

To: Members of the College Council and College Community
From: Instructional Committee
Subject: Meeting Notes for Instructional Committee Meeting on 05/27/2025 at 2:00 PM

The Instructional Committee met on Tuesday, May 27th at 2:00 PM in Room M-355-7. The following were in attendance:

- Mary Shannon (member)
- Michael Weisenfeld (member)
- Aziza Aminjonova (member)
- Edem Abdullaiev (member)
- Dorina Tila (member)

Instructional Committee Chair, Dorina Tila, called the meeting to order at 2:00 PM

I. Voted to approve the RSI Checklist (attached) | Voting results: Yes (5), No (0)

- A. The RSI working group had presented the RSI Checklist using [RSI Rubric](#) as recommended in the RSI KCC Policy on 03.31.2025 meeting. The draft has been further revised based on comments submitted by the college members. The updated RSI Checklist (attached) was unanimously approved by the member attended. This Checklist is offered as an optional resource recommended for faculty self-evaluation and training.

II. Discussion on Grading Scheme

- A. The Chair provided an overview of the CUNY Uniform Grading Scheme updated on June 2024 ([page 2](#)) and the [Faculty Handbook \(Grading, Page 20\)](#). A clarification letter was offered, and it was agreed to be discussed and edited on future meetings.

III. Voted to approve the Edits on the Sample of Academic Integrity Policy | Voting Results: Yes (5), No (0)

- A. The Board of Trustees of The City University of New York, as shown on page 195 of the [June 24, 2024 Calendar](#), had approved the University's Academic Integrity Policy that incorporates language and examples around AI use within the classroom. The [KCC Faculty Handbook \(Page 18\)](#) includes all updated links directing to this Academic Integrity Policy. The KCC Faculty Handbook proposes a sample. The Instructional committee offered and approved the underlined text to be added to the sample, in order to incorporate the AI language as well.

“Sample: KCC affirms the values of intellectual inquiry through its Academic Integrity Policy. All members of KCC’s academic community agree to follow the five core values of academic integrity: Honesty, Trust, Fairness, Respect, and Responsibility. Making a positive commitment to these values will support your learning and reduce the risk of failing an assignment/course, and/or suspension from the college, as a result of cheating and/or plagiarizing. **Note that unauthorized use of material and information from artificial intelligence (AI) systems is also considered cheating.** I encourage you to not only become familiar with the Academic Integrity Policy and its definitions of plagiarism and cheating, but also to develop strategies that will help you uphold the policy and ensure your academic success. Please feel free to consult me if you have any questions or concerns.”

- B. The members discussed the importance of developing Guidelines for AI Use at Kingsborough Community College. This was proposed to be developed in the future meetings and use examples from other colleges, such as [Baruch College](#).

IV. New Business

A. The floor was open to any new topics, proposals, events announcements, etc. Students made announcements about student events. Students also shared some pedagogical tools incorporated by faculty in Brightspace (e.g., checklist) that they found very helpful. These recommendations will be shared with faculty and KCEL.

V. Closing remarks

A. Chair Dorina Tila summarized the relevant points from the meeting.

B. Gratitude was expressed for the participation and contribution of the members during academic year 2024-2025:

- Juan Carlos Franquiz (secretary)
- Cynthia Olvina (member)
- Mary Shannon (member)
- Michael Weisenfeld (member)
- Aziza Aminjonova (member)
- Edem Abdullaiev (member)

Adjournment at 2:35 PM

Minutes prepared and approved by Dorina Tila & Mary Shannon.

Regular and Substantive Interaction

RSI Optional Self-Evaluation Checklist¹

RSI Purpose and Regulation

Regular and Substantive Interaction is a federal requirement ensuring that online courses provide meaningful instructor-led engagement with students ([34 CFR 600](#)) and differentiates online from correspondence courses. The purpose was to improve the quality of online education by promoting student success, engagement, and learning experience.

RSI Components of Interactions

- **(R)** Scheduled & Predictable
- **(S)** Concerning the Course Material
- **(I)** Initiated by the Instructor

RSI KCC Initiative

KCC College Council voted on the "Regular and Substantive Interaction Policy in Online and Distance Learning" on 05.28.2024 ([p. 5](#)). During the academic year 2024-2025, the Instructional Committee developed this RSI Optional Checklist using SUNY's OSCQR and RSI resources.

RSI Regulations

(4) ... 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 ([34 CFR 600.2](#) "Distance Education")

- Providing direct instruction
- 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
- Other instructional activities approved by the institution's or program's accrediting agency"

Intent of Use

This checklist must not be used for faculty observation or evaluation purposes. This checklist may be used for:

- Faculty self-review of the course
- Faculty self-development
- Training and planning

Sources

- [SUNY Online Course Quality Review Rubric on RSI](#)
- [OLC QUALITY SCORECARD](#) and [OSCQR Rubric](#)
- [U.S. Department of Education Final Rules on Distance Education and Innovation](#)

¹ This work is licensed under a [Creative Commons Attribution-NonCommercial 4.0 International License](#). It was developed and revised by the KCC Instructional Committee of the College Council in Spring 2025, with organizational support from ChatGPT and guidance drawn from the OSCQR rubric and SUNY recommendations.

RSI Optional Self-Evaluation Checklist

Use this optional checklist to help you determine whether your course is aligned with the Regular and Substantive Interaction (RSI) requirements. If you answer "No" to any item and if possible, consider how you might revise your course design or implementation in future semesters.

Course Orientation and Structure

	Yes	No
The course includes a general orientation or 'Welcome/Getting Started' section.	<input type="checkbox"/>	<input type="checkbox"/>
The course includes a module-level to help students navigate content easily.	<input type="checkbox"/>	<input type="checkbox"/>
The course content, assignments, and activities follow a consistent structure and timeline.	<input type="checkbox"/>	<input type="checkbox"/>
A course information area (including the syllabus) clearly outlines expectations.	<input type="checkbox"/>	<input type="checkbox"/>

Interaction and Communication

	Yes	No
Instructor-to-student interaction expectations are clearly defined, scheduled, and predictable.	<input type="checkbox"/>	<input type="checkbox"/>
Expectations for all types of interaction (peer, group, instructor) are clearly communicated.	<input type="checkbox"/>	<input type="checkbox"/>
Activities included in this course may include ice-breaking activities, group activities, presentations, course announcements, planned Office Hours, dedicated discussion forums, and other community-building activities.	<input type="checkbox"/>	<input type="checkbox"/>
Opportunities for students to share and contribute knowledge and experiences are provided throughout the course.	<input type="checkbox"/>	<input type="checkbox"/>

Instructor Presence and Engagement *

	Yes	No
Frequent assessments and coursework require instructor feedback (e.g., written or audio customized feedback, grading rubric, etc.). Automated grading does not count on this question.	<input type="checkbox"/>	<input type="checkbox"/>
Instructor-facilitated group discussions on content are scheduled in a frequent basis (e.g., weekly or biweekly) .	<input type="checkbox"/>	<input type="checkbox"/>
Provide direct instruction or asynchronous videos with a mechanism for students to respond or interact directly.	<input type="checkbox"/>	<input type="checkbox"/>
Clear methods of student-instructor engagement are provided (e.g., office hours, Q&A forums).	<input type="checkbox"/>	<input type="checkbox"/>

Learning Resources and Activities

	Yes	No
The course provides a variety of engaging learning resources.	<input type="checkbox"/>	<input type="checkbox"/>
Activities support critical thinking and real-world application.	<input type="checkbox"/>	<input type="checkbox"/>
Resources and activities support both learning and collaboration.	<input type="checkbox"/>	<input type="checkbox"/>
Activities provide opportunities for ongoing interaction with the instructor.	<input type="checkbox"/>	<input type="checkbox"/>

Assessment and Feedback

	Yes	No
Grading policies and late submission rules are clearly communicated.	<input type="checkbox"/>	<input type="checkbox"/>
Assessments are frequent and follow a predictable schedule.	<input type="checkbox"/>	<input type="checkbox"/>
Assignment criteria are clear and include rubrics or examples.	<input type="checkbox"/>	<input type="checkbox"/>
Opportunities for student self-assessment and reflection are included.	<input type="checkbox"/>	<input type="checkbox"/>

Support and Accessibility

	Yes	No
A 'Welcome' or 'Getting Started' section is included.	<input type="checkbox"/>	<input type="checkbox"/>
Academic and technical support resources are easily accessible.	<input type="checkbox"/>	<input type="checkbox"/>
Students have opportunities to connect with the instructor early in the course (e.g., introduction discussion, bio of the instructor, office hours).	<input type="checkbox"/>	<input type="checkbox"/>
Instructions for all activities and assignments are clear and easy to follow.	<input type="checkbox"/>	<input type="checkbox"/>

Reflection

<p>Based on this optional self-evaluation, do you feel your course is designed to include instructor-initiated interactions that are scheduled, predictable, and academic in nature? Do you plan any changes that could lead to future improvements?</p>
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