

In accordance with Title 5 De Anza College Academic Senate **establishes the following guidelines** and best practices in regards to **“Regular, Timely and Effective Student/Faculty Contact”** in online/distance education courses:

## **Policy Guidelines for fulfilling the charge for “Regular, Timely and Effective Student/Faculty Contact”**

Establishing such meaningful contact begins with the course design and continues through the actual instructor-student interactions and assessment of student work. The Administrative and Peer Evaluation Form for Faculty Section II **must should** be followed.

1. “Provides student with written explanation of the evaluation process, expectations and requirements, assignments, course content, relevant dates and other information.” (J1.II.12.)

The course syllabus provided to students **needs to should** contain information for students regarding the student learning outcomes, what activities will be used for evaluating student learning, and dates, times, and modality for exams. Course materials **must** should be readily available to students and content should be broken into manageable modules.

2. “Maintains student-faculty relationship conducive to learning.” (J1.II.7.)

Syllabus **needs to should** state how the student may communicate with instructor. Such communication may be in the form of email, phone calls, forums, wikis, video conferencing such as cccconfer.org, and/or during face-to-face/online office hours. Regardless of format used, students **must should** be informed of maximum time within which to expect a reply when student needs assistance or has a doubt. For example, *Communication from students will have a 24 hour reply rate for weekdays*. It is desirable that this reply rate be no more than 48 hours during week days. The syllabus **needs to should** state whether or not there will be communication over weekends and during holidays. Students **must should** be informed if instructor will be unavailable for more than two days during the work week and students must be provided with a way to continue with learning activities should a longer absence of the instructor occur.

3. “Employs multiple teaching approaches where applicable.” (J1.II.2.) “Uses materials pertinent to the course outline.” (J1.II.3.) “Communicates ideas clearly, concisely and effectively.” (J1.II.5.) “Demonstrates sensitivity to different learning styles.” (J1.II.8.)

Multiple methods of delivering course material should be used which may include but not limited to text book, slides, videos, case studies, games, field trips, engaging in community activities.

4. “Tests student performance in fair and valid ways.” (J1.II.10)

Students **will should** receive meaningful feedback on exams, assignments and/or participation in wiki, blog, chat sessions with or without video, and forums. Student work and grades must be housed on password protected sites.

## **Best Practices for Regular Effective Contact for Online Courses**

It is highly desirable for each student to receive at minimum one or two narrative evaluations on assignments which include suggestions for improvement. This narrative feedback can be in written form (preferably), phone contact, video conferencing, etc.

Beyond establishing communication conduit between instructor and student, it is highly desirable to create opportunities for student-to-student interaction for online/distance education courses. Assignments requiring teams of students collaborating to achieve a common goal establishes a sense of community. Message boards, discussion groups, blogs, chat rooms, and video conferencing software are tools for students to connect with each other. These tools can be used to facilitate student-to-student interactions and community building.

To ensure that student privacy is preserved in online forums, students should be counseled in the etiquette and perpetual attribute of online posts.