AY 2020–21 ACADEMIC INSTRUCTION:
GUIDANCE FOR COLLEGES, SCHOOLS, DEPARTMENTS, AND PROGRAMS FROM THE ACADEMIC INSTRUCTION IMPLEMENTATION TEAM

Edition 5: AUGUST 6, 2020

Topics: Class Scheduling Updates; International Student Updates; OIT Updates; Guidance for Faculty for Their Syllabi, Teaching and Return to Campus

Relevant Due Dates for Chairs and Directors: None in This Edition

Update from the Academic Instruction implementation team

As the start of fall 2020 classes nears, the Academic Instruction implementation team has focused this edition of guidance primarily on information needed by individual instructors as they enter the classroom—whether it's in person or remote—in a few weeks.

In addition, the implementation team is beginning to think about planning the spring 2021 semester, using what we've learned from fall 2020 to repeat successes and adjust course when necessary, always keeping in mind that the pandemic may necessitate rapid pivots and new decisions. We will continue to publish guidance editions throughout the fall semester as we prepare for spring and beyond.

Please continue to send questions, requests for clarification, and requests for further guidance. Your communications are welcome and help shape our decisions about instruction and instructional support and our recommendations to campus leadership. Individual faculty and other instructional personnel should direct questions to their chairs and directors. Chairs, directors and school/college administrators should send all queries and requests regarding Academic Instruction implementation to Katherine Eggert, Senior Vice Provost for Academic Planning and Assessment, at katherine.eggert@colorado.edu.

Please email this entire edition of guidance and its supporting documents to your faculty, your graduate students with teaching appointments, and your academic support staff. It is especially important that this edition reach all your teaching personnel for fall 2020, since it includes guidance for planning and conducting classes.

Past and current guidance editions available on SharePoint

Past and current editions of Academic Instruction guidance are available on SharePoint at **https://o365coloradoedu.sharepoint.com/sites/VCAA-Academic-Instruction-team**. Deans, chairs, and directors: if you or other members of your administrative teams need access, please contact Darren Chavez, Executive Aide to the Provost, at darren.chavez@colorado.edu.

What's in this edition of guidance, and what's coming soon

This edition includes updates on class scheduling and room assignments, international student class registration, and OIT services. The rest of the edition is devoted to helping individual faculty manage their in-person, remote and online classrooms and their on-campus work in the fall 2020 semester. Topics include: the Return to Campus procedure; requesting further class schedule changes; attendance and waitlist procedures; syllabus and assessment planning (syllabus statements, fall calendar, exams, theses and defenses, etc.); and numerous topics having to do with the COVID-19 classroom, including classroom safety, student behavior, faculty or student illness and quarantine, and effective teaching while wearing masks and with physical distancing.

Future editions will address topics including:

- Distribution of face masks
- Building access details
- Availability of campus space for student study and collaboration, and for faculty-student meetings
- Fall 2020 FCQs
- New guidance and reminders about recorded lectures and class sessions (e.g., Zoom), and related student rights and privacy issues
- More new apps and services available from OIT for faculty and student use
- Looking ahead: spring 2021 planning

Tell your faculty and staff: Return to Campus procedure

Before returning to campus in person for any reason, faculty and staff must complete the Return to Campus procedure. This has three parts:

1. Complete the COVID-19 Safety and Awareness Skillsoft Training for faculty and staff, available from the MyCUInfo portal. From the Resource tab, click on Skillsoft, and log in with your Identikey credentials if needed. Then choose the "CU: COVID-19 Safety and Awareness-CU Boulder" training.
2. If required by your school or college, fill out this request for approval to return to campus. Your dean's office will communicate (or has communicated) the approval process required by your school or college. If you have already completed this request as part of the summer Return to Research, and if you are now returning to campus for broader activities such as teaching, follow the guidance of your dean's office about whether you have to repeat it.
3. Fill out the Daily Health Questionnaire. The Daily Health Questionnaire needs to be filled out every day you go to campus, even if it's for something quick such as stopping by your office or returning a book to the library. The Skillsoft training and (if required by your school or college) the request to return to campus form need to be done only once.

As detailed below in the "OIT updates" section, the Office of Information Technology (OIT) is making it possible for faculty to record lectures in lecture capture classrooms before the start of the fall semester. If you wish to be on campus to record lectures, you must have completed your school/college's Return to Campus procedure.

Update: classroom space and classroom scheduling

The Offices of the Provost, the Registrar, Space Optimization, and Information Technology have been in regular coordination and communication to identify new instructional spaces that meet health and safety standards, have required minimum capacities and are accessible.

A list of all instructional spaces for fall 2020, including their COVID-adjusted capacities and hybrid technology availability, is maintained on the Office of the Registrar and OIT websites. See up-to-date list of hybrid-capable classrooms.

The Office of the Registrar has completed most class schedule updates from the initial requests submitted by departments and programs through their schools and colleges, and plans to finish these updates and complete most room assignments in early August. Room assignments will continue to be made and modified over the next few weeks based on changes to the classroom inventory and updated capacity and technology specifications of instructional spaces. We understand that it's frustrating for instructors who do not yet know their room assignments, and we beg everyone's patience as we complete this very difficult task.

Tell your faculty and academic support staff: further fall 2020 schedule changes

The Office of the Registrar is reviewing late schedule changes and special requests from departments, colleges and schools as they arrive. Because fall semester begins in a few short weeks, some late change requests may not be able to be fulfilled. Academic Scheduling will contact departments, colleges and schools if needed to help prioritize complex or time-intensive changes.

Deans, chairs and directors should be aware that main campus room availability at most peak class times has been exhausted.

Academic departments are encouraged to direct space and schedule questions through their respective dean's office in an effort to streamline responses from the Office of the Registrar.

Update: student class registration

New and continuing student registration dates

New student enrollment windows were open through Friday, July 31. As of Monday, August 3, all new and continuing students are able to enroll and further modify their class schedules. Open enrollment, which includes Continuing Education ACCESS students, begins Monday, August 10. Graduate student enrollment has remained open all summer.

Student requests for in-person vs. remote/online classes

In the Road Map to Fall 2020, CU Boulder set a goal to help all students make progress toward their degrees through a flexible schedule of class offerings. We realize the needs, expectations and learning preferences of students and their families vary widely: some expect a more in-person experience, and others desire remote/online classes. The Office of the Registrar sent information to all continuing

students on July 29 to encourage them to carefully review their class schedules, making note of changes to instruction mode, locations and meeting times, as well as any cancellations. Students have been encouraged to contact their advisors with questions about choosing different classes if necessary.

Data from the Office of the Registrar indicate that about half of CU Boulder's fall 2020 classes are fully or partly in-person in teaching modality. As of July 30, 2020, CU Boulder had 6,062 classes scheduled for fall 2020.* Of these, 1,379 (23%) are completely in-person; 1,498 (25%) are hybrid in-person; and 3,185 (53%) are completely online or remote. (Percentages do not add up to 100% due to rounding.) In other words, 48% of fall 2020 classes include an in-person component, and the rest are entirely online/remote. (*Note: these figures exclude thesis/dissertation hours, field experiences, internships, independent study, research sections, classes at Colorado Mesa University, and Continuing Education and B3 [Coursera for-credit] sections.)

Recent data suggest that most undergraduate students in fall 2020 will be taking classes with an in-person component as part of their course load, and that a small fraction will be taking exclusively remote/online courses.

- Total Undergraduate Students with class enrollments as of July 30, 2020: 29,479
- 14,328 (40%) Students have one or more "In-Person" ('P') class
- 26,470 (90%) Students have one or more "In-Person" ('P') or Hybrid In-Person & Online Remote ('HY') class.
- 3,009 (10%) Students have exclusively Online, Remote, or Hybrid Online-Remote classes

Update: campus deadlines for international students entering the United States

Required quarantine

CU Boulder expects all students arriving in the U.S. after international travel to follow the CDC recommendation to stay at home and self-quarantine off campus for 14 days.

New undergraduate international students

Given the current challenges with the pandemic and its impact on gaining entry into the United States, new undergraduate students have been informed they must be in the United States no later than Aug. 9. This will ensure enough time to meet the quarantine requirements and to acclimate to campus before the semester starts. If students are not able to gain entry into the United States by Aug. 9, departments should help them secure courses that are fully online that they can complete in your countries of residence during the fall semester, or they can request to defer their admission to spring or fall 2021.

A student interested in studying online this fall from their country of residence should contact New Student & Family Programs at welcome@colorado.edu and ask them to connect them to their academic advisor. If the student would like to request a deferral of admission, they should log into their application portal and use the "Request a Term Change" button on the right side to do so. A student should not request a deferral if they will be studying online this fall from their country of residence.

New and continuing graduate international students

The last day for the physical arrival in the U.S. for graduate students on F or J student visas will be the fall census date: September 11, 2020.

- New graduate students arriving between 08/24/2020 – 09/11/2020: Any new graduate student on a F or J visa who will arrive after the first day of classes must email Brian A. Brown from the International Admissions team in advance of their planned arrival so that he may seek approval from the host department and the Graduate School. Brian will report back to the student regarding whether the late arrival request has been approved.
- New graduate students hoping to arrive after 9/11/2020: Any new graduate student on a F or J visa who plans to arrive after 9/11/2020 will be given the option to either (1) defer admission until Spring 2021 or (2) plan to take courses remotely for the fall semester from outside of the U.S. For those students who decide to take courses remotely for the fall semester, the International Admissions team will issue them new Forms I-20 to apply for student visas to enter the U.S. for the Spring 2021 semester.
- Returning students hoping to arrive after 8/24/2020: Returning graduate international students unable to arrive in the U.S. before classes begin on August 24, 2020 *must* communicate with their professors and academic advisors in advance. They must work with their departments to determine the latest date that they may arrive on campus for the Fall 2020 semester.

For additional guidance and more detailed information, please see the International Student Academic Success website and the Graduate School's COVID-19 Information website.

Tell your faculty and academic support staff: class waitlists

Some aspects of waitlists will be managed differently in fall 2020 due to the limitations on COVID-19 classroom capacities for in-person and hybrid in-person classes. ***Departments and faculty are encouraged to consider raising enrollment capacities in classes that are completely remote, online or hybrid-remote/online, as they are able.***

- Waitlist and course reservation schedule:

  - Waitlists will reopen to students on Monday, August 3rd for all classes that have the waitlist function turned on.
  - Students will be able to waitlist through the deadline for each session (September 2 for full semester classes and prorated for special session classes).
    - Exception: For in-person and Hybrid In-person (HY) classes, the deadline for students to add themselves to waitlists is 5 p.m. on Monday, August 17.
  - Students who remain on waitlists through the regular waitlist purge date of Sept 14 are eligible for Course Reservation.

- In order to maintain COVID-adjusted classroom capacities, **waitlisted students will be informed to not attend in-person class meetings until they have been enrolled** or are otherwise instructed.
- The Office of the Registrar will communicate all these waitlist and course reservation details and deadlines to students.

- Please note that waitlisted students are included in class roster emails. If you email your entire class roster, please include a reminder that waitlisted students **should not attend in-person class meetings until they have been enrolled** or are otherwise instructed. This is required in order to maintain classroom capacities at their reduced COVID-19 levels.

Tell your faculty: plan syllabi around the revised fall academic calendar

When composing their syllabi, all instructors should be mindful of the altered academic calendar as previously announced for fall 2020.

- All instruction and exams after fall break will be conducted remotely.
- For all colleges and schools except the Law School, fall break is shortened to two days (Thursday-Friday, November 26-27), and the semester ends three days earlier than originally published.
- The Law School calendar for fall 2020 is published on their web site.
- See the Continuing Education web site for details about the calendar for Online Credit and Evening Credit classes.

In order to keep students informed about the calendar as it applies to their classes, instructors should:

- Include fall schedule details in their syllabus
- Not schedule or expect any in-person attendance after fall break
- Be aware that students may wish to travel home during the last days of in-person instruction for the semester, and think about how they plan to accommodate students who make requests related to attendance and exams for those days

Tell your faculty: campus preparation of classroom space for COVID-19 mitigation

Provost Moore and Chief Operating Officer O'Rourke will send a communication to all faculty and staff this week with extensive details of all the preparations the campus has made for COVID-19 mitigation and for a successful return to campus for the fall 2020 semester. Here we include two issues that are particularly important for the preparation of classroom space.

Building/room ventilation

- CU Boulder is implementing what we believe to be the most comprehensive science-based ventilation strategies of any Pac-12 university, and one of the most comprehensive in the country. Our experts in Facilities Management and Environmental Health and Safety have collaborated closely with CU Boulder faculty experts José Luis Jimenez (chemistry), Shelly Miller (mechanical engineering) and Matt McQueen (integrative physiology).
- The Facilities Task Force's HVAC subgroup has assessed every HVAC system across our campus to ensure each is providing proper ventilation to mitigate virus spread. Our mitigation strategies are robust and in line with—or exceed—industry best practices. The Facilities Task Force's HVAC subgroup has posted operational protocols that are the result of this collaboration and that will guide our campus implementation efforts.

Classroom cleaning protocols

- Custodial staff will be providing their typical service levels with enhanced cleaning and disinfecting protocols using a combination of general disinfectant wipe-down practices and electrostatic fogging units. Classrooms, restrooms, conference rooms and common areas will be cleaned once per day with an emphasis on cleaning high touchpoints (door handles, table surfaces, light switches, handrails, elevator buttons, etc.).
- Hand sanitizer stations will be provided at the main building entrances and high traffic areas. Dual purpose disinfectant wipes will be provided in all classrooms. The wipes can be used for both sanitizing hands and for students and faculty to wipe down surfaces in their immediate area. Isopropyl alcohol wipes will be provided in computer labs and classrooms being set up to support hybrid/remote learning for wiping down high-touch surfaces.

Tell your faculty: managing attendance patterns in hybrid in-person classes

Your students who are in hybrid in-person classes will need to know the instructor's attendance expectations.

- Hybrid in-person classes typically have higher enrollments than COVID-adjusted classroom capacities allow. In these cases, instructors must assign and rotate students to in-person meeting days so as not to exceed the maximum capacities for their classrooms. **The Office of the Registrar will not assign attendance days for students in these classes. Instructors must manage this process.**
- Instructors and departments/programs should check the updated list of instructional spaces and COVID-adjusted capacities on the OIT/Office of the Registrar site (see: "Hybrid-Capable Classroom List," which includes all classrooms) in order to understand how many students may be present in the classroom at one time.
- Faculty teaching classes in hybrid in-person mode, whether using rotating attendance or not, should plan and communicate attendance participation expectations to students prior to the first day of classes--ideally, the week of August 17-21. Remember that students can add, drop and adjust schedules until September 2 (for full semester classes; prorated for special sessions). Plan to monitor your roster and contact students who are added after your initial notification.
- Faculty teaching classes in hybrid in-person mode with rotating attendance should consider conducting the first day of class remotely for all students, in order to lessen confusion about who attends in person the first day while students are learning their assigned attendance patterns.
- Please note that waitlisted students are included in class roster emails. If you email your entire class roster, please include a reminder that waitlisted students **should not attend in-person class meetings until they have been enrolled** or are otherwise instructed. This is required in order to maintain classroom capacities at their reduced COVID-19 levels.
- Instructions below illustrate an easy way to email all rostered students through the Teaching Tools tab of the portal.

Term: Summer 2020 ▾

Go to Web Grading

My Courses **Course Tools**

Course Information: Summer 2020

Course	♿	Days	Time	Room	Rosters	Email Class	Final Exam
History of Journalism JRNL-3241-301	♿	TBA	-	Online Class	CLASS ROSTER PHOTO ROSTER	✉	

For additional features, including class search and entering grades:	See how students are searching for classes:	Questions about your course schedule? Contact your department.
Go to Faculty Center	Go to Class Search	

	From ▾	kristi.woldmccormick@colorado.edu
Send	To...	☐ JRNL3241_301_20204_BCS@rosters.colorado.edu
	Cc...	
	Subject	JRNL 3241 - In Person Attendance Instructions

Dear JRNL 3241 students,

This is to inform you....

Tell your faculty: what to do in cases of student or faculty illness or quarantine

When a student has or might have COVID-19, or is quarantined

Included with this edition of guidance is the I*nstructor Guide: What to Do About Student Illness and Quarantine in the COVID-19 Era*, created by the Academic Instruction implementation team along with Student Affairs and Medical Services. All instructional personnel, including tenured and tenure-track faculty, instructors, lecturers, Graduate Part Time Instructors and TAs should adhere to this guide, which distills campus policies and procedures to assist in campus health and safety while also protecting student privacy.

The most important principles to keep in mind:

- Include the required COVID-19 statement on your syllabus.
- Inform students in advance how they can participate remotely and/or make up work if they are ill or quarantined.

- Remember that a student's health status is private. If the student tells you directly that they have or may have COVID-19, contact the Health and Wellness Public Health Office (contacttracing@colorado.edu and/or 303-492-2937), but do not relay this news to others.
- Remember that if you and your class have practiced correct masking and distancing procedures, no one has had close enough contact with an infected student to warrant further action.

When an instructor has or might have COVID-19, or is quarantined

The campus has created health and safety guidelines for deans, chairs, and directors to follow when CU Boulder employees in instructional roles (e.g., TTT faculty, instructor rank faculty, adjuncts, lecturers, TAs, GPTIs) test positive for COVID-19, have symptoms of COVID-19, or have been in close contact with someone who has tested positive for COVID-19. The guidelines also cover situations where the instructor has traveled on an international plane flight or has had one-time exposure to COVID-19 at an event. Included with this edition of guidance is the relevant decision tree, which is available as part of the COVID-19 resources on the Human Resources (HR) web site. (Please note: these guidelines will be updated as appropriate based on the arc of the COVID-19 pandemic and as new guidance becomes available. The HR web site will always have the current version.) A parallel decision tree on that HR web site covers the same issues for staff and research employees, including graduate and undergraduate students employed in research roles.

Managing a remote or in-person class when multiple students are absent due to illness or quarantine

Course syllabi should include information about how students can continue to make progress in a course should they become ill or need to quarantine, and instructors should go over this information at the beginning of the semester. In addition, it will be particularly important throughout the semester to maintain communication (e.g., via email, via Canvas, etc.) with all students enrolled in a class, especially if there are any changes in plans.

Faculty should continue to hold scheduled synchronous-remote and in-person class sessions irrespective of the number of attendees. If absent students in an in-person class are in quarantine and able to continue with their class work, allow them to participate remotely, if at all possible. If remote participation is not possible, set up some other method by which quarantined students can engage with the material. For example, they could write summaries or reviews of assigned readings, demonstrate steps by which to solve a problem set or type, or submit a video or voice recording of their reactions to and questions about the assigned material.

If attendance in an in-person class is particularly low because of student illness or quarantine, it might be desirable to move some of the planned in-person material to a recorded online lecture or other online activity, and to change the in-person class activity for a day or a few days. A small number of in-person attendees might present, for example, the opportunity to review material to ensure students have command of key concepts or skills, or to engage in discussions or activities that probe more deeply into a subject than may be possible with a larger group. Meanwhile, students who are too ill to participate in that class session in person or remotely can keep up with the class online if they are able.

Tell your faculty: student classroom behavior in the COVID-19 era

Campus groundwork and required student preparation

On June 23, 2020, the chancellor announced the [Covid-19 Health and Safety Policy](#), which lays out behavioral expectations for faculty, staff, students and visitors on campus. To accompany the new policy, the [Student Code of Conduct](#) was revised to define violation of a university or public health order as a prohibited student behavior. The [Office of Student Conduct and Conflict Resolution](#) is charged with managing the process of review and sanctions for reports of violations.

Before returning to campus, students must complete a student-specific [COVID-19 Basic Awareness and Safety Training](#) online course. Each day students plan to be on campus for general or academic purposes, they must complete the [Student Daily Health Form](#), which gives students an easy-to-view health indicator--a green smiley "all clear" face, or a red frowny "stay home" face--that faculty and others may ask to see. No personal information is provided to employers or faculty members.

Faculty preparation and classroom management

A key to ensuring good behavior in your in-person or remote classroom is explaining your expectations in your syllabus and at the beginning of the semester. The other key is knowing what to do when a student fails to meet your expectations. Here are your tools to do so:

- A new required syllabus statement about COVID-19 requirements will be included in the list of required syllabus statements sent to faculty before the start of classes by the Vice Provost for Undergraduate Education. It reads:

  Requirements for COVID-19
  As a matter of public health and safety due to the pandemic, all members of the CU Boulder community and all visitors to campus must follow university, department and building requirements, and public health orders in place to reduce the risk of spreading infectious disease. Required safety measures at CU Boulder relevant to the classroom setting include:
  - maintain 6-foot distancing when possible,
  - wear a cloth face covering (over nose and mouth), especially when unable to maintain a distance of at least 12 feet,
  - clean local work area,
  - practice hand hygiene,
  - follow public health orders, and
  - if sick and
    - you live off campus, do not come onto campus (unless instructed by a CU Healthcare professional), or
    - you live on-campus, please alert CU Boulder Medical Services.
  Students who fail to adhere to these requirements will be asked to leave class, and students who do not leave class when asked or who refuse to comply with these requirements will be referred to Student Conduct and Conflict Resolution. For more information, see the policies on COVID-19 Health and Safety and classroom behavior and the Student Code of Conduct. If you require accommodation because a disability

> prevents you from fulfilling these safety measures, please see the "Accommodation for Disabilities" statement on this syllabus.
>
> Before returning to campus, all students must complete the COVID-19 Student Health and Expectations Course. Before coming on to campus each day, all students are required to complete a Daily Health Form. *{Faculty, add if applicable: In this class, you may be reminded of the responsibility to complete the Daily Health Form and given time during class to complete it.}*
>
> Students who have tested positive for COVID-19, have symptoms of COVID-19, or have had close contact with someone who has tested positive for or had symptoms of COVID-19 must stay home and complete the Health Questionnaire and Illness Reporting Form remotely. In this class, if you are sick or quarantined, *{Faculty: insert your procedure here for students to alert you about absence due to illness or quarantine. Because of FERPA student privacy laws, do not require students to state the nature of their illness when alerting you.}*

- Working with the Division of Student Affairs, the Academic Instruction implementation team has compiled a one-page, step-by-step guide to managing student behavior related to COVID-19, beginning with explaining your expectations to students and taking you through the steps for asking students to modify their behavior, up to and including removing them from the classroom. This guide is included with this guidance edition. We recommend all instructional personnel bring a copy to class each day for use if needed.

- As a reminder from guidance edition #3 (June 30, 2020), instructors have the right to enforce appropriate student behavior in the remote classroom (e.g., Zoom). Instructors may require students to comport themselves on Zoom as they would in an in-person classroom—e.g., not appear on Zoom shirtless. An instructor may require students to keep their video and audio on during the class, including if a class is also recorded, and may make video and audio participation a condition of class participation. You should make your general expectations regarding Zoom participation clear at the beginning of the course and in your syllabus. We recommend that at the start of each class you teach, you remind your students of your expectations for the use of Zoom. The required syllabus statement on classroom behavior is being revised to make clear that all classroom settings are included, whether in person, remote or online.

- The Office of Institutional Equity and Compliance (OIEC) and the Center for Teaching and Learning have written a new guide for managing classroom dynamics that includes guidance on health logistics and managing the virtual classroom. This guide is included with this guidance edition and also available on the Educational Resources page of the OIEC website.

- Faculty and staff are invited to join webinars this month to learn about having effective conversations with students about health and safety policies and managing classroom and community expectations. These webinars will be presented by Kat Dailey, associate director for health promotion; Daniel Easton, interim director for student conduct and conflict resolution; and Devin Cramer, assistant dean of students. No registration is required.

Tell your faculty: class attendance policies in the COVID-19 era

In developing attendance policies for courses in the coming semester, faculty are encouraged to consider that this will be an incredibly stressful time for our students, many of whom will face financial, health and other challenges. As a result, there inevitably will be times when many students will have to miss class unexpectedly for reasons beyond their control. To better understand and address specific challenges, some faculty email a survey to their students prior to the beginning of the semester. (For a sample template for a pre-semester survey, see this link.) Communicating with students prior to the first day of class further signals care and can help build community.

Requiring "doctor's notes" for excused absences is **strongly discouraged**. Requiring that students visit a health care provider when they might otherwise stay home places added stress on our health care system and potentially exposes others in the community to illness. This factor is especially important during a pandemic. As a reminder, the Provost's directive in March 2020 announced that "doctor's notes" will no longer be provided by Wardenburg Health Center, Counseling and Psychiatric Services (CAPS), and Student Support and Case Management (SSCM).

Some faculty and graduate student teachers report feeling uncertain about whether they will be able to enforce a meaningful attendance policy during a pandemic. Chairs, directors, and faculty mentors of graduate student teachers should work with their teaching personnel to discuss and develop attendance policies that take possible illness and quarantine absences into account, and to help them develop strategies for conveying those policies clearly to their students and applying them with reason and compassion. Options might include offering alternative participation activities for students who need to miss multiple classes, such as posting in discussion boards on Canvas or writing short reflection pieces.

Tell your faculty: assessment, exams, and exam proctoring

Clarity around grading and course expectations

Key to good assessments in any teaching modality is clear alignment of learning tasks to course learning goals. Assessments should focus on what instructors want students to know or be able to do. The best technology tools support but do not replace thoughtful course planning.

In addition to exams, research papers, and other high-stake assessments, frequent, low-stake assignments provide opportunities for students to demonstrate their learning throughout the semester, as well as help foster a feeling among students that they are making measurable progress. Brief writing assignments such as one-minute essays, rapid response activities using tools like Clickers, New Quizzes in Canvas, Mentimeter, peer- and self-assessments using rubrics, and online discussion forums can keep students engaged and allow instructors to check in on student learning.

If possible, presenting students options for assignments and exams can promote a sense of agency and boost student motivation. Offering choices further allows students to select the options that make sense for their circumstances. Might it be possible for students to demonstrate competencies in multiple modes or formats? Some students might, say, prefer to prepare a report, while others might opt for a synchronously delivered exam.

Students typically respond best to feedback that engages their ideas, notes their successes, and provides direction for them to expand their thinking. Open-ended questions can help students think more deeply about their ideas, grasp of content, or explore new ideas.

For a range of assessment resources, visit the [Center for Teaching and Learning (CTL) website](#).

Remote exam proctoring through Proctorio

The Office of Information Technology (OIT) supports [Proctorio](#), an online exam proctoring software, which emulates an in-person testing experience through automated user authentication and monitoring of the text taker. Proctorio requires that exam takers have a computer with camera, speaker and microphone. Other options will need to be extended to students who do not have this equipment or have connectivity or limited technology. Instructors and students have likewise noted drawbacks such as stressful test conditions and the potential for exclusion based on technology glitches. Some faculty and students have further expressed privacy concerns, though it should be noted that Proctorio's privacy policies align with CU's security policies. If using Proctorio, it is a good idea to do a practice test with students before an actual exam. This will help reduce stress, as well as work out any potential kinks.

In weighing whether Proctorio is appropriate for a specific exam or course, consider how these assessments align with learning goals. If an aim is for students to demonstrate higher-order thinking skills, alternative assessments that allow students to demonstrate learning through analysis, synthesis, or application of concepts to new scenarios might be appropriate. "Open-book" exams allow students to use their course resources to synthesize or evaluate course information. The questions can be more difficult, and one can expect students to get the facts right while going deeper into concepts.

Remote and in-person exam proctoring for students with disabilities

Proctorio has not been tested by CU Boulder's Accessibility & Usability Lab for accessibility. Students with some physical or vision disabilities and students using assistive technology should not be required to use Proctorio. Contact dsproctor@colorado.edu for support with proctoring alternatives if a student registered with Disability Services requests alternative testing arrangements.

For other questions about accessibility and accommodations in Proctorio, please reach out to a student's Access Coordinator or contact Disability Services at dsproctor@colorado.edu.

Construction in the CASE building is on track to open the new Testing Center for a pilot this fall semester. The Testing Center will proctor all exams that would have been proctored by Disability Services in the past (e.g. students with specific accommodations that require resources such as readers, scribes, assistive technology, etc.). In-person proctoring services will continue to be restricted to students with disabilities at this time. The Testing Center is currently looking at ways to further extend proctoring services to the campus in the future, particularly to support faculty with in-person quizzes and exams.

More information for faculty and staff on accommodations, including for [remote testing](#), can be found via the [Disability Services website](#).

Tell your faculty, students, and academic support staff: undergraduate honors defenses and graduate examinations and defenses

When faculty and academic support staff plan modality for a graduate examination (qualifying, preliminary, comprehensive, or final examination), an undergraduate honors thesis defense, or a graduate thesis/dissertation defense, the health and safety of the student and committee members are of utmost importance. Examinations and defenses are teaching occasions, even if they are not credit bearing, and are subject to the campus strictures on in-person teaching in effect at the time taken.

CU Boulder allows and encourages remote or hybrid examinations/defenses at any time.

- During times that the university allows in-person instruction, examinations or defenses of these types may be conducted in person, remotely or hybrid with some persons present and some not. Masking and distancing protocols must be strictly observed as required by the university and by public health orders in effect at that time. It is recommended that each examination and defense be thoughtfully considered on a case-by-case basis, taking into account the circumstances affecting both the student and each committee member.
- During times where the university has moved to remote instruction only, all examinations and defenses must take place remotely.

Tell your faculty: in-person teaching and learning with masks and physical distancing

Seating and classroom layout

Prior to the first day of class, faculty may want to prepare for teaching by visiting their classroom(s), noting the physical layout and seating arrangements and familiarizing themselves with the technology setup. In most cases, instructors will have less ability to move around classrooms than under normal circumstances. In many classrooms, projecting from a laptop or from a document camera at a fixed location will be preferable to using whiteboards or chalkboards in order to maintain appropriate physical distance.

To avoid confusion on the first day of classes, it is advisable to communicate with students ahead of time to orient them to the classroom layout, including seating arrangements, and any special instructions. To aid with this orientation, photos or short videos taken with a smartphone or other device can be shared via email or posted on Canvas. Alternatively, some faculty plan on holding remote Zoom sessions on the first day of class to walk students through the classroom and provide information on the logistics of entry, seating, and exit.

Depending on the layout of classrooms, instructors might consider dismissing students in stages, such as row by row, to ensure that physical distance is maintained. Students may need a reminder that one of the reasons for increasing passing times between classes this academic year is to ensure that physical distancing can be observed.

Teaching and learning with masks

Masks have a muffling effect on a speaker's voice, though many report that discussions at normal voice projection levels are entirely possible with masks and in physically distanced classrooms. This [video from Emory University](#) (starting at minute 19) includes one demonstration of a classroom with 16 attendees without any need of voice amplification. Regardless, OIT is at work equipping classrooms across campus with sound amplification equipment for instructors, as well as making available peripherals that allow voice projection (*see further details in OIT update below: "OIT to provide IT peripherals to instructors, including voice amplification devices"*).

Accommodations regarding masks for students with disabilities

Face masks with clear panels allow a speaker's lips to be read and in this way may further facilitate communication for students who are deaf or have hearing loss. The campus has a limited number of clear face masks available for departments whose teaching or clinical practices require that the instructor's mouth be visible to all students. While a clear face mask is suggested as an alternative in these disciplines and when working with people who are deaf or hard of hearing, it is not otherwise considered an alternative to a cloth face covering. CU Boulder does not support the use of clear face masks except in these limited circumstances. Adaptations and alternatives should be considered whenever possible to increase the feasibility of wearing a cloth face covering. The next edition of guidance from the Academic Instruction implementation team will include information about the distribution of face masks.

Some students may not be able to wear masks due to health conditions. These students should [register with Disability Services](#), which will consider each request on a case-by-case basis, and seek to provide accommodations necessary to allow the student to participate in an in-person course when possible. Potential accommodations might include the option to take breaks and leave to a designated safe area where they would remove the mask until they were ready to return to the classroom—this may include priority seating for ease of access to the exit. Another accommodation might be to provide remote attendance and participation in the class if it is possible. In very rare cases there may be a need for an accommodation not to wear a mask in the classroom—but this would be determined only after a thorough review of the classroom setting, additional safety measures, cloth face covering alternatives, and consultation with the faculty member/department.

Tell your faculty and academic support staff: OIT updates & new services

At any time, the [IT Road Map to Fall 2020 page](#) is the starting point for information and guidance about technology available to support you.

Hybrid remote-capable classroom technology being installed

OIT is busily installing [Crestron Mercury X video conference systems](#), bringing the total campus inventory to 406 classrooms throughout the campus. In these upgraded spaces, instructors, using their own computer and dongle, can teach both in-room and remote students at the same time. Plus, they will have the option to record the class for those who could not attend or for students to review at a later time. [This two-minute video](#) will give you an introduction to the Crestron Mercury X system.

Faculty can now access the [list of hybrid-capable classrooms on the OIT website](#). One important caveat: while remote-capable classrooms will be added to this page as they are confirmed, Academic Scheduling continues to update room assignments, so the list will change. OIT continues to work closely with Academic Scheduling, the Office of Space Optimization and the Academic Instruction implementation team to prioritize the final list of remote-capable classrooms.

Tech Copilots available to assist in hybrid remote-capable classrooms

OIT is building a service to provide tech copilots in the classroom to assist faculty members in remote-capable classrooms. These students will assist in using the technology and facilitate the participation of the remote students. OIT will provide instructions on how to request a tech copilot in future editions of Academic Instruction guidance. If you have employed a teaching assistant, learning assistant or student and you would like them to learn how to support remote-capable classrooms, OIT is able to cross train them, which would widen the network of tech copilots. If you have ideas or input on how you would like to see this service be created, feel free to reach out to oitfeedback@colorado.edu.

Recording lectures with Classroom Capture in advance of the start of fall classes

OIT and Academic Scheduling have worked together to allow instructors to schedule OIT's Classroom Capture equipped classrooms to record lectures for fall 2020 courses before the semester begins. Because [CU Boulder's Classroom Capture service](#) is fully automated, instructors can make high-quality lecture recordings without needing on-site support and so can maintain social distancing. Classroom Capture is a richly featured recording service that packages slides and faculty lecture with rich metadata and transcriptions for accessibility. You can request this service through the [Classroom Capture Request form](#). Please note: Facilities management will perform cleaning and sanitation in classrooms equipped with Classroom Capture to minimize infection risk to students and instructors.

OIT to provide IT peripherals to instructors, including voice amplification devices

Based on survey feedback we've received from academic leaders across campus, and the submissions we are receiving through the Technology Request form, OIT has identified "common good" IT peripheral devices and acquired them in bulk to distribute to instructors who do not already own the equipment needed to teach in remote or hybrid modalities. Peripheral devices include basic webcams, headsets, document cameras, voice amplification devices/wireless mics and multi-connection adapters (i.e., HDMI, USB-C, etc.). Peripherals do not include things like tablets, laptops or storage devices.

As soon as we have more information about how to acquire these items, it will be posted on the [IT Road Map to Fall 2020](#) website and communicated in future editions of Academic Instruction implementation team guidance. All teaching personnel, including faculty, instructors, lecturers, and graduate teaching assistants will be eligible to request this equipment.

If you have a unique technology need that you'd like to share with OIT, please submit it using [OIT's Fall 2020 Technology Request form](#).

New app: Personal Capture

An alternative to Camtasia, [Personal Capture](#), a newly launched service from OIT, is an all-in-one software application that allows you to record, edit and share your content by pairing your lecture

content with webcam video or simply a voice-over. Instructional personnel can create high-quality videos, screencasts, and slideshows at home or wherever they may be. Personal Capture synchronizes everything an instructor says and shows without requiring video production skills and gives instructors the ability to incorporate in-video quizzes, basic video editing and other interactive features. Personal Capture utilizes My Mediasite, the software version of the Mediasite Classroom Capture service that has been used in CU Boulder's hybrid remote-capable classrooms for a number of years. Those who have used Classroom Capture will find Personal Capture intuitive and familiar.

Academic technology training

OIT is offering a number of training sessions for supported teaching and learning tools to help instructors prepare for the fall. In addition to live scheduled sessions, many trainings are available as [on-demand videos](). Visit the [Academic Technology Training page]() to register for live trainings or to watch on-demand recordings.

Tell your faculty, academic support staff and students: new instruction-related FAQs

The following FAQ's have arisen since the July 16, 2020 edition of guidance to deans, chairs and directors:

Will the campus be distributing face masks? Yes. The campus has purchased 80,000 reusable cloth masks, with the goal of distributing two each for all faculty, students and staff. The next edition of guidance will contain more details about distribution of face masks.