

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

Edition 6: August 17, 2020

Topics: Fall 2020 Readiness—Revised Guidance on Students with COVID-19; Class Scheduling and Enrollment; Face Covering Distribution; Building Access and Classroom Prep; Space for Study and Teaching; Services from the Libraries and Museums; Teaching Technology Updates; More Zoom Best Practices

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

Update from the Academic Instruction implementation team

Barring further developments, this will be the last edition of guidance from the [Academic Instruction implementation team](#) before fall 2020 classes begin on August 24.

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. We'll always keep 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.

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 focuses on areas pertaining to the quickly arriving fall semester. We have revised previous guidance regarding how instructors will be notified of students who test positive for COVID-19. Other topics pertain to class scheduling and enrollments; using and reserving space on campus, including classrooms, offices and study space; services from the Libraries and campus museums; and teaching technology and best practices in and out of the classroom.

Future editions will address topics including:

- Spring 2021 class requests
- The spring 2021 academic calendar
- Fall 2020 FCQs
- How departments can reserve space for faculty to meet and collaborate with students outside of their usual classrooms

Important update: revised instructor guidance on student illness and quarantine

The Instructor Guide: What to Do about Student Illness and Quarantine in the COVID-19 Era has been revised to address two concerns we have heard since it was distributed as part of Guidance Edition #5 (August 6, 2020):

- Instructors wish to receive more extensive notification about students who have tested positive for COVID-19
- Chairs and directors wish to be directly involved in advising their instructional personnel in case of students testing positive or experiencing symptoms of COVID-19, or in case of student quarantine.

The revised Instructor Guide is included with this guidance edition. Please discard the previous version and distribute this revised version to all your instructional personnel, including tenured and tenure-track faculty, instructors, lecturers, Graduate Part Time Instructors and TAs.

Update: student class registration

We are now in the open enrollment period. Students may add classes (for full semester sections) through Wednesday, September 2. The last day for students to drop a class without paying tuition and without a W grade is Wednesday, September 9. The full academic calendar with key dates and deadlines for students is available [online](#).

Tell your faculty and academic support staff: no further class schedule changes

The Office of the Registrar has been reviewing late schedule changes and special requests from departments, colleges and schools and has been making updates if possible. Because fall semester begins soon and because classroom supply has mostly been exhausted, **further fall 2020 schedule and classroom changes will not be considered, except in cases of emergency and only if there is no net impact on instructional space.**

Consider changing your department's practice: administrative drops

Some departments and programs have a practice of allowing instructors to administratively drop students from a class roster if they don't attend the entire first week of class. Department/program leadership should consider discontinuing this practice during the pandemic. Students and faculty alike will be getting used to many new aspects of class enrollment and attendance during the first week of classes this fall, and it may be wise and compassionate to relax this practice in order to compensate for the inevitable increased confusion of the start of this semester.

Please note: the Office of the Registrar has not removed class notes that reference administrative drop policies from the schedule of classes. To minimize confusion to students, any changes to attendance expectation and/or administrative drop policies should be clearly communicated (via email) to all rostered students and included on the syllabus.

Remind your faculty: student requests for remote teaching of an in-person class or accommodations for illness or quarantine

Students may ask instructors if they can take an in-person class remotely for the entire semester. As a reminder, instructors teaching in-person classes are not required to prepare to teach an entire class as simultaneously in person and remote. Departments are teaching enough courses in online/remote modes to provide options for students, so if the instructor is unable to provide a fully remote/online option to an in-person class, they should refer the student back to their academic advisor to choose a different class.

All those teaching in-person classes should also be prepared, however, to accommodate students who request short-term remote teaching or make-up assignments because of illness or quarantine during the semester. Instructors should prepare for these situations in advance by explaining on syllabi:

- If an in-person or hybrid in-person class, how they will give a student who is quarantined but still able to do class work the opportunity to participate remotely and/or do makeup work for in-person sessions
- For any class modality, how they will give students with a short-term illness or disability the opportunity to make up the work missed

Instructors have the right to manage their courses in the way they see best fit given the course material and structure; however, when a student reaches out to request accommodation for illness or quarantine, instructors should do what they can to support student success in light of the extenuating circumstances a student is facing. This is especially important during a pandemic. Understand that students may be in a difficult situation, and that they may be missing class in order to keep other students and faculty safe.

Remind your faculty and academic support staff: class waitlists

This information is repeated from Guidance Edition #5:

- Be aware that waitlists for in-person classes will be difficult to accommodate because of COVID-adjusted classroom capacities. 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.
- The Office of the Registrar will communicate these waitlist and course reservation deadlines to students:
 - 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 September 14 are eligible for [Course Reservation](#).
- In order to maintain COVID-adjusted classroom capacities, the Office of the Registrar will inform **waitlisted students not to 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.
- 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.

Remind your faculty: contact students in hybrid in-person classes about attendance expectations before the semester begins

Departments and advisors are receiving complaints that students don't know when they will be required to attend hybrid in-person classes. Please remind your faculty of these details from Guidance Edition #5:

- Hybrid in-person classes typically have higher enrollments than their 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 did 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 **communicate attendance participation expectations to students before the first day of classes**. 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, 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:

[Go to Faculty Center](#)

See how students are searching for classes:

[Go to Class Search](#)

Questions about your course schedule? Contact your department.

Send

From ▾ kristi.woldmccormick@colorado.edu

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 and staff: campus preparation of physical space for COVID-19 mitigation

The campus has recently published a great deal of information relating to how our campus has prepared physical spaces for COVID-19 mitigation. Instructional personnel and staff may wish to consult these sources, in particular:

- [Provost Moore's and COO O'Rourke's message of August 5, 2020](#) to faculty and staff on "The Covid-19-Ready Campus"
- Recordings of and slide decks from the recent [COVID Research Solutions for Campus webinar series](#), which highlighted how the most up-to-date research is shaping campus operations during the pandemic.
 - [Webinar #1: Aerosols, HVAC, Buildings & Classrooms](#)
 - [Webinar #2: Epidemiology, Monitoring and Awareness](#)
 - [Webinar #3: Health Assessment, Surveillance and Testing](#)
- The [Campus Infrastructure Mitigation Efforts webpage](#), which includes Information and videos from Infrastructure and Sustainability detailing how they have put COVID-19 mitigation procedures into practice
- The campus [What Will Fall 2020 Look Like?](#) webpage, which has photos of and info on how classrooms, labs and dining spaces look in terms of COVID-19 seating and signage

Tell your faculty, staff and students: obtaining face coverings

The campus will distribute two washable/reusable face coverings (at no cost) to all instructional personnel, staff and students who will be on campus. [Read about the distribution locations and schedule here.](#)

Tell your faculty, staff and students: building accessibility

All CU students, faculty and staff will have Buff OneCard access to all buildings with scheduled, active teaching from 7 a.m. to 10 p.m., Monday through Friday, beginning Monday, Aug. 17, 2020. For more information and FAQs, see the campus's [Covid-19 Information on Building Access](#) webpage.

- Prior access preferences established on Buff OneCards for students, faculty and staff will remain in place. Students, faculty and staff who normally have weekend and after-hours access to specific buildings will still have access to those buildings.
- The August 17 changes mean that most buildings on campus will continue to be locked and require Buff OneCard swiping for access. However, the new protocols will provide broader access for students, faculty and staff than in recent months while teaching and learning have been fully remote.
- Those who forget Buff OneCards or keys, but usually have building access will be granted entrance into their offices/buildings. If you experience problems with accessing a building with your Buff OneCard, you can contact Access Services 303-492-6609 during regular business hours. After hours, you can contact the Operations Control Center (OCC) at 303-492-5522 or occ@colorado.edu. The OCC is operational 24 hours per day.

Tell your faculty, academic support staff, and students: availability of space for teaching and learning (other than scheduled classes)

Student study space

Now that sufficient classroom space has been designated and equipped for in-person and hybrid in-person classes, the facilities task force is turning its attention to designating campus space that will be available to students for studying, participating in remote and online classes, and collaboration. These spaces will be very important to students as a way to access needed technology, and often as a way to participate in an online/remote class in between other on-campus obligations. These spaces will be set up with tables, chairs, and signage indicating the maximum COVID-19 capacity. We are also exploring options for how these spaces may be reserved/scheduled by students.

Spaces being identified for this purpose include:

- Classrooms whose COVID-19 capacity is too small to use for in-person classes
- Multiuse, open-air tents set up across campus: all will have power outlets, and some will have WiFi access
- Other rooms and building spaces convenient for students

Space for faculty-student meetings outside of class

Facilities and the Registrar will begin expanding existing room reservation systems to encompass all academic buildings across campus so that departments can reserve space for faculty to meet and collaborate with students outside of their usual classrooms. Guidance on the reservation system and policies on room usage will be available soon.

Space for instructors to conduct remote teaching

Departments should use their own resources—for example, offices not being used by faculty who are teaching remotely—to provide suitable spaces for instructional personnel who do not have private offices and who need a quiet, internet-accessible spot to teach remote classes or to work between classes.

Tell your faculty: scheduling and conducting exams before fall break

Fall break begins November 26, Thanksgiving Day. After fall break, all teaching and exams for the rest of the semester will take place remotely, so many students will travel home and stay there for the rest of the semester. Although the timing of move-out for students living in residence halls is still TBD, those students and others who live off campus may be moving out of Boulder several days before fall break. Please make sure that you do not schedule exams that will impact students as they need to move out.

As a reminder, Guidance Edition #1 (June 1, 2020) gave the following advice about midterm and final exam scheduling and modality:

Common midterm exams: due to physical distancing protocols, common in-person midterm exams will not be permitted unless fewer than 50 students are involved and space is available. Departments that hold large in-person common midterm exams should plan to move those exams online. Departments that use an evening scheduling pattern for common exams for high enrollment courses can continue to use their evening schedules for the online exams. [Such courses have an explicit statement in the course catalog that students will have midterms on specific dates/times and that they must take those midterms.](#)

Final exams: the [final exam schedule](#) will be adjusted to the new academic calendar and meeting time periods. The [campus final examination policy](#) applies as usual for the final examination period. All exams and assessments given during the final exam period must be given remotely. Faculty who wish to give only in-person exams may use their usual class periods before fall break to give exams that substitute for final exams, if necessary. But faculty are reminded that many students may need to move off campus or have already moved off campus prior to the last teaching day before fall break (see above). . Colleges and schools or individual departments and programs may wish to organize guidance for administering such exams to prevent problems for students . Regardless of exam scheduling, the instruction period after fall break must be used for instruction and may be used for scheduling other assessed work such as projects and papers.

Tell your faculty: library course reserves and media conversion requests

- Fall library reserves will be electronic only, and requests should be submitted as soon as possible.
- All requests should be submitted using [the online form](#).
- You can request eBooks, full book scans, or chapter scans through the form.
- The library's first choice for full books will be to purchase eBooks if they are available.
- The second choice will be to scan full/partial books. The library can do this only if the book is owned by the library already, or if the instructor owns a copy of the book and is willing to drop it off at the library for scanning.
- Scans will be delivered directly to the instructor, who can then load to Canvas for students. The library makes every effort to keep scans clean and ADA-compliant, but they will likely not be searchable (through optical character recognition, or OCR). Instructors who need to run OCR on any of these scans can access [Adobe Acrobat Pro](#) which has this functionality. eBooks purchased for reserve will be listed as on reserve in the library catalog under the course's listing and a URL will be sent to the instructor to add to their Canvas page.
- Please contact reserves@colorado.edu with any questions about the reserves process.
- Media conversion services (reformatting DVD to streaming video, for example) are still available to instructors this fall. Contact mediaservices@colorado.edu or phone: 303-735-2681 with requests.

Tell your faculty: class use of campus museums and Special Collections

Although on-campus museums and archives have closed their galleries and classroom spaces for in-person class visits, their staff can still help you plan student learning opportunities and class activities.

CU Art Museum

CU Art Museum's staff will be providing remote access to the collections and will continue to provide support for faculty wishing to incorporate object-based learning into their courses. Staff are available to help incorporate these sessions into courses with guidance on artwork selection and participating in instructional sessions. There is also the possibility of co-curating an exhibit with students. See the [CU Art Museum](#) to learn more about course-developed exhibitions. Contact [Curator Hope Saska](#) for information about incorporating art work into classes and to learn about upcoming exhibitions.

Libraries Special Collections

Special Collections remains committed to collaborating with instructors from the university and community to incorporate rare materials and object-based learning techniques into their courses. For the fall 2020 semester, Special Collections and Archives is offering [virtual instruction options](#), and staff are always happy to work with instructors with ideas for other types of projects. Online exhibits may be useful, and keeping in mind the need to plan accordingly, Special Collections can partner to design online student-curated exhibits for course-integrated projects. Please send any inquiries or requests to [Susan Guinn-Chipman](#), [Sean Babbs](#) or [Deborah Hollis](#).

Museum of Natural History

Specimens from the Museum of Natural History's collections are being made available for teaching purposes; pre-arranged loans have been approved for instruction. Faculty interested in having parts of the teaching collection made available should consult the appropriate scientific section through [this link](#).

Several virtual exhibitions are available online, and virtual tours and podcasts from the museum will all be available soon at the [museum's website](#). The museum is also planning for a series of virtual presentations and activities for the fall semester. The museum welcomes creative collaborations with individuals, classes, departments and other campus units. To work together on future actual and virtual exhibitions and programming, contact [Suzanne Balog](#) to begin the conversation.

Tell your faculty: voice amplification while teaching in person and in remote-capable classrooms

If instructional staff are concerned about being heard while teaching in an on-campus classroom, we recommend that they use a disposable mask while teaching rather than a cloth mask. Cloth masks tend to muffle the instructor's speech, whereas disposable masks are more acoustically transparent, allowing the listener to understand the speaker better. A [recent Penn State study](#) confirmed this. The disposable mask would be used during instruction and while physically distanced from the students. Instructors should change back to a cloth mask when they finish teaching and leave the classroom.

In addition to concerns about enunciation, teaching while wearing a mask and while practicing physical distancing raises concerns about amplification and instructor voice fatigue, especially while wearing a mask in a classroom that doesn't have built-in sound amplification. OIT has addressed this concern by procuring personal voice amplifiers for instructors teaching in-person classes in those spaces. [Learn more about requesting a personal voice amplifier](#).

In the remote-capable classrooms (RCC), the newly installed Crestron Mercury systems have a built-in microphone array that provides omnidirectional pickup, which helps *remote* students hear those in the room. This system is designed to pick up the voice of the instructor and the students in the room for the remote participants; it does not amplify the sound for those in the room. If a personal voice amplifier is used with the Crestron Mercury system, it might help with amplification for those in the room, but it would interfere and degrade the sound experience for the remote students. These remote students rely heavily on the clarity of the instructor's voice for their learning experience. Therefore, using a personal voice amplifier with a Crestron Mercury system is not recommended. This is why the Crestron Mercury systems are not deployed in large lecture spaces where amplification is needed, but rather deployed in medium and smaller sized spaces. Larger classrooms are generally equipped with more sophisticated audio systems that amplify the instructor's voice. A subset of these are equipped for classroom capture. See the full list on the [Hybrid Capable Classroom webpage](#)

Tell your faculty: resources, support and training for teaching and learning technology

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.

Instructor training for the remote-capable classroom

In order to be successful from day one, OIT strongly recommends instructors teaching in a remote-capable classroom attend [in-person training or watch on-demand training](#). OIT continues to install the Crestron Mercury System in designated [remote-capable classrooms](#) across the CU Boulder campus. As we receive feedback regarding the instructional experience, we will update the training. Please visit the [Remote-Capable Classroom website](#) to access training, instructions, and a printable one-page guide.

Technology Copilots for remote-capable classrooms

OIT has successfully hired 29 of a planned pool of 40 student Technology Copilots, who will be trained to provide in-room technology assistance to instructors in remote-capable classrooms as they facilitate remote students' participation. Training has also been extended to TAs, Learning Assistants, and other students a faculty member might nominate to help them with the technology in remote-capable classrooms. Instructors can [request a Technology Copilot by filling out a form](#).

New reporting form for problems with classroom technology

Instructors teaching in OIT-supported classrooms, and their students, can now use the [new online Classroom Technology Problem Reporting Form](#) to quickly report problems with [classroom technology](#). Rather than relying on the classroom-installed phones, you can connect to the form on your personal device using the shortened URL or QR code found on Classroom Technology Problem Reporting Form posters displayed where the service is available. We suggest that instructors bookmark the Classroom Technology Problem Reporting Form to have easy access to it when needed.

Using the Classroom Technology Problem Reporting Form will ensure that your issue is directly submitted to the Learning Spaces Technology team and receives priority queuing. Given COVID-19 safety concerns, the technician team will, as quickly as possible, first attempt to resolve your issue remotely. If

they are unable to resolve your issue remotely, a technician will be sent to the classroom when the room is available and it is safe to do so. This will likely be when a class is not being held.

OIT-provided peripherals for fall 2020

OIT is providing “common good” IT peripherals to instructors who do not already own the equipment needed to teach in remote or hybrid modalities. Peripheral devices include basic webcams, document cameras, USB hubs, and voice amplification systems. Instructors can order peripherals at no cost to the instructor’s department and make an appointment for contactless pickup on East Campus. [Learn more about OIT-Provided Peripherals.](#)

As for adapters to connect laptops to classroom technology, OIT is providing a USB-C adapter in all [OIT-supported hybrid-capable classrooms.](#)

Internet access for students

OIT has published new [guidelines and recommendations about internet speed and access](#) for students. The recommendations cover many topics and include information about Zoom’s minimum bandwidth requirements. OIT’s resources also include links to programs to assist students in obtaining and possibly getting financial support for adequate Internet connectivity, including the University Libraries hotspot checkout program.

Tell your faculty: new apps for teaching and learning

Canvas Studio

OIT has licensed [Canvas Studio](#), an alternative to GoReact, that facilitates instructor and student point-in-time feedback on recordings of student presentations and performances. This technology provides a mechanism for students to receive peer and instructor feedback at specific points of their recorded presentation or performance, without having to be in the same space. Instructors can share videos they want students to have discussions about, as students view the video independently. Instructors may also embed multiple choice, true/false, and multiple answer quiz questions to assess students’ understanding of the content. Canvas Studio provides instructors with analytics, such as which videos students are watching, for how long, and when they stopped. Canvas Studio integrates with Rubrics, Speedgrader, and the Grades Tools in Canvas. Instructors can [schedule a consultation with a Learning Technology Consultant](#) or [attend a live online training session](#) to learn how to use Canvas Studio.

iClicker Cloud & Reef

The [CUClickers](#) service is now supporting iClicker Cloud and Reef. [iClicker Cloud](#) is a student response system that instructors can use for synchronous online and in-person classes, to create interactive polling activities. Instructors can collect responses from in-person and remote participants simultaneously. [iClicker Reef](#) enables students to respond to clicker questions from their remote locations using their phones, tablets, or computers. Students should still use their iClicker remotes if attending class in-person. Register for live online training for iClicker Cloud and Reef on the [Academic Technology Trainings page.](#)

PlayPosit in-video quizzing

[PlayPosit](#) enables instructors to create in-video interactions to engage students and gauge their learning. After [uploading a video to Kaltura](#), YouTube, or Vimeo, instructors can embed questions, discussions, and other content into the video using PlayPosit. PlayPosit can help keep students involved in asynchronous classes.

Tell your faculty: Zoom best practices for international students and others

Academic Implementation Guidance Edition #3 (June 29, 2020) published Zoom best practices. Since that time, a number of faculty have raised concerns about teaching international students who may be taking classes remotely from their home country—in particular, if a student’s country’s policies and practices suggest issues regarding the monitoring of citizens and matters of free speech, as well as simply issues that are general to global Internet usage. Accordingly we offer these points for your consideration.

- We suggest that all faculty review and implement the Zoom best practices published in Guidance Edition #3, June 30, 2020 (copied below). These remain valid in all situations in terms of preserving the security and integrity of web conferencing for instruction or any purpose.
- Some students may have greater difficulty than others accessing course content. Both abroad and in the U.S., Internet services may be inadequate or unaffordable. Some countries monitor, censor or limit the Internet traffic of citizens for expressing views or engaging in online behaviors contrary to the government. (Note that such state practices are not limited to Zoom, and if they exist, are typically ubiquitous to online and “real life” situations, regardless of a person’s location.)
- While Edition #3’s Zoom best practices guidance (copied below) states an instructor can set the terms of class participation, such as keeping one’s video on, poor Internet performance may necessitate a student turning off their video in order to have audio participation.
- If some of your students are from and are now in countries that monitor their citizens, consider that it is easier for a government to monitor its citizens when they are in their country. A student might be more inhibited in their country, which could affect class participation or shape their responses.
- As further guidance on retaining recorded Zoom meetings:
 - If you’re saving your recording to the cloud, you can put a link to the recording in Canvas, and you won’t need to upload the file at all. This [tutorial](#) shows you how to record to the cloud and links to tutorials about how to add it to Canvas.
 - If you’re saving the recording on your computer, then our preference is for you to upload it to Kaltura, instead of Canvas, as each course has a 10GB upload limit. We can adjust the limit for you, but the safest best is to just upload it to Kaltura so you don’t get the error message. [The uploading media in Canvas to Kaltura tutorial](#) describes how.

Zoom best practices for class participation and recording (from Guidance Edition #3, June 30, 2020)

In spring 2020, the CU Boulder community used Zoom as the campus standard for web conferencing and for teaching remotely. OIT and the Academic Implementation team have fielded various concerns about best practices for class participation and recording classes, communicating such expectations to

students, and information privacy for students and teachers. Below are best practices and information about class participation and recording using Zoom web conferencing that are also generally applicable to other kinds of audiovisual and recording technologies.

The Department of Education's Family Policy Compliance Office, which is responsible for administering the Family Educational Rights and Privacy Act (FERPA), has addressed recordings, if directly related to a student and maintained by the education institution, as education records protected by FERPA. Several questions arise from treating class recordings as FERPA-protected educational records, and from other issues related to remote class participation:

May I require my students to keep their video and audio on during the class? Yes. There is no general prohibition regarding requiring student participation that includes video and audio interaction, including if a class is also recorded. An instructor 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. At the start of each class you teach, you should remind your students of your expectations for the use of Zoom at the start of each class. During the class session, you may remind students to leave audio and video on.

May I require my students to comport themselves on Zoom as they would in an in-person classroom (e.g., not appear on Zoom shirtless)? Yes. The instructor can ask students to present themselves as if each individual were actually in the classroom. Classes on Zoom, like all other classes, are governed by the [campus policy on Student Classroom and Course-Related Behavior](#).

Does recording class sessions violate student privacy (FERPA) regulations? No. But you must follow these provisions.

- Make your plans and expectations for recording clear at the beginning of the course and in your syllabus.
- Provide notice at the start of each class you record. Students will also see that Zoom automatically provides notice when recordings are started, paused, and stopped.
- Only the course instructors and staff are authorized to record a class. CU Boulder has set Zoom to a default that allows only the host to record meetings, although the host may manually reassign recording capabilities. Further, you should make it clear to all your students that they are not authorized to record a class through any means.
- Do not distribute class recordings outside the audience of students, instructors, and other class staff (TAs, learning assistants, tech assistants) for that particular class. Access to a recording is limited to class participants and staff through one's CU Boulder IdentiKey. OIT has guidance on [how to record a Zoom meeting](#) and make it available to only class participants and staff. You can let your students know recorded Zoom meetings are encrypted and secure.

Please note that recordings are available in the Zoom cloud for one year. It's recommended that instructors upload their recordings to Kaltura via the Canvas integration.

OIT provides [detailed information about many aspects of the use of Zoom](#), as does the [Center for Teaching & Learning](#).

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

The following FAQ's have arisen since Guidance Edition #5 (August 6, 2020):

Guidance Edition #5 linked to a sample survey on remote learning that I can give to my students. Is there a version of the survey that I can copy and edit? [This link](#) will allow you to make an editable copy of the survey.

Am I responsible for cleaning my classroom at the end of class? No. Multi-purpose wipes for cleaning hands and surfaces (desktops, doorknobs, etc.) will be available in every classroom, but there is no requirement that faculty or students clean the classroom after use. A best practice would be for everyone in the class to wipe down their desk/table surface and wipe their hands as they enter the classroom.