



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

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

Completed on date: \_\_\_\_\_

Method (check one): Synchronous \_\_\_ Asynchronous \_\_\_

Completed on date: \_\_\_\_\_

Synchronous meetings \_\_\_ Meeting dates \_\_\_\_\_

Asynchronous discussions \_\_\_ Discussion period \_\_\_\_\_

Division meeting discussions \_\_\_ Meeting dates \_\_\_\_\_

--OR--

Alternative training completed \_\_\_ Date: \_\_\_\_\_

Training name: \_\_\_\_\_ Documentation provided \_\_\_

--OR--

J1B completed with "MT" on #6 and #13 \_\_\_\_\_ Date: \_\_\_\_\_

Course communication plan:  
Weekly substantive interaction

Interaction  
plan outlines how substantive  
interaction (at least two  
instances weekly) will take  
place throughout the quarter.  
The type of interaction may  
vary as the course progresses.  
is  
defined be course cmen tw

- A. The US Department of Education § 600.2 defines substantive interaction as “engaging students in teaching, learning, and assessment, consistent with the content under discussion, and also includes at least of the following”:
  - I. Providing direct instruction;
  - II. Assessing or providing feedback on a student’s coursework;
  - III. Providing information or responding to questions about the content of a course or competency;
  - IV. Facilitating a group discussion regarding the content of a course or competency
- B. In addition, the Department of Education [will seek to determine whether](#)