

# 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 whether fully or partially taught online.

## Assignment to Fully or Partially Online Courses

Starting Summer 2026, faculty may not be assigned a fully or partially online course if they have not successfully completed the college's distance education training

And

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

And

- ~~Unpublished Canvas page detailing RSI Plan in an unpublished module in course requested to be taught fully or partially online be submitted to the Department Chair and Dean along with course syllabus before the start of the semester in which the course will be offered~~
- Unpublished Canvas page titled "RSI Notes to Reviewer." This page should describe the course's Regular and Substantive Interaction (RSI) plan and be placed within an unpublished module, preferably positioned at the top of the Modules area. Reviewers will verify the presence of this page as part of the course review process, and the results will be shared with the Department Chair and Dean.

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 or partially online 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 (i.e., 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
  - o 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.