

Online Teaching Guidelines Proposal

Legislative Language:

Title 5 Section 55202 and 55204

BC Proposal

To ensure that Title 5 Section 55202 is met, specific examples of Regular and Substantive Interaction must be clearly present in online (synchronous and, asynchronous) courses.

Assignment to Fully Online Courses

Starting ~~Spring~~ Summer 2026, faculty may ~~be denied~~not be assigned ~~an assignment of~~ a fully online, ~~asynchronous~~ course if they have not successfully completed ~~at least one of the following:~~the college's distance education training

- ~~• Person Up Program through Academic Technology~~
- ~~• Level Up Certificate through Education Department (EDUC B30, B31, and B32)~~
- ~~• POQR certification~~
- ~~• Quality Learning & Teaching (QLT) and Quality Matters (QM) course at CSUB~~

And/~~or~~

- Course requested to be taught fully online ~~iney~~ be reviewed by AIQ or the Distance Education Council (to be created) using Regular and Substantive Interaction Standards (below) on a semester basis.

~~The Distance Education Review Council (for the 25-26 year, an operational group made up of AIQ faculty members, Director of Academic Technology and Professional Development, and at least one faculty member from Academic Technology or Education disciplines) will be tasked with maintaining the Distance Education Handbook, reviewing courses for adequate RSI, and providing recommendations to the Academic Senate related to Distance Education. The group may move to a standing committee in the future.~~

For the 2025-26 academic year, AIQ will be tasked with developing and piloting process for reviewing and assessing online courses for RSI.

In tandem with that effort, a standing Distance Education Review Council (an operational group made up of AIQ faculty members, Director of Academic Technology and Professional Development, and at least one faculty member from Academic Technology or Education disciplines) will be formed for subsequent academic years and

tasked with maintaining the Distance Education Handbook, reviewing courses for adequate RSI, and providing recommendations to the Academic Senate related to Distance Education.

Regular and Substantive Interaction Standards

Each year, faculty who teach fully online asynchronous classes will be randomly selected to inform the council/committee about their use of RSI through faculty completed questionnaires.

Substantive Interaction

At least two of the following must be clearly present in Canvas.

- Direct Instruction:
 - o Pertains to synchronous lectures or presentations only.
- Assessing or providing feedback:
 - o Provide meaningful feedback that provides guidance and/or enhances course content/ competency mastery.
 - o Feedback provided through Speedgrader (ie. Comments, recordings, rubrics, or annotations)
- Providing information or responding to questions:
 - o Instructor responses in a Q&A discussion forum
 - o Frequent and Specific class or group announcements that include learning outcomes, key concepts, announcements that go beyond being just a reminder
 - o Accessible videos, audio, or recorded presentations, interactive lessons that are created or mediated by the instructor
 - o Send class announcements with specific information
- Facilitating a group discussion
 - o Utilization of Discussion forums
 - o Utilization of Groups
 - o Provides meaningful feedback such as formative feedback, redirecting, enriching, and proposing alternate viewpoints
 - o Monitor student-to-student interaction in classroom activities requiring interaction,

Regular Interaction:

Both of the following must be clearly present in Canvas.

- Opportunity for predictable instructor-student interactions
 - o Include and offer office hours in Syllabus

- Include statement in syllabus stating students can expect responses to questions, emails, and other communications within 48 hours excluding Saturdays, Sundays, non-instructional, and leave days.
- Regularly (at least twice a week) initiate contact with students in the online classroom and include this expectation in the Syllabus
- Monitor student engagement and success
 - Provide opportunities for student reflection and respond to them
 - Message students based on engagement and success using Gradebook features and include this expectation in the Syllabus
 - Outgoing messages from Gradebook cannot be captured so in addition to including these communications in your syllabus, it is good practice to send announcement that you have used this feature and students can expect a message in their inbox.
 - Provide Starfish reports (through Canvas?) and include this expectation in the Syllabus

Non-Examples

- Telling your students to do the reading and assignments and contact you if they have questions.
- Grading that is entirely automatic (While automatically graded assignments can be used as one very effective type of formative assessment in your course, they cannot be your only type.)
- Letting the publisher's website be the sole form of instruction and feedback.
- Having discussion forums where students only respond to other students.
- Having discussion forums or journaling activities where the instructor only responds to students - not considered student-to-student. (Though this could be okay if you have another avenue through which students have regular and effective contact with each other)
- Using your phone, email, or text messaging as the predominant method of student feedback. Though these are acceptable interactions, the predominant method must be documentable and a built-in part of the class, such as apps embedded in Canvas.
- Merely emailing or messaging students to check their grades or that they're failing. You must be specific about why or what specific support is available and tied to course content.