



## 1. CCC Guidance on Synchronous Classes

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

### **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 other requirements as necessary, such as: technology (ex: webcams, mics), online proctoring, and materials pick-up dates.

- *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 optional live (synchronous) meetings via video conferencing (for example, Zoom) on [dates/day of week] from [start time] to [end time]. They will be recorded.*

\*These sections should not have any days or times listed on the schedule since the live meetings are **optional**.

- *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 any **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 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. The fully-online, non-live lectures are still required for the class.*
- *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).*

## **Synchronous and Asynchronous Instruction**

Given that the CCC student population is 66% housing insecure and 22% homeless (Real College Survey 2019), that video conferencing is a task requiring high-bandwidth (Daniel Stanford), and that the global pandemic is exacerbating the equity gap, 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. 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 group 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**

The Distance Education Committee recommends instructors adopt a flexible, camera-optional policy in online synchronous sessions, where video participation is encouraged but not required. This opt-in, inclusive approach:

- is a humanizing, equity-minded, and culturally responsive teaching practice especially necessary during a pandemic,
- provides equitable access for students without the technology or internet bandwidth to participate in virtual sessions with cameras on, and
- respects student concerns around privacy, safety, disability, and religious beliefs.

You might consider showing them how to add their photo or avatar in their Zoom settings and leverage the chat, reactions, polls, and breakout rooms. Example language for camera usage is:

*"Hi, everyone. I'm so thankful you made it to our Zoom meeting today. 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."*

If a course or assignment is based on visual performance, such as a public speech, presentation, or demonstration, live camera participation may be required, but needs to be outlined clearly in the schedule of classes and the syllabus alongside instructions on how a student can communicate concerns/challenges to the instructor.

## **FERPA and Zoom Recordings**

Adapted from "[Guidance for Recording Class Sessions with TechConnect \(Confer\) Zoom](#)" by [Michelle Pacansky-Brock and CVC-OEI](#) is licensed under [CC BY-NC 4.0](#)

Instructors sometimes record live class sessions in Zoom so that students can watch a missed class session or review an earlier session, or for the instructor to share with a future class. Depending on who is identifiable in the recording, the recordings may constitute educational records that are protected under the Family Educational Rights and Privacy Act (FERPA) — the federal student privacy law. Additional information about photo, video, and audio recording under FERPA can be found in the US Department of Education [FAQs on Photos and Videos under FERPA](#).

- Recordings of Zoom meetings that include students' names, audio, photo, or video in the recording should not be shared outside of that particular section and that semester.
- If a recording includes only the instructor, it is not a student record and FERPA does not limit its use. If the recording includes students asking questions, making presentations or leading a class, and it is possible to identify the student, then the portions containing recordings of the student do constitute protected educational records. Educational records can only be used as permitted by FERPA or in a manner allowed by a written consent from the student. (See the sample Permission to Record that follows.)
- Recommended Zoom recording settings: Before you schedule your meetings,
  1. Go to [zoom.us](#) and log into your Zoom account.
  2. Click on **My Account** (upper right).

3. In the left column, select **Settings**.
4. Select the **Recording** tab and choose the following settings:
  - If you wish to have a video of the speaker recorded during screen sharing, *enable Record active speaker with shared screen*.
  - Disable *Record gallery view with shared screen*.
  - Disable *Display participants' names* in the recording.
  - Enable *Multiple audio notifications of recorded meeting*, which plays an automated message whenever a recording is started, or a participant enters a session that is already being recorded.

When your meeting starts, keep your Zoom view set to Speaker View (as opposed to Gallery View). This ensures that only the person who is speaking appears on the screen, as opposed to recording a grid view of all attendees with webcams enabled. Inform your students that the meeting is being recorded.

- Recordings can be edited to remove portions of the video that show students who have not consented to the use of their voice and/or image. Simply blurring a student's image and removing their name is not sufficient, as the student may still be identified.
- Record only the parts of your session that show you. Plan to hold specific Q&A periods during the session and when you get to one, click **Pause** recording. When you are ready to present again, **Resume** recording.
- Students should also not be recording, taking screenshots, or sharing links to class sessions. Students that violate this request may be subject to the student code of conduct for disrupting class, especially if you include this in your syllabus. It's more likely that students will respect your instructions in this regard if you model informed consent before recording them or forcing them to turn on their cameras.



## Permission to Record – Online Course Recordings

**Student's Name:**

**ID#:**

**Professor's Name:**

**Course:**

The Family Educational Rights and Privacy Act (FERPA) regulates the disclosure of educational information. FERPA states “when a student becomes an eligible student (18 years of age or is attending an institution of postsecondary education), the rights accorded to, and consent required of, parents under this part transfer from the parents to the student.”

I understand that my professor will record our live (synchronous) online sessions for myself and other students in the course to view at a later time. I understand the instructor will notify the students when a session is being recorded. I understand the recording of the video will not be used for other purposes outside of this course.

BY SIGNING THIS FORM, I waive my FERPA rights for the professor to use my voice, name, questions I ask during the recording, my video, etc., that is recorded during the course session, for use within the classroom.

**Student's Signature:**

**Date:**

*To rescind the Permission to Record, contact your professor.*

## 2. CCC Guidance on Determining Online Attendance

*The CCC DE Team and DE Committee developed the following guidance on 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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1. *Both guidance memos were drafted with the DE Team on 9/8/2020.*
  2. *Both guidance memos were revised and approved by the DE Committee on 9/11/2020.*
  3. *“Schedule of Classes” guidance was endorsed by the Academic Senate Council on 9/21/2020.*
  4. *Both guidance memos were endorsed by the Academic Senate Council on 10/5/20.*
  5. *Both guidance memos were shared with the Council of Chairs on 10/7/2020.*