

# Guidance for Synchronous Classes (Draft)

*The CCC DE Team and DE Committee developed the following guidance for synchronous classes held via video conferencing (such as Zoom) on September 11, 2020.*

## **Synchronous and Asynchronous Instruction**

Given that the CCC student population is 66% housing insecure and 22% homeless (Real College Survey 2019) and that video conferencing is a task requiring high-bandwidth (Daniel Stanford), we encourage synchronous instruction but emphasize that asynchronous instruction on Canvas should be primary. [Karen Ray Costa](#)'s analogy is that asynchronous teaching is the burger and synchronous teaching is the ketchup. An equity-minded practice is to not rely so heavily on synchronous methods of online instruction, and the equity gap is exacerbated by the pandemic. It is supplemental, should not be a required activity, and yet is still encouraged to hold as optional to enhance your asynchronous instruction for purposes such as office hours, one-on-one conferences, community-building activities, and whole-class interactions. In addition, when using Zoom, "mute all" or mute individual students when necessary to maintain clear audio, plan interactive activities using breakout rooms, chat, and reactions, and [secure your meetings to deter Zoombombing](#).

## **Cameras During Live Sessions**

As a humanizing, equity-minded, and culturally responsive teaching practice especially during a pandemic, do not convey the message to students that "cameras on" is a mandatory requirement during synchronous sessions. It is also problematic due to the privacy of location or disability and the informed consent of minors. Instead, we recommend that you invite them to turn their cameras on, and let them know it's okay if they can't. You might consider showing them how to add their photo or avatar in their Zoom settings. Example language for camera usage is:

*"Hi, everyone. I'm so thankful you made it to our Zoom meeting. If you can, I'd like to invite you to turn on your video camera. If you are not able, or don't feel comfortable, that's ok. I am glad you are here."*

## Schedule of Classes

There is a need for consistent language and clarification for students on the schedule, with “comments” such as the examples below. In addition, comments should include technology requirements (ex: webcams, mics), Proctorio proctoring, and materials pick-up dates as necessary.

- *This is an online class with no required live meeting dates or times (fully asynchronous).*

\*These sections should not have any days or times listed on the schedule. Sections that have **optional** live meetings should also appear this way.

- *This is an online class with live (synchronous) meetings via video conferencing (for example, Zoom) weekly/monthly on [dates/day of week] from [start time] to [end time].*

\*These sections should include the days and times listed on the schedule for **required** live meetings.

- *This is a partially-online/hybrid class with on-campus meetings [dates and times] following the protocols for wearing masks and physical distancing. On-campus instruction is subject to change according to circumstances.*
- *This is a late-start online class beginning on [date]. There are live (synchronous) meetings via video conferencing (for example, Zoom) weekly/monthly on [dates/day of week] from [start time] to [end time].*
- *This is a late-start online class beginning on [date]. There are no required live meeting dates or times (fully asynchronous).*

# Guidance for Determining Online Attendance (Draft)

*The CCC DE Team and DE Committee developed the following guidance for determining online attendance on September 11, 2020.*

In an online course, attendance is determined by the following US Department of Education Regulation 66952: For Distance Education purposes, the last login into a course management system is not accepted as the attendance. Instead, the US Department of Education refers to academic engagement as the activity-based standard for determining attendance. Regulations include the following guidance: (7) (i) “Academic attendance” and “attendance at an academically-related activity” include but are not limited to:

- submitting an academic assignment;
- taking an exam, an interactive tutorial, or computer-assisted instruction;
- participating in an online discussion about academic matters; and
- initiating contact with a faculty member to ask a question about the academic subject studied in the course

Students’ participation/activities can be observed in:

- the Canvas Gradebook
- email, Canvas Inbox, and Pronto text messages you received from them

## **Before the Census Date**

We make the following recommendations:

- Inform students in your Welcome Email before the course begins and remind them in your orientation module about what they need to submit (Canvas quiz, assignment, discussion, etc.) in order to count as present on the first days/week and to avoid being dropped as a “no show.” Build these submissions into your orientation module.
- Before dropping a student before the census date, make at least one attempt to contact the student by email, Canvas Inbox, Canvas Gradebook (using the “Message Students Who” feature), or Pronto text. They may need your help getting started in your course. Allow 24 hours for the student to respond before dropping them.

- Students should not be dropped for not attending a synchronous meeting. Instead of making your synchronous meetings “required” or “mandatory,” make them “optional but encouraged.”

## **After the Census Date**

The 2020-21 CCC Catalog states, “You may be dropped by the instructor if you are no longer participating in the course. No longer participating is defined as the accumulation of excessive absences as defined as more than two weeks of full term class meetings” (35). After the census date, we recommend:

- When students have accumulated more than two weeks worth of missing assessments and activities (Canvas assignments, quizzes, discussions, etc.) in your course, make two attempts to contact the student by email, Canvas Inbox, Canvas Gradebook (using the “Message Students Who” feature), or Pronto text. Allow 24 hours for the student to respond before dropping them.
- The same types of the US Department of Education’s examples of “academic attendance” and “attendance at an academically-related activity” listed above should be used to determine the last day of attendance, not simply the student’s last login.

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*Both guidance memos were drafted with the DE Team on 9/8/2020.*

*Both guidance memos were revised and approved by the DE Committee on 9/11/2020.*

*Both guidance memos will be proposed to the Academic Senate Council for approval on 9/21/2020.*

*Both guidance memos will be shared with the Student Success Committee on 10/1/2020.*

*Both guidance memos will be shared with the Council of Chairs on 10/7/2020.*