



## Regular Effective Contact Guidelines for Online and Hybrid Courses

### Regular Effective Contact – *Instructor-to-Student*

EXEMPLARY	ALIGNED	INCOMPLETE		
<b>1: Regular Effective Contact (Instructor-to-Student)</b>				
<input type="checkbox"/> The course design includes ample opportunities for Regular Effective Contact using a wide variety of communication tools (see examples, below).	<input type="checkbox"/> The course design includes regular instructor-initiated contact with students using Canvas communication tools (see examples, below).	<input type="checkbox"/> The course design appears to be lacking opportunities for regular effective student contact initiated by the instructor.		
 <b>Examples of Instructor-to-Student Contact by Tool:</b>				
Syllabus	Announcements	Discussions	Feedback / Grades	Other
<input type="checkbox"/> <b>Include a section for instructor’s Expected Response Times</b> to student inquiries, including: <ul style="list-style-type: none"> <li>• Canvas private messages</li> <li>• Questions in Discussions and Chat</li> <li>• Assignment feedback</li> </ul> <input type="checkbox"/> <b>Clearly describe and quantify Regular Effective Contact outside the course shell:</b> <ul style="list-style-type: none"> <li>• On-campus office hours</li> <li>• Phone</li> <li>• Video-conferencing</li> <li>• Other</li> </ul> <input type="checkbox"/> <b>Notify students of expected delays in response times</b> , when possible. <i>“There may be a delay in my responsiveness from June 18-20, as I will be attending the Online Teaching Conference.”</i>	<input type="checkbox"/> <b>Front and center.</b> Show 3 most recent announcements on the class Home page. <input type="checkbox"/> <b>Keep it fresh</b> with <i>contextual</i> announcements at least weekly (2-3 times per week is better!) <ul style="list-style-type: none"> <li>• <i>“I’ve just graded this week’s assignment and here’s what I saw happening...”</i></li> <li>• <i>“I’ve just updated...”</i></li> <li>• Weekly tasks; wrapping up the week; coming up next...</li> <li>• Next online office hour</li> </ul> <input type="checkbox"/> <b>Re-teach.</b> Draw out main ideas and remind students of overarching themes. <input type="checkbox"/> <b>Offer kudos and encouragement.</b> <i>“Great job on last week’s discussion. This week, let’s dig deeper by...”</i> <input type="checkbox"/> <b>Video announcements.</b> 1-3 minutes, introducing the next unit or just checking in.	<input type="checkbox"/> <b>Craft thoughtful questions</b> encouraging students to apply course material to their own lives and experiences. <input type="checkbox"/> <b>Set an example.</b> <i>“For example, I would respond to this question by saying...”</i> <input type="checkbox"/> <b>Encourage discussion early in the week</b> (3 points for posting by Tues, 2 points for posting by Wed, etc.) <input type="checkbox"/> <b>Engage regularly</b> by posting reactions, comments, and questions. <input type="checkbox"/> <b>Summarize</b> the main ideas and standout points for each discussion in a “capstone” post. <input type="checkbox"/> <b>Seek input.</b> Periodically ask, <i>“what’s working for you? What isn’t? What surprised you about this week’s lesson?”</i> <input type="checkbox"/> <b>Give students a clear and visible place to ask questions</b> like a Q&A forum pinned to the top of Discussion tool.	<input type="checkbox"/> <b>Offer meaningful comments</b> using SpeedGrader and DocViewer. <input type="checkbox"/> <b>Allow back &amp; forth exchange</b> with students using “chat” comments in SpeedGrader. <input type="checkbox"/> <b>Use rubrics when grading</b> to offer detailed feedback on both assignments and discussions. <input type="checkbox"/> <b>Audio feedback</b> <input type="checkbox"/> <b>Video feedback</b>	<input type="checkbox"/> <b>Humanize your course with Video</b> (using Canvas Record Media tool, ConferZoom, or Adobe Spark) <ul style="list-style-type: none"> <li>• Welcome video!</li> <li>• 1-2 min Announcements introducing each unit</li> <li>• Personalized feedback in SpeedGrader</li> </ul> <div style="text-align: center; margin: 10px 0;">  <i>ConferZoom offers cloud storage and captioning! Training @ PDC</i> </div> <input type="checkbox"/> <b>Online office hours or study groups</b> using video or Chat; post a link to recording/archive in Announcements. <input type="checkbox"/> <b>Anonymous surveys</b> offered throughout the semester. <input type="checkbox"/> <b>Narrated PowerPoint lectures.</b>

## Regular Effective Contact Guidelines for Online and Hybrid Courses

### Regular Effective Contact – *Instructor-to-Student (cont.)*

EXEMPLARY	ALIGNED	INCOMPLETE
<b>2: Pre-Course Contact</b>		
<input type="checkbox"/> Instructor provides multiple resources to help students successfully start the course.  <b>Examples:</b> Welcome letter including course start date, Canvas login instructions, help desk info, instructor contact info, welcome video, and/or links to student services.	<input type="checkbox"/> Instructor initiates contact prior to or at the beginning of course.  <b>Examples:</b> A welcome letter, announcement, or “Getting Started” module guiding students on how to begin in the course. May include due date for first assignment, and where to go for tech support.	<input type="checkbox"/> Instructor does not initiate contact prior to or at the beginning of the course.
<b>3: Student-Initiated Contact with Instructor</b>		
<input type="checkbox"/> Students are provided with multiple means of contacting the instructor and are encouraged to do so throughout the course.  <b>Examples:</b> Syllabus or “Getting Started” module encouraging multiple methods of contact, including Canvas mail, class Q&A forum, office hours, video conferencing opportunities, etc. Instructor notifies students, when possible, if there will be an expected delay in response time. Methods of contact should take place primarily within Canvas.	<input type="checkbox"/> Students are encouraged to initiate contact with the instructor through easily accessed contact information that includes expected response times.  <b>Examples:</b> Instructor’s preferred method of contact is easily found. Syllabus or “Getting Started” module clearly state expected response times for: inquiries in both discussions and Canvas mail, as well as for grades and feedback on student work.	<input type="checkbox"/> Instructor contact information, including expected response times, is missing or not easy to find.



**The above guidelines include “Hybrid” instruction.** Per Title 5, any portion of instruction provided through Distance Education in lieu of face-to-face is required to have curricular approval and documentation of Regular Effective Contact. (5 CCR § 55206, 55204)



**SJDC Administrative Procedure AP 4110, 2(b):**

All DE courses are required to maintain regular effective contact between the professor and students, in accordance with Title 5. Regular effective contact is defined as **professor-initiated** interaction and **responsive** interaction by the professor.



**SJDC DE Committee Recommendations:**

“Professor-initiated” interaction shall occur **at least weekly**. Best practice is **2-3 times/week**.

“Responsive” interaction [to student inquiries] shall occur **within 48 hours**.

– See page 3 for *Student-to-Student* contact (Required by Title 5) –

## Regular Effective Contact Guidelines for Online and Hybrid Courses

### Regular Effective Contact – *Student-to-Student*

EXEMPLARY	ALIGNED	INCOMPLETE
<b>4: Regular Effective Contact (Student-to-Student)</b>		
<p><input type="checkbox"/> The design and facilitation of communication activities are responsive to the variety of cultures and communication styles in the learning community.</p> <p><b>Examples:</b> Well-crafted discussion prompts and small groups to encourage meaningful exchange. Host a voluntary “virtual study group” with ConferZoom (record and post for students who can’t attend to view and comment on later). Embed Padlets in Canvas to quickly collect different kinds of student input.</p>	<p><input type="checkbox"/> Regular Effective Contact among students is designed and facilitated to build a sense of community among learners.</p> <p><b>Examples:</b> Group work, peer reviews, “getting to know each other” activities throughout the semester instead of at the beginning only. Have students create and share video assignments using Adobe Spark (free).</p>	<p><input type="checkbox"/> Students have no or limited opportunities to engage in Regular Effective Contact with other students (e.g. limited to a single Q&amp;A discussion forum only).</p>
<b>5: Student-Initiated Contact with Other Students</b>		
<p><input type="checkbox"/> The course makes a variety of tools and methods available for student-initiated interaction to accommodate a variety of communication styles.</p> <p><b>Examples:</b> Encourage voluntary study groups; create a discussion forum or Padlet where experienced online students share their tips for success with online learning.</p>	<p><input type="checkbox"/> Opportunities for student-initiated interaction with other students are available and encouraged.</p> <p><b>Examples:</b> Discussion forums for Class Introductions and ongoing student-to-student Q&amp;A (“Student Lounge”). Open the Chat tool for real-time student exchange.</p>	<p><input type="checkbox"/> Students are not given opportunities to initiate interaction with other students in the course.</p>
<b>6: Participation Levels</b>		
<p><input type="checkbox"/> A rubric or equivalent grading document is included within assignments/activities to explain how participation will be evaluated.</p> <p><b>Examples:</b> Use Rubrics tool in Canvas to create and attach your expectations to assignments and discussions. Use rubrics for grading in SpeedGrader so students can see where they earned points. Share an “exemplary assignment” to show students a sample of quality work. Open a Q&amp;A discussion for guidance on a specific assignment (“Midterm Project Q&amp;A”)</p>	<p><input type="checkbox"/> Guidelines explaining required levels of student participation (i.e. quantity and quality of interactions) are consistently provided.</p> <p><b>Examples:</b> Use Syllabus or “Getting Started” module to clearly state class participation expectations. Consistent reminders of required number of posts in class Discussion assignments.</p>	<p><input type="checkbox"/> Guidelines explaining required levels of participation are not provided.</p>