



# FALL 2020 BUILDING ACCESS

## RETURN TO CAMPUS CHECKLIST



1

**Confirm you have functional DU ID card.** This is how you will get into buildings on campus.

- Pioneer Card ID Office

2

**Confirm you have an accurate mobile number listed in PioneerWeb.**

- <https://pioneerweb.du.edu/>
  - Go to the "myWeb" tab
  - "Go to Self-Service Menu"
  - "Personal Information"
  - "Notification Preferences"

3

**Complete Pathway Back to Campus Canvas course.**

- <https://canvas.du.edu/courses/120383>

4

**Review DU's re-opening plan & COVID protocols.**

- [An Action Plan for DU's Fall Return to Campus](#)
- [DU Cleaning Protocol](#)
- [PPE & Distancing Protocol](#)
- [DU Phased Campus Access & Support Plan](#)

5

**Before coming to campus.**

- Testing
  - All students, faculty and staff are required to take a COVID test before returning to campus. DU has partnered with National Jewish Health to perform COVID testing on campus, free of charge. Our testing site is in the parking lot on the north side of the Ritchie Center, enter the testing site via the Cable Center roundabout.
- Quarantine
  - All students, faculty and staff are required to quarantine away from campus during the 2-week testing window. Anyone who can work remotely should; even if it is just some of the days in question. People who cannot work remotely during this 2-week testing interval should schedule their testing promptly and hopefully get cleared with a negative result. Once you have been cleared with a negative result you may return to campus and end your quarantine.
- Ensure your ID access has been approved.
- Complete the self-assessment survey that is texted to you. If you are not receiving this twice-daily survey via a text, complete step #3.

6

**While on campus.**

- Wear a face covering or a non-medical mask covering your mouth and nose at all times.
- Maintain physical distancing at all times. Keeping at least 6 feet away from others whenever possible.
- Sanitize and disinfect your own work area, offices and any equipment you may use
- Frequently wash hands your for 20 seconds with soap and water, or use hand sanitizer when unable to access soap and water.
- Maintain rooms, offices and suites in the building at 50% occupancy at all times.



## I have flexible lesson plans that can easily be adapted to another format

- For each session of my course, I have a lesson plan outlining lectures and activities
- I have prepared or can easily prepare asynchronous materials (recorded lectures, videos, discussions) for portions of my lesson plan
- I can easily adapt on-campus activities to Zoom
- My lesson plan allows for students attending online to interact at the same level as students attending on campus.

## I have set up my Canvas container to be clear, usable, and helpful to students

### My Canvas structure meets best practice requirements

- I have used my college/school's Canvas Template, other Canvas template OR have attended a Canvas training OR have completed the OTL Summer Toolkit
- I have uploaded my syllabus into Canvas
- I have set up my course to use the Modules feature
- For each class session, I have included materials for students to complete before, during, and after class

### My course assignments are set up in Canvas

- My assignments have been added to Canvas, including instructions on how students should submit their work
- I used the rubric feature in Canvas to provide details on how assignments should be completed

### My Zoom meetings are set up in Canvas

- I have set up any Zoom class meetings using the Zoom integration tool in Canvas
- I have included instructions for how to join Zoom meetings from Canvas
- I have included instructions for how to access Zoom meeting recordings in Canvas

### I have set expectations for students' use of Canvas

- I have included a Canvas page detailing my expectations for student use of the Learning Management System and attendance for any Zoom sessions.



## I have included support elements for students

- I have written and sent a welcome message to my students
- I have included a page in my Canvas course to point students to various support resources including Student Life and Inclusive Excellence, The Writing Center, DU Libraries, Disability Services, Financial Aid, and the Registrar
- I have introduced myself and provided my office hours and/or appointment availability to my students in a Canvas page or announcement

## I am prepared to use technology to teach my class

### I understand the technology needs of current format of my class

- I know if my course is hybrid, hyflex, completely online, or completely on campus
- I know what technology I will need (computer, webcam, microphone, etc.) is needed to successfully teach my course format
- If teaching on campus, I know the classroom in which I will be teaching and the technology available to me in that classroom
- I am comfortable with how to access, turn on, and navigate the technology I need to teach my class
- I know how to access support from my school/college's IT and instructional designer

### I have technology I can use on campus and at home

- I have a computer with webcam, microphone, and speakers which I can access from campus and at home
- I have an internet connection at home that allows me to host and join Zoom meetings

### I have completed training related to using technology

- I have attended the [DU Hyflex Institute](#), the [DU Teaching Online short course](#), OR have experience and training in teaching online
- I have attended an OTL training on Teaching with Video in the Classroom (Zoom and Kaltura)

### I am prepared to use technology to pivot my class

- I understand that, if teaching on campus, I may need to allow students to attend class via Zoom or I may need to teach entirely online at some point in the quarter.
- If not already teaching online, I am prepared to use Canvas and Zoom to teach my course if needed



## I am prepared to facilitate online, hybrid, and/or hyflex classes

### I am prepared to facilitate purely online or hybrid classes

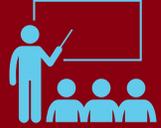
- I am comfortable creating asynchronous and synchronous content for my course
- I have attended an OTL training on Teaching with Video in the Classroom (Zoom and Kaltura) OR am already familiar with teaching online with video
- I plan for at least some of the course content to be asynchronous in Canvas
- I plan for at least some of the course content to be synchronous, whether on Zoom or on campus

### I am prepared to facilitate hyflex classes

- I have attended the DU Hyflex Course Design Institute
- I have a plan for helping my students navigate when they will be online and when they will be on campus
- I am comfortable with how to integrate on campus students with online students in my classroom if needed
- I am comfortable positioning myself in a classroom so that students online and on campus can hear and see me
- I am prepared to lead small groups when some students are online and some are on campus
- I am comfortable creating and/or finding asynchronous videos or other course materials to support students' learning through Canvas

## I have built in contingency plans and supports to prepare for change

- If not already teaching online, my lesson plans are easily adaptable to a purely online format
- My class activities are set up to be flexible if one or more students gets sick or needs to be fully online for any reason
- If I cannot teach a class or the rest of the quarter, I know who to contact to step in for me



Students at the University of Denver are required to attend classes per DU policy and individual faculty attendance policies. However, the University recognizes that students may be unable to attend in-person classes or class sessions this fall because of quarantine requirements, health accommodations, or travel restrictions.

All academic programs at the University of Denver are committed to helping our students stay on track for graduation during the pandemic and will work with students to assist them in making academic progress in their degree programs. Programs may use a number of strategies to help students stay on track, including, for instance, finding alternative courses, waiving or substituting requirements, or enabling students to take a required course at a later date.

Students should note that in-person courses at the University of Denver for Fall 2020 were specifically designed to have an in-person component due to the high impact qualities of the course. Students who are able to attend in-person class sessions should do so in order to have an optimized experience. If a student is scheduled for an in-person class but would prefer to take the class in a fully online modality, it may be possible to work with the instructor to secure this arrangement; however, this option is not guaranteed, and in most cases the student experience will be best served by finding a class taught in the preferred modality from the outset.

For students who are in an in-person or hybrid/hyflex course and then become ill and need to temporarily quarantine, the instructor will work with the student to identify an appropriate way to make up the missed classes.

If a student feels they are unable to attend in-person classes or class sessions for an extended period of time, the student should request permission from their instructor. Students who find themselves in need of more substantial assistance should directly contact [Student Outreach and Support \(SOS\)](#) with a detailed request.

There are several reasons a student might make a request, including but not limited to:

- Health concerns related to a member of the student's household, or concerns related to someone the student has responsibility to care for
- Dependent childcare issues
- Restrictions on coming to the University of Denver campus for travel-related reasons.

If a student requires ongoing accommodations, the student should complete the Request for COVID-19 Related Temporary Adjustments Form via the University of [Denver's Disability Services Program](#).

**Office of the Registrar**