Title 5, Section 55204
In addition to the requirements of section 55002 and any locally established requirements applicable to all courses, district governing boards shall ensure that:

Any portion of a course conducted through distance education includes regular effective contact between instructor and students, through group or individual meetings, orientation and review sessions, supplemental seminar or study sessions, field trips, library workshops, telephone contact, correspondence, voice mail, e-mail, or other activities. Regular effective contact is an academic and professional matter pursuant to sections 53200 et seq.

Any portion of a course provided through distance education is conducted consistent with guidelines issued by the Chancellor pursuant to section 409 of the Procedures and Standing Orders of the Board of Governors.

Regular Effective Contact Guidelines
Establishing and maintaining regular effective contact is not only a Title 5 requirement but also a practice that facilitates student-centered instruction and increases the achievement of student learning outcomes. All Distance Education instructors at Long Beach City College will implement regular effective contact using methods from each of the three categories below.

A. Faculty-Initiated Interactions
- Begin class with instructor-guided introductions.
- Design daily or weekly assignments and projects that promote collaboration among students.
- Pose questions in the discussion boards which encourage critical thinking skills and promote interaction among all course participants.
- Participate regularly in discussion activities with students and ensure that discussions remain on topic. (Providing students with an open-ended question forum, although appropriate, does not constitute the entirety of effective instructor-initiated interaction.)
- Monitor activity meter to ensure that students participate fully.
- Create a specific forum for questions regarding course assignments.
- Ask students for feedback about the course on a regular basis and revise content as needed.
- Include means for varied types of interaction in the course design.

B. Frequent & Timely Interactions
- Establish guidelines for frequency of contact that are the same as in the face-to-face classroom; at the very least, the number of instructor contact hours per week that would be available for face-to-face students, will also be available, in asynchronous and/or synchronous mode, with distance education students.
- Declare response time for student questions and assignment feedback (e.g. 24-48 hours).
- Maintain an active presence, particularly during the beginning weeks of a course.
- Give frequent and substantive feedback throughout the course.
C. Clear Expectations for Interactions
   ☐ Specify course policy in the syllabus regarding frequency and timeliness of all
     contact initiated by the instructor
   ☐ Explain course policy regarding student-initiated contact (where to post
     questions, assignments, etc.) in the syllabus
   ☐ Clarify important dates, such as assignment and assessment deadlines, not only
     in the beginning but also throughout the course

Tools for Regular Effective Contact
Interaction in the distance education classroom can be instructor-student, student-student,
student-content and student-interface. Below are tools that may be used to implement
regular effective contact.
- Course Announcements (e.g., videos, weekly summary, weekly review)
- Personalized Feedback
- Discussion Boards (e.g., question and answer forums, VoiceThread)
- Videoconferencing (e.g., Skype, CCC Confer)
- Collaborative Projects (e.g., group blogs, group discussions, wikis)
- Instructor-Created Modules
- Lectures (e.g., recorded, streaming, slides with audio narration)
- Podcasts
- Webinars
- Screencasts
- Virtual Office Hours
- Email
- Private Messaging
- Chat