with the student on a *predictable and regular basis* commensurate with the length of time and the amount of content in the course or competency.**

Examples include:

- a. Scheduled office hours each week are listed in the syllabus with the day, time, and modality each week (in-person or online office hours).
 - i. Zoom link must be posted/listed.
 1. Instructor will be present in zoom room during posted hours.
 - ii. How to reach the instructor during online office hours must be posted/listed.
 1. "On these days/times, unless otherwise noted in an announcement due to other circumstances, you should expect to reach me through email and get a nearly immediate response. I am also willing to set up a Zoom meet up during this time or by appointment at a mutually agreed upon time/day to discuss class issues in real time. I am happy to hold individual discussions or have a group discussion about any class related issue or text. Please do not hesitate to request Zoom office hours if you want them."
- b. Scheduled discussion board(s) each week.
 - i. In syllabi or introductory materials, it should be made clear to students when discussion boards open, and when students are to respond to the threads/due dates including due dates for both the initial student posting/response as well as response to peers. (i.e. "There are three discussion posts due each week. The first is due Wednesday and should answer the question I pose to the class. The other two posts are due Sunday and should respond to classmates, using the 3CQ method.")
- c. Instructor scheduled timeframe for responding to discussion posts.
 - i. In syllabi or introductory materials, instructor can list for students the predictable and regular days they will be in the discussion boards after the initial student posting/response to the discussion thread. (i.e. "I will monitor discussion boards throughout the week and begin responding to student posts on Wednesday or Thursday, with follow-ups Friday-Sunday.")
- d. Substantive Announcements
 - i. Written, audio, or video announcements posted at the beginning of the week with substantive interaction such as commenting on previous week's assignments with recommendations for improvement or future materials related to the week's content for study.

- e. Frequent responses to actively participating students in the discussion boards providing substantive feedback.
 - i. Can be posing questions to expand on the content, propose alternative viewpoints, connect ideas, etc.
- f. Q&A Discussion Board
 - i. Opportunity for students to ask questions on course content each week or throughout the course of the class. Examples given include a Q&A discussion board for all students and instructors of the class offered throughout either the entire course or through a weekly module discussion board offering a regular space for questions to be posted.
- g. Knowledge Check/ungraded quizzes – through PlayPosit lecture quizzes, through mini quizzes in the LMS in relation to the content or module objectives/learning outcomes, if done in a consistent and predictable manner.

2. 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 when needed on the basis of such monitoring, or upon request by the student.

Examples include:

- a. Engaging with students throughout the term to provide formative feedback and information based on monitoring student engagement and success.
- b. Instructor communicates and responds in a timely and prompt manner per institution's policies.
 - i. Email response: within two working days
 - ii. Graded Work (assignments, quizzes, exams): within one work week after the due date
 - iii. Discussion boards: timely and prompt in correlation with student post/response timelines given by the instructor in the syllabus or introductory materials for engagement, during the week the discussion post is active.
- c. Grading of work (assignments, quizzes, exams, and discussions) to monitor the student's academic progress in a timely manner or upon request by the student. Unique comments to individual students in addition to a grade are required for RSI.

Barstow Community College Mandatory Types of Contact for Distance Education (DE) courses checklist

This is a form DE Instructors can use to verify they are meeting the mandatory Distance Education Instructor/Student Contact Policy; DE Instructors should refer to the policy in its entirety for more thorough information and examples.

BCC DE Contact Requirements

All are required per week

- ☐ Instructor Curated Materials: 3-5 pages each week, Instructors are encouraged to “chunk” materials.
- ☐ Weekly Announcements: if substantive and relevant, they will count towards substantive interaction (SI) requirements; general weekly announcements will not count as SI but are required for BCC DE Contact.
- ☐ Weekly threaded discussion forums with substantive instructor interaction.
- ☐ Timely response to student emails in both BCC assigned email as well as in the LMS: within two working days.
- ☐ Timely feedback on student work: within one working week of the due date.
- ☐ Full-time faculty are required to have five (5) office hours per week, please refer to the BCFA contract for the outline of hours.

Substantive Interaction (SI) Requirements

Substantive interaction is engaging students in teaching, learning, and assessment, consistent with the content under discussion, and **includes at least two of the following for asynchronous courses (pick two) per week:**

- ☐ Assessing or providing feedback on a student's coursework.
- ☐ Providing information or responding to questions about the content of a course or competency.
- ☐ Facilitating a group discussion regarding the content of a course or competency.

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- ☐ **For synchronous courses only:** providing direct instruction.

Regular Interaction (RI) Requirements

Substantive interaction is engaging students in teaching, learning, and assessment, consistent with the content under discussion, and **two following criteria (both are required) per week:**

- ☐ Providing the opportunity for substantive interactions with the student on a ***predictable and regular basis*** commensurate with the length of time and the amount of content in the course or competency.
- ☐ 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 when needed on the basis of such monitoring, or upon request by the student.

Please refer to the Barstow Community College Distance Education Instructor/Student Contact Policy for expanded information as well as examples of both substantive and regular interaction.

Substantive Interaction Requirements

Rubric

This checklist references what counts for substantive interaction in a format that reflects the ACCJC Quality Continuum Rubric for Distance Education with language from the rubric to define initial, emerging, developed, and highly developed requirements.

BCC DE instructors should meet the emerging requirements at minimum, with a focus on developed or highly developed definitions as listed. Note that consistent initial columns may lead to a recommendation for improvement under ACCJC rubric observations.

Please note:

- Autogenerated, automated, auto graded items, or rubrics do not count as substantive interaction, as it is considered interaction between a student and computer, not a student and the instructor.
- Synchronous courses have one additional option related to direct instruction. Please see pages 6-7 of the BCC DE Policy.

Substantive interaction is engaging students in teaching, learning, and assessment, consistent with the content under discussion, and also ***includes at least two of the following for asynchronous courses:***

1. Assessing or providing feedback on a student's coursework.

Examples	Initial	Emerging	Developed	Highly Developed
Discussion Board(s); Speed Grader; LMS Quizzes; LMS Exams; LMS Assignments; TurnItIn or other integrated software	Provides grades with minimal non-automated feedback for all examples listed.	Periodically provides meaningful comments on some coursework and assignments.	Consistently provides meaningful comments on most coursework and assignments, including constructive feedback and improvements needed to increase content mastery.	Frequently provides prompt, personalized, and detailed feedback on student coursework and assignments, such as written comments, detailed rubrics, audio or video notes, and examples for improvement.

Detailed examples are included on pages 6-8 of the BCC DE Policy.

2. Providing information or responding to questions about the content of a course or competency.

Examples	Initial	Emerging	Developed	Highly Developed
Instructional Content; Substantive, Relative Announcement(s); Discussion Board(s)	<p>Provides instructional content, such as video, audio, or recorded presentations or interactive lessons visibly created or mediated by the instructor.</p> <p>Responds to questions pertaining to the course content.</p>	<p>Periodically provides substantive information pertaining to the course content.</p> <p>Periodically encourages participation and questions and responds in a timely manner.</p> <p>Provides reminder announcements regarding course content and learning outcomes.</p>	<p>Consistently provides substantive information from various sources or mediums to engage students with course content.</p> <p>Frequently encourages participation and questions and responds in a timely manner.</p>	<p>Frequently provides substantive information, and announcements beyond reminders that discuss previous topics, trends in assignments, or that highlight key concepts.</p> <p>Frequently encourages participation in questions and responds in a timely manner with detailed information and ideas.</p>

Detailed examples are included on pages 6-8 of the BCC DE Policy.

3. Facilitating a group discussion regarding the content of a course or competency.

Examples	Initial	Emerging	Developed	Highly Developed
Discussion Board(s)/ Group Discussion Board(s)	<p>Provides prompts, questions or topics to engage students.</p>	<p>Periodically provides prompts and occasional comments or guidance to students in discussions to ensure focus is on course content and discussion is productive.</p>	<p>Consistently provides comments or guidance in discussions to enhance course content/competency mastery.</p>	<p>Frequently provides comments or guidance in discussions, such as to pose questions, propose alternative viewpoints, connect ideas, and encourage students, in order to enhance course content/competency mastery.</p>

Detailed examples are included on pages 6-8 of the BCC DE Policy.

Regular Interaction Requirements Rubric

This checklist references what counts for regular interaction in a format like the ACCJC Quality Continuum Rubric for Distance Education with language from the rubric to define initial, emerging, developed, and highly developed requirements.

BCC DE instructors should meet the emerging requirements at minimum, with a focus on developed or highly developed definitions as listed. Note that consistent initial columns may lead to a recommendation for improvement under ACCJC rubric observations.

Regular interaction between a student and an instructor(s) is demonstrated by the ***two following criteria:***

- 1. Providing the opportunity for substantive interactions with the student on a *predictable and regular basis* commensurate with the length of time and the amount of content in the course or competency.**

Examples	Initial	Emerging	Developed	Highly Developed
Scheduled weekly office hours; Scheduled weekly discussion board(s); Scheduled timeframe for responding to discussion posts; Substantive and Relevant announcements; Instructor engagement in active discussion board(s)	<p>Policies and procedures make clear how often and when the instructor will interact with students.</p>	<p>Instructor periodically engages with students throughout the term per the institution's policies regarding frequency of postings, feedback, providing information pertaining to course content/competencies, and learning outcomes.</p>	<p>Instructor consistently engages students throughout the term.</p>	<p>Instructor frequently engages students throughout the term.</p>
	<p>Course materials (e.g. syllabi and introductory statements) make clear to students the opportunities for interaction.</p> <p>Interaction expectations are clearly communicated to the students (e.g. in the syllabus), including response times, and explicit participation guidance (e.g. office hours, discussion boards).</p>	<p>Interaction expectations are communicated to the students in multiple ways encouraging students to participate in the opportunities for substantive engagement (e.g. office hours, discussion boards).</p>	<p>Interactions are predictable and occur in accordance with the length and course content.</p>	<p>Instructor engagement with students yields equitable student outcomes.</p> <p>Interactions are predictable and occur in accordance with the length and course content.</p>

Detailed examples are included on pages 9-10 of the BCC DE Policy.

2. 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 when needed on the basis of such monitoring, or upon request by the student.

Examples	Initial	Emerging	Developed	Highly Developed
Instructor engagement throughout the course to provide formative feedback; Instructor communicates and responds in a timely and prompt manner; Grading of assignments, quizzes, exams, discussion board(s)	<p>There is minimal interaction (frequency of postings, feedback, instruction) throughout the term in the course section, or with individual students based on monitoring student engagement and success.</p> <p>Policies and/or procedures create expectations for monitoring student academic engagement and success.</p>	<p>Instructor periodically engages with students throughout the term to provide formative feedback and information based on monitoring student engagement and success.</p> <p>Mechanisms ensure that the policies and procedures pertaining to monitoring student academic engagement and success are followed.</p>	<p>Instructor consistently engages with students throughout the term to provide formative feedback and information based on monitoring student engagement and success.</p> <p>Instructor communicates and responds in a timely and prompt manner per institution's policies.</p>	<p>Instructor frequently engages with students throughout the term to provide formative feedback and information based on monitoring student engagement and success.</p> <p>Instructor promptly and proactively responds to students in response to observed concerns or at the request of students, to provide necessary support.</p>

Detailed examples are included on pages 9-10 of the BCC DE Policy.

Appendices

Hyperlinked when available

- A. [OEI Course Rubric](#)
 - Pages 16-35
- B. [ACCJC Quality Continuum Rubric for Distance Education](#)
 - Pages 36-39
- C. Regular and Substantive Interaction: What does not count?
 - Page 40



California
Community
Colleges

Online Education
Initiative

COURSE DESIGN RUBRIC

The California Virtual Campus-Online Education Initiative (CVC-OEI) is a collaborative effort among California Community Colleges (CCCs) to ensure that significantly more students are able to complete their educational goals by increasing both access to and success in **high-quality online courses**.



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April 2020/ACC52021

This page is intentionally left blank for printing purposes. If you plan to print the document for your own reference, you may check the page numbers to print just what you need.

Online Course Review Information

Date:	
College:	
Instructor Name:	
Local Course ID:	
Course C-ID: (if applicable)	
Reviewer Name:	

Review Type: ☐ Self ☐ Peer ☐ Lead ☐ Accessibility

Information below this line will be completed by the Lead Reviewer

Aligned Sections:

<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D
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The OEI Course Design Rubric was developed in 2014 by the OEI Professional Development work group to ensure that all courses offered as part of the initiative promote student success and meet existing regulatory and accreditation requirements. It has undergone revisions and updates since then in response to changes in available instructional technology and feedback from both instructors and reviewers.

Courses that are peer reviewed and aligned to the OEI Course Design Rubric:

- have met the CCC's highest level of design standards to support online student success and
- can be made available for cross enrollment to students at participating colleges.

The Rubric is divided into four sections.

SECTIONS A-C

Section A: Content Presentation

The 14 elements for quality course design in this section address how content is organized and accessed in the course management system. Key elements include course navigation, learning objectives, and access to student support information.

Section B: Interaction

The six elements in this section address instructor-initiated and student-initiated communication. Key elements of quality course design covered in this section include regular effective contact, both between and among instructors and students.

Section C: Assessment

The eight elements in this section address the variety and effectiveness of assessments within the course. Key elements include the alignment of objectives and assessments, the clarity of instructions for completing activities, and evidence of timely and regular feedback.

Following a review by a team of trained faculty peer reviewers, each element in Sections A-C will be marked in one of three ways:

Incomplete:

The element is missing or present to a degree that does not adequately support student success in online learning.

Aligned:

The element is present and effectively designed to support student success in online learning.

Additional Exemplary Elements:

This designation recognizes design choices that are aligned *and* go even further to enhance the student experience in the online learning environment.

SECTION D

Accessibility

The 16 elements in this section are reviewed to determine if a student using assistive technologies will be able to access the instructor's course content as required by Section 508 of the Rehabilitation Act of 1973 (also known as "508 Compliance"). The accessibility elements in Section D focus on instructor-generated content that is primarily under the control of faculty when developing a course. Since Section D addresses elements that are required to be present, the elements in this section, when applicable, are only marked as **Incomplete or Exchange Ready**.

Creative Commons Licensed Content

In addition to preparing courses for the CVC Exchange, the OEI Course Design Rubric is licensed under a Creative Commons Attribution 4.0 International License and can be used as:

- A roadmap for instructors designing new online courses.
- A tool for instructors seeking to update or improve existing courses.
- The foundation for starting a campus-based POOR (Peer Online Course Review) process.

Visit [CVC.edu](https://cvc.edu) for more information on the OEI, the Rubric, and the Course Review Process. We welcome your feedback and suggestions.

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Section A: Content Presentation/Unit Objectives

Incomplete	Aligned	Additional Exemplary Elements
A1: Placement of Objectives		
<input type="checkbox"/> Unit objectives are not included in individual learning units.	<input type="checkbox"/> Unit objectives are included in the individual learning units.	<input type="checkbox"/> Unit objectives are consistently placed and easy to locate in each unit.
A2: Clarity of Objectives		
<input type="checkbox"/> Unit objectives do not include demonstrable learning outcomes.	<input type="checkbox"/> Unit objectives consistently include demonstrable learning outcomes.	<input type="checkbox"/> Unit objectives are written in language that is student-centered.
A3: Alignment of Objectives		
<input type="checkbox"/> Learning unit content is not aligned with or sufficient to meet unit objectives.	<input type="checkbox"/> Content is clearly aligned with and sufficient to meet the learning unit objectives.	<input type="checkbox"/> The connections between content and learning unit objectives are made explicitly clear to the students.
Criteria A1 – A3 Comments:		

Section A: Content Presentation/Use of the CMS

Incomplete	Aligned	Additional Exemplary Elements
A4: Course Navigation		
<input type="checkbox"/> Navigation and content flow are not easily determined.	<input type="checkbox"/> Navigation and content flow are easily determined by the user.	<input type="checkbox"/> Clearly labeled tutorial materials explaining how to navigate the specific course are included.
A5: Unit-level Chunking		
<input type="checkbox"/> Content is not presented in distinct learning units or modules.	<input type="checkbox"/> Content is meaningfully segmented into distinct units or modules to aid learning.	<input type="checkbox"/> Learning units or modules are consistently structured and sequenced to reduce cognitive load.
A6: Page-level Chunking		
<input type="checkbox"/> Page content is not chunked in manageable segments using heading styles, making online reading difficult.	<input type="checkbox"/> Page content is chunked in manageable segments using heading styles that facilitate online reading.	<input type="checkbox"/> Page content uses descriptive headings and subheadings that enhance student understanding of the material.
A7: Effective Use of Course Management (CMS) Tools		
<input type="checkbox"/> CMS tools that could reduce the labor intensity of learning are not used effectively.	<input type="checkbox"/> CMS tools are used to reduce the labor-intensity of learning and streamline access to materials and activities for students.	<input type="checkbox"/> CMS tools are used to provide integrated and innovative learning materials and activities for students.
A8: Effective Use of Multimedia		
<input type="checkbox"/> Content is presented primarily using one medium.	<input type="checkbox"/> A variety of media, such as text, audio, video, images and/or graphics are used throughout.	<input type="checkbox"/> Multimedia is used creatively throughout the course to facilitate student-centered learning.

Criteria A4 – A8 Comments:

Section A: Content Presentation/Learner Support

Incomplete	Aligned	Additional Exemplary Elements
A9: Instructions <input data-bbox="115 422 168 478" type="checkbox"/> Instructions for working with course content are missing or incomplete (e.g., links to articles or videos are provided without any guidance for how the student should work with the material).	<input data-bbox="592 390 646 447" type="checkbox"/> Course design includes instructions for learners to work with content in meaningful ways (e.g., guiding students to take notes during a video, explaining what to look for in an article, etc.).	<input data-bbox="1071 422 1125 478" type="checkbox"/> Instructions are directly embedded with the content.
A10: Learning Support <input data-bbox="115 758 168 814" type="checkbox"/> There are few or no individualized learning opportunities, such as remedial activities or resources for advanced learning.	<input data-bbox="592 758 646 814" type="checkbox"/> Individualized learning opportunities, such as remedial activities to support Basic Skills or resources for advanced learning, are provided.	<input data-bbox="1071 758 1125 814" type="checkbox"/> Frequent individualized learning opportunities are provided throughout the course.
A11: Learner Feedback <input data-bbox="115 1041 168 1098" type="checkbox"/> Learners do not have an opportunity to give anonymous feedback to the instructor regarding course design and/or course content.	<input data-bbox="592 1041 646 1098" type="checkbox"/> Learners have the opportunity to give anonymous feedback to the instructor regarding course design and/or course content after course completion.	<input data-bbox="1071 1041 1125 1098" type="checkbox"/> There are opportunities to give anonymous feedback both during course delivery and after course completion.
Criteria A9 – A11 Comments: <div></div>		

Section A: Content Presentation/Institutional Support

Incomplete	Aligned	Additional Exemplary Elements
A12: Course Policies		
<input type="checkbox"/> Institutional/instructor policies relevant for learner success are not included or are difficult to find.	<input type="checkbox"/> Policies relevant for learner success (such as academic honesty, course drop/withdrawal, late work) are included and easy to find.	<input type="checkbox"/> Institutional/instructor policies are provided in units or activities where they are most relevant.
A13: Student Services		
<input type="checkbox"/> Links to institutional services are not included, thus requiring students to exit the course to find support resources.	<input type="checkbox"/> Links to institutional services (such as disability services, online counseling, online tutoring, online readiness, the library, etc.) are included and clearly labeled.	<input type="checkbox"/> Links to institutional services are provided in the modules, assignments, and/or activities where they may be needed most.
A14: Technology Support		
<input type="checkbox"/> Information about and links to technology support are not included or easily found.	<input type="checkbox"/> Technology support is explained to students, and relevant contact information and/or links are easily found.	<input type="checkbox"/> Links to technology support and troubleshooting tips are provided where they may be needed throughout the course.
Criteria A12 – A14 Comments:		

Section B: Interaction/Instructor Contact

Incomplete	Aligned	Additional Exemplary Elements
B1: Pre-Course Contact		
<input type="checkbox"/> Instructor does not initiate contact prior to or at the beginning of the course.	<input type="checkbox"/> Instructor initiates contact prior to or at the beginning of course.	<input type="checkbox"/> Instructor provides multiple resources to help students successfully start the course.
B2: Regular Effective Contact		
<input type="checkbox"/> The course design appears to be lacking opportunities for regular effective student contact initiated by the instructor.	<input type="checkbox"/> The course design includes regular instructor-initiated contact with students using CMS communication tools and a clear explanation for students of when and how communication will happen.	<input type="checkbox"/> The course design includes ample opportunities for regular effective contact using a wide variety of communication tools.
B3: Student-Initiated Contact		
<input type="checkbox"/> Instructor contact information, including expected response times, is missing or not easy to find.	<input type="checkbox"/> Students are encouraged to initiate contact with the instructor through easily accessed contact information that includes expected response times.	<input type="checkbox"/> Students are provided with multiple means of contacting the instructor and are encouraged to do so throughout the course.
Criteria B1 – B3 Comments:		

Section B: Interaction: Student-to-Student Contact

Incomplete	Aligned	Additional Exemplary Elements
B4: Student-Initiated Contact with Other Students		
<input type="checkbox"/> Students are not given opportunities to initiate unstructured interaction with other students in the course.	<input type="checkbox"/> Opportunities for unstructured student-initiated interaction with other students are available and encouraged.	<input type="checkbox"/> The course makes a variety of tools and methods available for unstructured student-initiated interaction to accommodate a variety of communication styles.
B5: Regular Effective Contact Among Students		
<input type="checkbox"/> Students have no or limited opportunities to interact with other student about course content.	<input type="checkbox"/> Regular effective contact among students is designed to facilitate interaction with and about course content.	<input type="checkbox"/> The design and facilitation of student interaction is responsive to the variety of cultures and communication styles in the learning community.
B6: Participation Levels		
<input type="checkbox"/> Guidelines explaining required levels of student participation are not provided.	<input type="checkbox"/> Guidelines explaining required levels of student participation (i.e., quantity and quality of interactions) are consistently provided.	<input type="checkbox"/> A rubric or equivalent grading document is included within assignments/activities to explain how participation will be evaluated.
Criteria B4 – B6 Comments:		

Section C: Assessment/Effective Assessment

Incomplete	Aligned	Additional Exemplary Elements
C1: Authenticity		
<input type="checkbox"/> There is little or no evidence of authenticity built into assessments.	<input type="checkbox"/> Assessment activities lead to the demonstration of learning outcomes.	<input type="checkbox"/> Assessments are designed to mimic authentic environments to facilitate transfer.
C2: Validity		
<input type="checkbox"/> Students are evaluated on performance unrelated to the stated course objectives.	<input type="checkbox"/> Assessments appear to align with the course objectives.	<input type="checkbox"/> Assessments match the objectives and learners are directed to the appropriate objective(s) for each assessment.
C3: Variety		
<input type="checkbox"/> Assessments are limited primarily to one type of assessment (either formative or summative).	<input type="checkbox"/> Both formative and summative assessments are used throughout the course.	<input type="checkbox"/> Multiple types of formative and summative assessments are used (research project, objective test, discussions, etc.).
C4: Frequency		
<input type="checkbox"/> Assessments are few and infrequent.	<input type="checkbox"/> Multiple assessments are administered during the duration of the course.	<input type="checkbox"/> Frequent assessments occur at regular intervals throughout the course, providing students with timely feedback on learning and performance.
Criteria C1 – C4 Comments:		

Section C: Assessment/Guidance and Feedback

Incomplete	Aligned	Additional Exemplary Elements
C5: Rubrics/Scoring Guide <input type="checkbox"/> Rubrics or descriptive criteria for desired outcomes are not included for most assessment activities.	<input type="checkbox"/> Rubrics or descriptive criteria for desired outcomes are included in most or all assessment activities.	<input type="checkbox"/> Rubrics and/or descriptive criteria for desired outcomes include models of “good work.”
C6: Assessment Instructions <input type="checkbox"/> Assessments include little or no instructions.	<input type="checkbox"/> Instructions clearly explain to students how to successfully complete the assessments.	<input type="checkbox"/> Instructions are written clearly and with exemplary detail to ensure understanding.
C7: Feedback <input type="checkbox"/> There is little to no evidence of meaningful feedback on student assessments.	<input type="checkbox"/> The course includes a clear description of how meaningful, timely feedback on assessments will be provided.	<input type="checkbox"/> Students are given clear instructions on accessing feedback in the CMS and guidance on applying feedback to improve learning and performance.
C8: Self-Assessment <input type="checkbox"/> There is little to no evidence that students are provided opportunities for self-assessment	<input type="checkbox"/> Several opportunities for student self-assessment with feedback are present.	<input type="checkbox"/> There are regular opportunities throughout the course for student self-assessment that encourage students to seek timely additional help.

Criteria C5 – C8 Comments:

Section D: Accessibility










Instructors need to verify that content they create or add to their courses is accessible to all students. Third party tools and platforms (publisher content, LTI/Apps, etc.) procured by the college or department represent an institutional responsibility. It is important for faculty, administration, and vendors to work together to ensure that such proprietary course materials meet prevailing accessibility standards. The following were noted in this course and may require additional accessibility review by the college:













☐ LTI/Apps ☐ Media Player ☐ Links to 3rd party websites ☐ Publisher content

3rd Party Resources in this course: _____













Because the review of course accessibility is a snapshot in time, instructors and administrators should engage in an on-going effort to ensure that equitable access to instructional content is maintained in the course and that all areas of accessibility are addressed.

For information on the accessibility of services and tools made available through the California Community College Chancellor's Office CVC-OEI grant, please visit CVC.edu. For other web and information technology accessibility needs, please visit the [CCC Accessibility Center](#).

D1: Heading Styles Heading styles are consistently used to aid navigation through the course when using assistive technology. Heading levels (Heading 1, Heading 2, etc.) are used in correct order. Fonts, colors, and formats (bold, italics, etc.) are not used in lieu of heading styles. Check: <input type="checkbox"/> Canvas Content <input type="checkbox"/> Documents (e.g., MS Word) <input type="checkbox"/> PDFs <input type="checkbox"/> Digital Presentations <input type="checkbox"/> Spreadsheets	N/A 	Incomplete 	Aligned 
D1 Comments:			
D2: Lists Lists are created using the bullet or numbered list tool instead of being formatted manually so that lists are recognized when using a screen reader. Check: <input type="checkbox"/> Canvas Content <input type="checkbox"/> Documents (e.g., MS Word) <input type="checkbox"/> PDFs <input type="checkbox"/> Digital Presentations <input type="checkbox"/> Spreadsheets	N/A 	Incomplete 	Aligned 
D2 Comments:			
D3: Links Links are identified with meaningful and unique text in place of displaying the URL. Check: <input type="checkbox"/> Canvas Content <input type="checkbox"/> Documents (e.g., MS Word) <input type="checkbox"/> PDFs <input type="checkbox"/> Digital Presentations <input type="checkbox"/> Spreadsheets	N/A 	Incomplete 	Aligned 
D3 Comments:			

D4: Tables Column and/or row header cells are designated so that screen readers can read table cells in the correct order. A table caption is included for more complex tables. Check: <input type="checkbox"/> Canvas Content <input type="checkbox"/> Documents (e.g., MS Word) <input type="checkbox"/> PDFs <input type="checkbox"/> Digital Presentations <input type="checkbox"/> Spreadsheets	N/A 	Incomplete 	Aligned 
D4 Comments: 			
D5: Color Contrast There is sufficient color contrast between the foreground text and background to avoid difficulties for students with low vision. Check: <input type="checkbox"/> Canvas Content <input type="checkbox"/> Documents (e.g., MS Word) <input type="checkbox"/> PDFs <input type="checkbox"/> Digital Presentations <input type="checkbox"/> Spreadsheets	N/A 	Incomplete 	Aligned 
D5 Comments: 			
D6: Color and Meaning Color is not used as the only means of conveying information, adding emphasis, indicting action, or otherwise distinguishing a visual element. Check: <input type="checkbox"/> Canvas Content <input type="checkbox"/> Documents (e.g., MS Word) <input type="checkbox"/> PDFs <input type="checkbox"/> Digital Presentations <input type="checkbox"/> Spreadsheets	N/A 	Incomplete 	Aligned 
D6 Comments: 			
D7: Images All images have appropriate alternative text, either explaining instructional value or indicating the image is decorative. Alternative text does not contain “image of”, “picture of” or file extension (e.g., “.jpg”). Check: <input type="checkbox"/> Canvas Content <input type="checkbox"/> Documents (e.g., MS Word) <input type="checkbox"/> PDFs <input type="checkbox"/> Digital Presentations	N/A 	Incomplete 	Aligned 
D7 Comments: 			

D8: Reading Order Reading order is correctly set so that content is presented in the proper sequence when using screen readers and other assistive technologies. Check: <input type="checkbox"/> Documents (e.g., MS Word) <input type="checkbox"/> PDFs <input type="checkbox"/> Digital Presentations	N/A <input type="checkbox"/>	Incomplete <input type="checkbox"/>	Aligned <input type="checkbox"/>
D8 Comments			
D9: Slides Slides are created using built-in accessible slide layouts with each slide having a unique title. All text is visible in Outline View to be sure that it can be read by assistive technology. Check: <input type="checkbox"/> Digital Presentations	N/A <input type="checkbox"/>	Incomplete <input type="checkbox"/>	Aligned <input type="checkbox"/>
D9 Comments:			
D10: Spreadsheets Spreadsheets include labels for the rows and columns, detailed labels for charts, and are accompanied by textual descriptions that draw attention to key cells, trends, and totals. Check: <input type="checkbox"/> Spreadsheets (e.g., Excel, Google Sheets, etc.).	N/A <input type="checkbox"/>	Incomplete <input type="checkbox"/>	Aligned <input type="checkbox"/>
D10 Comments:			
D11: Accessibility Checkers Files and content pages pass any built-in accessibility check available in the software. Check: <input type="checkbox"/> Canvas Content <input type="checkbox"/> Documents (e.g., MS Word) <input type="checkbox"/> PDFs <input type="checkbox"/> Digital Presentations <input type="checkbox"/> Spreadsheets	N/A <input type="checkbox"/>	Incomplete <input type="checkbox"/>	Aligned <input type="checkbox"/>
D11 Comments:			

D12: Video All video must have accurate captions. If a video has no audio or instructionally relevant soundtrack, a note explaining that should accompany the video. Check: <input type="checkbox"/> Required video content inside the course management system or external video content linked to from within the course.	N/A 	Incomplete 	Aligned 
D12 Comments:			
D13: Audio Audio files must be accompanied by complete and accurate transcripts. Check: <input type="checkbox"/> Audio files inside the course management system and external audio-only content linked to from within the course.	N/A 	Incomplete 	Aligned 
D13 Comments:			
D14: Flashing Content Blinking or flashing content, including gifs, should only be used if instructionally needed and not merely for decoration or emphasis. Flashing content must not flash more than three times in any one second period or exceed the general and red flash thresholds. Check: <input type="checkbox"/> Videos <input type="checkbox"/> Canvas Content <input type="checkbox"/> Files, including slides, documents, etc.	N/A 	Incomplete 	Aligned 
D14 Comments:			
D15: Live Captions Live broadcast and synchronous video conferences must include a means for displaying synchronized captions if requested. Check: <input type="checkbox"/> Plan for captioning any live, synchronous video events planned for the course.	N/A 	Incomplete 	Aligned 
D15 Comments:			

<p>D16: Auto-play</p> <p>Audio and video content should not be set to auto-play. If any audio on a web page does auto-play for more than three seconds, a mechanism must be available to pause, stop, and control the volume.</p> <p>Check:</p> <p><input type="checkbox"/> Audio and video content inside the course management system or linked to from within the course.</p>	<p>N/A</p> <p><input type="checkbox"/></p>	<p>Incomplete</p> <p><input type="checkbox"/></p>	<p>Aligned</p> <p><input type="checkbox"/></p>
<p>D16 Comments:</p>			

The California Virtual Campus-Online Education Initiative (CVC-OEI) is a collaborative effort among California Community Colleges (CCCs) to ensure that significantly more students are able to complete their educational goals by increasing both access to and success in **high-quality online courses**.



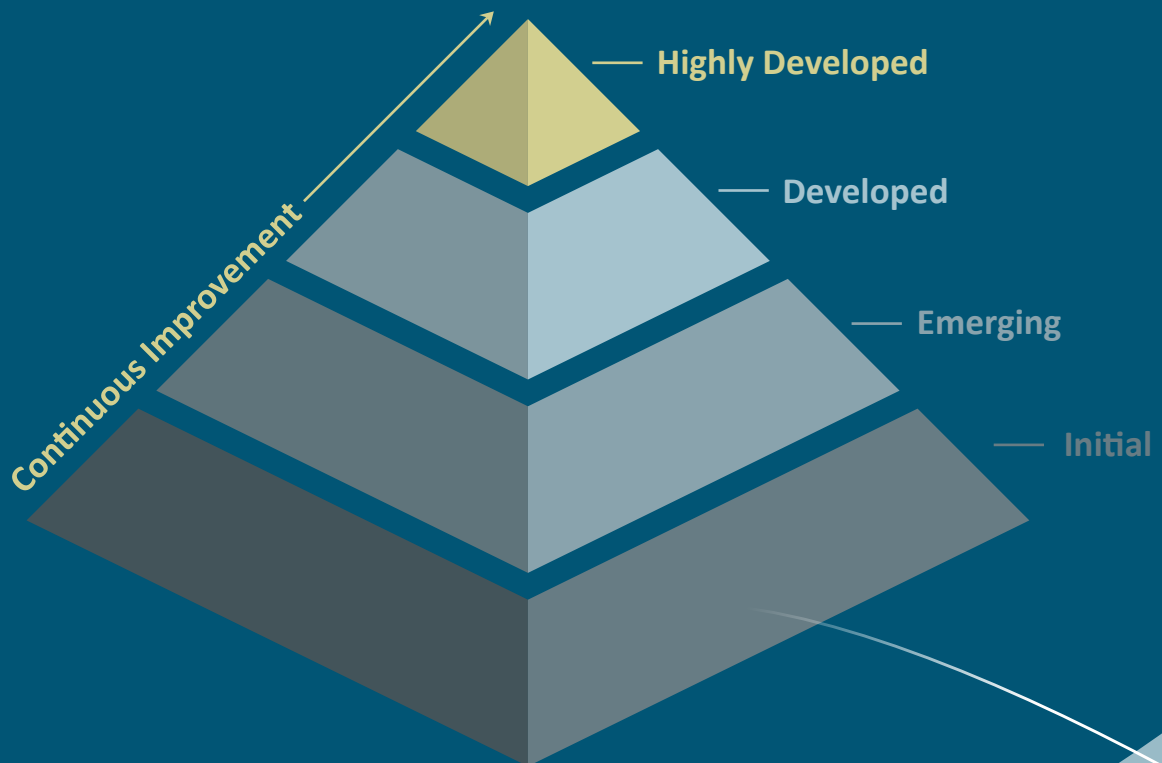
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ACCJC

ACCREDITING COMMISSION FOR
COMMUNITY AND JUNIOR COLLEGES

Outcomes | Innovation | Improvement

Pilot Quality Continuum Rubric for Distance Education



What the Quality Continuum Rubric for Distance Education is:

- A resource to support institutions in the continuous improvement process to increase the depth and quality of Substantive and Regular Interaction in Distance Education and promote the achievement of equitable student success.
 - Used to prompt collegial dialogue between institutions being reviewed and peer reviewers.
 - Assumes minimal compliance at the Initial level and exemplary practice at the Highly Developed level.
 - Based on the definitions for substantive and regular interactions per ACCJC's [Policy on Distance Education and on Correspondence Education](#), as well as Department of Education guidance.
-

What the Quality Continuum Rubric for Distance Education is not:

- Intended to evaluate the performance of instructional faculty.
 - Used to determine the level of quality for each course section.
 - An independent evaluation tool to determine whether an institution meets ACCJC's [Policy on Distance Education and on Correspondence Education](#).
-

Peer Review Teams:

- Are responsible for verifying that an institution is aligned with ACCJC's [Policy on Distance Education and on Correspondence Education](#) per [Accreditation Standard 2.6](#).
- Must verify substantive and regular interaction per the protocol outlined in Appendix B in the [Accreditation Handbook](#).
- Will utilize the *pilot DE Assessment Tool for Peer Reviewers* to determine whether or not an institution meets the 85% threshold for substantive and regular interaction in the sample of course sections it reviews.
- Will utilize the *pilot Addendum to the Protocol for Distance Education Review* to summarize their findings in the course of the peer review process.
- Will refer to and reflect on the *Quality Continuum Rubric for Distance Education* to provide constructive feedback to the institution in the Peer Review Team Report in the context of Standard 2.6.

Substantive Interaction

is engaging students in teaching, learning, and assessment, consistent with the content under discussion, and also *includes at least two of the following*:

A - Providing direct instruction. (Note: this method only applies in synchronous courses.)

Initial →	Emerging →	Developed →	Highly Developed
Synchronous engagement providing lectures or presentations that cover course content.	Synchronous engagement providing lectures or presentations to cover course content. Synchronous facilitation of class discussions, encouraging student participation.	Synchronously incorporates multiple teaching methodologies to facilitate effective direct instruction, such as flipped classrooms, critical thinking, and dialogue on the learning outcomes and competencies.	Synchronously utilizes various media and technologies to facilitate learning and competencies, effective teaching methodologies, and incorporates culturally competent strategies that yield equitable student outcomes.

B - Assessing or providing feedback on a student's coursework.

Initial →	Emerging →	Developed →	Highly Developed
Provides grades with minimal non-automated feedback on some assignments.	Provides meaningful comments on some coursework and assignments.	Consistently provides meaningful comments on most coursework and assignments, including constructive feedback and improvements needed to increase content mastery.	Consistently provides prompt, personalized, and detailed feedback on student coursework and assignments, such as written comments, detailed rubrics, audio or video notes, and examples for improvement.

C - Providing information or responding to questions about the content of a course or competency.

Initial →	Emerging →	Developed →	Highly Developed
Provides instructional content, such as video, audio, or recorded presentations or interactive lessons visibly created or mediated by the instructor. Responds to questions pertaining to the course content.	Periodically provides substantive information pertaining to the course content. Periodically encourages participation and questions and responds in a timely manner. Provides reminder announcements regarding course content and learning outcomes.	Frequently provides substantive information from various sources or mediums to engage students with course content. Frequently encourages participation and questions and responds in a timely manner.	Frequently provides substantive information, and announcements beyond reminders that discuss previous topics, trends in assignments, or that highlights key concepts. Frequently encourages participation and questions and responds in a timely manner with detailed information and ideas.

D - Facilitating a group discussion regarding the content of a course or competency.

Initial →	Emerging →	Developed →	Highly Developed
Provides prompts, questions or topics to engage students.	Provides prompts and occasional comments or guidance to students in discussions to ensure focus is on course content and discussion is productive.	Frequently provides comments or guidance in discussions to enhance course content/ competency mastery.	Actively participates in discussions to pose questions, propose alternative viewpoints, connect ideas, and encourage struggling students.

E - Other instructional activities approved by the institution's or program's accrediting agency. N/A (ACCJC has currently not approved any additional activities for substantive interaction)

Regular Interaction

between a student and an instructor(s) is demonstrated by the *two following criteria*:

A - Providing the opportunity for substantive interactions with the student on a *predictable and regular basis* commensurate with the length of time and the amount of content in the course or competency.

Initial →	Emerging →	Developed →	Highly Developed
<p>Policies and procedures make clear how often and when the instructor will interact with students.</p> <p>Course materials (e.g. syllabi and introductory statements) make clear to students the opportunities for interaction.</p> <p>Interaction expectations are clearly communicated to the students (e.g. in the syllabus), including response times, and explicit participation guidance (e.g. office hours, discussion boards).</p>	<p>Instructor engages with students throughout the term per the institution's policies regarding frequency of postings, feedback, providing information pertaining to course content/competencies, and learning outcomes.</p> <p>Interaction expectations are communicated to the students in multiple ways encouraging students to participate in the opportunities for substantive engagement (e.g. office hours, discussion boards).</p>	<p>Instructor frequently engages students throughout the term.</p> <p>Interactions are predictable and occur in accordance with the length and course content.</p>	<p>Instructor engagement with students yields equitable student outcomes.</p> <p>Interactions are predictable and occur in accordance with the length and course content.</p>

B - 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 when needed on the basis of such monitoring, or upon request by the student.

Initial →	Emerging →	Developed →	Highly Developed
<p>There is minimal interaction (frequency of postings, feedback, instruction) throughout the term in the course section, or with individual students based on monitoring student engagement and success.</p> <p>Policies and/or procedures create expectations for monitoring student academic engagement and success.</p>	<p>Instructor occasionally engages with students throughout the term to provide formative feedback and information based on monitoring student engagement and success.</p> <p>Mechanisms ensure that the policies and procedures pertaining to monitoring student academic engagement and success are followed.</p>	<p>Instructor frequently engages with students throughout the term to provide formative feedback and information based on monitoring student engagement and success.</p> <p>Instructor communicates and responds in a timely and prompt manner per institution's policies.</p>	<p>Instructor frequently engages with students throughout the term to provide formative feedback and information based on monitoring student engagement and success.</p> <p>Instructor promptly and proactively responds to students in response to observed concerns or at the request of students, to provide necessary support.</p>

Regular and Substantive Interaction: What does not count in DE courses?

In accordance with the regulations set forth in the California Code of Regulations, Title 5, Sections 55202 and 55204, the California Chancellor's Office (CCCCO) and the Accrediting Commission for Community and Junior Colleges (ACCJC) set forth guidelines to ensure that distance education is characterized by the same expectations for quality, integrity, and effectiveness that apply to more traditional modes of instruction. Distance education courses are courses that deliver instruction to students who are separated from the instructor(s) either synchronously or asynchronously.

Substantive Interaction:

- Announcements that are not substantive or elaborating on the course content (of current or previous week content), or announcements that are reminders of what is due.
 - Please note, weekly announcements are required for BCC requirements, if they are substantive they will count as substantive interaction, if they are not, they will only count for the BCC required weekly announcement.
- Automated/pre-programmed comments that are not personalized and detailed to the student's coursework/assignments.
- Office hours listed as by appointment only, or no set day/time as required for the predictable and regular requirement of an office hour for RSI.
 - Scheduled office hours listed in the syllabus by day, time, and modality, do count as RSI.
- Emails and LMS inbox are seen as private and are not counted towards RSI.
 - Please note, responding to student emails/LMS inbox are required, and have a two working day response time frame.

Regular Interaction:

- Syllabus does not include interaction expectations (response times, explicit participation guidance explaining when/where office hours are held, discussion board guidance of when initial post is posted and when to expect Instructor to respond, etc.).
- Infrequency of postings, feedback, grading, etc.
- Feedback does not pertain to the course content/competence.
- Anything auto programmed.
 - This is seen as interaction with a computer, not interaction with the instructor and does not count for RSI.