

Resolution of Support for Aligning DE Courses with Regular and Substantive Interaction (RSI) Standards¹

Whereas, Regular and Substantive Interaction (RSI) is the essential element that defines Distance Education (DE) and sets it apart from Correspondence Education, as outlined in federal (34 CFR § 600.2) and state (Title 5 §§ 55200, 55204, 55260) regulations. At its core, RSI means that instructors take the lead in creating and sustaining regular meaningful academic engagement with students. Such interaction must be predictable, proactive, and directly tied to teaching and learning, ensuring that students are supported, connected, and actively engaged in their educational journey.

Whereas, ensuring RSI is therefore critical for several reasons:

- Accreditation and Compliance: [The Accrediting Commission for Community and Junior Colleges \(ACCJC\) requires institutions to define RSI](#) and demonstrate adherence in all fully online courses (synchronous and asynchronous).
- Federal and State Funding: Only DE courses with RSI qualify for federal Title IV financial aid and state apportionment; failure to meet RSI standards may result in loss or repayment of funds.
- Best Practices in Teaching and Learning: Research demonstrates that frequent, high-quality instructor-student interaction improves learning outcomes, strengthens engagement, and supports equity through inclusive pedagogy.

Whereas, RSI is not simply a compliance requirement. It is a pedagogical commitment that affirms our responsibility to provide equitable, high-quality online education for all students.

Whereas, preparation for the initial RSI review as part of an ACCJC Accreditation visit, or as part of a subsequent remediation process to meet the ACCJC accreditation criteria may require additional time and work above and beyond the implementation of RSI in our online courses;

RESOLVED, That the Academic Senate of Cañada College affirms that RSI is essential to Distance Education and commits to defining, clarifying, and supporting its implementation across all DE courses; and

RESOLVED, That the Academic Senate of Cañada College holds that the standards related to regular and substantive interaction outlined in federal (34 CFR § 600.2) and state (Title 5 §§ 55200, 55204, 55260) regulations are pedagogically sound and represent best practices for online teaching and learning; and

RESOLVED, That the Academic Senate of Cañada College advises that instructors align with the ACCJC Policy on Distance Education and on Correspondence Education when designing

¹ This resolution was passed by Cañada Academic Senate on September 25, 2025

and evaluating courses across all DE modalities, and that the principles and standards of the policy will be incorporated into compensated training provided to instructors teaching in all online modalities.

RESOLVED, That the Academic Senate of Cañada College recommend that the College and/or the District be prepared to compensate instructors and the distance education team who will be expected to spend time above and beyond regular course preparation in order to prepare for initial RSI review as part of an ACCJC Accreditation visit, or as part of a subsequent remediation process to meet the ACCJC accreditation criteria.