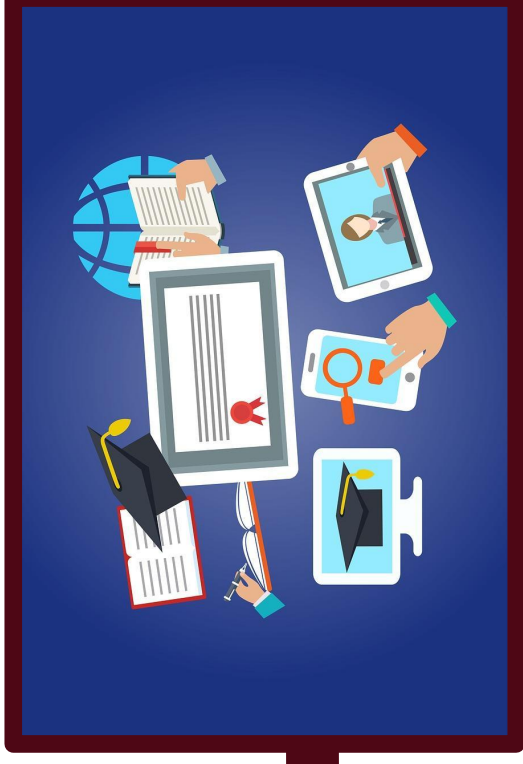


# New Faculty Orientation Agenda

Tuesday, August 15, 2023

| 8:30 a.m. – 3:45 p.m.   | Notes |
|---|-------|
| <b>8:30 – 8:45 Welcome &amp; Introductions Operations Center (Operations Center (OC-116))</b><br>Dana White<br><i>Professional Development Coordinator/Faculty</i><br>Light continental breakfast   |       |
| <b>8:45-10:30 Campus Tour</b><br>STEM- Patricia Gill, <i>STEM Services Developer</i><br>Copy Center/Mailboxes, Campus Police, Bookstore<br>Disability Resource Center (DRC) – Greg Ferrer, <i>DRC Coordinator</i><br>Student Activities/Discipline/Clubs – Mark Hartley, <i>Dean of Student Life</i><br>Where to pick up keys and key cards, meet your IDSs (IT-200)  |       |
| <b>10:30-10:45 Break (OC-116)</b>   |       |
| <b>10:45-11:45 Orientation (OC-116)</b><br><b>Faculty Guide and Timeline – Drs. Peggy Campo, Quinton Bemiller, Ashley Etchison</b> <i>Deans of Instruction</i><br>Web Advisor/Forms/Book<br>ordering/Admissions/Grades/Census/Early<br>Alert...Improvement of Instruction (IOI)<br>Absences, supplies, etc. - Instructional Department Specialists (IDS)  |       |
| <b>11:45-12:45 Lunch (OC-116)</b><br>President, Vice Presidents, & Deans<br>Dr. Monica Green, <i>President, Norco College</i><br>Dr. Carol Farrar, <i>Vice-President, Academic Affairs</i><br>Dr. Kaneesha Tarrant <i>Vice-President for Student Services</i><br>Dr. Michael Collins, <i>Vice-President, Business Services</i><br>Dr. Tenisha James, <i>Vice-President, Strategic Planning &amp; Development</i><br><br>Dr. Gustavo Ocegüera, <i>Dean of Grants and Student Equity Initiatives</i><br>Drs. Peggy Campo & Quinton Bemiller <i>Deans of Instruction</i> |       |
| <b>12:45-1:15 Your Senate (OC-116)</b>  |       |

|  |  |
|--|--|
| Kim Bell, <i>Academic Senate President</i>   |  |
| <b>1:15-1:45 Your Faculty Organization (OC-116)</b><br>Dr. Virgil Lee, <i>CTA Vice-President</i><br>Araceli Covarrubias, <i>CTA Representative</i> |  |
| <b>1:45-3:45 Distance Education (LIB-115)</b><br>Ryan Hitch, DE Chair<br>DJ Hawkins, District DE   |  |



# RSI: Regular and Substantive Interaction

**Presenter:** Ryan Hitch, DE Faculty Chair

**Date:** March 3rd, 2023

# *Road Map*

1. Regulations Regarding RSI
2. Characteristics of RSI
3. Recommendations for Promoting RSI
4. DE Resources
5. Open Forum - Questions

## *What Is Title 5 and Why Does It Matter?*

- Title 5 is a set of federal regulations that affect the requirements for online classes and accreditation. Our accrediting agency, the Accrediting Commission for Community and Junior Colleges (ACCJC), aligns its language for accreditation with federal regulations. Thus, Title 5 has a direct impact on the way that our online courses are evaluated.
- Changes to Title 5 with regard to Distance Education took effect on November 4th, 2022 and impacted several key areas. For this presentation, we are especially focused on the changes to “regular and substantive interaction.”

## *Additional Considerations about RSI*

- The U.S. Department of Education requires that all online courses for which students may use Title IV funds (federal financial aid) “ensure that there is regular and substantive interaction between students and instructors.” The Department of Education has the authority to review distance learning offerings at colleges and universities that receive federal funds.
- Finally, remember that regular and substantive interaction is more than a federal requirement. It is also a hallmark of effective teaching. Decades of research have established that teacher-student interactions are an essential component of learning.

## *New Language on Substantive Interaction*

“**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:

1. providing direct instruction;
2. assessing or providing feedback on a student's coursework;
3. providing information or responding to questions about the content of a course or competency;
4. facilitating a group discussion regarding the content of a course or competency; or
5. other instructional activities approved by the institution's or program's accrediting agency.”

## *New Language on Regular Interaction*

“An institution ensures **regular interaction** between a student and an instructor or instructors by, prior to the student's completion of a course or competency:

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; and
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.”

# *Characteristics of Regular and Substantive Interaction*

## *Initiated by the instructor*

- To count as ‘regular and substantive,’ interactions need to be started by you. This doesn’t mean students should be discouraged from contacting you or asking questions – far from it! But you should expect to take an active part in initiating and guiding a range of interactions with your students throughout the term. This ensures that interactions are not optional; rather, they are an integral part of your instructional plan for the course.
- Examples:
  - You post a discussion question and actively facilitate the ensuing conversation.
  - You provide personalized comments (in any medium) for an individual student’s assignment.

## *Frequent and consistent*

- Interactions with students should be reasonably frequent and consistently repeated throughout the term. This means that once a course begins, long intervals of time shouldn't pass between the interactions you initiate with students. The mode of interaction may vary throughout the course, depending on your aims and the needs of your students, but the regular cadence of interactions you establish should remain as consistent as possible.
- Examples:
  - You routinely post announcements or send messages that you have written specifically for the course.
  - You actively facilitate a required online discussion.

## *Focused on the Course Subject*

- Interactions should be connected to the subject of the course and contribute to the students' progress toward the course, program, and college learning objectives. Routine procedural interactions, such as reminders of upcoming deadlines, aren't 'substantive' on their own; neither are activities like assigning grades, unless they are accompanied by personalized feedback or suggestions for improvement. This doesn't mean that interactions designed to welcome students or build classroom community aren't important, merely that they aren't sufficient by themselves.
- Examples:
  - You send a message previewing concepts introduced in the next unit and listing questions for students to have in mind when reading the assigned learning materials.
  - You post a current event to illustrate a course concept.

# *Recommendations for Promoting Regular and Substantive Interaction in Online Courses*

## *Set Clear Expectations for Interaction in the Syllabus*

- The syllabus is a good place to tell your students how you'll communicate with them as well as how you expect them to communicate with you. Let students know how frequently they can expect to hear from you, when you will or will not be available to respond to messages, and how quickly they can expect a response to questions and to the work that they submit. If you have participation expectations for your students, be sure to include those as well—especially if they affect students' grades.

## *Send messages at regular intervals throughout the term*

- Announcements often focus on procedural information, like reminders of course deadlines, but they can also be used to support instruction. For instance, a weekly announcement can: synthesize and then comment on questions from the previous week; note trends observed in assignments; or highlight, contextualize, or illustrate key concepts students will encounter. Try to establish a general rhythm for course communications, using a pattern that is consistent with the structure or thematic organization of the course. Regardless of their frequency, announcements can be treated as genuine invitations into the subject matter of the course rather than mere reminders.

## *Provide timely, individualized, and in-depth feedback*

- Instructor feedback is most beneficial when it comes soon after students submit work, so avoid lengthy delays in providing students with comments about their progress. Feedback can take many forms: written comments, audio or video notes, individual conferences conducted in person or via online meeting tools, and so on. In all cases, though, feedback should go beyond simply assigning a grade or automatically displaying pre-written comments or general statements ('good work', 'needs improvement', etc.). Effective feedback communicates to students both what they have accomplished and areas where they may need to improve. It also often offers examples and concrete suggestions for actions students can take in the future to make further progress in their learning.

## *Actively facilitate online discussions*

- A common misconception about online discussions is that instructors shouldn't play an active role in facilitating them. While it's true that a hands-off approach can be appropriate in some contexts, there are many benefits to facilitated discussions. Consider posting regularly to course discussion forums in order to: pose guiding questions related to the academic subject; propose counterpoints or alternative points of view that students may not be considering; establish connections among students' ideas; engage in Socratic dialogue; and provide encouragement for students who may be struggling with the complexities of the subject. If the only voices regularly present in discussions are those of students, your course is missing a valuable mode of online instruction.

## *Regularly scheduled synchronous communication*

- Online office hours provide a forum for students to ask their own questions, but they can also be used to supplement instruction in more intentional ways. For instance, you might incorporate brief structured lessons at the beginning of an open-ended study session. While it is important not to artificially limit the flexibility of online instruction, it's perfectly appropriate to ask students to participate in some regularly scheduled synchronous (real-time) online sessions provided these are clearly identified as part of the course requirements outlined in the course syllabus.

## *Make interactions easy – and easy to document*

- When selecting online tools or platforms, consider carefully how they are likely to affect the ease of communication for you and your students. When possible, select ones that help you document your communications. Email, discussions, or the Canvas gradebook will do this automatically. But it's a good idea to apply extra scrutiny to external platforms, such as those operated by publishers. These can sometimes be difficult to access after a course has concluded, making it hard to go back later to retrieve messages or feedback you gave students. If you do use publisher platforms, be sure to have a plan for documenting interactions in the course; this will help ensure you're prepared in case you are asked to provide evidence of regular and substantive interaction in the future.

# *DE Resources*

- [District DE Website](#)
  - Training, Resources, Request Forms, and Other Resources
  - 1:1 Appointments for Course Development, Instructional Design, Accessibility, and More
- [Norco College DE Committee](#)
- [@ONE Training Courses](#)

# *Questions & Answers*



## *Opportunities to Get Involved*

- **DE Committee:** Meets 2nd Thursdays from 12:50PM-1:50PM
- **Peer Online Course Review:** DE Committee is also actively looking for new and experienced online educators to specifically support its POCR planning.
- **Contact Ryan Hitch, DEC Faculty Chair, at [ryan.hitch@rccd.edu](mailto:ryan.hitch@rccd.edu) for additional information.**



# NORCO COLLEGE

March 3, 2023 - First Fridays

| Date          | Time          | Topics   | Speaker(s)  | Summary  |
|---------------|---------------|--|---|--|
| March 3, 2023 | 9:00-11:00am  | The Curriculum Process                                 | Brian Johnson, Norco College Curriculum Committee Chair | *The Curriculum Process<br>Would you like to create a new course? Revamp outdated curriculum and/or textbooks? What's the process to take a face-to-face class to online and/or hybrid modality? The Curriculum Committee chair will join us to explain the process to get this accomplished. In addition, you will be provided with your log ins. |
|               | 11:00-11:15am | Break  |   |  |
|               | Community     |  |   |  |
|               | 11:15-12:00pm | Distance Education-Regular and Sustantive Interactions | Ryan Hitch, Norco DE Chair                              | *Distance Education (RSI)<br>Are you planning to teach online? What does the contract require of us? What is RSI? What resources are available to you? Technology? Support? In this session our Distance Education chair will join us to   |
|               |               |  |   |  |
|               |               |  |   |  |