

**Regular Effective Contact:** DE courses are considered the “virtual equivalent” to in-person courses if they determine that they are accessing and comprehending course material and that they are participating in regular effective contact with the instructor.

- [Taft College Regular Effective Contact Procedure: AP 4105](#)

Regular Effective Contact	Yes	No
1. Syllabus includes a communication policy that covers the following: a. Specify frequency of all contact initiated by the instructor. <i>For example, state how often students can expect to receive a class email or how long a student should expect to wait to receive feedback on course work.</i>		
b. Specify timeliness of response to student-initiated contact. <i>For example, “Monday-Thursday I usually respond to your emails within 24 hours. I will respond to emails sent Friday-Sunday on Monday morning.”</i>		
c. Explain course policy regarding student-initiated contact (where to post questions, assignments, etc.)		
d. Important dates, such as assignment and assessment deadlines are clearly visible.		
e. Instructor contact information includes virtual or in-person office hours.		
2. Weekly contact is maintained and occurs as often as is appropriate for the course.		
3. Frequent and substantive feedback is provided throughout the course. <i>This includes individual feedback on assignments and discussions, but can also include prepared feedback utilizing tools such as rubrics and quizzes feedback.</i>		

Regular Effective Contact	Yes	No
4. Regarding the type of contact that will exist in all Taft College distance learning courses, instructors will use three or more of the following methods to maintain contact with students (check all that apply):		
a. Orientation materials.		
b. Weekly announcements in the course management system.		
c. Threaded discussion boards within the course management system with appropriate instructor participation. “Questions for the Instructor” forums are good, but should be used in conjunction with other forums.		
d. Email contact (within or outside the CMS).		
e. Participation in online group collaboration projects.		
f. Face-to-face informal meetings (e.g. review sessions).		

g. Face-to-face formal meetings (e.g. regular, scheduled class sessions).		
h. Feedback for student work.		
i. Podcasts.		
j. Instructor-prepared e-lectures or publisher-created e-lectures or materials (written, recorded, broadcast, etc.) that facilitate the “virtual equivalent” of the face-to-face class.		
k. Virtual Office hours via the chat function in the course management system or other synchronous systems such as CCC Confer.		
l. Screencasts.		
m. Personalized feedback for student work.		
n. Voicemail and telephone.		
o. Interactive mobile technologies (Chat, Text, Instagram, Facebook, Twitter, etc.).		
p. Videoconferencing (Skype, CCC Confer, FaceTime).		
q. Live orientation or review sessions.		
r. Others as appropriate.		

**Accessibility:** DE courses will allow a student using assistive technologies the ability to access t Rehabilitation Act of 1973 (also known as “508 Compliance”).

- [Taft College Accessibility Standards: AP 5145](#)

Accessibility	Yes	No
1. All learning activities and/or instructional media are accessible.		
a. Videos are accurately captioned.		
b. Audio files are transcribed.		
c. Objects (including images, tables, and charts) have alternative text.		
d. Course materials are “readable” in terms of effective font, color contrast, and spacing. Color blindness color charts are followed and/or color is not the only method to convey meaning.		
e. Each hyperlink has meaningful language. It is important that each link has meaningful text describing the purpose of the link without relying on the surrounding text.		
f. Documents are created in such a way that screen reading software is able to “read” them. (i.e. styles are used; column header rows in tables are specified, etc.)		

**Course Content:** DE courses shall have content organized in a way that enables logical navigati

Course Content	Yes	No
1. Course learning objectives are made visible to students throughout the course.		
a. Course content is clearly aligned with and sufficient to meet the learning objectives.		

b. Assessments appear to align with the objectives.		
2. Navigation and content flow are easily determined by the user.		
3. Course design includes instructions for learners to work with content in meaningful ways (i.e. guiding students to take notes during a video; explaining what to look for in an article, etc.).		

**Instructor:**

**Course:**

**Date:**

res. Instructor regularly initiates interaction with students to  
ipating regularly in the activities in the course.

**Notes**


**Notes**




