

RCC Department Leadership Council

November 13, 2025 Agenda

***12:50-1:50 pm Hall of Fame**

Materials: agenda, minutes from October, Guidance Memo on Burden Free, ASJCC rubric for DE

I. Welcome and Approvals—5 minutes

A. Agenda

B. Minutes from October DLC meeting

II. Dr. Bishop 12:55-1:30

III. Brief Information/ Updates/ Reports

A. Chairs' Report/ Announcements—L. Wright, K. Sell

IV. Discussion

A. Scheduling 26-27 Preparation

i. Targets/ timelines, growth areas

ii. Short term offerings updates/ planning (more to come in December)

iii. CCN Phase 2 preparation/ roll out

iv. Schedule Request forms (whether you are using them or not, timelines for receiving these and when preference comes into this)

B. DE Certification update—Jo and all

i. NOT Camp any longer!

ii. Reframe: focus on RSI and how chairs can help support getting large numbers of folks through

C. Burden Free Instructional Materials

i. Where we are as a district

ii. What/ when we should communicate to faculty (more to come perhaps in December)

D. Other Reports

i. Enrollment Management—college/ district

ii. Senate

iii. Faculty Association

iv. Other/ For the Good of the Order

V. Adjourn

Fall 25 Meeting Dates DLC: *Sept. 11, October 9, November 13, December 11.*

Enrollment Management: *October 30*

Riverside City College MISSION: Riverside City College serves a diverse community of learners by offering certificates, degrees, and transfer programs that help students achieve their educational and career goals. The college strives to improve the social and economic mobility of its students and communities by being ready to meet students where they are, valuing and supporting each student in the successful attainment of their goals and promoting an inclusive, equity-focused environment. **VISION:** Riverside City College strives to provide excellent educational opportunities that are responsive to the diverse needs of its students and communities, and empowers both to be active participants in shaping the future.

RCC Department Leadership Council (EM)

October 9, 2025 | 12:50-1:50 pm Hall of Fame

Minutes

I. Welcome and Approvals—5 minutes

- A. Agenda approval: M/S/C 12:52 meeting commenced, approved by consensus
- B. Minutes from September DLC meeting: M/S/C Soto/Lowden, approved by consensus, no abstentions.

II. Brief Information/ Updates/ Reports

A. Chairs' Report/ Announcements—L. Wright, K. Sell

i. Night Manager Update—L. Wright

- 1. Taken to President Bishop, he has thoughts and he's working on it. No timetable.

Critical because of student needs, DLC proctored exams etc.. Students aren't receiving required services. Facilities needs, faculty don't know who to reach out to.

- 2. Accreditation Update- and have work-groups. Each leadership group is assigned standards. Finalized lc work to be finalized by Nov. 6th. Take reports to EPOC and Academic Senate. Form small writing groups in Winter to finalize the report.

ii. ISER—L. Wright

- 1. 2-semester process. Submit August 1st through shared gov. read and ask questions/revisions. Board Approved then. Submit report for ACCJC to rule on. Ongoing process next Fall. Solve all issues and concerns prior to site visit. This is not a punitive process. We know what we need to work on, and we're taking necessary steps to improve. Site visit in Spring 27, they will come to validate. June ruling if we're completely accredited or have improvements. Accreditation is for 7 years.

iii. From Faculty Development:

- 1. New forms for Flex event approvals and Learning Funds requests are on the FDC; chairs encouraged to attend the Associate Faculty of the Year lunch on Wed. Oct. 29th 12-1:30pm in HOF

iv. Other: working on rubrics and ensuring we're in alignment. ZTC: burden-free first day of access for students. We need a streamlined procedure. July 30th and we have to be in compliance by January. OER books are readily available and students know exactly where to access them. Faculty don't have all the info. by the first day of class. Intention is that students will do better when they have all materials needed on the first day. We can't be forced to use it. How are faculty held accountable? Agendize this and get a report back. Need to revisit this.

- v. Prioritization: job postings, 6120-C permanent faculty hires. Do not submit in OATS. Must be approved by Dean and VP first. Run by district discipline, take to senate for faculty committee for hiring. 1) Discipline 2) Get template from OATS 3) Send to Dean/VP for approval 4) Chair approval.

vi. Breakdown for Faculty Hires – 6 for RCC and 5 each for MVC and Norco.

Change in prioritization process. Things were submitted on-time and were

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missed for high stakes Faculty Positions. All go into repository for 25-26 so it's available to all. Form is constantly changing. Last minute changes are required, and its labor intensive. This is a concern for multiple faculty members.

Faculty need clear timelines, clear processes, and clear forms.

Faculty are concerned they've received emails from other depts lobbying for their positions.

B. Program Mapper and Session tomorrow—J. Lehr

- i. Retreat will be tomorrow beginning at 8am in CIS 114. Continental breakfast and boxed lunches will be served. Program Maps will be updated. If interested in attending, email Casandra Greene. When anything happens with programs, it has to be changed in, multiple other places. We need to get our programs aligned with maps to ensure we are in alignment and compliance. Bring laptops are be prepared to work.

C. RCC Enrollment Management—C. Ruth, A. Brown, S. Herrick

- i. First meeting is now scheduled for October 30th at college hour. Faculty to attend if they can.

D. District Enrollment Management—K. Gerdes

- i. Meeting is this afternoon. Implementing process to get outstanding student balances collected. Payment plan to be required in order to be able to register if students have a \$500+ balance. Students can even pay \$1 and still register. Students can't see their balance due.

III. Discussion

A. Eval Kit Phase Out and opportunity to think about updates to student survey questions, maybe having some in common while still retaining some discipline specific ones.

- i. IDC's are going to have to input for new system. Not a decision for today. Department specific requirements. Surveys are different across the board. Language inconsistencies. Can't 100% standardize the process. But at least have standardized language. Make surveys more effective. Possibly have a work-group formed for this. Don't want a contract with a servicer that won't allow us to do what we need it to do. Caution against standardizing. Room for conversations for getting at the same things where language is the same. Bring it to the CTA. CTA will give feedback. They can't approve/disapprove.

B. Report out from District SAAM meeting Sept. 26 and discussion about where your departments are / how they are handling this, what you might need as we move forward with the work, and how we might make some unified asks of the union so these don't come in piecemeal—K. Sell, L. Wright, R. Taube, J. Scott-Coe and all

- i. Nothing concrete. More of getting everyone on-board and determining scope of work. Are faculty having a hard time/easy time, getting support they need? Where are they in the process? Reached out to colleagues and a lot of them have eliminated distinction between lecture and lab pay rates. Others have adopted the parity method. Parity is the pay where it balances out with lecture. Possibly doing this here at RCC. Part-time faculty will be impacted because they will receive a reduction in pay. Anywhere from \$400-\$700 less per class. What can the State do to help with a solution? Changes the working conditions for Full-Time Faculty. More work and no pay for the hours of work. Send concerns to Faculty

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Association. But if anything needs to be negotiated, take it to CTA. Come as a group as opposed to individually. But no one solution will satisfy all concerns because every situation is unique. What will the process be? It exists in CA. Mt. Sac has a process in place with parity units. We will be penalized for not paying faculty for hanging lab hours. Something needs to be implemented by Fall 26.

- ii. At a frustration point with one college one vote. No solution for this. We are 3X the size of the other 2 colleges combined. This is not an equitable process.

C. Scheduling for Summer/Fall 26 – **Defer conversation to next meeting agenda, ran out of time and were not able to discuss this.**

- i. Considerations (e.g. CCN Phase II)
- ii. Schedule Request Forms—forms themselves (and whether used or not), timelines for sending and receiving these, how/ when preference comes into this

IV. **Adjourn** at 1:50pm, next meeting will be November 13th.

Fall 25 Meeting Dates: *Sept. 11, October 9*, November 13, December 11. Enrollment Management:
October 30 12:50-1:50

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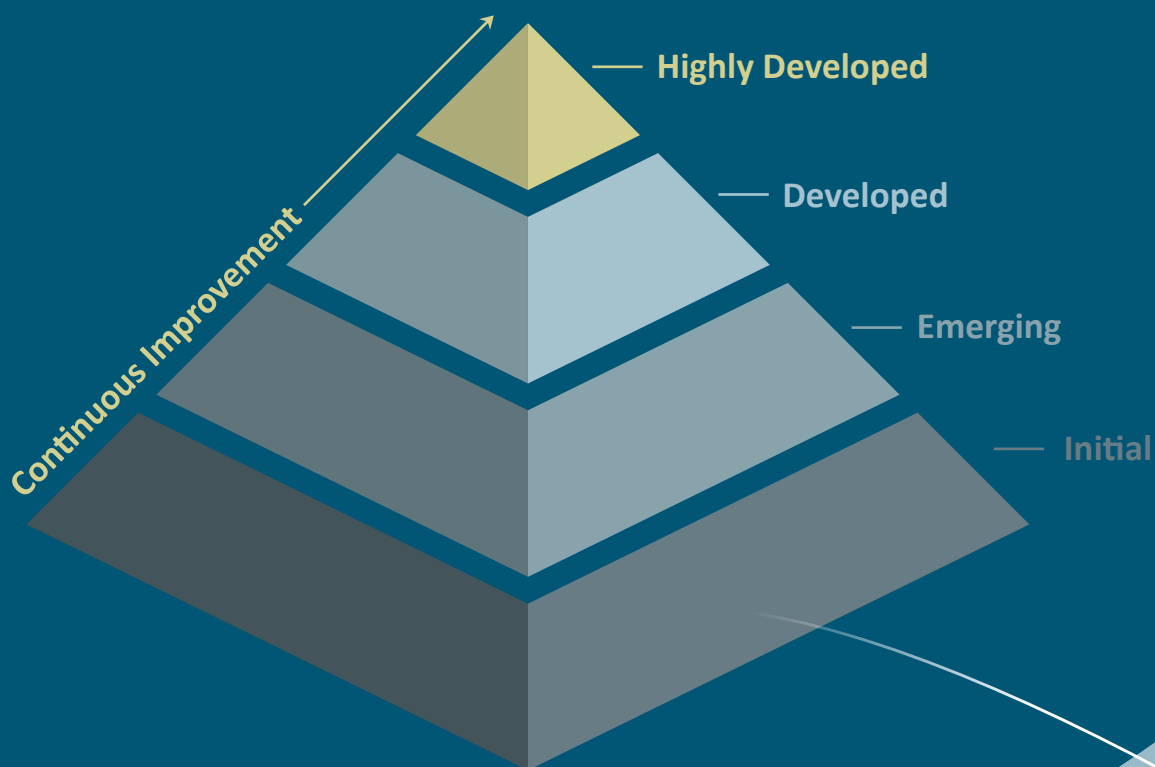
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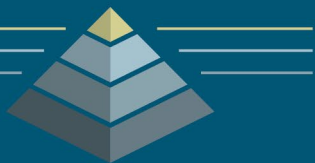


ACCREDITING COMMISSION FOR
COMMUNITY AND JUNIOR COLLEGES

Outcomes | Innovation | Improvement

Quality Continuum Rubric for Distance Education





Distance Education Review - Frequently Asked Questions

1. In an asynchronous course section, does providing voiceover PowerPoint presentations count as direct instruction?

No, direct instruction is only a method considered by the Department of Education in live synchronous course sections. However, voiceover PowerPoint presentations will count as one of the methods of substantive interaction since it is a means of providing information about course content.

2. If synchronous course sections are included in the sample the peer reviewers evaluate, will they need to view recorded Zoom meetings?

No, ACCJC does not require observation of recorded Zoom meetings; peer reviewers will review the syllabus to verify that the course section was synchronous, and the content covered by the instructor, in order to validate direct instruction.

3. The institution uses various third-party platforms and technologies to communicate and engage with students in the asynchronous course sections. How can this be made available to peer reviewers?

Reviewers should have a level of access to the LMS (typically 'instructor' level) that allows them to observe activities where this interaction takes place, such as on discussion boards, other postings, and communications regarding learning content, feedback on assignments, etc. It is the institution's responsibility to provide any additional access to relevant documentation to verify regular and substantive interaction. The institution must have methods to ensure that the instructor's interaction with students is substantive and regular.

4. The ACCJC *Policy on Distance Education and Correspondence Education* refers to the term 'Instructor'. Our institution uses different terminology. What if we have a teaching aide in the course section providing feedback to students, is that okay?

ACCJC expects colleges to have policies and procedures related to the hiring of qualified personnel for their roles at the institution. ACCJC does not dictate the title of persons providing instructional content and relies on the institution to abide by its policies in accordance with Accreditation Standard 3.1.

5. How frequently does an instructor need to interact with students to qualify for regular interaction?

ACCJC relies on institutions to set their own policies and procedures in the context of their mission and expectations for particular programs or courses, as well as curriculum development processes that would identify what is appropriate given varying lengths of time and amount of content in any given course or competency.

6. My institution requires office hours for each course section; however, students do not always attend. Does just having office hours count for regular interaction (Part A of the definition for regular interaction)?

Yes, the Department of Education clarified this expectation as follows, “an institution meets the requirement for regular interaction between students and instructors by, in part, providing the opportunity for substantive interactions with the student on a scheduled and predictable basis commensurate with the length of time and the amount of content in the course or competency. This requirement could be met if instructors made themselves available at a specific scheduled time and through a specific modality (e.g., an online chat or videoconference) for students to interact about the course material, regardless of whether the students chose to make use of this opportunity or interact with the instructor at the scheduled time.”

7. My course section relies on a third-party vendor that automatically grades my students' quizzes and tests. Does providing these grades count as substantive interaction?

No, per the Department of Education, “a grade on an assignment alone does not qualify as substantive interaction” unless the instructor evaluates the student's work and provides specific feedback to the student about that work. The Department specifically notes, “an automated grading system that provides feedback based on a programmed response to input does not count as ‘substantive’ because it is interaction with a computer, not an instructor.”

8. Should the course section sample reflect the overall institutional percentage mix of asynchronous and synchronous 100% online classes?

The sample should be randomly selected from all course sections offered at the institution that qualify as Distance Education, per the ACCJC *Policy on Distance and on Correspondence Education*. This includes synchronous and asynchronous courses, and any other methods where the instructor is physically separated from students. If a course section includes any instruction in a physical, in-person setting, those courses should be eliminated from the sampling process. *Non-instructional in-person requirements (e.g., orientation and testing) do not exclude a course or program from being classified as exclusively Distance Education.*

9. How should my institution conduct the random sample?

Institutions can work with their research staff to identify the random sample, or they can use something like the ‘Random Number’ function in Excel to identify a subset of courses listed in a spreadsheet. Once identified, they can work with their LMS Administrator or other appropriate staff, such as information technology personnel, to make the courses available to the peer reviewers.

10. As a peer reviewer, I am observing class sections that have substantive interaction per the two methods required, and the regular interaction expectations. However, the substantive and regular interaction appears to be mostly at the ‘initial level’. What should I do?

If you have observed that there is substantive and regular interaction in 85% or more of the course sections you reviewed (even if mostly at the Initial level per the *Quality Continuum Rubric for Distance Education*) then you may reflect on the rubric and provide feedback to the college to assist them with deepening and strengthening the quality of substantive and regular feedback (either in the narrative of the report or with a Recommendation for Improvement if this review occurs during the Focused Site Visit).

11. Why doesn't ACCJC monitor student-to-student interaction? I don't see any reference to it in the *ACCC Policy on Distance Education and on Correspondence Education*, or in the *Quality Continuum Rubric for Distance Education*, or other ACCJC resources.

ACCJC is required to monitor quality in distance education per the federal regulations on this matter and does not ensure compliance with other State laws or regulations (such as ADA compliance) not within its jurisdiction.

12. My institution is concerned about violating Family Education Rights and Privacy Act (FERPA) laws and does not feel comfortable providing access to distance education courses.

According to the Department of Education, an educational institution is permitted to disclose student records to accrediting organizations to carry out their accrediting function.

Chair of Chairs

Academic Planning Council (APC) at Norco and MVC
Department Leadership Committee (DLC) at RCC

Current Reassigned time for this position

Reassigned time = .2 at Norco, .1 at MVC, and 0 at RCC

Recommended reassigned time .2

Summary

The Chair of Chairs serves as the faculty co-chair of the Academic Planning Council (APC)/ Department Leadership Committee (DLC), working in collaboration with the instructional Deans to provide leadership, coordination, and communication across academic departments. This role supports institutional planning, facilitates communication between faculty leadership and administration, and represents the department chairs in shared governance processes at the college and district levels.

Essential Duties and Responsibilities

Leadership and Coordination

- Chair or co-chair monthly Academic Planning Council (APC)/ Department Leadership Committee (DLC) meetings with the instructional Deans.
- Assist in developing and maintaining the annual APC/DLC calendar, meeting agendas, and schedules for department chairs.
- Field, collect, and organize agenda items and supporting materials for APC/DLC meetings.
- Prepare and present a monthly standing committee report on APC/DLC activities.
- Support the planning and facilitation of the annual Department Chairs Retreat.
- Assist with subcommittee requests or taskforce assignments that fall under the purview of APC/DLC.
- Serve on APC/DLC-related taskforces as needed to assist with process development, policy drafts, and procedural updates.

Shared Governance Representation

- Attend Academic Senate meetings as the APC/DLC representative and report Senate updates to APC/DLC.
- Attend College Council meetings and report relevant updates to APC/DLC.
- Attend District Strategic Planning Council (DSPC) meetings and report relevant updates to APC/DLC.
- Serve on the following college and district committees and workgroups as needed:
 - Operational Enrollment Management Committee
 - Strategic Enrollment Management Committee
 - District Recruitment Process Refinement Workgroup
 - Standardized Accounting Discussion Group
 - District Equivalency Committee (currently chaired by the Chair of Chairs)
 - District Non-Credit Subcommittee

- Guided Pathways “Standard of Care” Technology Demos
- Districtwide Scaling Guided Pathways Retreats (twice annually)

Communication and Liaison Responsibilities

- Serve as a liaison between department chairs, instructional Deans, and Instructional Department Specialists (IDSs) to ensure clear communication and consistent processes.
- Provide feedback and assist with procedural matters involving chairs and IDSs as needed.
- Coordinate with the Academic Senate regarding APC/DLC-related action, information, or discussion items for Senate consideration.
- Provide regular reports to the Academic Senate on institutional goals and APC/DLC responsibilities.
- Communicate relevant information and broad institutional updates to department chairs outside of monthly meetings (e.g., RSI reminders, assessment timelines, or district communications).

Accreditation and Institutional Support

- Contribute to accreditation reports, particularly standards and sections relating to department chair roles and responsibilities.
- Support accreditation activities by meeting with the on-site accreditation team as required and providing information relevant to APC/DLC and department chair functions.
- Support institutional planning initiatives and ensure APC/DLC activities align with college and district goals.

July 22, 2025

ESS 25-43 | Via Email

TO: Chief Executive Officers
Chief Instructional Officers
Chief Student Services Officers
Chief Business Offices

FROM: James Todd, Vice Chancellor of Academic Affairs

RE: Burden-Free Access to Instructional Materials: Regulatory Provisions

This memorandum outlines the regulatory provisions in California Code of Regulations (CCR), title 5, [§ 54221 Burden-Free Access to Instructional Materials](#). Background information and requirements of the new regulation are provided.

Background: Advancing Vision 2030 Through Burden-Free Instructional Materials

The unwavering commitment of the California Community Colleges to eliminate barriers to student success has never been more critical as we advance Vision 2030. For over a decade, our system has sought to remove the student financial burden of instructional materials. Our collective efforts — from pioneering Zero-Textbook-Cost (ZTC) programs to achieving remarkable Open Education Resources (OER) adoption rates — directly support our Vision 2030 goals of increasing Equity in Access, Equity in Support, and Equity in Success.

Toward that end, the California Community Colleges Board of Governors approved regulatory action, adopting California Code of Regulations (CCR), title 5, [§ 54221 Burden-Free Access to Instructional Materials](#). The regulation was filed with the Office of Administrative Law and the California Secretary of State on July 1, 2025, and becomes effective July 30, 2025. College districts have 180 days from July 30, 2025, to conform their policies and procedures to the regulatory requirements, with a deadline of Jan. 26, 2026.

The intent of this regulation is to strengthen access and affordability by ensuring governing boards develop or enhance policies that advance the availability and use of burden-free instructional materials. The urgency of this regulation cannot be overstated when we consider the profound impact of instructional material costs on student success. According to the [2021-2022 California Student Aid Commission Student Expenses and Resources Survey](#), students face \$938 per year in costs for required materials — a financial barrier that forces nearly 72% of students to avoid certain courses or even change their academic majors due to textbook and other material expenses. Nearly 35% of California college students reported not having enough money to pay for instructional materials ([BFIM Report](#)). Perhaps most troubling, 65% of students report attending classes without required materials, directly undermining their ability to fully engage in their educational experience and achieve the learning outcomes we all envision in Vision 2030.

Developing Policies to Support Burden-Free Access to Instructional Materials

The new regulation requires that district governing boards adopt policies guaranteeing student access to textbooks and supplemental materials on the first day of class. Practices that meet this requirement include adopting and adapting open educational resources (OER) or providing initial textbook chapters in accordance with copyright allowances. In addition to first-day access, governing boards must also adopt policies that strengthen student access to all other instructional materials before they are required in any course. The goal is to reduce both financial and administrative burdens on students throughout the term. While advancing these efforts, district policies must uphold faculty responsibility and academic freedom in the selection of instructional materials. Additionally, the regulation calls for college districts to support student-centered practices that promote the use of zero-cost and OER materials.

Specifically, district policies are expected to support and leverage resources to implement and sustain zero-textbook-cost (ZTC) degrees, as authorized by [Education Code section 78052](#), and to prioritize the use of OER to complete degrees and career technical education certificates. When OER is widely available, especially in general education courses, district policies should support adopting these resources accordingly. Additional measures include establishing lending programs, maintaining library resources that ensure immediate access to course materials, and enabling early disbursement of financial aid pursuant to federal regulations ([34 CFR §668.164\(i\)](#)). Districts are also encouraged to promote timely completion of financial aid files and to utilize direct aid and support programs that enhance student financial stability.

The regulation defines instructional materials as all required items for a course — including textbooks, supplemental materials, and supplies. “Textbooks” are identified as the educational resources listed in a course syllabus, while “supplemental materials” include a broad range of additional learning supports such as lab manuals, workbooks, required software, journal articles, interactive websites, and readers.

System Support to Further Burden-Free Instructional Materials Efforts

Chancellor Christian has long been a champion for our systemwide ZTC and OER efforts, and the Chancellor’s Office continues to advocate for resources that support the curation, maintenance, and utilization of OER across our system — especially as these sustainable materials can directly impact student access and success. As college leaders, governing boards, general counsels, and district staff begin to engage the provisions of the new regulation, please know the Chancellor’s Office has and will continue to invest significant resources and staff time in supporting local efforts.

The resources and support that are — and will be — available as colleges undertake the provisions of the new regulation include:

- **Forthcoming Empowerment Memo to Support Policy Development:** subsequent guidance regarding OER/ZTC, meeting day one access for textbooks, and other instructional materials (supplies and supplementary materials) is forthcoming to support the development of local policies consistent with the Burden-Free regulation.

- **RFP for Systemwide OER Platform:** In fall 2025, an RFP process will identify a comprehensive OER platform to support all colleges with advanced features and technology to foster utilization and sharing of OER content, augment accessibility support, and create a repository of content and graphics to adapt as needed.
- **Systemwide Burden-Free Instructional Materials Taskforce:** In 2022, the Burden-Free Instructional Materials Taskforce engaged student challenges by accessing instructional materials, efforts, and opportunities to further scale Open Educational Resources, and how to address the often-hidden or prohibitive cost of other instructional materials. In 2023, the task force delivered [19 comprehensive recommendations](#) for achieving burden-free instructional materials. In 2024, a new Burden-Free Instructional Materials Implementation Taskforce was formed. This Taskforce is currently charged with translating the 19 recommendations into actionable strategies and coordinating systemwide implementation — all with the goal to co-build a sustainable infrastructure for systemwide burden-free instructional materials. The outcome will be an action-oriented report in 2026 with strategies for sustainable financial solutions, strategic planning considerations, and customized technical assistance for faculty, administrators, and staff.
- **ZTC Program and OER Adoption:** The California Community Colleges Chancellor’s Office received a one-time legislative appropriation of \$115 million in 2021 to fund the Zero-Textbook-Cost (ZTC) Degree Grant program and subsequently provided grants to colleges for the purpose of eliminating textbook costs by primarily supporting Open Educational Resource (OER) utilization in ZTC degree and CTE academic pathways. These grants are empowering colleges to develop and implement OER-supported ZTC program pathways, directly cutting costs for students and promoting equitable access. To date, 115 colleges received a minimum of \$520,000 in grant funding to develop at least 3 ZTC pathways at each institution, supporting a goal of providing over 1,000 state-wide ZTC pathways to students by Fall 2027. In support of our ongoing OER adoption and maintenance, the [ASCCC OERI](#) continues to support the systemwide utilization of OER through [curated content collections](#) by discipline, course identification number (C-ID), and transfer model curriculum (TMC), as well as providing ongoing faculty professional development and support from OER Liaisons.

Advancing Local Plans, Goals, and Priorities through Burden-Free Instructional Materials

Colleges and districts should recognize this regulation as a strategic opportunity to formalize and strengthen policies that directly advance their existing institutional commitments to student success. This regulatory framework provides governing boards with the tools to codify burden-free instructional materials initiatives that likely already align with college equity plans, strategic goals, and board priorities. By integrating these requirements into your existing governance policy, districts can create a unified approach that connects your local Vision 2030 implementation efforts with concrete policy action that furthers the goals of increasing Equity in Access, Equity in Support, and Equity in Success.

Burden-Free Access to Instructional Materials: Regulatory Provisions

July 22, 2025

If you have questions about this memo, please email Chad Funk, Specialist, Educational Services and Support Division, at CFunk@CCCCO.edu.

cc: Sonya Christian, Chancellor
Rowena Tomaneng, Deputy Chancellor
Chris Ferguson, Executive Vice Chancellor of Finance and Strategic Initiatives, Institutional Supports and Success

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 successful outcomes for all students.
 - Used to prompt collegial dialogue between institutions being reviewed and peer reviewers.
 - Describes 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 *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 *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 successful outcomes for all students.

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.	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.

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.	Consistently 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.	Periodically provides prompts and occasional comments or guidance to students in discussions to ensure focus is on course content and discussion is productive.	Consistently provides comments or guidance in discussions to enhance course content/competency mastery.	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.

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
Policies and procedures make clear how often and when the instructor will interact with students. Course materials (e.g. syllabi and introductory statements) make clear to students the opportunities for interaction. 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).	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. 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).	Instructor consistently engages students throughout the term. Interactions are predictable and occur in accordance with the length and course content.	Instructor frequently engages students throughout the term. Instructor engagement with students yields successful outcomes for all students. Interactions are predictable and occur in accordance with the length and course content.

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
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. Policies and/or procedures create expectations for monitoring student academic engagement and success.	Instructor periodically engages with students throughout the term to provide formative feedback and information based on monitoring student engagement and success. Mechanisms ensure that the policies and procedures pertaining to monitoring student academic engagement and success are followed.	Instructor consistently engages with students throughout the term to provide formative feedback and information based on monitoring student engagement and success. Instructor communicates and responds in a timely and prompt manner per institution's policies.	Instructor frequently engages with students throughout the term to provide formative feedback and information based on monitoring student engagement and success. Instructor promptly and proactively responds to students in response to observed concerns or at the request of students, to provide necessary support.