AY 2022–23 ACADEMIC INSTRUCTION:
GUIDANCE FOR COLLEGES, SCHOOLS, DEPARTMENTS, AND PROGRAMS
FROM THE OFFICE OF THE PROVOST

Volume 3, Edition 1: August 9, 2022

Topics: Guidance and Resources for Fall 2022 Classes; Scheduling and Class Assignments for Spring 2023 and Beyond

Due Dates for Chairs/Directors and Department Schedulers: None in this Edition

Deans, chairs and directors: Please email this entire edition of guidance to your faculty, including lecturers and adjunct/temporary faculty; your graduate students with teaching appointments; and your academic support staff.

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What's in this edition of guidance

This edition of guidance focuses on information needed for the start of the new academic year and on essential curriculum planning for future semesters.

Fall 2022 teaching and advising: What's changed and what hasn't

Changing the instruction mode of a class

New for fall 2022: The provost's office no longer needs to approve changes in instruction mode. The dean is the final level of approval. No change from spring 2022: The university is committed to teaching classes in the instruction mode listed when student registration began. Instructors may not independently change the instruction mode of their classes. Changes in class instruction mode must always be approved at the department/program level and by the dean. Changes based only on the instructor's preference will not be approved.

Instructor office hours

No change from spring 2022. Faculty and graduate students who are instructors of record may hold office hours in person or remotely, at their discretion. Office hour locations/modes for TAs and others who are working under the supervision of an instructor of record should be planned in concert with the instructor of record, so that everyone engaged in teaching the class is aware of office hour plans. Please make the mode/location of office hours clear in the class syllabus.

Undergraduate advising

No change from spring 2022. Academic advising and coaching support for undergraduate students will be offered both in person and via Zoom in 2022–23, offering students flexibility in choosing the modality that suits their needs. Advising offices will be open and staff will be on campus on a rotating basis.

Graduate advising

No change from spring 2022. Academic advising and support for graduate students are by nature decentralized, with most advising provided by faculty and staff in departments or graduate programs. Modes of advising may vary by unit, and students should communicate directly with their faculty advisor and graduate program to determine whether advising is available remotely or in person. Advising must comply with any campus and public health requirements in effect at the time. Staff in the Graduate School will continue to provide assistance, support, and resources in a hybrid manner.

Qualifying/preliminary/comprehensive exams and dissertation/thesis defenses

No change from spring 2022. Qualifying/preliminary/comprehensive examinations and final exam/thesis defenses for graduate or honors students are teaching occasions, and they are subject to the campus strictures on in-person teaching in effect at the time taken. As long as the university allows in-person instruction, students can take an examination or defense in person. Remote or hybrid examinations/defenses are also allowed. Each examination should be considered on a case-by-case basis, taking into account the circumstances affecting both the student and each committee member.

Attendance policies and medical absences

No change from spring 2022. One of the top complaints advisors and department administrators have heard from students during the pandemic is that faculty are not accommodating to students who are ill or quarantined due to COVID-19. Please handle student illness or quarantine due to COVID-19 in the same manner that you would handle any other student absence for medical reasons, which means you should give students make-up work, make-up exams, or assignment extensions according to your usual policy for students who are ill. ***Students should not be penalized for missing class or an exam due to illness or quarantine.***

Please note that student health services on campus—Wardenburg Health Center, Counseling and Psychiatric Services (CAPS), and Student Support and Case Management (SSCM)—no longer provide appointment verifications, also known as "doctor's notes," to students. Requiring doctor's notes puts a strain on campus medical services and forces students to make unnecessary trips to the doctor. Similarly, the CU Boulder Public Health Office does not provide students with verifications of quarantine. Rather than requiring doctor's notes or quarantine verification, instructors are encouraged to develop attendance policies that do not distinguish between "excused" and "unexcused" absences, and that build in enough flexibility for students who must miss several classes due to quarantine or illness. The Center for Teaching & Learning has provided ideas and resources for planning effective attendance policies and encouraging student attendance.

While faculty teaching in-person classes should provide make-up opportunities for students who miss their classes because of illness or quarantine, those opportunities do not have to include making arrangements for students to attend class remotely. You are also not required to give remote exams to students who are absent due to illness or quarantine, or to share your class notes or slides with these students. However, you may choose to do so if you wish. You may also use other practices for helping your students keep up with their work, such as giving a make-up exam when the student returns to class or having other students share class notes with the student who is absent.

Students may ask you, "If faculty are allowed to teach remotely while they have COVID-19, why can't students be *automatically* allowed to attend class remotely if they have COVID-19?" Remind them that

teaching in-person and remotely at the same time is very difficult to do. Many faculty who have tried it have found it provides a sub-par learning experience for everyone in the class, both those who are present in person and those who are present remotely.

Requests for instructional accommodation via remote instruction: Students with disabilities and others

No change from spring 2022. Students cannot request that an in-person course be taught to them remotely for reasons other than a documented disability that would require such an accommodation. Remote location, commuting time, scheduling issues, and vaccination status are not valid reasons for requesting an accommodation. Students who require an accommodation based on a documented disability must receive approval from the Office of Disability Services. If approval is granted, Disability Services will contact the course instructor to determine if the accommodation will fundamentally alter their course and whether necessary technology support is in place.

Senior/Community Auditors

Update for fall 2022. Due to the pandemic, the senior and community auditors programs were suspended from the fall 2020 semester through spring 2022. These programs, which have merged into the new Continuing Education Auditors program, will resume in fall 2022. All restrictions on courses available/not available for auditing that were in effect previous to fall 2020 have also resumed. The following course instruction modes are available to auditors:

- Boulder Main Campus: in-person or hybrid in-person/online-remote
- Continuing Education Campus: CE Online Credit term-based classes and CE Evening Credit classes (in-person, hybrid remote/online, hybrid in-person/online-remote)

Campus closure for weather and other emergencies

No change from spring 2022. CU Boulder's Campus Closure Policy governs what happens when the campus must be closed due to weather or other emergencies, or when a delayed start or early closure is scheduled.

Delayed start

1. A decision for a delayed start will normally be made by 5:30 a.m. of the emergency day.
2. All campus events, facilities, and venues are open and on schedule after the delay period has ended.
3. All in-person and remote (synchronous) classes with a start time that is during the closure period will be canceled.
4. All online (asynchronous) classes will be held as normal, and no classes or exams will be delayed or canceled due to a delayed start.
5. In the event of a delay during the final examination period, the provost will provide a directive regarding exams according to the final examination policy.

Early closure

1. All campus events, facilities, and venues are open until the early closure time.
2. All in-person and remote (synchronous) classes with a start time after the early closure time will be canceled.

3. All online (asynchronous) classes will be held as normal, and no classes or exams will be delayed or canceled due to an early closure.
4. In the event of an early closure during the final examination period, the provost will provide a directive regarding exams according to the final examination policy.

Classes canceled and administrative closure for the entire day

1. A decision for a class cancellation will normally be made by 5:30 a.m. of the emergency day.
2. All in-person and remote (synchronous) classes will be canceled.
3. All online (asynchronous) classes will be held as normal, and no classes or exams for online (asynchronous) classes will be delayed or canceled due to a decision for class cancellation.
4. In the event of a closure during the final examination period, the provost will provide a directive regarding exams according to the final examination policy.
5. Communications will contain information on how the campus may be impacted. Contact your supervisor or event venue if there are specific concerns. Campus events, facilities, and venues may be closed or canceled; employees, students, and others should contact them directly for questions regarding operating status.

FAQ: Why are remote classes canceled on an emergency/weather day? Many students and faculty depend on campus facilities and internet access to teach or take remote classes. Holding a remote class when some students cannot participate is unfair to those students, and faculty or students should not feel that they must travel to campus to teach or take a class when it is not safe to do so.

FAQ: Can I hold a makeup session when my class is canceled for an emergency/weather day? You may schedule an in-person or remote makeup session, but you may not require that students attend that session if it is not during your regular class time. You may also record a lecture for students to access on their own schedule. If your makeup session covers material that will be on an exam, you should record the lecture and make it very clear to your students (put it in writing) that they are responsible for that material.

COVID-19 updates

General information
Check for ongoing updates. CU Boulder employs a framework for public health and COVID-19 decision-making that follows Centers for Disease Control and Prevention (CDC) guidance. The campus will continue to work closely with Boulder County Public Health as it considers public health requirements in the Boulder community. If Boulder County Public Health adopts or modifies any requirements, the campus will immediately inform the CU Boulder community. For ongoing updates on campus COVID-19 protocols, check the COVID-19 webpage and CU Boulder Today's COVID-19 updates.

Masks in the classroom
No change from spring 2022. At the time of publication of this guidance, CU Boulder is a mask-optional campus. Those who prefer to wear masks are encouraged to do so. Faculty may encourage students to wear masks in the classroom, but they may not require students to wear masks unless and until campus policy changes in tandem with Boulder County Public Health requirements.

Campus leadership understands that many instructional personnel are worried about classroom transmission of COVID-19 because of new variants and periodic upticks in cases. Instructors should keep in mind that we are continuing to follow the guidance of our expert scientific team in setting campus requirements and protocols. In addition to our vaccination requirement, we are continuing the cleaning and ventilation measures we initiated during the pandemic that made our classrooms among the safest public spaces to be.

Isolation and quarantine guidelines

Update for fall 2022. The campus community should follow current public health guidelines for how long to isolate/quarantine for COVID-19. Please check the current guidelines, since CDC advice has changed over time as more is learned about COVID-19's characteristics and contagion patterns.

Next steps if an instructor is ill or quarantined

No change from spring 2022. Chairs, directors, and deans have the discretion to work with their instructional staff as appropriate to make sure instruction is covered. Similarly, instructors of record have the discretion to do the same with their TAs.

- If the instructor/TA of an in-person class is ill or quarantined but is well enough to teach remotely, chairs, directors, and deans should accommodate that option. An instructor should notify their chair or director (or, in schools and colleges that do not have departments, their dean). A TA should notify the instructor of record for the class. ***Higher-level approval is not required.*** The instructor/TA will need to be in close communication with their students about the class's temporary shift to remote instruction mode and should return to the classroom as soon as their health and public health guidelines allow.
- If an instructor/TA is too ill to teach at all, the department/program or college/school should use their usual procedures for covering the class.
- The instructor/TA should follow current public health guidelines for how long to isolate/quarantine and should return to the in-person classroom as soon as their health and those guidelines permit.

Next steps if a student discloses they have COVID-19

No change from spring 2022. If a student discloses to an instructor that they are ill (or tested positive) with COVID-19, the instructor should contact the CU Boulder Public Health Office to determine any next steps required. The instructor should *not* announce to the class that the student (or "someone in the class") has COVID-19, as this is either directly or indirectly sharing a student's private health information with the class. Instructors also should *not* require a negative COVID-19 test for the student to return to class.

Classroom cleaning and ventilation; ventilation in offices

No change from spring 2022:
- Enhanced classroom cleaning protocols remain in place for 2022–23. The campus will continue with the same mitigation measures for heating, ventilation, and air conditioning (HVAC) as employed in all buildings during the 2021–22 academic year to maximize airflow, filtration, and outdoor air. These include:

- ○ Our building heating, ventilation, and air conditioning systems have been assessed and are being optimized to provide maximum airflow.
- ○ The many different types of building ventilation systems on campus have been configured to maximize the use of outdoor (fresh) air where possible.
- ○ Building systems are operating for extended hours to keep air flowing; the typical protocol of setting back or turning the systems off during nights and weekends will be minimized.
- ○ For buildings that do require air recirculation due to system limitations, HVAC systems have been upgraded to MERV 13 filters, which are similar in performance to HEPA filters.
- ○ Unfortunately, our Infrastructure team doesn't have the capacity to check individual faculty or advisor offices for ventilation. Faculty and advisors should not ask Facilities Operations and Services to conduct ventilation checks of their offices. For equipment or systems that are not functioning properly, contact the Operations Control Center at 303-492-5522 to log a service request.

New for fall 2022. We are maintaining hand sanitizing stations in the high traffic areas of our buildings, but we are removing the disinfectant wipes in classrooms due to minimal usage over the last academic year. The CDC has published that there is low risk of COVID transmission through contact with surfaces and that good hand hygiene through washing hands with soap and use of hand sanitizer is a good preventive measure. Additionally, daily cleaning and sanitation of high touch surfaces in our buildings will continue to be provided by our custodial teams.

Fall 2022 course planning reminders

Required syllabus statements
New for fall 2022. Required syllabus statements are sent each semester to teaching faculty by the Office of Undergraduate Affairs. **Syllabus statements have been updated to reflect changes in campus procedures related to COVID-19 and to keep web links current. Please use the updated version of the syllabus statements, which are also available via the Academic Affairs policy web site.**

Give your students significant graded feedback before pass/fail and late drop deadline
No change from spring 2022. The deadline for students to declare a class pass/fail (or to change a pass/fail designation to a grade) is the end of the tenth week of classes (prorated for shorter-term classes). This is the same deadline for dropping a class. For fall 2022, that deadline is **Friday, October 28**, for regular-term courses. *For undergraduate students especially, it's important that students know how they're doing in your class before this deadline, so they can make informed decisions about pass/fail or dropping a class. Please make sure you've assigned and graded significant assignments by this point.*

Plan to use the Course Alert system for undergraduate classes
No change from spring 2022. The Course Alert system covers all undergraduate classes. Course alerts are an important component in ensuring undergraduate student success. A course alert may be submitted for undergraduate students who are not completing assignments, are missing class, are performing poorly on tests and assignments, or are otherwise struggling and may need help. The feedback form is available semester weeks 2–13 (prorated for shorter classes), and may be submitted multiple times during the term (though only once per student).

Be sure to submit feedback as early as possible during the term and in advance of the drop deadline. Submission dates for fall 2022 and instructions for using the Course Alert system are posted on the OIT Course Alert page.

If you wish, you may add the following information to your syllabus:
Course Alerts: This class participates in a campus initiative to notify students early in the term, if there are concerns about a student's grades, attendance, or other areas of academic performance in the course. The goal is to let students know where they stand in the class and to connect them to resources and support when there is plenty of time in the term to make positive change.

Attendance policy planning
No change from spring 2022. When you are creating your attendance policy for your class, please consider the likelihood that students may have to miss class due to illness or quarantine. The section above on "Attendance policies and medical absences" gives tips for attendance policies that do not penalize students for illness. The Center for Teaching & Learning has provided ideas and resources for planning effective attendance policies and encouraging student attendance.

Final exam planning
No change from spring 2022. The fall semester final exam schedule is posted on the Office of the Registrar site. Check your class instructional mode below for guidance for scheduling and delivery modes of final exams.

All classes

- All classes must follow the campus Final Exam Policy exam scheduling provisions:

  o For courses in sessions of ten weeks or longer, no examinations may be given during the week of classes preceding the start of the campus's final examination period; however, assignments listed in the syllabus such as papers, lab practicums, presentations, portfolios, and projects may be due during that week.
  o Class sessions or graded assignments of any kind, including papers, lab practicums, presentations, portfolios and projects, may not take place or be due on a day designated in the academic calendar as a Reading Day. For regular-term courses in fall 2022, Friday, Dec. 9, is designated as a Reading Day. (Note: the Reading Day and final exam period schedule for the Law School is different and is posted on the Law School website.)
  o When students have three or more final examinations on the same day, they are entitled to arrange an alternative examination time for the last exam or exams scheduled on that day. When students have two final examinations scheduled to meet at the same time, they are entitled to arrange an alternative examination time for the course that meets later in the week during the term or, if the two courses meet on the same day during the term, the course that meets later in the day.

In-person classes

- Final exams for all in-person classes should be administered during the designated time for that class during the final exam period (December 10–14). (Note: the Reading Day and final exam period schedule for the Law School is posted on the Law School website.)
- Final exams for in-person classes are normally held in person, but may be administered remotely at the discretion of the instructor of record.
- The class syllabus must specify the final exam timing and mode of delivery.

Remote (synchronous) classes

- Final exams for all remote (synchronous) classes must be given remotely. They should be administered one of two ways:
  1. During the designated time for that class during the final exam period (December 10–14). Be prepared to accommodate students who have computer or connectivity problems during that time slot. (Note: the Reading Day and final exam period schedule for the Law School is posted on the Law School website.)
  2. Within a time window of at least 24 hours, as long as that time window (a) includes the entirety of the designated final exam time for that class and (2) begins and ends within the final exam period (December 10–14). (Note: the Reading Day and final exam period schedule for the Law School is posted on the Law School website.)
- The class syllabus must specify the final exam timing and mode of delivery.

Online (asynchronous) classes

- Final exams for completely online (asynchronous) classes should be offered during a time window, inclusive of start and completion times, of at least 48 hours. The window allows students to fit the exam for an asynchronous class into the rest of their exam schedule.
- Final exams for online (asynchronous) classes must be administered during the final exam period (December 10–14). They may be offered at any time during that period, as long as the administration time window of at least 48 hours begins and ends within that final exam period. (Note: the Reading Day and final exam period schedule for the Law School is posted on the Law School website.)
- There is an exception to the above two bullet points: Some online classes are included on the common final exam schedule for exams to be given at a specific time during the final exam period. These online classes may require the final exam to be taken remotely at that specific time. For those teaching one of these courses, please communicate your expectations clearly to your students about whether their exam will be given during the established common exam time.
- The class syllabus must specify the final exam timing and mode of delivery.

Hybrid classes

- Final exams for hybrid classes may use the guidelines for either of their instruction modes, as specified above. For example, a hybrid in-person/remote class may follow the guidelines for either in-person classes or remote classes.
- The class syllabus must specify the final exam timing and mode of delivery.

Exam delivery mode for common exams

- Departments that offer common final exams may choose to offer an exam in person or remotely. If the course includes remote or online sections, a remote exam *must* be administered to students in those sections. The department may also choose to administer the common final exam remotely for students in *all* sections. (See "In-person classes," above.) Those teaching a class with a common final exam should check with the department about the exam delivery mode.
- The class syllabus for each section must specify the final exam timing and mode of delivery.

Fall 2022 course planning opportunities: Buffs One Read and the Global Climate Summit

Buffs One Read

Sponsored by the University Libraries, Buffs One Read is a [common reading program](#) that serves as a basis for classroom discussion, programming, social and civic development, and connection to campus. This year's theme is environmental justice and the selected book is *Braiding Sweetgrass; Indigenous Wisdom Scientific Knowledge and the Wisdom of Plants*, by Robin Wall Kimmer. Educators are invited to bring *Braiding Sweetgrass* into the classroom by using the [Buff One Read Canvas course.](#)

Right Here, Right Now Global Climate Summit

The campus is honored to be hosting the first-of-its-kind [Right Here, Right Now Global Climate Summit](#) with United Nations Human Rights from December 1–4. The summit will convene global experts from various sectors to discuss impacts, obligations, and solutions to the human rights climate crisis. A CU Boulder faculty-led steering committee has worked diligently in coordination with the UN Human Rights team to develop and recruit a globally sourced program of keynote speakers and panelists that offers unmatched opportunities for student engagement. Faculty are invited to integrate the summit into your fall 2022 classes and to foster student engagement with the summit and its speakers. Possibilities include:

- **Include summit programming in your syllabus or assign for extra credit**
  Summit keynotes and panel discussions will cover a range of human rights and climate-related topics, issues, and perspectives that could resonate within your courses. At your discretion, [consider including specific sessions of the summit programming](#), where applicable/appropriate, in your course syllabi for fall or as an option for extra credit.

- **Sign up for keynote/panel livestreams**
  [Virtual registration for Right Here, Right Now Global Climate Summit main agenda sessions is open](#) and could make for valuable course content for your students. You can sign up for keynotes and panel livestreams via the link below, which will provide access to the live sessions via global livestream or to recordings you can engage with asynchronously after the summit.
  - [Register here](#)

  Note: To keep the summit's carbon footprint to a minimum and to keep potential pandemic constraints in mind, in-person attendance is limited to approximately 500–1,000 attendees for most sessions and will be managed by invitation. In-person invitations will be released in waves

throughout the fall to ensure a mix of representation at each summit session. Faculty, staff, and students will be included in the waves of invitees.

- **Receive updates and spread the word with your students and networks** by subscribing to the summit newsletter to receive all the latest information—including additional program announcements and volunteering opportunities as they emerge—on the Global Climate Summit web page.

In addition, campus stakeholder groups have planned some on-campus events leading up to the summit. Keep an eye out for these opportunities:

- Although the Climate Across the Curriculum Training on August 8–9 is full, a sign of how committed our faculty are to incorporating cutting-edge climate and climate justice research with teaching and learning, a digital toolbox of materials has been created that the Environmental Center has posted on its website.
- The CU Boulder alumni magazine, *The Coloradan*, dedicated its summer issue to the summit theme and will be hosting a public conversation featuring faculty research on climate and human rights this semester.

Please direct questions about the summit to Jon Leslie, CU Boulder's Chief Communications Officer.

Curricular planning and teaching assignments for spring 2023 and beyond

Faculty, GPTI, and TA work modalities: Standards of practice related to teaching
New for fall 2022. The campus has established standards for faculty in-person and remote work that are reflected in this edition of academic instruction guidance. ***The baseline assumption is that any faculty member who is teaching, along with everyone holding a GPTI or TA appointment, will be available to teach in person, unless their position is explicitly devoted in full or in part to remote teaching.*** A faculty member who is working fully remotely (including research and creative work, teaching, and service) must have written approval from their chair/director and their dean. Approvals are to be archived in the dean's office and a copy maintained in the department/program (if applicable). A copy of the approval will also be sent to the Office of Faculty Affairs to be included in the faculty member's personnel file. Faculty, staff, researchers, graduate student teachers, and student employees who need work-related accommodations or leave due to disability or health issues should consult the Office of Institutional Equity and Compliance webpage (for work-related accommodations) or the Human Resources webpage (for leave) and follow up with OIEC or Human Resources as needed.

Proportions of in-person vs. remote/online classes
No change from spring 2022. The campus will not set desired ratios of in-person vs. remote/online classes. It is the responsibility of each school and college dean, working with department/program chairs and directors, to determine the instruction mode patterns for each semester. ***The dean of each college or school is responsible for the curriculum, and thus has final approval authority for the proportion of in-person vs. remote/online classes within each department/program and for the college/school as a whole.***

Instruction modes and class assignments

No change from spring 2022. Please use the following principles in planning instruction modes and class assignments:

- Departments and programs should weigh demand for remote and online classes and may propose to offer a selection of sections remotely or online. The campus will not set any target percentages of in-person courses for each department, program, college or school, and it is not required that a program offer remote or online classes.
- Departments and deans will define appropriate course instruction modes in concert with faculty and other instructional personnel. ***Instructor preference should not determine a class's instruction mode. Each class's instruction mode should be determined according to college/school and department/program priorities, based on pedagogical reasons and on student needs.*** For example, priorities for remote/online instruction might include one or a few sections of a course that has multiple sections, where there is student demand, where the course is crucial for students to make progress toward their degrees, and where the course can be taught effectively remotely or online.
- All instructional personnel should be treated equitably in assigning them to classes/sections in various instruction modes. Please work with your graduate student teachers (TAs, GPTIs) the same way you do with your tenure-track faculty, instructor-track faculty, and lecturers. No one should be presumed to have "dibs" on remote teaching due to seniority, personal circumstances, or any other factor not related to pedagogical reasons or student needs.
- It is reasonable to assess evidence of an instructor's effectiveness at remote/online teaching (or willingness to participate in training in effective remote/online pedagogy) before assigning someone remote/online teaching. If you're a department or program chair/director and need help with this task, please consult your dean and/or work with the Center for Teaching & Learning for [resources to assess effectiveness with teaching remote/online](#).
- Some students may want to sign up for solely remote or online courses. However, students (except for those in online programs) cannot expect that every course they might want to take will be offered in an online or remote mode, and departments and programs are not obliged to make that possible.

Classroom assignments, space utilization and class scheduling

New for spring 2023 and beyond. In accordance with the [campus space utilization policy](#), which was updated in 2021, the Office of the Registrar has updated its [classroom assignment and utilization procedures](#). These changes incorporate lessons learned during the pandemic about using classroom space efficiently and distributing the class schedule across "non-prime" teaching hours as well as "prime" hours. The distribution of the class schedule across all teaching hours applies to remote classes as well as in-person classes, to maximize students' opportunities to enroll in the classes they need to make progress toward their degree. Department schedulers have been informed of these changes and have been using the new procedures to make scheduling and classroom requests for spring 2023.

New and revised campus policies affecting teaching and advising

New for fall 2022. Several policy changes that aim to simplify processes and increase consistency across colleges, schools, and programs have gone into effect for the upcoming academic year. Three that will be most important for academic units are changes to Grade Replacement, Academic Standing, and the Intra University Transfer (IUT) process.

- The new Grade Replacement policy omits the application process. In most cases, students can simply register again for a course in which they previously earned a C- or lower and Grade Replacement will be automatically applied.
- Common campus-level Academic Standing terminology and standards have been published in the 2022–2023 catalog. Significant changes include adoption of a 2.00 good standing threshold for all undergraduate colleges, schools, and programs and adoption of the language "Academic Warning" to replace both academic recovery and academic probation.
- A common fall, spring, and summer on track IUT application deadline has been established for all programs. Students who have met program-specific prerequisite standards can apply by October 1 (for spring admission), March 1st (for summer admission), or June 1 (for fall admission) and be allowed to register for a future term in the new program during their enrollment window.

Updates from the Center for Teaching & Learning

The Center for Teaching & Learning website is continually updated with resources addressing a range of pedagogical topics, such as assessment, classroom management, and inclusivity. In addition to our events and workshops offered throughout the year, we readily offer confidential consultations on any aspect of teaching. Contact us at ctl@colorado.edu.

CTL's annual Fall Intensive will take place August 17–19 and will feature over 45 workshops on many aspects of teaching, from using humor in the classroom to the nuts and bolts of Canvas. Many of these workshops may be particularly helpful for individuals new to teaching and/ or to CU, such as graduate students and lecturers. All are welcome.

Guidance for working with colleagues and staff remotely

As CU Boulder adjusts to a new hybrid working environment, many departments and individuals on our campus need resources and best practice recommendations for leveraging technology and utilizing tips and tricks that make hybrid work easier. Te Office of Information Technology (OIT) has worked with departments on campus to learn what issues they've faced while working remotely and has put together Hybrid Work Recommendations so that you can find solutions that work for you and your colleagues. Please refer to this guide as necessary to answer questions and find resources for working in a hybrid environment.

Teaching resources updates from the University Libraries

Opening hours
Library hours for all five locations including Norlin are published on the website and updated regularly. Libraries will be closed September 5 (Labor Day) and all day on Saturdays with home football games. *Special hours for Fall Break, Finals, Winter Break to be announced.*

Library instruction
Faculty librarians are available to provide library instruction and literacy seminars to all faculty and students.

Course Reserves
By using course reserves, you can help provide your students with access to materials that are hard to find or beyond their financial means.

Technology lending to students
- If you discover a student who does not have reliable access to the internet off-campus, you can assist them in requesting a wifi hotspot.
- University Libraries maintains a Multimedia Equipment Lending Library (MELL), and students, staff and faculty may borrow multimedia equipment, including cameras, a variety of audio equipment, tripods and smartphone accessories. If you would like the libraries to buy equipment to support your class, please send details to: libraries@colorado.edu

Video creation station (Norlin Library)
A video creation station is available in Norlin for faculty and staff to create instructional content including recorded lectures, MOOCs, and podcasts.

Teaching resources update from the CU Art Museum
The CU Art Museum offers support for teaching using original works of art and digital resources and can design customized teaching resources.

Other questions? Contact Buff Info
To provide the CU Boulder community a centralized point of connection and information, the campus has established Buff Info, a team of dedicated professionals to answer questions and provide connections with campus resources. The Buff Info team is available to answer questions on a wide variety of topics related to CU Boulder and help faculty, staff, students, and parents connect with the appropriate campus office for additional information or assistance as needed. Buff Info liaisons can be reached at 303-492-INFO (4636) or via email at buffinfo@colorado.edu, 9 a.m. to 6 p.m., Monday through Friday. The university will extend these hours when needed. Buff Info also offers a live chat for students that can be accessed at colorado.edu/students.

Past guidance editions, forthcoming editions, questions, and requests
Past and current editions of Academic Instruction Guidance and their supporting materials are available on the Academic Affairs website. New editions will be published as needed to guide faculty, staff, and students in any necessary changes to current instruction and in planning for future academic terms.

Please continue to send questions, requests for clarification, and requests for further guidance. Your communications are welcome and help shape decisions about instruction and instructional support and recommendations to campus leadership. Individual faculty and other instructional personnel should direct questions to their chairs and directors. Deans, chairs, directors, and school/college administrators should send all queries and requests to Katherine Eggert, senior vice provost for academic planning and assessment.