



Proposal: Policies and Best Practices Regarding Zoom and Online Exams

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Part 1: Request for institutional support in order to implement proposed policies & best practices:

1. We need to improve Banner so that students can easily identify synchronous v s. asynchronous classes, and the definitions need to be clearly stated and uniformly applied.
2. We need live captioning and CC support for all synchronous classes in order to meet standards of universal design for learning (UDL); furthermore, classes with students with Academic Accommodation Plans (AAP) need captioning in order to be ADA compliant. We need to pursue grants, resources from the Chancellor's office, etc. in order to assist teachers in meeting these requirements, because the labor associated with this may be prohibitive for many faculty.
3. When developing online schedules, faculty and administrators need to work together to create asynchronous alternatives to synchronous offerings, unless SLOs make asynchronous instruction impossible.
4. We need ongoing support for professional development and training for faculty and staff regarding best zoom practices, best uses of Proctorio, best ways to develop online community, etc.
5. We encourage faculty to provide opportunities for real time interaction (e.g. zoom office hours) for all sections, including asynchronous sections.

Part 2: Policies and Best Practices for synchronous and asynchronous classes

6. We need shared definitions of synchronous, asynchronous, hybrid, etc. If faculty plan to deviate from full use of synchronous classes, this should be published clearly in the syllabus and should be revised in Banner).
 - a. Synchronous: students are expected to attend all classes, faculty are expected to hold all synchronous classes (unless cancelled)
 - i. Student absence: students could watch a CC version of the missed session and find an alternative way to meet the participation requirement.
 - ii. Faculty cancellation of a class: this will need to be addressed by the Union.
 - b. Asynchronous: students cannot be asked to attend a session or take an exam at a specific time; best practice would be to give students a minimum 72 hour window to complete required tasks or assessments.

Part 3: Zoom Policies and Best Practices

- a. Unless audio-visual student participation is required in order to fulfill an SLO, cameras cannot be required in an online class in order to demonstrate participation.
 - i. There are many innovative ways faculty can use cameras in their classrooms, but those who do so need to have a confidential opt out policy students can use, and that policy should be clear on their syllabus
 - ii. Faculty should clearly establish how students should communicate as an alternative to zoom cameras (chat, polls, etc)

Part 4: Online Exams



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Best Practices:--

- a. Asynchronous classes cannot require synchronous exams. Best practice for asynchronous exams demands at least 72 hours, ideally spanning both weekdays and a weekend day.
- b. Synchronous tests need to be contained within the limits of the scheduled class time.
- c. Build time limits for an exam with an awareness that online exams are not as time-effective as F2F exams due to technology, internet issues, unforeseen interruptions, etc.
- d. Give students the benefit of the doubt—the student teacher relationship depends on trust
- e. In instructions for an exam, be sure to provide instruction as to what happens if technology crashes or fails (e.g. take screen shots, email instructor, go to bed)
- f. Proctorio. We will do a FLEX in January so people can learn more about the opportunities and problems associated with Proctorio.
- g. In order to comply with students' constitutionally protected rights to privacy (especially within the home) and to an education, faculty cannot require a camera on exams unless they are needed to fulfill an SLO