



## CAMERA USE & ONLINE ASSESSMENT

QUESTION	ANSWER	WHAT YOU CAN DO	RESOURCE/S
<p><b>Can I obligate my students to turn on their cameras during an online synchronous session?</b></p>	<p>No, if a student registered for an online course expresses concerns related to privacy or equity, students are not obligated to turn on their cameras during synchronous meetings.</p> <p>However, if a student had the option to register for the class in a face-to-face mode of instruction or online mode of instruction, instructors <b>can</b> require students to keep cameras on in an online synchronous session.</p> <p>Students with privacy or equity concerns should be advised that cameras <b>can</b> be required to be on, and if they have privacy or equity concerns, they should be advised to register for the course on campus (face-to-face mode of instruction).</p>	<p>If a student is enrolled in an online course, the instructor can:</p> <ul style="list-style-type: none"> <li>ask students to add their photo to their Zoom account.</li> </ul> <p>If the student had the option to register for the class in a face-to-face mode of instruction or online mode of instruction, the instructor should:</p> <ul style="list-style-type: none"> <li>Decide if they will be requiring students to have their cameras on and inform them as soon as possible. This allows students to decide if they prefer to register for the face-to-face course instead and not have their privacy rights violated.</li> <li>Make it clear in your syllabus if you are going to require your students to have their cameras on during an online synchronous session and exam.</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Assessment of Student Learning in Fall 2020; Remote Proctoring Services [PDF]</a></li> <li><a href="#">CSULB's Provost's message on Remote Proctoring for Online Assessment</a></li> <li><a href="#">Office of Academic Programs Graduate Studies Memo</a></li> </ul>
<p><b>If related to mastery of learning or demonstrating understanding of a concept, can I obligate my student/s to turn on their camera?</b></p>	<p>An instructor can create an assignment (exam, presentation, virtual tour, etc.) requiring mastery of learning or demonstrating understanding of a concept.</p> <p>However, if a student expresses concern related to privacy or equity, an</p>	<ul style="list-style-type: none"> <li>In your syllabus, include the purpose of the activity in relation to the course and learning objectives (models, examples and/or rubric, can ensure student success and completion).</li> <li>Be prepared with an alternative equivalent assignment for students who decide not to turn on their</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Protecting Student Privacy   U.S. Department of Education</a></li> <li><a href="#">FAQs on Photos and Videos under FERPA</a></li> <li><a href="#">Bob Murphy Access Center (BMAC)</a></li> </ul>



# VIRTUAL LEARNING: STUDENT PRIVACY AND ONLINE ASSESSMENT

	alternative assessment must be created for the student.	cameras or share their screen. Refer the student to BMAC for an evaluation if a disability-related need off-camera is expressed.	
<b>I am thinking about using a proctoring tool in my class, what do I need to take into consideration?</b>	<p>If remote proctoring services will be used, strong efforts need to be made to ensure that resource issues (e.g. technology, hardware/software, accessibility, finances) do not impact students' ability to perform.</p> <p>ATS recommends, <a href="#">Respondus LockDown Browser and Monitor</a> for proctored exams. However, these are not compatible to run on assistive technology software available to <a href="#">BMAC</a> students, and should be disabled for those students.</p>	<ul style="list-style-type: none"> <li>Do not require your student to film their surroundings when using a proctoring tool.</li> <li>Become familiar with the CARES Act and encourage students to contact the <a href="#">Division of Student Affairs</a> and visit the <a href="#">CARES ACT</a> website to learn more about ways in how CSULB is working in bridging the digital divide (e.g., laptop program, outdoor wi-fi, student virtual labs and Open Access computer labs).</li> <li>Inform your students about <a href="#">open labs on campus</a>.</li> <li>Understand how to adjust the extended time for students requiring exam accommodations.</li> <li>Reach out to <a href="mailto:BMAC-Exams@csulb.edu">BMAC-Exams@csulb.edu</a> about Respondus features related to <a href="#">BMAC</a> students.</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Assessment of Student Learning in Fall 2020; Remote Proctoring Services [PDF]</a></li> <li><a href="#">Cares Act</a></li> <li><a href="mailto:BMAC-Exams@csulb.edu">BMAC-Exams@csulb.edu</a></li> <li><a href="#">Faculty Guide: BeachBoard Assessments Creation Manual [PDF]</a></li> </ul>
<b>I have decided to use a proctoring tool for my online class, however, do students have the right not to share their screens or turn on their cameras while using the proctoring tool during an assessment?</b>	Yes, under privacy and equity rights, online students have the right not to turn on their cameras or share their screens for privacy reasons or cannot share their screens for equity reasons.	<ul style="list-style-type: none"> <li>If you choose to use online proctoring software, you must also provide an alternative assessment to the student who decides not to turn on their cameras or share their screen.</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Assessment of Student Learning in Fall 2020; Remote Proctoring Services [PDF]</a></li> <li><a href="#">CSULB's Provost's message on Remote Proctoring for Online Assessment</a></li> </ul>



# VIRTUAL LEARNING: STUDENT PRIVACY AND ONLINE ASSESSMENT

<p><b>Do students with a disability have the right not to share their screens or turn on their cameras while using a proctoring tool during an assessment for either an online or face-to-face mode of instruction?</b></p>	<p>No, for exam accommodations, where BMAC informs students that their classroom is being proctored during an exam, student must have their camera on or test in person.</p> <p>However, if not related to an exam, students with a disability and an approved BMAC accommodation can remain off camera during a synchronous online session.</p>	<ul style="list-style-type: none"> <li>• Include in your syllabus a disability statement providing students information on how to request accommodations through the Bob Murphy Access Center (BMAC) and the best way in how to work with you throughout the semester.</li> <li>• Work with <a href="#">BMAC</a> to set up accommodations for your student(s).</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Office of Academic Programs Graduate Studies Memo</a></li> <li>• <a href="#">Bob Murphy Access Center Exam Faculty Resources</a></li> </ul>
<p><b>If I use Zoom as my proctoring tool, can I enforce students to turn on their cameras or share their screens during an assessment?</b></p>	<p>No, if a student registered for an online course expresses concerns related to privacy or equity, students are not obligated to turn on their cameras or share their screens during an online assessment.</p> <p>However, if a student had the option to register for the class in a face-to-face mode of instruction or online mode of instruction, instructors <b>can</b> require students to keep cameras on in an online synchronous session.</p> <p>Students with privacy or equity concerns should be advised that cameras <b>can</b> be required to be on, and if they have privacy or equity concerns, they should be advised to register for the course on campus (face-to-face mode of instruction).</p>	<p>If a student is enrolled in an online course, and the instructor chooses to use Zoom as online proctoring software, you must:</p> <ul style="list-style-type: none"> <li>• provide an alternative assessment to the student who decides not to turn on their cameras or share their screen.</li> </ul> <p>If the student had the option to register for the class in a face-to-face mode of instruction or online mode of instruction, the instructor should:</p> <ul style="list-style-type: none"> <li>• Decide if you will be requiring your students to have their cameras on and inform them as soon as possible. This allows students to decide if they prefer to register for the face-to-face course instead and not have their privacy rights violated.</li> <li>• Make it clear in your syllabus if you are going to require your students to have</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Assessment of Student Learning in Fall 2020; Remote Proctoring Services [PDF]</a></li> <li>• <a href="#">CSULB's Provost's message on Remote Proctoring for Online Assessment</a></li> <li>• <a href="#">Office of Academic Programs Graduate Studies Memo</a></li> </ul>



# VIRTUAL LEARNING: STUDENT PRIVACY AND ONLINE ASSESSMENT

		<p>their cameras on during an online synchronous session and exam.</p>	
<p><b>If I cannot provide an alternative assessment for a high-stakes exam such as a Master’s comprehensive exam or a placement exam, what should I do?</b></p>	<p>For high-stakes exams such as a Master’s comprehensive exam or placement exams that cannot transition to an alternative assessment format, then the student may request an accommodation to take the exam in a quiet room on campus but will need approval from the Dean.</p> <p>Virtual and/or in-person proctoring appointments may be available on a limited, case-by-case basis for BMAC students.</p>	<ul style="list-style-type: none"> <li>• Work with your college Dean to find a quiet place on campus where your student(s) can take the high-stakes exam.</li> <li>• For registered <a href="#">BMAC</a> students, please contact <a href="mailto:BMAC-Exams@csulb.edu">BMAC-Exams@csulb.edu</a> for more information.</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">CSULB’s Provost’s message on Remote Proctoring for Online Assessment</a></li> </ul>
<p><b>Instead of using an online proctoring tool (e.g., Respondus Monitor) for assessments, what other types of assessments can be used for my class?</b></p>	<p>CSULB recommends minimizing high-stakes exams as much as possible during alternative mode of instruction Consider using alternate assessments in your class such as:</p> <ul style="list-style-type: none"> <li>• Timed short exams</li> <li>• Open book exams</li> <li>• Projects</li> <li>• Papers</li> <li>• Presentations</li> <li>• e-Portfolios</li> </ul>	<ul style="list-style-type: none"> <li>• Work with <a href="#">Academic Technology Services</a> instructional designer/s to develop alternate assessments that can be used in your course and built inside the learning management system.</li> <li>• Refer to the Alternative Mode of Instruction website to learn more about <a href="#">delivering online assessments</a> and the <a href="#">High Stakes Assessments Chart</a>.</li> <li>• Faculty may review appropriate alternative assessments for BMAC students who are in need of exam alternatives by contacting <a href="mailto:BMC-Exams@csulb.edu">BMC-Exams@csulb.edu</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Assessment of Student Learning in Fall 2020; Remote Proctoring Services [PDF]</a></li> <li>• <a href="#">CSULB's Provost’s message on Remote Proctoring for Online Assessment</a></li> <li>• <a href="#">Delivering Online Assessments</a></li> <li>• <a href="#">High Stakes Assessments Chart</a></li> </ul>



<b>CLASS RECORDING</b>			
<b>QUESTION</b>	<b>ANSWER</b>	<b>WHAT YOU CAN DO</b>	<b>RESOURCE/S</b>
<b>Do students need to be informed if the class session is going to be recorded?</b>	Yes, faculty must inform students every time class session will be recorded.	<ul style="list-style-type: none"> <li>• Include a statement in your syllabus informing your students that class sessions will be recorded.</li> <li>• Before class, inform your students through email that the class session will be recorded.</li> <li>• If recording in Zoom, participants will be asked to acknowledge and accept that recording will occur.</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">CSU Virtual Learning Student Privacy Rights- Frequently Asked Questions [PDF]</a></li> </ul>
<b>What is the best way to inform my students that there will be recorded class sessions throughout the semester?</b>	<p>Faculty are advised to share with students the purpose of recording the session, and how the recording will be used.</p> <p>Include information in your syllabus as well as use the learning management system (e.g., class email and announcements) to inform your students when a recorded session will take place.</p>	<ul style="list-style-type: none"> <li>• Include in your syllabus if there are going to be any recorded sessions.</li> <li>• Make it clear in your syllabus the purpose of recording class sessions.</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">CSU Virtual Learning Student Privacy Rights- Frequently Asked Questions [PDF]</a></li> </ul>
<b>If a student does not want to be recorded during a class session, what do I do?</b>	<p>Under privacy and equity student rights, students registered for an online course can choose not to be recorded.</p> <p>Faculty must then offer appropriate accommodations to online participants who choose not to be recorded.</p> <p>However, if a student had the option to register for the class in a face-to-face</p>	<p>If a student is enrolled in an online course, the instructor can:</p> <ul style="list-style-type: none"> <li>• Include in the syllabus that if a student chooses not to be recorded, they must let you know ahead of time. Set a deadline as to when to be notified.</li> <li>• Provide access to the recorded session through the learning management</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">CSU Virtual Learning Student Privacy Rights- Frequently Asked Questions [PDF]</a></li> </ul>



**VIRTUAL LEARNING: STUDENT PRIVACY AND  
ONLINE ASSESSMENT**

	<p>mode of instruction or online mode of instruction, instructors <b>can</b> require students to keep cameras on in an online synchronous session and be recorded.</p> <p>Students with privacy or equity concerns should be advised that cameras <b>can</b> be required to be on, and if they have privacy or equity concerns, they should be advised to register for the course on campus (face-to-face mode of instruction).</p>	<p>system and to class session instructional material/s.</p> <p>If the student had the option to register for the class in a face-to-face mode of instruction or online mode of instruction, the instructor should:</p> <ul style="list-style-type: none"> <li>Decide if they will be requiring students to have their cameras on and will be recorded and inform them as soon as possible. This allows students to decide if they prefer to register for the face-to-face course instead and not have their privacy rights violated.</li> <li>Make it clear in your syllabus if you are going to require your students to have their cameras on during a synchronous session and be recorded.</li> </ul>	
<p><b>Can I share the class session recording outside of class with others not enrolled in the class?</b></p>	<p>No, faculty should provide the same level of privacy in the virtual instruction they provide in person and consider the recording to be a private record for the registered members of the class only.</p>	<ul style="list-style-type: none"> <li>Follow campus guidelines</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">CSU Virtual Learning Student Privacy Rights- Frequently Asked Questions [PDF]</a></li> </ul>
<p><b>How long should students enrolled in my class have access a class session recording?</b></p>	<p>All class session recordings can be erased after the final exam of the course. Therefore, after the final exam students should no longer have access.</p>	<ul style="list-style-type: none"> <li>Provide your students with a confidential and private link to access to the recording/s.</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">CSU Virtual Learning Student Privacy Rights- Frequently Asked Questions [PDF]</a></li> </ul>



<b>DISABILITY ACCOMMODATIONS</b>			
<b>QUESTION</b>	<b>ANSWER</b>	<b>WHAT YOU CAN DO</b>	<b>RESOURCE/S</b>
<p><b>I have a student with a disability, who should I work with to provide accommodations for this student regarding online assessments?</b></p>	<p>Students with disabilities must be granted accommodations to which they are entitled for tests.</p> <p>Contact the Bob Murphy Access Center for information on providing your student/s with accommodations.</p>	<ul style="list-style-type: none"> <li>• Include in your syllabus a disability statement providing students information on how to request accommodations through the Bob Murphy Access Center (BMAC) and the best way in how to work with you throughout the semester.</li> <li>• Work with <a href="#">BMAC</a> to set up accommodations for your student(s).</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Assessment of Student Learning in Fall 2020; Remote Proctoring Services [PDF]</a></li> <li>• <a href="#">Bob Murphy Access Center Exam Faculty Resources</a></li> </ul>
<p><b>I have decided to use a proctoring tool (e.g., Respondus Monitor) and I also have a student who identifies with having a disability, could this be an issue?</b></p>	<p>Yes, possibly, especially if the student is using assistive technology (e.g., screen reader).</p> <p><a href="#">Respondus Lockdown Browser and Monitor</a>, are not compatible to run on assistive technology software available to BMAC students, and should be disabled for these students.</p> <p>If a proctoring software is being used that is inappropriate for a student with a disability, there must be another option in place to support the faculty and student.</p>	<ul style="list-style-type: none"> <li>• Work with the <a href="#">Bob Murphy Access Center (BMAC)</a> or the <a href="#">Accessible Instructional Materials Center (AIMC)</a> to determine the best options and alternatives.</li> <li>• Consider using <a href="#">alternative assessments</a> (e.g. timed short exams, open book exams, projects, papers, presentations, e-portfolios) in place of high-stake assessments.</li> <li>• Work with Academic Technology Services (ATS) in building the assessment or an alternative assessment inside the learning management system. Contact <a href="mailto:beachboard@csulb.edu">beachboard@csulb.edu</a> or <a href="mailto:canvas@csulb.edu">canvas@csulb.edu</a> to get started.</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Assessment of Student Learning in Fall 2020; Remote Proctoring Services [PDF]</a></li> <li>• <a href="#">Bob Murphy Access Center Exam Faculty Resources</a></li> </ul>



# VIRTUAL LEARNING: STUDENT PRIVACY AND ONLINE ASSESSMENT

ACADEMIC TECHNOLOGY SERVICES  
Academic Services Bldg., Room 120

<p><b>If I have a student who identifies with having a disability and can not provide an alternative assessments for a high-stakes exam such as a Master's comprehensive or placement exam, what should I do?</b></p>	<p>Virtual and/or in-person proctoring appointments may be available on a limited, case-by-case basis for BMAC students.</p>	<ul style="list-style-type: none"><li>• For registered BMAC students, please contact <a href="mailto:BMAC-Exams@csulb.edu">BMAC-Exams@csulb.edu</a> for more information.</li></ul>	<ul style="list-style-type: none"><li>• <a href="#">Bob Murphy Access Center (BMAC)</a></li></ul>
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