

**AY 2023–24 ACADEMIC INSTRUCTION:
GUIDANCE FOR INSTRUCTIONAL PERSONNEL AND FOR COLLEGES, SCHOOLS,
DEPARTMENTS, AND PROGRAMS
FROM THE OFFICE OF THE PROVOST**

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Topics: Guidance and Resources for Spring 2024 Teaching; Scheduling and Class Assignments for Summer/Fall 2024 and Beyond

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The purpose of Academic Instruction Guidance

Academic Instruction Guidance, published before each fall, spring, and summer term, provides instructional personnel and academic units essential information to start the new academic term. Supplemental editions of Academic Instruction Guidance may also be published if needed in between these intervals. For instructional personnel, guidance includes important reminders for course planning and highlights pedagogical opportunities and student needs. For those planning the curriculum, guidance highlights policy and procedural standards and changes.

Spring 2024 course planning reminders

Include required syllabus statements

Required syllabus statements, which distill CU Boulder or University of Colorado System policy related to students and faculty in the classroom, are sent each semester to teaching faculty. *Syllabus statements*

are updated each semester to reflect changes in campus procedures and to keep web links current. Please use the [updated version of the syllabus statements](#).

Consider a recommended syllabus statement on mental health resources

Upon the recommendation of the Boulder Faculty Assembly, a syllabus statement on mental health and wellness resources is now available in the same document as the [required syllabus statements](#). You may wish to add this statement to your syllabus to help your students understand their options.

Articulate your standards for the use of AI in your course

CU Boulder does not have a policy on how AI may be used in student work. As a matter of academic freedom, faculty may allow AI to be used in a range of different ways, including not allowing it at all. In order for your students to understand what uses of AI are allowable in your course, it is advisable that you:

- Be aware that many students now use AI for routine tasks in the same way that most people use a web search engine like Google.
- Include in your syllabus a statement about the permissible use of AI in your class. The Center for Teaching & Learning (CTL) has posted [AI statement examples and guidance](#).
- For each assignment, re-articulate your policy so that students are informed and prepared.
- Stress that students are ultimately responsible for the work they turn in and that any violations of your policy may be referred to the [Office of Student Conduct & Conflict Resolution](#) as a potential [Honor Code](#) violation.

Plan an effective attendance and make-up work policy that accommodates health-related absences and religious obligations

When creating your attendance policy for your class, please consider that students may have to miss class or an exam for health-related reasons or for religious obligations. *Students should not be penalized for missing class or an exam for these reasons.* Please make clear on your syllabus how you will handle student absence for health-related reasons or religious obligations, including how students should notify you of absences (including timing of advance notice for religious obligations), how they can make up work or exams, and how they should request assignment extensions.

You may not ask a student for evidence of their religious obligations or query the legitimacy of a student's religious affiliation or beliefs.

In addition, you should not ask students to provide appointment verifications, otherwise known as "doctor's notes," to document illness. Requiring doctor's notes puts a strain on medical services and forces students to make unnecessary trips to the doctor. Student health services on campus—Medical Services at Wardenburg Health Center, Counseling and Psychiatric Services (CAPS), and Student Support and Case Management (SSCM)—no longer provide "doctor's notes," and the CU Boulder Public Health Office does not provide students with verifications of health status.

Instructors are encouraged to develop attendance policies that build in flexibility for students who must miss class for health-related reasons or for religious obligations. 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 for health reasons or for religious obligations, 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 these students, 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 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 are ill, why can't students be *automatically* allowed to attend class remotely if they are ill?” 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.

Establish clear grading policies and use Canvas to help your students understand their grades

In spring 2023, as a part of the collaborative effort between CTL and the Office of Information Technology (OIT) to improve grading practices in Canvas, faculty and students from 12 large courses were interviewed about effective grading practices. Faculty and students alike expressed that these practices aid students' learning as well their understanding of their grades:

- Articulate your grading policies clearly and transparently from the outset of the semester and include them on your syllabus
- Post grades in a timely manner
- Set up a [grading scheme](#) that shows percentage cutoffs for letter grades
- Avoid changing grading policies after the start of the semester

Other useful practices involve [making effective use of the gradebook](#) in Canvas:

- Post all [assignments](#), [quizzes](#), [graded discussions](#), etc. for the entire course at the beginning of the semester
- Include due dates for all assignments
- If applicable, ensure that the [weighting of assignments](#) or [assignment groups](#) aligns with the syllabus
- If students have the option to complete a subset of assignments from an assignment group (e.g., taking 3 of 5 quizzes) or dropping a certain number of assignments from an assignment group (e.g., dropping their lowest score out of 5 quizzes), ensure that this is accurately reflected in the [“rules for assignment groups”](#) of your gradebook

Throughout fall 2023, the Center for Teaching & Learning (CTL) and Office of Information Technology (OIT) facilitated a Canvas Grading faculty working group to develop additional guidelines for effective grading practices in Canvas. A draft of their [“Guidelines for Promising Practices in Student-centered Grading in Canvas”](#) is now available on the CTL website.

The grading section of OIT's [Canvas—Instructor Support page](#) has a number of resources on the mechanics of using the Canvas gradebook, as well as information on how to [schedule individual and group consultations](#).

Give your students significant graded feedback before the pass/fail and withdraw deadline

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 [special session](#)/shorter-term classes). This date is also the deadline for withdrawing from a class. For spring 2024, that deadline is **Friday, March 22**, for full semester courses. (Instructors of shorter-term classes should help students understand the specific deadlines applicable to the course, as this can be confusing for them.) *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 changing a grading basis (pass/fail) or withdrawing from a class. Please make sure you've assigned and graded significant assignments by this point.

Plan to use Course Alert for undergraduate classes

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 spring 2024 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 or your Canvas page:

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.

Plan for the last week of class and your final exam

Your syllabus should include the date, time, and delivery mode of your final exam. The [spring 2024 final exam schedule](#) is posted on the Office of the Registrar site.

Check your class instruction mode(s) below for guidance for scheduling and delivery modes of final exams and for policy around assignments during the last week of class and on Reading Day.

All classes

- All classes must follow the campus [Final Exam Policy](#) exam scheduling provisions:
 - For classes in sessions of 10 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.
 - 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 spring 2024, Friday, May 3, is designated as a Reading Day. (Note: the Reading Day and final exam period schedule for Colorado Law is different and is posted on the [Colorado Law website](#).)
 - 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 (May 4–8). (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 (May 4–8). 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 Colorado Law is posted on the [Colorado Law 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 (May 4–8). (Note: the Reading Day and final exam period schedule for Colorado Law is posted on the [Colorado Law 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 (May 4–8). 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 Colorado Law is posted on the [Colorado Law 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.

Be aware of the CU Book Access subscription service

The [CU Book Access course materials program](#) made its debut in fall 2023. This subscription service provides degree-seeking undergraduate students access to all of their required course materials before the first day of class for a one-time flat-rate price. The cost for the 2023–24 academic year is \$279 (plus tax) per semester, fall and spring. Students may opt out of the program and have until the deadline for dropping a course without financial penalty to do so. This semester, that deadline is Wednesday, January 31.

Materials in this program are provided in a digital first format on or before the first day of class via Canvas, CU Boulder’s online learning platform. Should a particular class require print materials, students will receive an email letting them know they have a pick up at the CU Book Store. The CU Book Access web site explains more about [how the program works](#) and answers [frequently asked questions](#).

What to do in cases of instructor or TA illness

Chairs, directors, and deans have the discretion to work with their instructional staff as appropriate to make sure instruction is covered in case of instructor illness. 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 and/or has received medical guidance to stay home for a short period 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 (in the case of COVID-19) [CDC guidelines for isolating](#) 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.

COVID-19 protocols

CU Boulder's public health framework

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 works closely with Boulder County Public Health as it considers public health requirements in the Boulder community.

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 *not* require students to wear masks unless and until campus policy changes in tandem with Boulder County Public Health requirements.

Guidance for those who have or are exposed to COVID-19

CU Boulder does not have its own policy or guidelines for how long people should isolate when they test positive for COVID-19 or have symptoms of COVID-19. Members of the campus community should follow [CDC guidelines for isolating and masking](#).

Members of the campus community should also follow [current CDC masking and testing guidelines for individuals with a potential exposure to COVID-19](#). Instructors should not stay home if they have been exposed to COVID-19 but do not have symptoms and have not tested positive, and instructors should not exclude from class students who have been exposed to COVID-19 but do not have symptoms and have not tested positive.

Guidance for instructors if a student has COVID-19

There are no longer any campus procedures for notifying others in the CU community who were in proximity to someone who has COVID-19, and the university no longer does contact tracing for COVID. If a student tells you they tested positive for or have symptoms of COVID-19 or other respiratory illness, you should not notify others in your class or lab.

Classroom cleaning and ventilation practices

Enhanced classroom cleaning protocols remain in place for 2023–24. The campus employs mitigation measures for heating, ventilation, and air conditioning (HVAC) 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.
- For classroom HVAC equipment or systems that are not functioning properly, contact the Operations Control Center at 303-492-5522 to log a service request.
- 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.

What to do if you are concerned about a student's mental health or behavior

CU's [Red Folder](#) is a resource designed for instructional personnel that provides information on how to recognize and respond to students in distress. Faculty can be uniquely positioned to recognize when a student is experiencing distress and to refer students to the many [resources for students in distress](#) on campus. You can download a [Red Folder shortcut](#) for your computer desktop (Windows or Mac) or your mobile phone/device (Android or iOS.)

If you are unsure how to respond to a specific student, you may also consult directly with [Counseling and Psychiatric Services](#) (CAPS). A CAPS counselor will assist in identifying approaches you can take with the student as well as support you in the referral process. Reporting options, support resources, and skills for identifying and responding to concerns are included on the [Don't Ignore It website](#) as well.

If you would like to develop additional skills for how to respond, consider registering for the "Skills for Mental Health Support" Skillssoft course offered by Health & Wellness Services. The course takes 15 minutes to complete and provides additional tactics and resources for faculty. Register on the [Health & Wellness Services Trainings website](#).

What to do in cases of campus emergency

Find and receive safety information and instructions during emergency situations

Visit the [CU Boulder Alerts website](#) for safety information and instructions during an emergency.

The university has three alert levels. At the top level, CU Emergency Alert, emergency notification is sent to the campus when there is a confirmed immediate threat to the safety of those on campus, or near campus in areas of high student populations, or if there is a change to the university's operating status due to weather, etc. Emergency threats include natural disasters, active harmers, severe weather, time-sensitive life safety concerns, campus closures, delayed starts and other on-campus emergencies. Visit the [CU Boulder Alerts website](#) for more information.

Also visit the [CU Boulder Alerts website](#) to ensure you're receiving alerts. Keep your emergency notification information current to [receive real-time information about campus closures, extreme weather and other emergencies](#)—sent straight to your mobile phone via the text messaging service.

Holding vs. canceling class during emergencies

An emergency that affects one area of campus does not necessarily mean that you should cancel your class in another area of campus. Please follow instructions on the [CU Boulder Alerts website](#) about canceling or dismissing your class.

During a non-weather emergency, the [CU Boulder Alerts website](#) will indicate if any portion of the campus is restricted or closed, whether classes held in that area should be canceled, and whether classes in progress in that area should be dismissed or shelter in place. Campus text alerts will also link to the [CU Boulder Alerts website](#).

If your class is held during an emergency that affects another part of campus or an alert area off campus, please exercise compassion with students who cannot attend your class. Recognize that students may be confused or frightened, or their transportation to campus may be blocked because of emergency closures.

Do's and don'ts for instruction modes and makeup class sessions in cases of emergency

If you cannot hold your in-person class on campus due to a weather or non-weather emergency, you may not simply change your class to remote instruction mode and require your students to attend. Students may not receive notice in time, and/or they may not be able to access the class remotely because they do not have access to the necessary technology.

If your class is canceled due to a weather or non-weather emergency, 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. However, you may also record a makeup session 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.

Campus closure procedures for weather and other emergencies

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.

Active harmer response training available on demand

Review CU Boulder Police Department's [Run. Hide. Fight active harmer response website](#) and watch the [Run. Fight. Hide training video](#) for safety instructions, resources, and basic statistical data. The video includes safety instructions, resources, and basic statistical data. Although the recording contains descriptions and reenactments of disturbing situations, the presentation is sensitive to language and visuals that may be triggering.

As a follow-up to this video training, departments can request an in-person site security assessment from [Emergency Management](#) personnel, who can assist in the creation or update of an all-hazards emergency action plan for shared work spaces, including evacuation plans, shelter in place plans and how to maintain the continuity of operations. The Emergency Management team can also provide a tabletop exercise to test your plan and ensure it's functional and understandable. To request a site assessment after viewing the training video, [email the EM team](#).

Other teaching and advising reminders

Changing the instruction mode, meeting time, or location of a class

The university is committed to teaching each course and section in the manner listed when student registration began. Instructors may not independently change the instruction mode, meeting time, or location of a course or section they are teaching.

Changes in course instruction mode for the entire semester (such as from in-person to remote for the entire semester) and changes in meeting time 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. Changes in class location only need to be approved at the department/program level.

For information on changing an in-person class to remote instruction on a short-term basis, see [What to do in cases of instructor or TA illness](#) and [Do's and don'ts for instruction modes in cases of emergency](#).

Requests for remote instruction: students with disabilities and others

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.

In person or remote? Other teaching situations

- *Instructor office hours.* 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.* Academic advising and coaching support for undergraduate students are offered both in person and remotely, offering students flexibility in choosing the advising mode that suits their needs. Advising offices are open and staff are on campus on a rotating basis.
- *Graduate advising.* Academic advising and support for graduate students are by nature decentralized, with most advising provided by faculty and staff in departments or graduate programs. Students should communicate directly with their faculty advisor and graduate program to determine whether advising is available remotely or in person. Staff in the [Graduate School \(email\)](#) provide assistance, support, and resources in a hybrid manner.
- *Exams and defenses for graduate or honors students.* Qualifying/preliminary/comprehensive examinations and final exam/thesis defenses for graduate or honors students may be held in person, but 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.

International travel by/with students

All international travel by/with students that is CU Boulder-sponsored, affiliated, funded, or related to a CU Boulder activity/program is subject to the [CU Boulder Policy on Student International Travel and Programs](#).

Senior/community auditors

Senior and community auditors programs, which were temporarily suspended for the pandemic, have resumed and have merged into the [Continuing Education Auditors program](#). The following course instruction modes are available to auditors:

- Boulder Main Campus: All instruction modes are available (in-person, remote [synchronous], online [asynchronous], and hybrid)
- Continuing Education Campus: CE Online Credit term-based classes and CE Evening Credit classes (in-person, hybrid remote/online, hybrid in-person/online-remote)

Teaching resources 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](#). Our [Course-in-a-box](#) provides educators new to CU guidance on designing, developing, and delivering effective courses from start to finish.

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, and [subscribe to receive CTL's monthly newsletter](#), with teaching strategies and resources.

Teaching resources updates from the Office of Information Technology

Academic technology training and consulting

The [Office of Information Technology \(OIT\)](#) offers a number of [on-demand and real-time technology training sessions](#) to help instructors make the most of campus-supported teaching technologies such as Canvas, iClicker, Zoom, and much more. Training topics include grading in Canvas, organizing Canvas content, and implementing more advanced course design tools like the [Cidi Labs Design Suite](#). Visit [the Academic Technology Training page](#) to learn more.

Use the [Classroom Technology Reporting Form](#) to request a training session ahead of time to get familiar with the technology in the classroom. You may also use this form to report an urgent issue when teaching in the space.

You can also tap into the expertise of [OIT's Academic Technology Consultants](#) to dive into a specific problem, question, or solution through [one-on-one consultations](#).

If you need assistance with your hybrid or synchronous course(s), [request a Technology Copilot](#) to assist with audio/visual setup as well as Zoom management during your classes.

Enhance student learning with lecture recordings

Consider giving students flexibility to review course content by using OIT-supported recording tools such as [Zoom](#) and [Classroom Capture](#). Classroom Capture is a fully automated recording service available in a number of CU classrooms ([see the classroom capture map for details](#)). [Once Classroom Capture is requested](#), it automatically records via camera and computer and publishes to online video channels, where faculty can make the recordings available to students. A recent [CU Boulder survey](#) revealed both instructors and students benefit from lecture recordings.

Leverage classroom technology with Zoom

Instructors can host Zoom meetings in the classroom by connecting their laptop to the classroom's AV (camera, microphone and speakers). Zoom can be used to host hybrid synchronous classes or to simply record the class sessions. Watch a [short video on how to connect your computer to classroom technology](#). Using the provided cables will enhance participation experience for both in-room and remote participants.

Proctorio to be retired as a campus-wide service in August 2024

[Proctorio](#) online proctoring software will no longer be available as a campus-wide service after August 2024. Proctorio was made available as a measure to help ensure academic integrity during the COVID-19

pandemic. Due to Proctorio's overall low usage, CU Boulder leadership has made the decision to retire the product as a supported campuswide service. OIT is currently conducting an assessment of online proctoring needs on campus to inform our campus' long term online proctoring strategy. Access to Proctorio will end on August 15, 2024 (after summer session D).

Canvas Studio video platform to replace Kaltura by the end of fall 2024

[Canvas Studio](#), our existing video platform available within Canvas, will be used as a replacement for the Kaltura Video Platform. Kaltura will be retired in December of 2024. The migration of Kaltura media content to [Canvas Studio](#) is underway and the majority of Kaltura content is now available within Canvas Studio accounts.

After a thorough evaluation, Canvas Studio was chosen as the alternative to Kaltura for the benefits of streamlined platform integration and increased ease of use. In addition to being an established and positively regarded platform on our campus, Canvas Studio is making significant progress in improving the accessibility, administration, analytics, and other functions of the platform. To learn more about the Canvas Studio platform, please visit our [Academic Technology Training page](#) for details on live and on-demand Canvas Studio trainings.

Data security considerations for instructors

It is important to understand the sensitivity of the data you work with so you can ensure adequate protections are in place. The [Data Classification guide](#) helps inform relevant handling requirements and the [Guidelines for Storing Documents in the Cloud](#) can help you select which storage location is appropriate for the data in your care.

Academic Technology survey coming soon

In February, all teaching faculty and a sample of undergraduates will receive a survey to provide feedback on OIT's teaching and learning tools, such as Canvas and Zoom, and related services, such as consulting and training. This survey is distributed every 2-3 years, and OIT uses it to inform strategic technology planning. Your feedback on OIT's academic technology tools and services is important—we need to know if our offerings are meeting the needs of our faculty and students. Please respond when you receive the survey.

OIT help and support

For questions about OIT services and supported technology tools, please contact the IT Service Center at oithelp@colorado.edu or 303-735-4357 or [submit a Help Request](#) form.

Teaching resources updates from the University Libraries

Opening hours

Library hours for all five locations including Norlin are published on the [CU Libraries hours webpage](#) and updated regularly. Libraries will be closed on March 23–24 and March 29–31 (the weekends before and after spring break) and on Saturday, April 13 (the date of the spring football game). *Special hours for finals to be announced.*

Library instruction

Faculty librarians are available to provide [library instruction](#) to all faculty and students.

Research consultations

Students can [schedule a research consultation](#) with a librarian to help them refine and focus research topics, develop successful search strategies and identify appropriate sources for academic research projects and assignments. Faculty can also make use of this resource for their research.

Bufs One Read

This year's [Bufs One Read](#) title is *The Book of Joy: Lasting Happiness in a Changing World*. The University Libraries and the Renee Crown Wellness Institute will host several events. There is also a Canvas module that can be used to [incorporate the title into your classes](#). All first year and transfer students can get a complimentary copy of the book at the CU Bookstore and the CU Museum of Natural History. The theme for the 2024-25 Bufs One Read is courage and adventure, and the new title will be announced during the spring semester.

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. Students can also check out iClickers as well as Colorado State Park Passes ([see the Library technology borrowing page](#)). 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 video recorded lectures, MOOCs, and podcasts.

Teaching resources updates 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.

Teaching resources updates from the CU Museum of Natural History

The [CU Museum of Natural History](#) is open daily except for campus holidays. Hours are posted on the website. [Email the museum staff](#) to schedule a tour for your class or group or have them attend a [public program](#) or research one of the many [Museum exhibits](#). Contact the [visitor services manager](#) to rent space for an event.

Teaching resources updates from Fiske Planetarium

[Fiske Planetarium](#) is a teaching resource for the full campus community, with an 8K-x-8K digital theater system housed within a 65-foot dome that seats 206 students. Graduate students may learn about science communication through preparation and delivery of public talks at Fiske. Contact [Director John Keller](#) for more information.

Curriculum planning and teaching assignments for summer/fall 2024 and beyond (no changes from previous planning guidelines)

Faculty, GPTI, and TA work modes: standards of practice related to teaching

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, is 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

The campus does 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

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

In accordance with the [campus space utilization policy](#), which was updated in 2021, the Office of the Registrar updated its [classroom assignment and utilization procedures](#) in fall 2022. Department schedulers began using the new procedures to make scheduling and classroom requests as of spring 2023. 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.

Past guidance editions, questions, and requests

Past and current editions of Academic Instruction Guidance and their supporting materials are available on the [Academic Affairs website](#). Please send all requests for clarification and requests for future guidance editions to [Katherine Eggert](#), senior vice provost for academic planning and assessment. Your communications are welcome and help shape decisions by academic leadership about instructional policies and procedures and support for teaching and learning.

Other issues? 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 who are available to answer questions on a wide variety of topics related to CU Boulder and to 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), via email at buffinfo@colorado.edu, or via [Buff Info live chat](#) 9 a.m. to 6 p.m., Monday through Friday. The university will extend these hours when needed.