Update #20 CUNY COVID-19 Guidance on Academic Continuity

Office of the Executive Vice Chancellor and University Provost |**August 24, 2020**

This document presents CUNY's latest COVID-19 Academic Continuity Guidance. The information herein complements and supersedes information currently presented in CUNY's COVID-19 Portal. Important to note that additional details are channeled to appropriate staff on campuses via standing University-wide Councils and organizational structures. The document is formatted as a running list of issues, with updates from previous reports and new entries marked as such for convenience. **NEW** = New entry not included in previous guidance. **UPDATE** = Update from previous guidance. **UNCHANGED** = Past entry with no changes since previous guidance.

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NEW Fellowship Leaves: On August 18, 2020, Senior Vice Chancellor for Labor Relations, Pamela S. Silverblatt, communicated the following to CUNY campuses:

> In recognition of the impact of the COVID-19 pandemic upon faculty members who are scheduled to be on Fellowship Leave during either or both semesters of the 2020-2021 academic year, I write to share guidance on Fellowship Leaves pursuant to an agreement we have reached with the Professional Staff Congress.

> Fellowship Leaves

> - Faculty members who are scheduled to be on Fellowship Leave during either or both semesters of the 2020-2021 academic year but who no longer wish to take their Leave as scheduled, owing the COVID-19 pandemic, may exercise the option to defer or decline their Fellowship Leave as specified below:

> - Faculty members who are scheduled to be on Fellowship Leave during the Fall 2020 semester may request that their Fellowship Leave be deferred and be taken in the Spring 2021 semester or Fall 2021 semester, without having to reapply. Department Chairs shall try to accommodate such requests. The faculty member and Department Chair shall jointly recommend a new effective date for commencement of the Fellowship Leave to the President. As part of such a recommendation, the Department Chair shall confirm that the work of the department can be so arranged as to be carried forward effectively during the proposed period of the leave. The President shall review the proposed effective date and make a final determination. Requests for deferral of Fall 2020 Fellowship Leaves must be received by the Department Chair by Friday, August 21, 2020.

> - Faculty members may decline Fellowship Leaves that were approved for either the Fall 2020 semester or the Spring 2021 semester or both and shall be permitted to reapply for a Fellowship

Leave to commence at a later date. The declination will not be considered to break service for the purpose of counting years of eligibility for a fellowship leave. Declination of the leave must be received by the Department Chair by Friday, August 21 for Fall 2020 semester leaves and by October 15 for Spring 2021 semester leaves.

The parties agree that nothing in this agreement is intended to alter the provisions of Article 25.3, except as specifically set forth in this agreement.

NEW Annual Leave Carryover, CLT Tenure Clock and Lecturer CCE Clock : On August 18, 2020, Senior Vice Chancellor for Labor Relations, Pamela S. Silverblatt, communicated the following to CUNY campuses:

In recognition of the impact upon members of the instructional staff with the transition to remote work and distance learning during the Spring 2020 semester, I write to share guidance on annual leave carryover for the annual leave year ending 8/31/20, as well as the College Laboratory Technician Series Tenure Clock and Lecturer CCE Clock pursuant to agreements we have reached with the Professional Staff Congress and as approved at a meeting of the Executive Committee of the Board of Trustees on August 12, 2020.

Annual Leave Carryover

For the annual leave year ending 8/31/20, the August 31 deadline to use annual leave, pursuant to Article 14.9 of the collective bargaining agreement, will be extended to 12/31/20, as follows:

- Annual leave above the contractual cap (normally 45 days) as of the close of business 8/31/20 may be carried into the annual leave year that begins 9/1/20.
- The annual leave balance in excess of forty-five (45) working days or in excess of the personal accrual maximum as of August 31, 1987, will be deducted from the employee's accrual balance on December 31, 2020.
- The provisions of Article 14.9 (b) concerning compensation for an annual leave balance if the employee is separated from service will remain in effect, except that, for the annual leave year ending on 8/31/20 only, the annual leave payment due to the employee upon separation, or to his/her estate, shall be the lesser of: (1) the leave balance to the employee's credit on the date of resignation, retirement or death; or (2) the contractual cap, (45 days or the personal accrual maximum as of August 31, 1987).
- The parties agree that nothing in this agreement is intended to alter the provisions of Article 14.9 (b), except as specifically set forth in this agreement.
- The provisions of Article 14.7 concerning unscheduled holidays remain in effect, and unscheduled holidays from the annual leave year ending 8/31/20 will not be carried over.

College Laboratory Technician Series Tenure Clock and Lecturer CCE Clock

In recognition of the impact of the transition to distance learning in the Spring 2020 semester upon candidates for tenure effective September 1, 2021, in the College Laboratory Technician series and Lecturers who are candidates for reappointment with a Certificate of Continuous Employment (CCE),

effective with the beginning of the 2021-2022 academic year, the parties have agreed to the following procedures:

- College Laboratory Technicians, Senior College Laboratory Technicians and Chief College Laboratory Technicians who are candidates for tenure effective September 1, 2021, may receive a one-year extension in their tenure review, if they so desire. It is understood that if such a College Laboratory Technician, Senior College Laboratory Technician or Chief College Laboratory Technician is reappointed for the 2021-2022 academic year, the reappointment will be without tenure and will be deemed the 4th reappointment (*i.e.*, fifth consecutive year of service) toward tenure. Such a member of the CLT series must request a tenure clock extension by emailing their college provost by September 15, 2020. The written record of the request shall be placed in the employee's personnel file. By September 30, 2020, each college provost shall send the CUNY Office of Labor Relations (CUNY OLR) a list of all CLT series employees who elected the one-year extension. CUNY OLR shall forward that list to the PSC by October 15, 2020.

  Members of the CLT series on the tenure track for consideration in later years who wish to seek a one-year extension based on the circumstances of the spring 2020 semester must apply to their college provost by February 1 of the spring semester preceding their fall tenure review. These requests will be considered on a case-by-case basis, in accordance with past college and university practices.

- Lecturers who are candidates for a Certificate of Continuous Employment (CCE) effective upon their reappointment for the 2021-2022 academic year may receive a one-year extension in their CCE review, if they so desire. It is understood that if such a faculty member is reappointed for the 2021-2022 academic year, the reappointment will be without a CCE and will be deemed the 4th reappointment (*i.e.*, fifth consecutive year of service) toward CCE. Such a Lecturer must request a CCE clock extension by emailing their college provost by September 15, 2020. The written record of the request shall be placed in the employee's personnel file. By September 30, 2020, each college provost shall send the CUNY OLR a list of all faculty who elected the one-year extension. CUNY OLR shall forward the list to the PSC by October 15, 2020.

  Lecturers on the CCE track for consideration in later years who wish to seek a one-year extension based upon the circumstances of the spring 2020 semester must apply to their college provost by February 1 of the spring semester preceding their fall CCE review. Their requests will be considered on a case-by-case basis, in accordance with past college and University practices.

UNCHANGED **Supplemental CUNY-PSC Agreement for the COVID-19 Virus State of Emergency:** The Professional Staff Congress and The City University of New York entered into the following Supplemental Agreement for the COVID-19 Virus State of Emergency ("Emergency Agreement"). The Emergency Agreement is retroactive to March 12, 2020 and will continue until the end of the 2019-2020 academic year, unless an extension is agreed to by the parties. Additional provisions may be added by agreement of the parties. The provisions of the Emergency Agreement shall supersede any other agreement concerning the subject matter herein made by the parties prior to March 12, 2020.

1. Both full-time faculty and adjuncts who are responsible for holding office hours will hold office hours through distance technology and will notify their students and their department chair regarding how they plan to hold the hours.

2. Classroom teaching observations that had not been conducted prior to March 20, 2020, for the spring 2020 semester will be conducted only if requested by the employee to be observed. If a teaching observation is requested, the department will use the new contractual provision for classroom teaching observations of online classes set forth in Article 18.2(b)3, recognizing that courses being taught through distance technology are not necessarily online courses and acknowledging in the observation report that the course was not a distance-learning course from the start of the semester. The individual to be observed must be made aware of the procedure to be used and have the option not to proceed with the observation. Teaching observations for faculty teaching courses online since the start of the semester and who are due to be observed during this semester shall be observed pursuant to Article 18.2(b)3.

3. The annual evaluation conference required by Article 18.3 will be conducted through distance technology, which may include telephone and/or videoconferencing. The written record of the discussion, as required under Article 18.3, may be delivered to the employee by electronic means. In satisfaction of the requirements of Article 19, the electronic communication of the record of the discussion may be placed in the employee's personnel file after the employee has been given the opportunity to read the contents and attach any comments. The employee will acknowledge by email receipt of the written record of the discussion; if the employee fails to send such acknowledgment, a statement to that effect will be included in the employee's file along with a copy of the record of the discussion. If the overall evaluation is unsatisfactory, the record of the discussion shall so state, and the employee may electronically make a request to appear before the department P&B pursuant to Article 18.3(a). Such appearance may be held through distance technology.

4. Decisions on tenure effective September 1, 2020, on promotion, on reclassification and on discretionary assignment salary differentials that were in process as of March 12, 2020 shall be completed.

5. Faculty and staff shall be permitted to retrieve personal belongings and materials needed to work remotely. In conformance to the *New York State on Pause Executive Order,* access to campuses will be limited except by appointment. Faculty and staff will contact their local campus for specific information.

6. Faculty who are candidates for tenure effective September 1, 2021, may receive a one-year extension in their tenure review, if they so desire. It is understood that if such a faculty member is reappointed for the 2021-2022 academic year, the reappointment will be without tenure and will be deemed the 6th reappointment (i.e. seventh consecutive year of service) toward tenure. Such a faculty member must request a tenure clock extension by emailing their college provost by May 15, 2020. The written record of the request shall be placed in the employee's personnel file. By June 1, 2020, each college provost shall send the CUNY Office of Labor Relations a list of all faculty who elected the one-year extension. CUNY OLR shall forward that list to PSC by June 15, 2020.

Faculty on the tenure track for consideration in later years who wish to seek a one-year extension based on the circumstances of the spring 2020 semester must apply to their college provost by February 1 of the spring

semester preceding their fall tenure review. These requests will be considered on a case-by-case basis, in accordance with past college and university practices.

UNCHANGED **Public Meetings:** Per previous guidance, Article 7 of the Public Officers Law, to the extent necessary, permits any public body to meet and take such actions authorized by the law without permitting in public in-person access to meetings and authorizes such meetings to be held remotely by conference call or similar service, provided that the public has the ability to view or listen to such proceedings and that such meetings are recorded and later transcribed.

Clinical Placements

UPDATE **Guidance for Field and Clinical Placement Agreements:** Working in collaboration with the CUNY Office of General Counsel, we recommend the following guidance for any students who are participating in field or clinical placements in **Fall 2020** that are facilitated, funded, or directly arranged by campus staff. This language is consistent with the assumption of risk/waiver that is part of the Domestic Travel Policy. The language below could be included, or modified for inclusion, into field or clinical placement documents that campuses use with their students:

> "In signing this Agreement, I acknowledge that I understand that my participation in an in-person field or clinical placement will involve risks and hazards not found in remote study at the College, which is the current mode of instruction required by the COVID-19 pandemic and the executive orders and directives of New York State. In ordinary times, these risks can range from a) minor injuries and illness such as bruises, and strains, to b) major injuries and illness such as broken limbs, loss of sight, neck or back injuries, heart attacks, and concussions, to c) catastrophic injuries, including paralysis and death, and also include risks of damage to or theft of personal property, and risks involved in traveling to and within, and returning from, internship sites or clinical placements. I understand that COVID-19 presents unique health risks, especially to those with underlying conditions, and that there may be other risks not known or reasonably foreseeable. I have sought and obtained information and advice that I feel are necessary and appropriate. I VOLUNTARILY ACCEPT AND ASSUME ALL OF THE RISKS IN PARTICIPATING IN THE field or clinical placement and my participation in the assigned placement described below is voluntary."

UPDATE **Guidance for Education Programs:** Education students who will participate in clinical placements for fieldwork or student teaching required by their academic program should do so in accordance with the specifics outlined in their Campus Reopening Plan. As such, placements may be in-person, remote, virtual, or a mix of these. For in-person and remote placements, CUNY supports clinical experiences under the following conditions: 1. the principal invites/approves the candidate's participation; 2. cooperating teachers can provide adequate supervision to students; and 3. faculty are willing and able to support student placements, as required. This policy, and its conditions, pertains to social workers, therapists, counselors and other students with required school-based placements. The health and safety of our students and faculty remain a top priority for any placement. NY State Education Department continues to issue specific guidance for Educator Preparation Programs pertaining to clinical experiences and certification exams (including the edTPA). Education Deans and Chairs are receiving communication and resources from University Dean for Education Ashleigh Thompson via email and postings on http://www.cuny.edu/teachered. Please contact Ashleigh Thompson with any questions and updates.

UNCHANGED **Health Professions – Credit Considerations for Clinical and Field Experiences During the COVID-19 Crisis:** Below is guidance for credit consideration from the Office of Academic Affairs on Credit for HHS Student Experiences During the COVID-19 Crisis to consider **portfolio reviews** for clinical/field experiences completed outside of CUNY-approved placements. Final guidance is still pending on insurance and liability protections for students who choose to accept paid or volunteer roles during the crisis. This guidance was shared with HHS deans and chairs (**April 3, 2020**) in response to Governor Cuomo's Executive Order 202.10 - Mar 23 authorizing healthcare professions students to receive educational credit for volunteering in facilities without the need for clinical affiliation agreements, as well as guidance from national licensing boards and accrediting bodies endorsing academic/practice partnerships for students to work in paid roles at healthcare facilities and receive academic credit toward clinical requirements to address critical workforce demands during the COVID-19 crisis.

Credit Consideration: CUNY encourages programs to consider educational credit for students who choose to seek clinical and field experiences during the crisis, based on guidance from the respective NYS licensing boards and professional accrediting bodies, and in alignment with the direction provided by NYSED.

Programs may conduct a portfolio review for clinical/field experiences completed outside of program-approved placements during the COVD-19 crisis for students who feel they have gained knowledge and experience equivalent to either an existing course or a new course. While this may be an opportunity for some students to apply their experience during the crisis toward an educational certificate or degree, it is the responsibility of the student to describe, reflect, and synthesize their learning experiences carefully for consideration of credit. The college/program has the discretion to accept and apply these experiences to existing or new electives or course requirements, pending internal governance approval processes.

If courses need to be created or changed in order to assign credit to these portfolio experiences, colleges should consider efficient ways of obtaining any applicable governance approvals. Following local approvals, the existing Academic University Report (AUR) mechanism may be utilized to have such courses approved so that they may be added to degree plans. The approval of such new or modified courses will be done by the Chancellor's Designees normally approving the AUR, on a special expedited schedule outside of the usual timeframe for AUR submissions. The Office of Academic Affairs stands ready to assist colleges with considering ways in which courses may be developed or adapted to apply experience credits for program and degree requirements.

Distance Learning Platforms, Tools & Resources

UPDATE **Zoom University Licenses:** The University has secured an enterprise license for the use of Zoom. The CUNY implementation of Zoom for Education includes the following:

- Unlimited meeting duration for all meeting sizes
- Up to 300 meeting participants and 49 video feeds
- Meeting features include screen sharing, polling, whiteboard, annotation, recording meetings, and chat

Please consult with your college's CIO about how to access your account and please read the Zoom Security Protocol for CUNY security protocols and practices to ensure that your online Zoom meeting is secure and avoids unknown attendees. For more information on how to use Zoom please visit Zoom FAQs in the newly launched CUNY IT Help site. You may also find this video training on the ZOOM site helpful: https://support.zoom.us/hc/en-us/articles/206175806-Top-Questions.

If you need assistance please email service.desk@cuny.edu for support.

UPDATE Remote Proctoring Solutions: Towards the end of the Spring 2020 term, the University established a system-wide taskforce, including members from our Committee on Academic Technology, Council of Academic Affairs, University Faculty Senate, and Council of Chief Information Officers, to provide forward-looking recommendations on remote proctoring solutions for Fall 2020.

The taskforce presented its recommendations on June 29,' 2020, stating that, whenever possible, alternative methods of assessment such as papers, presentations, annotations, or e-portfolios should be the default method. But also recognizing that there are several courses across the University, including in specialized and licensure programs, that rely on traditional testing approaches and need an online proctoring solution. To serve these courses, the taskforce identified some commercial tools that the University has since been pursuing for possible procurement and implementation.

The University is making good progress in contractual negotiations with both Respondus and Proctortrack and are very optimistic that we will have at least one, if not both, of these solutions enabled and accessible for use by faculty and students on or before midterm season (late September – mid October). In the case of Respondus, we are planning for a University-wide deployment via Blackboard, while in the case of Proctortrack we are working to secure a significant number of licenses that would be allocated to campuses as needed. More information will be forthcoming. In the meantime, thank you for your patience — the data privacy, student liability, indemnification provisions, hardware compatibility, and cost considerations in question are quite complex and we are working as purposefully and thoughtfully as possible, fully understanding the sense of urgency involved.

UNCHANGED Mi-Fi Hotspot Devices: On August 12, CUNY's Board of Trustees approved a resolution to "Authorize the Purchase of WiFi Hotspot or MiFi Devices for Emergency Distribution to Students Needing Broadband Internet Access in Response to the Continuing COVID-19 Pandemic Health Emergency." To this end, the Office of Academic Affairs and the Office of Computing and Information Systems (CIS) in collaboration with the office of the Chief Operating Officer will purchase and distribute approximately 4,000 "WiFi hotspot" devices to campuses, which will provide them to the students deemed to have the greatest need for broadband internet access.

UNCHANGED Labster: Labster is web based virtual laboratory solution to provide an alternative experiential learning environment for activities that would normally take place in campus science labs. The Labster system has been licensed for eleven campuses that indicated need and will be deployed through Blackboard Integration for the Fall Semester. Labster will also provide direct support for faculty to integrate the Labster simulations into specific courses. More information will be forthcoming through campus CIOs and Centers for Teaching and Learning.

UNCHANGED Camtasia and SnagIt: We have begun negotiation with TechSmith, the publisher of Camtasia and Snagit, for a university wide license for these powerful online content development tools to ensure they are available to all university faculty to enrich and enhance online instruction offerings. We hope to have this procurement completed in time for Fall Semester.

UNCHANGED **Cloud-Based Adobe Licenses for Students:** Adobe is extending until **August 15th** its temporary student at-home access to Creative Cloud. This offering is for students who are registered for Summer semester classes, at no additional cost. Summer session students can continue to access Adobe using their @login.cuny.edu credentials using the Accessing Adobe Creative Cloud instructions on the CUNY IT Resources for Remote Work & Teaching page. Faculty already have home use of these tools under our current CUNY licensing agreement.

UNCHANGED **CUNY Libraries Open Online, Eliminate Fines, Support Learning and Research:** All CUNY campus libraries are open online for reference, instruction, robust journal and e-resource access, and limited interlibrary loan. Contact librarians via chat, phone, email, or video conference for research or teaching support. Library-licensed journals and e-books remain fully available with authentication through campus library websites. Faculty can post their own scholarly work in the CUNY Academic Works institutional repository to make it publicly available to global audiences. Campus libraries support teaching and learning with open educational resources (OER), library-licensed texts, and considered fair use guidance for reproducing course material when library collections are unavailable. Books may be returned by mail to most CUNY libraries; few campuses offer on-site book return. Overdue fines for regular loans are eliminated, and books on loan are automatically renewed. When libraries re-open for book processing, overdue fines will be waived for books returned during the COVID-19 closure and in the aftermath, no matter how overdue they are. Limited interlibrary loan services circulate digital files. CUNY libraries continue migration to a new catalog and library services platform, with cutover expected in early August.

UNCHANGED **Virtual Backgrounds for Video-Conferencing Platforms**: Members of our campus communities have expressed privacy concerns regarding the use of video-conferencing platforms, specifically as it pertains to providing others a window into an individual's home environment. To this end, we are pleased to announce that instructions on how to use virtual backgrounds on the most often used video-conferencing applications are now available here.

UNCHANGED **Webex Meeting Platform Terms**: There are two ConnectCUNY Webex meeting changes that became effective on May 5, 2020. First, the license for ConnectCUNY Webex has been extended to **August 31, 2020**. Second, ConnectCUNY Webex will be available to support CUNY Summer Session and Spring Session 2 classes at Kingsborough, LaGuardia and Guttman Community Colleges. Third, the toll-free telephone number and "call me" options for telephone audio access to online ConnectCUNY Webex meetings have been discontinued (this change only applies to ConnectCUNY Webex accounts and not to standard Webex accounts.) Hence, users participating in a ConnectCUNY Webex meeting by dialing the telephone number listed may incur telephone service toll charges. Users can avoid these telephone charges by using their computer audio instead of the telephone. See the ConnectCUNY WebEx Quick Start Guide for instructions on accessing and information on using WebEx Meetings and WebEx Teams.

UNCHANGED **Making Online Content Accessible:** CUNY offers a variety of University-wide guides and tutorials to faculty members to help make their online content accessible to students with disabilities. There is an Accessibility link at the bottom of every page of www.cuny.edu containing a tab for Faculty, including a section on Accessibility in the Classroom and Online Courses. This section links to Reasonable Accommodations: A Faculty Guide to Teaching Students with Disabilities, prepared by CUNY's Council on Student Disability Issues. It also contains guides on making content accessible, including Creating PDF & Microsoft Office Documents, Creating Emails and Captioning Videos. In Blackboard, there is also an "Accessibility Training" tab,

with a self-paced, online course about making online courses and course materials accessible. The course was created by CUNY faculty for CUNY faculty. It includes tutorials focusing accessibility features in Blackboard, Microsoft Office documents, PDF documents, multimedia content, and materials from publishers. To get started, you can watch a video created by CIS for instructions on how to find it in Blackboard. The "Accessibility Training" tab in Blackboard also includes Accessibility Training videos, which are recordings of a prior live training on making your website and documents compliant with accessibility guidelines.

UNCHANGED **CUNY Assistive Technology Services:** As we all adjust to instruction in a distance learning environment, the CUNY Assistive Technology Services (CATS) and Media Accessibility Project (MAP) are here to continue to support CUNY students with disabilities. The CATS website features updates on assistive technology resources, including how-to guides, videos, accessibility resources, and other important information with easy and simple installation instructions for CUNY students. As a friendly reminder, the following software is available to students for free at-home use, CATS Assistive Technology Lab Package:

- **Kurzweil 3000 and WYNN** are reading and writing software programs used primarily by students with learning disabilities.
- **ZoomText Magnifier/Reader** is a magnification and reading program tailored for low-vision users.
- **JAWS** is a screen reading software program that enables blind or visually impaired users to read the text that is displayed on the computer screen using a speech synthesizer or refreshable braille display.
- **Fusion** is a combination of JAWS screen reader and ZoomText Magnifier/Reader primarily used by low vision and blind students.
- **OpenBook** is a scanning and reading software program that converts printed documents into accessible digital text.

For training videos on accessibility, please visit YouTube channel (CATSCUNY). More information on assistive technology and accessibility training videos can be found on our CATS website. For additional information, call 718-281-5014 or contact shmahabir@qcc.cuny.edu.

UNCHANGED **Plagiarism and Academic Integrity:** To support the ongoing need to prevent plagiarism and ensure academic integrity of our students; work product, the University licenses Turnitin under an enterprise contract. This solution is available as a Blackboard Building Block and our colleges, through their Blackboard Administrators, have developed extensive documentation and user guides for this invaluable tool.

UNCHANGED **Cloud Resources:** As a reminder, most CUNY applications and cloud resources, such as Blackboard, CUNYFirst, Microsoft Office 365 (including OneDrive), and Dropbox can be found online on CUNY's Technology Resources pages and accessed through web browsers. Also, please know that Blackboard course shells are automatically created for every CUNY course based on CUNYFirst data.

UNCHANGED **Expansion of EAB Navigate to Graduate Students at the Senior Colleges:** CUNY OAA is working in conjunction with EAB and CUNY Finance and Procurement to accelerate the addition of graduate students to the EAB Navigate implementation. The anticipated final approval of the contract expansion is at the May Board of Trustees meeting; in recognition of the importance of the tool to the CUNY colleges during the current crisis, EAB has agreed to provide this service in advance of the contract amendment. Queens College requested this acceleration and has pointed out several benefits of this added functionality. It will:

- Expedite finding contact information for any graduate students reporting COVID-19 exposure
- Facilitate sending communications to graduate students
- Allow us to track COVID-19 related issues (such as need laptop, need Wi-Fi, need tutoring, need space to work, need special financial or academic advice)
- Allow graduate students to stay connected to their graduate advisors, by being able to book appointments with them virtually.

This functionality will provide a vital tool to all of the OAA, CIS, and EAB will immediately begin work on the implementation of this functionality. Associate University Provost for Planning Bob Maruca will update the EAB Navigate program sponsors and owners on implementation progress. He can be contacted at Robert.Maruca@cuny.edu should you have any questions.

UNCHANGED New Curricular Resources for Faculty: In addition to the open educational resources indexed on the Office of Library Services website and the previously announced free access to commercial e-books offered by Barnes and Noble and Akademos (see below), some companies have offered free resources to colleges and universities affected by the COVID-19 virus, including: 1) Lumen Learning is making its courseware, **Waymaker** and **OHM**, available at no cost for courses currently in session. Lumen also provides free services to support the transition. Details here.; 2) Pearson is similarly offering digital resources at no charge. Details here. For faculty members seeking digital alternatives or supplements to their current course materials, these materials may be an appropriate fit. Please note that CUNY is not endorsing or requiring the use of such services. Nevertheless, CUNY is appreciative of their support in making such services available to our students and faculty. For more information, contact: Bob Maruca, robert.maruca@cuny.edu

UNCHANGED Microsoft Teams: Faculty can now easily add students to Microsoft Teams meetings. The CUNYfirst Class Roster now contains students' CUNY login usernames that can be downloaded and inserted into Teams Meeting invitations. Accessing the Student Roster for Dropbox/Microsoft Office 365, available on the Microsoft Office 365 for Education Training Resources page, provides step-by-step instructions.

UNCHANGED Blackboard & Collaborate: To accommodate greater use of Blackboard for distance learning, CIS asked Blackboard to double the default quota for all Spring 2020 courses (from 750 MB to 1.5 GB). In addition, the Blackboard Collaborate tool, which CUNY licenses will also be able to support 300,000 students. Collaborate is Blackboard's all-in-one video conference platform that works through computer, tablet, or mobile device. As a fully interactive web conferencing environment and asynchronous voice authoring solution, Collaborate enables faculty to establish web conferences and connect with one student or an entire class, up to 500 participants per Collaborate session.

UNCHANGED Using Blackboard & Collaborate on Chromebooks: While several Blackboard Administrators and faculty have expressed concerns that Blackboard Collaborate would not work on the Chromebooks that CUNY has attained for designated students, staff and faculty, the fact is that CUNY CIS has received official assurances from Blackboard, Inc. that Blackboard Collaborate is indeed compatible with Chromebooks. CIS staff have also tested Collaborate on the Chromebook from both the instructor and student perspective and found that it works smoothly. We also validated operations such as using the whiteboard, polling, uploading PowerPoint and breakout rooms. Additionally, Blackboard Learn student and instructor Chromebook browser tests indicate overall compatibility with the exception that the pop-up blocker should be disabled. CIS is informing the Blackboard Administrators and the Service Desks of the compatibility and test results, as well as sharing with

them instructions they developed for getting on Blackboard Collaborate from a Chromebook. These instructions will also be posted on the Blackboard support page (www.cuny.edu/blackboard) and on a support site for those receiving Chromebooks and iPads (www.cuny.edu/loaners).

UNCHANGED Open Educational Resources & Free Access to Commercial Books: Building on the Open Educational Resources initiative and also including CUNY library resources, the Office of Library Services website provides an index to digital resources that faculty may use in online/distance courses at zero cost to their students. Check the Continuity of Library Services page under the heading "Support for Online Instruction." This site will be regularly updated. If you are aware of additional resources that should be added or if you have other questions or requests, please contact Ann Fiddler, Open Education Librarian, ann.fiddler@cuny.edu.

UNCHANGED Additional Blackboard Help Desk Support: CUNY has contracted with Blackboard to provide this telephone support as an additional service to our students and faculty to ensure coverage when the campus help desks are closed and Blackboard administrator support to students and faculty is unavailable. After-hours Blackboard support is to assist students and faculty with using Blackboard only; all performance, technical and access issues will remain the responsibility of campus helpdesk and Blackboard administrators during their regular support hours. Starting tonight, students and faculty with a pressing Blackboard question can call Blackboard for assistance. This after-hours Blackboard support will be available by telephone: weeknights, between 8:00pm and 8:00 the next morning; weekends, all day and night on Saturdays and Sunday.

UNCHANGED Online FAQs and Training: CIS Training offers a variety of training resources for CUNY-wide cloud applications that support remote collaboration, such as Dropbox and Microsoft Office 365. Webinars on these applications have been added as a result of the increased demand – registration for the webinars is available to all faculty and staff. Additionally, faculty and staff can view CUNY-specific video tutorials for Office 365 Teams, such as creating teams, sharing files, and posting announcements, on the CIS Training Stream channel. CIS Training is available for training questions and requests at CISTraining@cuny.edu. On Monday, we will also be launching a new IT Training site that consolidates links to all sites with training guides, videos, etc., so that users can more easily find the training they need to work and teach remotely. Again, we hope that the CUNY community will appreciate having one resource to find desired training and guidance. This site will also be accessible from the new IT Remote Resources site.

Student Success, Equity & Inclusion

NEW Short Course for Students on how to Learn Online: Are You Ready?, a Blackboard-based course to help students prepare for online learning, has now been deployed by CIS to most colleges. The short course, which was developed by Hostos and being used by a number of community and senior colleges, has been organized so that all term-activated students with an EMPL ID may access it, though it's likely to be particularly useful to first-time freshmen who have the least familiarity with Blackboard. Colleges designated a point person to coordinate local implementation, including communications, compliance, and tech support (expected to be minimal). For additional information, please contact University Assistant Dean Kara Heffernan (kara.heffernan@cuny.edu).

UNCHANGED Covid-19 Student Conduct Protocol: The City University of New York takes the well-being and safety of our students, faculty and staff very seriously. During the pandemic, we all have an obligation to behave in a responsible manner per the guidance approved in your campus' re-opening plan to prevent the spread of the

coronavirus. Responsible behavior extends to your off-campus and personal lives, which can affect your ability to transmit the virus on campus, including at a minimum:

- always wearing a mask when on campus and when gathering with other individuals
- maintaining physical distance of at least six feet on campus and when gathering with individuals outside the classrooms and other areas
- limiting the size of on campus gatherings;
- minimizing and limiting the size of events gatherings with other students

Article XV of the CUNY bylaws requires that each student obey policies, regulations, and orders of the University/College. Students are reminded that the Rules and Regulations for the Maintenance of Public order pursuant to article 129a of the education law ("Henderson Rules") prohibits:

- behaviors that recklessly or intentionally endangers the health of others
- behavior that interferes with the institution's educational processes.
- failure to comply with the direction of a University official

The University is committed to adhering fully to current and future directives about social encounters from the federal, state and local public health officials. Any student found in violation of these directives may be subject to discipline under article XV of the CUNY bylaws.

UNCHANGED Student Face Mask Accommodations, Modifications, or Exemptions: The office of disability services works with students who may require academic accommodations. If a student is unable to wear a mask for health reasons, the student should contact the campus office of disability services. This office will work with the student to help identify arrangements to complete in-person courses in an alternate format. If, however, there is an in-person class that cannot be accommodated in an alternative format, a student may be approved by the CUNY Office of Disability Programs, in consultation with the NYC Department of Health & Mental Hygiene, to wear a modified face mask or, in very rare circumstances, no face covering. In this situation, the office of disability services will communicate this information directly to the faculty member. Approved students will also be provided with a written exemption from the CUNY Office of Disability Programs that indicates any modifications or exceptions, which they must carry with them to show faculty if requested. Please note that medical exemptions are extremely rare and are based solely on medical necessity. If a student is exempt from the face mask policy, please consider how to seat students to ensure proper social distancing within a given instructional setting. For more information, please email Chris Rosa, Assistant Vice Chancellor for Student Inclusion Initiatives Christopher.Rosa@cuny.edu.

UNCHANGED Accommodations for Students with Hearing and Communication Disabilities: Some students with hearing and communication disabilities may need their instructor to wear a clear mask for lip and facial expression purposes. If the student has registered with the college office of disability services and has requested an accommodation for clear masks, the office will reach out to the student's instructors and provide a clear mask for them to wear while teaching and/or interacting with the student. If you have questions, please contact the office of disability services at your campus.

UNCHANGED College Bridge for All: This important program has successfully launched expansion, tripling in size. The program now employs over 200 CUNY students who have been trained to support all NYCDOE graduates to

successfully transition to their postsecondary plan. Beginning on July 9, over 30,000 high school graduates have received texts and emails from their College Bridge for All coach, inviting them to virtual tours, 1-1 advising sessions or reminding them to complete essential tasks.

UNCHANGED **CS/MS and Adult Literacy and Language Immersion Programs:** CUNY Start/Math Start, CUNY Language Immersion Program (CLIP), and the Adult Literacy Program have all moved their instruction online. The Central Office staff that support each program continue to work with college teams to support and refine remote learning. Programs are using both synchronous and asynchronous delivery via Blackboard, Zoom, and WebEx. Instructors make videos and use discussion tools and breakout rooms, and other technology tools, to deliver instruction. Each program has developed a plan that details how content is delivered, options for communicating with students, and how student work is assessed to document that learning outcomes have been met. CUNY OAA has confirmed with the New York State Education Department (NYSED) Adult Career and Continuing Education Services that our adult literacy programs should follow the guidance of their respective agencies/organizations (i.e., CUNY, SUNY, DOE) regarding the use of distance learning strategies to maintain program continuity and keep students and teachers engaged while in-person classes are suspended. CUNY CIS is also supporting technology needs for students in these programs when local college resources are not readily available.

Temporary TASC waiver for HSE completion: On May 4, 2020, the NYSED Board of Regents (BOR) released a temporary waiver for students unable to take subtests of the Test Assessing Secondary Completion (TASC) due to COVID-19 statewide closures. An individual could be exempt from taking a maximum of two remaining TASC subtests if that individual: 1) is enrolled in and passing an HSE preparation program but could not take the requisite TASC subtests; and 2) had three or more passing scores which can be: Regents credits (earned through the Regents exemption) OR passed three TASC subtests (or combination of TASC subtests or GED grandfathered subtest passing scores).

OIRA reviewed the BOR temporary waiver and determined that HSE students caught in these circumstances are covered by general existing policies:

- Students are non-proficient unless/until they demonstrate proficiency. If students don't have any test scores or grades that allow them to demonstrate proficiency in a subject, they are non-proficient and required to participate in an appropriate developmental support—ideally, a corequisite course or CUNY Start/Math Start.
- Colleges may place non-proficient students into regular credit-bearing courses if they believe the student will be successful in the course, for example, if the college has information about the students' knowledge or skills that was not systematically evaluated during the admissions process. (In that case, students will earn proficiency when they earn credit for the course.) Note: This would apply here if a college wanted to take successful completion of the HSE program as sufficient evidence of proficiency.

Students entering CUNY after completing English language classes in adult literacy programs would take the English diagnostic described above.

Final exams and proficiency for CUNY Start and Math Start: For spring and summer 2020, faculty and instructors of CUNY Start and Math Start will determine 100% of the final course grade based on student performance in the course/intervention. Proficiency in reading, and writing (English) and math will continue to be awarded

based upon successful completion of the course/intervention. Because CUNY Start/Math Start uses structured common curricula and has a professional development team that works across partner colleges, the program has created standardized grading plans and common final assessments for its math and reading/writing interventions which will be used to determine students' grades and proficiency status (see **Final Exams for Developmental Courses**). Guidance on grading and testing for fall 2020 is forthcoming.

Exit from the CUNY Language Immersion Program (CLIP): Students exiting from the CLIP program typically retake the CUNY Assessment Test in Writing (CATW) to reassess placement upon matriculation. In light of the closing of testing centers in spring 2020, students exiting CLIP will follow the University's ESL Placement process and take the ESL Diagnostic Assessment as described in **Alternative ESL Placement Assessment for Incoming Fall 2020 Students.**

UNCHANGED **SPARC Training:** Since June 2018, when CUNY first rolled out the mandatory SPARC training, over 100,000 CUNY students have successfully completed this training. And while this is quite an accomplishment, we felt that we could do more to solve some of the technical challenges we experienced along the way. Most recently, based on information provided by students and various campus administrators, the CUNY SPARC Task Force, with the aid of the University CIS office, has worked to revise SPARC training. These revisions will make SPARC training more user-friendly and allow it to keep up with the present technology. The CUNY CIS team has worked primarily to make SPARC training accessible on a variety of Web browsers (Chrome, Firefox, and Safari) and mobile devices such as Android and iOS devices (iPad, iPhone, and MacBook). The revised **SPARC training for Fall 2020** will be uploaded to the Blackboard platform and will be available to all Fall 2020 students **May 18, 2020**. In addition, it will be available to the designated Blackboard leaders on each campus to enroll the students who are required to complete SPARC training (i.e. heads of student organizations, student athletes, students studying abroad and domestically, and students considered at-risk). **We encourage campuses to launch a robust campaign to urge students to complete the SPARC training once it is made available.** Should students encounter any difficulty with the SPARC training, please direct them to report this to their campus Help Desk, where a ticket will be generated to resolve the issue. Technical issues for accessing SPARC training via Blackboard should be directed to the campus Blackboard administrator; functional or content issues with SPARC training should be directed to the Student Affairs Office. Should you have any questions regarding this email please contact Rodney L. Pepe-Souvenir, University Title IX director, at rodney.pepe-souvenir@cuny.edu , or Joseph Awadjie, assistant director for External Relations and Compliance at joseph.awadjie@cuny.edu.

UNCHANGED **Counseling and Health Services**: Counseling and health services have transitioned to tele-counseling and tele-health via video or telephone for the duration of distance learning at CUNY. Each campus will offer mental health and wellness services to students in a manner consistent with services provided on campus under regular circumstances. Students are directed to contact counseling services and health services for updated information about services offered, referrals available, and information. Services provided by counseling and health services during distance learning are done so in compliance with all federal, state, and local laws concerning privacy.

UNCHANGED **Student Veterans, National Guard & Reservists:** Please advise students who are activated to communicate with their campus Veterans Services Coordinator, Registrar's Office, and faculty. The University might be facing one of the following scenarios: 1) National Guard students called up as early as the week of **April 1, 2020**; 2) military personnel may be activated in 30 days; or 3) Military units might be given notice of activation

at any time. Students' response to all three scenarios should not be to drop classes or discontinue their Spring 2020 coursework. Rather, as per CUNY Military Activation Policy Sections 3.1 – 3.3 listed below, faculty can and should accommodate activated students to enable them to complete the Spring 2020 semester. *For more information, contact: Lisa Beatha, lisa.beatha@cuny.edu.*

> 3.1 A student who is called to active duty in the armed forces of the United States or National Guard should be given every consideration around either making up the work for the course, obtaining an Incomplete, or being given the grade that he or she has earned at the time that he or she is called to duty.

> 3.2 At each college, the appropriated committee or other designated authority shall be empowered to grant the remaining number of credits required for graduation to a member of the graduating class who lacks twelve or fewer credits in elective courses to complete the requirements for the degree for those called to active duty in the armed forces of the United States. Credits should be applied from the service members JST (Joint Service Transcript) as MILT elective credit

> 3.3 Colleges shall encourage students who enter military service to maintain their status as students by availing themselves of such opportunities as may be offered to them (by the colleges, by other accredited colleges, and/or by service agencies) to continue their studies while in Military Service.

UNCHANGED CUNY EDGE Research Foundation Campus Staff: CUNY EDGE Research Foundation (RF) campus staff, both FT and PT, may work remotely with the approval of their supervisor. CUNY RFguidance can be found here, which outlines the recommended policy and includes a Remote Work Agreement to be completed and signed by each staff member and their supervisor. CUNY OAA EDGE leadership fully supports this move and has worked with college program directors to ensure EDGE students can be served remotely. All advisement activities can be conducted via phone, email or text, and campus staff are already using a variety of platforms to do so that have been in place for more than a year. Additionally, CUNY OAA EDGE leadership has received approval from our funder, the New York City Human Resources Administration (HRA) to suspend all new referrals to our HRA Fellowship Program and to submit required documentation to HRA remotely. CUNY EDGE is fully prepared to support participating students through remote work arrangements.

UNCHANGED Disability Services: During this transition to distance learning, CUNY's faculty remain the University's most vital resource in ensuring reasonable accommodations for our more than 11,000 students with disabilities. As our faculty prepare to deliver course content via distance learning modalities, we ask that they consider the following overarching principles and key resources:

- Under Title II of the Americans with Disabilities Act (ADA), CUNY college are still required to provide equal access to our University's academic programs – even in a distance learning environment.
- Campus Offices of Disability Services (ODS) continue to serve as key sources of technical assistance and support to faculty in determining the best ways to reasonably accommodate students with disabilities in distance learning instructional modalities; please use this link to contact the ODS on your campus:http://cats.cuny.edu/reasonableaccommodations/COSDIDirectory.html
- The barriers that exist at the intersection of a student's disability and course design may be different from those posed by the original course format. Some accommodations students used before may no longer apply in distance learning formats, and some accommodations not considered previously may

need to be considered now; we appreciate our faculty's flexibility and collaboration with ODS staff and students with disabilities themselves to meet their accommodation needs in distance learning modalities.

To aid in these efforts, the guide **Reasonable Accommodations: A Faculty Guide for Teaching Students with Disabilities** resource was developed specifically for CUNY faculty to provide them with information and best practices to be most effective in meeting the needs of students with disabilities and achieving the goal of equal access. This guide includes helpful information in accommodating students with disabilities in distance learning, including the following two sections: Technology in the Classroom and for Online Courses and Alternative Text for Students with Disabilities. Please know that our campus Offices of Disability Services will work closely with our CUNY Office of Student Inclusion Initiatives so faculty have the support they need to successfully and meaningfully accommodate students with disabilities. We are grateful to our faculty and to our disability services professionals for their abiding commitment to the success and wellness of students with disabilities.

University Admissions

UNCHANGED **Special COVID-19 Temporary Suspension of Standardized Testing Requirements:** The University recognizes the impact the ongoing COVID-19 public health emergency has on the ability of prospective students to effectively develop their college plans, so on **May 30, 2020** the Board of Trustees approved the Special COVID-19 Temporary Suspension of Standardized Testing Requirements for Undergraduate Admissions presented below. Moe information about actions that will be taken to give effect to this temporary suspension and the corresponding consultation process will be forthcoming.

> **THE CITY UNIVERSITY OF NEW YORK – APPROVAL OF A SPECIAL COVID-19 TEMPORARY SUSPENSION OF STANDARDIZED TESTING REQUIREMENTS FOR UNDERGRADUATE ADMISSION:**
>
> WHEREAS, On March 13, 2020, in response to the threat presented by the spread of the coronavirus, COVID-19, and in an effort to reduce the density of faculty, staff and students on City University of New York (the "University") campuses, the University announced that, effective on March 19, 2020 all University academic courses would be moved on-line or alternatively to a distance learning modality; and
>
> WHEREAS, On March 20, 2020, Governor Andrew M. Cuomo announced Executive Order 202.6, or the "New York State PAUSE" Executive Order, a 10-point policy directive, which directed all non-essential businesses statewide to close in-office personnel functions and temporarily ban all non-essential gatherings of individuals of any size for any reason; and
>
> WHEREAS, Notwithstanding the overwhelming success the State of New York and the City of New York have experienced with the recent reduction in the spread of infections and number of deaths resulting from COVID-19, all as a direct result of the efforts made by and the guidelines set out by Governor Andrew M. Cuomo's administration, the COVID-19 virus continues to pose a threat to the continuity of business and education; and
>
> WHEREAS, The University's highest priority is to protect the health and safety of current and prospective students, faculty and staff while creating the conditions for our students to make progress in their

academic programs, for our faculty to advance their creative and scholarly activities, and our staff to meet our myriad programmatic goals; and

WHEREAS, Standardized testing agencies are advocating for flexibility around test score requirements given the cancellation of national testing days and uncertainty around future testing administration due to the COVID-19 public health emergency; and

WHEREAS, The National Association for College Admission Counseling (NACAC) recently urged institutions to reassess the use of the SAT and ACT admissions exams in light the disruptive effects the COVID-19 public health emergency is having on graduating high school students and academic schedules; and

WHEREAS, A number of universities and colleges across the country have temporarily changed their standardized testing policies for admissions by making the standardized SAT and ACT admissions tests optional or suspending their use for the Fall 2020 academic period due to the inability of many high schools seniors to prepare for such admissions exams as a result of the disruptions caused by the COVID-19 public health emergency; and

WHEREAS, In light of the ongoing COVID-19 public health emergency and to enable prospective students to effectively plan, it is imperative that the University communicate its position regarding the use of standardized admissions tests for the Spring 2021, Fall 2021, and Spring 2022 admission cycles; now therefore be it

RESOLVED, That effective immediately, the University will implement a temporary suspension of standardized admissions testing requirements (e.g., SAT/ACT) for undergraduate admissions and will communicate to prospective students that it shall not consider standardized admissions tests in evaluating their applications; and be it further

RESOLVED, That this action will apply for the Spring 2021, Fall 2021, and Spring 2022 admission cycles only and the Chancellor shall take such actions as are reasonable and necessary to give effect to the foregoing while maintaining the University's commitment to inclusive excellence.

EXPLANATION: By implementing this temporary suspension of the standardized testing requirements for admissions, the University responds to the uncertain and rapidly changing educational situation brought on by the current public health crisis.

UNCHANGED **Student and Exchange Visitor Program**: On **July 6, 2020**, the Student and Exchange Visitor Program (SEVP) issued a statement in the form of a "Broadcast Message" that would restrict continuing international students in F-1 status to take an entire full course of learning mode online. The same announcement stated that such students must leave the country or find alternative steps to maintain their international student immigration status such as transferring to a school that was not fully on-line. However, after receiving a legal opposition from the higher education community through several lawsuits from institutions and states, including New York, SEVP rescinded the Broadcast, making it obsolete, and removed it from their website. By rescinding the new and worrisome guidance, SEVP clearly stated that they will revert back to their original Spring 2020 guidance published in **March 2020**.

The March guidance lifted the regulatory restrictions on on-line/ distance education and temporarily permitted international students in F-1 immigration status to take more online classes towards a full course of study in excess of the regulatory limits stated in 8 C.F.R. § 214.2(f)(6)(i)(G) and 8 C.F.R. § 214.2(m)(9)(v). Without the **March 2020** guidance, most of the international students of CUNY (and all US higher education institutions) would have lost their immigration statuses. However, the **March 2020** guidance was applicable to only F-1 students who were in the United States and enrolled in a course of study on **March 9, 2020**.

The intent behind the guidance was to protect the F-1 international students who were already in the United States from the Covid-19 crises. Hence, the protections did not extend to newly admitted international students who are yet to begin their course of study. However, it protected continuing students who opted to return to their home countries due to the crises and continue their studies from abroad. Under the guidance, F-1 students can enroll in online classes while outside the United States and the campus Designated School Officials should make an annotation on the student's I- 20 Certificate of Eligibility indicating that the student is maintaining a full course of study online from overseas, therefore, maintaining valid F-1 immigration status. More information on the March guidance for the fall school semester can be accessed at the link below. https://egov.ice.gov/sevis/action/common/message?message_id=189&return_url=list .

As for newly admitted students whose records are in initial status in SEVIS, the **March 2020** guidance stated that those students **"**in new or initial status after **March 9, 2020**, will not be able to enter the United States to enroll in a U.S. school as a nonimmigrant student for the fall term to pursue a full course of study that is 100 percent online". Designated School Officials (DSOs) at CUNY colleges that are not 100 percent online, can issue Form I-20s "Certificate of Eligibility for Nonimmigrant Student Status," to students in new or initial status who are outside of the United States in accordance with the SEVP Broadcast Message dated March 9, 2020. However, those students **_must_** be advised to enroll in at least one course that is not 100% online in order fulfil the regulatory requirement.

 Campus DSOs must work with the new students abroad on a case-by-case basis, to make sure that they have all the documents or enrollment certification needed for their visa interviews at US Consulates abroad. The SEVP, which is under the Department of Homeland Security, and, the US Consulates, which are under the US Department of State, occasionally have conflicting guidance and documentary requirements, and this is causing problems for schools nationwide. Therefore, it is of utmost importance for CUNY DSOs to work with new international students on a case-by-case basis, and assist them in navigating these murky waters which result from lack of interagency communications and policies.

CUNY's Council of International Student Advisors (COISA) is monitoring this fluid and unpredictable situation very closely, and, is assuring that all the schools and advisors are up to date with all the rapid changes and well prepared and equipped to assist and counsel our international students through this difficult period.

On **July 24**, SEVP released an FAQ broadcast to provide guidance, clarity and answer some questions that were raised by the higher education industry nationwide. The full broadcast can be accessed at; https://www.ice.gov/doclib/sevis/pdf/fall2020faq.pdf

Additionally, in an effort to enhance our SEVIS regulatory requirements, the Offices of Academic Affairs, Enrollment Management and the Computer Information System are working to include SEVIS integration with CUNYfirst for better international student data reconciliation, monitoring and reporting to SEVP.

UNCHANGED **Admissions Policy – Licensed Health Profession Programs:** On July 15, the Office of Academic Affairs issued revised guidance for students seeking admission to CUNY's licensed health professions programs, to reflect current law, recently updated CUNY policy, and to better reflect the University's strong support of non-citizen students and its long-standing reputation for creating a pathway to education for immigrants. To this end, ***effective immediately***, all CUNY licensed health professions programs will consider students to be eligible for admission consistent with the regulations of the New York State Education Department (NYSED) that make professional licensure available not only to U.S. citizens but to non-citizens so long as they are "not unlawfully present in the United States," including those with Deferred Action for Childhood Arrivals (DACA) and those who are permanently residing in the United States under color of law (PRUCOL).

Applicable CUNY Licensed Health Professions Programs

The revised policy applies to the following programs, per NYSED's Office of the Professions Licensed Professions (Note: Nursing is intentionally excluded from this policy since separate guidance was released on June 25, 2020 for CUNY's Nursing Programs.)

- Applied Behavioral Analysis
- Clinical Laboratory Technology
- Dental Hygienist
- Registered Dental Assistants
- Dietetics-Nutrition
- Massage Therapy
- Medicine
- Physician Assistants
- Mental Health Practitioners

- Psychoanalysts
- Occupational Therapists
- Occupational Therapy Assistants
- Ophthalmic Dispensing
- Optometry
- Physical Therapists
- Physical Therapy Assistants
- Polysomnographic Technology
- Psychology
- Respiratory Therapist

- Respiratory Therapy Technicians
- Licensed Master Social Worker
- Licensed Clinical Social Worker
- Speech-Language Pathology
- Veterinary Technician

New Health Professions Admission Eligibility Requirements

To be admitted or advance into a NYSED-approved licensed health professions program in fall 2020 and beyond, students must provide documentation for one of the categories listed in the attached policy. Namely, applicants may demonstrate eligibility through documents that verify that they: 1) are U.S. citizens, 2) have legal permanent resident status, or 3) are in another eligible category set forth in the policy, generally through presentation of an employment authorization document (see useful document from U.S. Citizen and Immigration Services: List of Documents that Establish Identity and Employment Authorization).

Admission Policy Communications

Each campus must include the official criteria and documentation requirements cited in the policy in all virtual and written communications on admission eligibility for respective licensed health professions students. This

includes adding the new criteria to the list of other eligibility requirements for advancement into the program (i.e., prerequisites, minimum GPA, etc.).

The policy does not affect students who have advanced into licensed health professions programs, or those considered for advancement prior to summer 2020. Students who were not previously eligible for admission may re-apply for consideration under the policy, pending their satisfactory completion of ALL required admission criteria, as outlined and reviewed by the respective health professions program.

Each campus must also disseminate the admission policy and criteria to faculty, academic advisors, career counselors, admissions, registrar, and other relevant staff.

Student and Faculty Support Services

Students may be directed to consult with CUNY Citizenship Now! for free and confidential immigration law services available to all members of the community (both CUNY students and non-students). Faculty are advised to consult with the College Legal Affairs Designee for any questions on eligible immigration categories and documentation to verify status.

LICENSED HEALTH PROFESSIONS PROGRAMS ADMISSION POLICY
July 15, 2020

Effective immediately, all CUNY licensed health professions programs will consider applicants for admission who are eligible for licensing in New York under the regulations of the New York State Education Department. The regulation provides eligibility for citizens and non-citizens who are "not unlawfully present," including those with Deferred Action for Childhood Arrivals (DACA) and those permanently residing in the United States under color of law (PRUCOL).

Applicants may demonstrate eligibility through documents that verify that they meet the required criteria. The most common documents include:

1. Proof of U.S. citizenship through a birth certificate, U.S. passport, naturalization certificate, or a certificate of citizenship.
2. Proof of legal permanent resident status with what is known as a "Green Card".
3. Proof of various eligible categories, listed below, generally through an employment authorization document (EAD) or other satisfactory documentation.

Eligible immigration categories:

1. International student with F-1 status
2. Asylee
3. Refugee
4. Temporary Protected Status (TPS)
5. Deferred Action for Childhood Arrivals (DACA)
6. Individuals paroled into the United States whose parole has not expired
7. Persons residing in the U.S. pursuant to an Order of Supervision
8. Persons granted a stay of deportation/removal

9. Persons granted an indefinite voluntary departure
10. Persons on whose behalf an immediate relative petition has been approved
11. Persons who have filed an application for adjustment of status to permanent resident
12. Persons granted Deferred Action Status
13. Persons who entered and have continuously residency in the U.S. before 01/01/1972
14. Persons granted suspension of deportation or cancellation of removal
15. Cuban/Haitian entrants
16. Persons with a pending application for asylum, withholding of removal or deportation, protection under the Convention Against Torture (CAT), cancellation of removal, or TPS
17. Persons in T or U non-immigrant status
18. Self-petitioner under the Violence Against Women Act
19. Other persons living in the U.S. who are not unlawfully present

UNCHANGED **Admissions Policy – Nursing Programs:** On June 25, the Office of Academic Affairs issued revised guidance for students seeking admission to CUNY's nursing programs to reflect current law, recently updated CUNY policy, and better reflect the University's strong support of non-citizen students and its long-standing reputation for creating a pathway to education for immigrants. To this, end, ***effective immediately***, all CUNY nursing programs will consider students to be eligible for admission consistent with the regulations of the New York State Education Department (NYSED) that make professional licensure available not only to U.S. citizens but to non-citizens so long as they are "not unlawfully present in the United States," including those with Deferred Action for Childhood Arrivals (DACA) and those who are permanently residing in the United States under color of law (PRUCOL).

New Nursing Admission Eligibility Requirements

To be admitted or advance into a NYSED-approved nursing program in fall 2020 and beyond, students must provide documentation for one of the categories listed in the attached policy. Namely, applicants may demonstrate eligibility through documents that verify that they: 1) are U.S. citizens, 2) have legal permanent resident status, or 3) are in another eligible category set forth in the policy, generally through presentation of an employment authorization document (see useful document from U.S. Citizen and Immigration Services: List of Documents that Establish Identity and Employment Authorization).

Nursing Admission Policy Communications

Each campus must include the official criteria and documentation requirements cited in the revised policy in all virtual and written communications on admission eligibility for nursing students. This includes adding the new criteria to the list of other eligibility requirements for advancement into the nursing program (i.e., prerequisites, minimum GPA, etc.).

The updated policy does not affect students who have advanced into the clinical component of CUNY's nursing programs, or those considered for advancement prior to summer 2020. Students who were not previously eligible for admission may re-apply for consideration under the revised policy, pending their satisfactory completion of ALL required admission criteria, as outlined and reviewed by the respective nursing program.

Each campus must also disseminate the revised admission policy and criteria to faculty, academic advisors, career counselors, admissions, registrar, and other relevant staff.

Student and Faculty Support Services

Students may be directed to consult with CUNY Citizenship Now! for free and confidential immigration law services available to all members of the community (both CUNY students and non-students). Faculty are advised to consult with the College Legal Affairs Designee for any questions on eligible immigration categories and documentation to verify status.

REVISED NURSING PROGRAMS ADMISSION POLICY
June 24, 2020

Effective immediately, all CUNY nursing programs will consider applicants for admission who are eligible for licensing in New York under the regulations of the New York State Education Department. The regulation provides eligibility for citizens and non-citizens who are "not unlawfully present," including those with Deferred Action for Childhood Arrivals (DACA) and those permanently residing in the United States under color of law (PRUCOL).

Applicants may demonstrate eligibility through documents that verify that they meet the required criteria. The most common documents include:

1. Proof of U.S. citizenship through a birth certificate, U.S. passport, naturalization certificate, or a certificate of citizenship.

2. Proof of legal permanent resident status with what is known as a "Green Card".

3. Proof of various eligible categories, listed below, generally through an employment authorization document (EAD) or other satisfactory documentation.

Eligible immigration categories:

1. International student with F-1 status
2. Asylee
3. Refugee
4. Temporary Protected Status (TPS)
5. Deferred Action for Childhood Arrivals (DACA)
6. Individuals paroled into the United States whose parole has not expired
7. Persons residing in the U.S. pursuant to an Order of Supervision
8. Persons granted a stay of deportation/removal
9. Persons granted an indefinite voluntary departure
10. Persons on whose behalf an immediate relative petition has been approved
11. Persons who have filed an application for adjustment of status to permanent resident
12. Persons granted Deferred Action Status
13. Persons who entered and have continuously residency in the U.S. before 01/01/1972
14. Persons granted suspension of deportation or cancellation of removal
15. Cuban/Haitian entrants

16. Persons with a pending application for asylum, withholding of removal or deportation, protection under the Convention Against Torture (CAT), cancellation of removal, or TPS
17. Persons in T or U non-immigrant status
18. Self-petitioner under the Violence Against Women Act
19. Other persons living in the U.S. who are not unlawfully present

UNCHANGED Admissions Services (Undergraduate and Graduate Recruitment/Application Support Services): University Admission Services continues to provide application support, recruitment and outreach services remotely during this critical time to both graduate and undergraduate applicants. Applicants and the broader community can contact us by email or phone.

- **Applications Available**: Admission applications for undergraduate freshmen/transfer, graduates, visiting students and continuing education learners remain open for the fall of 2020. There are a few college programs that have reached enrollment capacity and have been closed: Closed Programs. The Spring 2020 undergraduate application opened on June 1st.
- **Commitment Deadline Extensions**: Over 300 hundred colleges and universities nationwide have extended their commitment deadline as a result of the crisis, including many CUNY colleges. CUNY commitment deposit deadlines can be found on the Future Student Enrollment Guide.
- **Virtual Tours and Recruitment:** Virtual tours are an important tool for applicants considering their college options given current campus restrictions on gatherings and visitors. While not all campuses have tours available virtually, many are using available video conferencing tools and other virtual messaging platforms to conduct information sessions for admitted students as a substitute for traditional in-person yield events.
- **Recruitment Communication:** Recruitment and application messages continue to go out to the CUNY applicant pool and broader educational community that supports them. You can view copies and timing of these messages on our Recruitment Communication Blog.

UNCHANGED Future Student Enrollment Guide: The Future Students Enrollment Guide has been developed as a one stop portal for all Admission and Post-admission enrollment needs of Future Students. The page has been recently updated to include specific information for Transfers and Graduate Students.

UNCHANGED Admissions Operations (Application Processing): University Admissions Operations continue remotely with minor changes to the receipt and processing of mail. Application review for the Fall 2020 is moving forward on schedule and will be extended through July to support colleges in the enrollment process. Below is additional guidance on completing applications.

UNCHANGED Submission of Supporting Documents: With the launch of the CUNY Application we have seen an increase in the number of applicants who submit supporting documents electronically; through the CUNY Application or via secure e-delivery services. Some applicants continue to mail supporting documents to the University Application Processing Center and/or the CUNY Welcome Center, and we are prepared to continue to pick up and scan those documents into the admission system on a weekly basis. Postal mail continues to be a viable option for document submission and applicants should be encouraged to utilize it in the event documents are unable to be submitted electronically. Below is some guidance on specific credentials necessary to the completion of the application review process.

- **Official College/University Transcripts**: We continue to require official post-secondary records, whether those credentials are coming from US based institutions or International institutions. Though many colleges and universities are closing on-campus facilities, like us, they are moving to a distance workforce and their students are able to request transcripts via the web. Our applicants who attended US based institutions, will continue to request that official transcripts be emailed to admissions@cuny.edu or mailed to the University Application Processing Center. For our applicants who attended institutions abroad, and who indicate that they are unable to obtain their academic records because of the closure of the institution, we will consider copies of the original documents on a case-by-case basis. The copies of those credentials should be accompanied by a statement from the applicant that clearly indicates the reason for being unable to obtain the official credentials and an understanding that when the institution is able to do so, official post-secondary records will be requested and sent to CUNY. College administrators may consult the University Admissions Office via our campus support help desk (askCWC@cuny.edu) with any questions on the copies of the international credentials.
- **Official High School Transcripts (from US based institutions):** Applicants from US based institutions are required to submit official secondary school records. Schools/Guidance Counselors may continue to submit those via postal mail to the University Application Processing Center or they may submit electronically to transcripts@cuny.edu. The copies of those credentials should be accompanied by a statement from the applicant that clearly indicates the reason for being unable to obtain the official credentials and an understanding that when the institution is able to do so, official secondary school records will be requested and sent to CUNY. College administrators may consult the University Admissions Office via our campus support help desk (askCWC@cuny.edu) with any questions on the copies of the credentials.
- **Photocopies of High School Transcripts (non-US based institutions):** In line with our general business process, copies of secondary school credentials (transcripts, certificates, and national exam scores) from non-US based institutions will continue to be accepted. Those copies may be emailed to admissions@cuny.edu or mailed to the University Application Processing Center. The only exception are those applicants who are providing proof of secondary school completion through the WAEC; where we typically require the scratch-card information to be submitted via email for score verification with the testing agency.
- **English Language Translations of Secondary/Post-Secondary Credentials:** In line with our general business process, copies of translations of academic credentials will continue to be accepted via email to admissions@cuny.edu or postal mail to the University Application Processing Center.
- **Standardized Test Scores:** We continue to request, receive, load and match standardized test scores to applicant's records electronically. This is the fastest, most accurate and efficient way to get the scores attached to the applicant's record. For applicants unable to submit required standardized test scores (SAT, ACT, TOEFL, IELTS, PTE) as a result of a cancelled test administration; waiver requests should be directed and decided on by the campus admissions director.

UNCHANGED **Guidance for Evaluating Applicants Missing Standardized Test Scores**: Given the limited availability for applicants to sit for standardized testing as a direct result of the COVID-19 crisis, we strongly encourage college admission offices to consider applicants missing only standardized test scores on other available academic data. Centrally, we continue to request, receive, load and match available standardized test scores to applicant records electronically. Using a publicly accessible query (CU_AD_AUDIT_APPS_INCMP_CHKLIST), colleges can identify the exact list of applicants who are incomplete as a result of missing SAT/ACT scores. Using the output of the query, and other academic data points available on the Applicant File and CUNYfirst, colleges

should review and decide on whether or not they are willing to admit an applicant without SAT/ACT scores presented. The college may choose to accept the applicant to the academic program initially requested or a more suitable academic program at the college. In practice, the college would mark the college-specific AUTST (SAT/ACT) checklist as waived and manually enter the ADMT row on the campus application in Maintain Applications. Colleges must do the two steps simultaneously to avoid receiving an inaccurate admissions decision recommendation from the University Admissions Office. If the college is unwilling to make an admission decision without the SAT/ACT scores, the AUTST checklist should remain initiated and the file left in Applicant status.

UNCHANGED Immunization Requirements: According to the New York State Department of Health, immunizations are not required for higher education students attending online-only classes. For the purposes of immunizations, therefore, requirements are waived for the Spring 2020 and Summer 2020 semesters. Each campus will be responsible for updating and maintaining immunization records consistent with New York State law, including waiving immunization requirements in CUNYFirst and resuming the collection of immunization documents when appropriate. When on-campus instruction resumes in Fall 2020 (or earlier/later), immunization requirements will again resume. Immunization requirements are located here.

UNCHANGED Document Upload Tool: Students are now able to securely upload documents required by their colleges in the areas of Financial Aid, Admissions, Health Services, and Registrar/student records. This new upload feature in CUNYfirst enables students to deliver supporting documents that were previously required to be submitted in person. Upon submission, document files are stored in a FileNet Student Documents Repository and viewable by designated administrators in the relevant college and Central Office departments. Students can access the new "Document Upload" link in CUNYfirst by selecting Campus Solutions > Self Service > Document Upload. They then select the desired document classification (Admissions, Financial Aid, Health Services or Registrar) type of document to be uploaded. File formats include the following, subject to a 20-megabyte size restriction each: PDFs, Microsoft Office files, and photos of documents (JPEG). Detailed student instructions are available in Student Document Upload on the CUNYfirst Student Training page as well as from an announcement on the CUNYfirst portal page. Students having an issue with a document upload should contact their campus help desk for assistance.

Fall 2020 Instructional Modalities & Scheduling

UNCHANGED Faculty Professional Development – Online Pedagogy: More than 1,500 faculty have participated in the first three CUNY School of Professional Studies (SPS) Online Teaching Essentials (OTE) workshops. A fourth group of nearly 500 faculty are slated to join the fourth workshop, which takes place between August 4 and August 25. OTE gives faculty first-hand experience of what it is like to learn online in an asynchronous environment in Blackboard. The training is organized into 6 modules, including: understanding the online learning environment; structuring the online learning experience; communicating and interacting online; online presence and engagement; effective online assessment; and course schedule and reflection.

In addition to the CUNY School of Professional Studies (SPS) Online Teaching Essentials (OTE) workshops, CUNY is offering a number of programs to help faculty master best practices in online teaching and learning. This summer, CUNY has partnered with Western Governor's University to offer Helping Bring the Classroom to the Screen: Faculty Support for Course Design and Student Engagement in the Online World to 300 colleagues across CUNY, primarily faculty who already have some experience teaching online and are seeking to expand their

individual strategies for engaging students in online and hybrid teaching and learning environments. As the result of a partnership with the Association of College and University Educators (ACUE) and the National Association of System Heads (NASH), 300 faculty at CUNY's senior colleges are scheduled to start the 25-week ACUE Effective Teaching Practices program in summer and fall 2020. Four hundred twenty faculty at CUNY's community and comprehensive colleges will earn an ACUE microcredential in online teaching in fall 2020 through a partnership between CUNY, ACUE and the Carnegie Corporation. More than 400 faculty have signed up to participate in the CUNY Summer Faculty Webinar Series: Special Topics in Innovative Pedagogy, a 4-week series in late July and August that will address Open Pedagogy and Mindset approaches for increasing student motivation and engagement in online and in-person settings.

Finally, the Association for College and University Educators developed the *Inclusive Teaching Practices Toolkit*, a collection of curated resources that explains things that faculty can readily do to make their reaching even more inclusive. These resources have been posted as a news item on the faculty affairs homepage and as a new item on the faculty academic continuity page.

UNCHANGED **Guidance on Instructional Modalities and Course Scheduling for Fall 2020:** The University's highest priority in determining the balance between in-person and remote learning and working in Fall 2020 is to protect the health and safety of CUNY students, faculty and staff while creating the conditions for our students to make progress in their academic programs, for our faculty to advance their creative and scholarly activities, and our staff to meet our myriad programmatic goals. To this end, in accordance with flexibility afforded by the CUNY Board of Trustees and recent distance education regulatory relief provided by the United States Department of Education (USDE), Middle States Commission on Higher Education (MSCHE), and New York State Education Department (NYSED), the University issues the following guidance to inform the work of CUNY's campuses as they continue to prepare for a Fall 2020 were the proportion of online courses and remote services shall be higher than in the pre-COVID 19 era.

Please note that the guidance presented herein complements University and New York State Reopening Guidelines for Higher Education Institutions regarding the safe re-opening of campuses and changes to instructional modalities and course schedules must be reflected and supported by campus re-opening plans which require approval by the University. Furthermore, the guidance presented herein recognizes the important scenario planning processes colleges have been conducting and actions taken to build upon the successful implementation of the online and distance learning conversion process followed for the majority of the University's academic courses and support services in the Spring 2020 Semester and the ongoing Summer Term, as well as the alternatives developed to safeguard the completion of courses not easily converted to said modalities, in accordance to State and University guidelines at the time.

The guidance presented herein is subject to periodic updates which will be communicated in a timely fashion.

Strategic Context

On **July 9, 2020**, the Board of Trustees approved a resolution recognizing that by "(i) reducing the density of individuals on the University campuses and (ii) offering classes and support services in a primarily online and remote format, the University can better ensure the continued health, safety and welfare of its students faculty and staff and further ensure a continuity of educational curricula and better outcomes for our students, and

preserve the availability of its physical spaces for those academic programs and support services that require them."

To this end and in consideration of the Fall 2020 semester, the Board resolved to endorse the University's preparation for "the offering of its academic courses and programs for as many of its academic courses and support services as is reasonably practicable, in an online modality and remote format for the Fall Semester 2020 — with exceptions being made for courses that cannot be effectively delivered at a distance, such as those courses which are highly experiential, or services that involve some form of tangible exchange, such as food pantries, provided they meet New York State and University guidelines for on-site instruction or delivery; and that the Chancellor shall take such actions as are reasonable and necessary to give effect to the foregoing."

On **July 10, 2020**, Chancellor Matos Rodríguez stated that in endorsing this action, the Board has given the University "the most flexibility in making decisions and planning what the Fall semester will look like once New York City enters Phase 4, which signals the start of the reopening for CUNY." The Chancellor also acknowledged that the University has been "preparing for a range of scenarios that combine in-person, virtual and hybrid instructional modalities," and acknowledged that while 48 percent of the courses open for Fall 2020 registration are already scheduled for hybrid or online delivery, the hope is to increase this percentage in the weeks ahead in preparation for the start of the semester — as we want to avoid the type of disruption other universities have faced after announcing they would return to (predominantly) in-person instruction in the Fall only to soon after have to backtrack and reverse course because of a surge in coronavirus cases. (As a point of reference, a preliminary analysis performed by the University suggests that approximately 90% of courses offered for the Fall 2019 term could be if needed candidates for online delivery for the Fall 2020 term with approximately 10% requiring some accommodations for in-person learning.)

Chancellor Matos Rodríguez also stressed that "each CUNY campus has formed a Reopening Committee to develop personalized plans, following guidelines from CUNY Central that are consistent with Governor Cuomo's Phase 4 blueprint for higher education institutions and subject to final approval from the Office of the Chief Operating Officer."

Additional background information on the regulatory context for expanded online education is presented near the end of this guidance document.

As of **August 2**, we have 49,993 course sections scheduled for Fall 2020, with 93.9% of our Fall 2020 sections coded as fully online, 3.6% as Hybrid, and only 2.5% as in person.

Considerations: Instructional Modalities

In determining the instructional modality of specific courses in degree, non-degree programs, and continuing education as part of the development of campus-specific reopening plans, college presidents in exercise of their authority and in observance of all pertinent University bylaws and policies shall continue to:

1. Ensure that decisions be guided, first and foremost, by our commitment to equity and our obligation to protect the health and safety of all students, faculty and staff, along with our commitment to facilitate the maintenance of academic momentum and the achievement of learning outcomes for all students across CUNY.

2. Strive to offer as many of its academic courses and support services as is reasonably practicable, in an online modality and remote format for the Fall Semester 2020 — with exceptions being made for courses/programs that cannot be effectively delivered at a distance, such as those courses which are highly experiential or are dependent on access to campus infrastructure, and/or require in-person instruction based on regulatory requirements (e.g. select healthcare trainings).

3. Ensure that the corresponding course schedule allows international students to receive some degree of in-person instruction to respond to a worst-case scenario in which recent changes to the rules governing the Student Exchange and Visitor Program are not overturned by political or legal means prior to the start of the Fall 2020 term.

4. Continue to support professional development opportunities for faculty and staff on effective online teaching and provision of remote student support services.

5. Provide students with content to enhance their comfort and ability to learn online and seek to meet their expressed technology needs.

Considerations: Course Scheduling – In-Person Instruction

In setting course schedules for classes requiring in-person instruction as part of the development of campus-specific reopening plans, college presidents in exercise of their authority and in observance of all pertinent University bylaws and policies shall continue to:

1. Design/update Fall 2020 course schedules to reduce overlap and reduce the number of people in circulation on campus in accordance with phased reopening guidelines on maximum campus occupancy, while maximizing educational opportunity via strategic enrollment management.

2. Design/update Fall 2020 course schedules to minimize number of students, faculty, and staff traveling on public transportation during peak hours.

3. Design/update Fall 2020 course schedules to minimize disruptions in case COVID-19 conditions require all courses to be converted to online modalities after the term has started.

4. Design/update Fall 2020 course schedules to ensure that decisions be operationally feasible and financially viable.

5. Assess the impact of individual course modalities and course schedules on the ability of students to effectively enroll in the courses they need to maintain academic momentum as prescribed by their academic program and degree maps.

6. Develop strategies to reduce the face-to-face components of courses that must be offered at least partially in-person through, for example, virtual labs, or that may require on-site examinations (e.g., licensure exams.)

7. Extend classroom use during the day and at night to accommodate more class sections, working students, and optimize the use of academic spaces while maintaining physical distancing guidelines.

8. Assess feasibility of A/B scheduling depending on student needs (e.g. vulnerable populations), technological capabilities and/or immediately following historically high-travel periods (e.g. limiting on-site instruction during holiday travel periods), among other measures to reduce in-person congregations.

9. Assess feasibility of shifting design of class schedules to create cohorts or sections of students (e.g. alternating block (A/B) classroom schedules or course sections) to reduce risk of exposure or transmission among students.

10. Assess the impact of on-site instruction on the required number and type of staff needed to support the corresponding in-person student support services.

11. Enhance communications with prospective and continuing students to ensure they have all the information and support they need to enroll in the courses they need to maintain momentum toward their degree.

Coding of Instructional Mode

In finalizing instructional modalities for Fall 2020 courses, colleges shall code courses according to the definitions circulated on **June 3, 2020** and reproduced below for convenience:

Value	Description	Definition
P	**In-Person**	In an In-Person class, all required class meetings occur on campus, during scheduled class meeting times. Contact includes instruction, learning activities, and interactions (both student-student and student-instructor). An In-Person class where material is provided online, via a learning management system or website, does not displace any of the required contact hours that would normally occur in a scheduled In-Person class. Assignment deadlines and exams days/times are maintained and included on the class syllabus. **All In-Person class meeting days/times must be listed in the schedule of classes**.
H	**Hybrid**	In a Hybrid class, online contact hours (synchronous* or asynchronous**) displaces some portion of the required contact hours that would normally take place in a scheduled In-Person (face-to-face) class. Contact includes instruction, learning activities, and interactions (both student-student and student-instructor). A hybrid class is designed to integrate face-to-face and online activities so that they reinforce, complement, and elaborate one another, instead of treating the online component as an add-on or duplicate of what is taught in the classroom. Assignment deadlines and exams days/times are maintained and included on the class syllabus. **All In-person and synchronous online class meeting days/times must be listed in the schedule of classes for students.**

O	**Online**	In an Online class (synchronous* or asynchronous**), all required contact hours are online. Contact includes instruction, learning activities, and interactions (both student-student and/or student-instructor). All the class work, examinations, quizzes, writing assignments, lab work, etc. are fully online. **All synchronous class meeting days/times must be listed in the schedule of classes for students.**

***Asynchronous**: Asynchronous class meetings do not require you to log in to your virtual classroom at a specified time. Students do not have to follow a strict schedule to engage in live classes or discussions, and the only requirement regarding when they turn in their work is the assignment deadline, not an arbitrary timeline. Assignment deadlines and exams days/times are maintained and included on the class syllabus. Per best practices, instructors should create non-mandatory opportunities for live interactions with and among students.*

***Synchronous**: Synchronous classes meetings resemble traditional on-campus In-Person classes in that students must be (virtually) present at the same time. Though they are conducted virtually, synchronous classes meet in real-time. Students must commit to scheduled class times and sign onto their virtual learning platform on schedule. During these classes, students will engage with the instruction during online lessons and presentations and even have virtual class discussions. Assignment deadlines and exams days/times are maintained and included on the class syllabus. All synchronous class meeting days/times must be listed in the schedule of classes for students. Per best practices, instructors should make effective use of learning management systems for the posting of class materials and submission of class assignments.*

Course Assessments for Fully Online Courses

A system-wide remote proctoring task force — including members from our Committee on Academic Technology, Council of Academic Affairs, University Faculty Senate, and Council of Chief Information Officers — recently submitted recommendations (June 29, 2020) that reiterate that, whenever possible, alternative methods of assessment such as papers, presentations, annotations, or e-portfolios should be the default assessment method.

Understanding, however, that across the University there are several programs and courses, including specialized and licensure programs, that utilize the traditional testing approach and need an on-line proctoring solution, the task force has identified several tools that the University will explore with an eye towards implementation in Fall 2020.

Moving forward, the Office of Academic Affairs will work with the task force and other stakeholders to curate and aggregate content that highlights best practices for promoting academic integrity in remote learning. In the meantime, in evaluating options for your colleges, you may want to consider Baruch College's Center for Teaching & Learning: Balancing Academic Integrity during Final Exams with Student Privacy, Access and Equity in Spring 2020. Other resources, in addition to those already available through your own CETLs, include: Rutgers' School of Arts and Sciences Office of Undergraduate Education; Center for Innovative Teaching and Learning at the University of Illinois Bloomington; Cornell University's Center for Teaching Innovation and, UC Berkeley's Center for Teaching & Learning.

Grading Policies

The Flexible Grading Policy was approved by the Board of Trustees exclusively for the Spring 2020 semester in response to the sudden change in instructional modality and the disruption the COVID-19 pandemic has had on

the lives of our students, faculty and staff. The policy has not been extended to future terms nor is there an expectation that it will be.

Classroom Teaching Observations of Hybrid and Online Courses

Per CUNY and PSC's Memorandum of Agreement, regardless of the mode of instruction, at least once during each academic semester, non-tenured and non-certificated members of the teaching staff shall be observed for a full classroom period. One observation shall take place during any scheduled class, except as specified in Article 18.2 (b) 3 for classes conducted wholly or in part through online technology, during the first ten weeks of the semester. For additional details please refer to the Memorandum of Agreement (linked here).

Regulatory Context

The expansion of hybrid and online courses in CUNY's Fall 2020 academic offerings is supported by regulatory relief provided by the United States Department of Education (USDE), Middle States Commission on Higher Education (MSCHE), and New York State Education Department (NYSED), the University, as summarized in the brief chronology below.

On **May 15, 2020**, the United States Department of Education (USDE) extended the waiver it had previously issued for the Spring 2020 conversion of in-person courses/programs to distance education to the Fall 2020 term. The relevant text from the corresponding memo (linked here) is reproduced below for convenience.

> **Distance Education**: *We are aware of the need for institutions to plan how they will offer instruction for upcoming periods of enrollment. Many institutions have informed us of their intent to offer both the summer and fall terms using distance education. To provide the necessary flexibility for institutions to make timely decisions, we are expanding the broad approval for the use of distance education as provided in the **April 3, 2020**, EA [Electronic Announcement] to include payment periods that overlap **March 5, 2020**, or that begin on or between **March 5, 2020** and **December 31, 2020**.*

> **Accreditation requirements**: *Normally, an institution offering a program via distance education must be accredited for distance education by an agency that has distance education in the scope of its recognition by the Secretary. The Department has interpreted this requirement to apply when an institution offers a program where at least 50% of the program is offered through distance education. The Department is waiving this requirement under the Higher Education Relief Opportunities for Students (HEROES) Act for payment periods that begin on or before **December 31, 2020** as outlined above.*

On **May 19, 2020**, following USDE action, the Middle States Commission for Higher Education (MSCHE) indicated that "institutions not approved to offer distance education may continue to offer programs using this delivery method for the duration of the USDE extension without further approval from the Commission." The relevant text from the corresponding memo (linked here) is reproduced below for convenience.

> *On **May 15, 2020**, the United States Department of Education (USDE), Office of Postsecondary Education, extended the temporary waiver for the use of distance education as an alternate delivery method through **December 31, 2020**. MSCHE institutions not approved to offer distance education may continue to offer programs using this delivery method for the duration of the USDE extension without further approval*

*from the Commission. The expedited distance education review process, discussed in the MSCHE memo of **May 4, 2020**, will not be used at this time. Institutions wishing to use distance education as an alternate delivery method beyond the USDE extension must seek approval through the substantive change process outlined in the Commission's Substantive Change Policy and Procedures and Substantive Change Guidelines. For more information, please contact your institution's MSCHE Vice President liaison.*

On **May 20, 2020**, following USDE and MSCHE action, the New York State Education Department (NYSED) extended its waiver of registration of academic programs in the distance education format due to the continuing COVID-19 pandemic public health emergency, granting flexibility to institutions of higher education in the State of New York to offer online courses in programs without triggering the need to register with NYSED the distance education format to the program for the Fall 2020 semester. The full text of the corresponding memo (linked here) is reproduced below for convenience.

Registration of a program in the distance education format is normally required if 50% or more of the program can be completed online. Due to the COVID-19 public health emergency, and consistent with US Department of Education updated guidance, institutions are granted flexibility to offer online courses in programs without triggering the need to add the distance education format to the program for the Fall 2020 semester.

Offering programs in the distance education format (50% or more of the program can be completed online) beyond the Fall 2020 semester will be subject to regular distance education approval requirements, including the submission of program registration applications to NYSED. The need to extend this flexibility will be determined depending upon the COVID-19 emergency timeframe and circumstances.

Professional licensure and educator preparation program clinical experience courses must meet regulatory requirements, and students must complete adequate clinical hours to ensure competency. Updated clinical experience guidance and considerations may be forthcoming based upon the circumstances of the continuing emergency.

On **June 22, 2020** New York State published Reopening Guidance for Higher Education Institutions as part of the Phase 4 New York Forward reopening plans. These guidelines were last updated on **June 28,2020** by the New York State Department of Health (DOH). The "Interim Guidance for Higher Education During the COVID-19 Public Health Emergency" document is the foundation of the University's Reopening process described by Chancellor Matos Rodríguez in his **July 19, 2020** message to campus communities. The foreword of the DOH document (linked here) is reproduced below for convenience.

This Interim Guidance for Higher Education during the COVID-19 Public Health Emergency ("Interim COVID-19 Guidance for Higher Education") was created to provide colleges, universities and other higher education institutions, and their employees, students, visitors, contractors, and vendors with precautions to help protect against the spread of COVID-19. This guidance is intended to address all types of in-person higher education institutions, including but not limited to community and junior colleges, universities, graduate and professional schools, medical schools, and technical schools. In addition to affirming to understand and meet the requirements described herein, higher education institutions must develop a plan for reopening and operating for the duration of the COVID-19 public health emergency. Plans should

reflect engagement with campus stakeholders, including but not limited to administrators, faculty, staff, students and, where appropriate, affiliated organizations (e.g., union, alumni, and/or community-based groups). Specifically, each institution must develop and submit a plan that, at a minimum, covers: (1) Reopening of the campus, (2) Monitoring of health conditions, (3) Containment of potential transmission of the virus, and (4) Shutdown of in-person operations on the campus, if necessitated by widespread COVID-19 transmission.

Reporting

Similar to the attestation process developed by the Office of Academic Affairs for the conversion of in-person courses to distance learning in Spring 2020, college presidents will be required to attest to and provide supporting documentation of the following:

1. The College developed a plan to determine the balance between In-Person, Hybrid, and Online course offerings in Fall 2020, subject to the New York State and University guidelines.

2. The College provided guidance to faculty regarding relevant policies associated with IT platforms, safeguarding student data, and accessibility standards, per guidance provided by the U.S. Department of Education, for an institution to meet the requirements for distance education.

3. For Hybrid and Online courses the College provided guidance to students regarding technology needs associated with each course and the assessment methods to be used in those cases where online proctoring solutions could be utilized.

4. In approving the final Fall 2020 course schedule and corresponding course by course instructional modalities, the College met all the requirements — including the requisite number of instructional hours for all courses regardless of instructional modality — established by the US Department of Education (USDE), New York State Education Department (NYSED), Middle States Commission on Higher Education (MSCHE) and the Student and Exchange Visitor Program (SEVP).

Research Continuity
Additional details and funder-specific guidelines are available from CUNY's Office of Research and the CUNY Research Foundation.

UNCHANGED **Research Framework for Phased-in Reopening**: Research is important to the University mission, our capacity to advance discovery and innovation, and four ability to facilitate economic recovery. To this end, based on the work of key stakeholders across our University, the University is following a 4-stage framework for the phasing in of on-site research in CUNY.

- **Stage 1** – Plan and prepare to phase in on-site research, with an eye toward Stage 2 research priorities. Plans include establishing clear research priorities and CUNY approval processes per City and State guidance, working with relevant researchers, to discern space, equipment, and personnel needs for safety, developing health and safety protocols, and establishing communication and health monitoring plans.
- **Stage 2** – Expand on-site access to research (up to 50% capacity), priorities including: externally funded and deadline-driven work (regardless of researcher rank or tenure status), research by graduate

students who are near degree completion, untenured faculty research, and/or research requiring season-specific sample collections. Plan and prepare for Stage 3 priorities.

- **Stage 3** – Expand on-site access to tenured associate and full professors, and graduate students and postdoctoral research associates. Plan and prepare for Stage 4 priorities.
- **Stage 4** – Expand on site access to undergraduate students.

Based on recent guidance from the State regarding the interaction between University, City, and State standards and how these should factor in obtaining the required approvals for the implementation of the above plan, we are pleased to announce that effective immediately, the University will adopt the following internal approval process.

1. College submits their higher education research reopening plans to CUNY's Office of Research. The Office of Research will review and work with the colleges to ensure they are in compliance with the State's Interim Guidance for Higher Education Research and meet the mandatory criteria included in the State's Higher Education Research Guidelines for Employees and Employers (see attached).

2. Once the Office of Research certifies that the plan meets all relevant State and University criteria, the plan will be routed to the Executive Vice Chancellor and University Provost for review and approval.

3. Once the Executive Vice Chancellor and University Provost approves the plan, he will notify the corresponding College President, Chancellor and the Chief Operating Officer of his decision via a formal letter including copies of the approved campus plan and checklist showing how campus plan meets mandatory state guidance. This letter will underline the University's expectations regarding the fidelity with which the plan must be implemented and any reporting requirements that may be needed to ensure full compliance.

The University is confident the proposed approval process ensures that all research activity will meet State requirements, implement relevant best practices, and ensure that essential personnel currently on site are thoughtfully attended to, including in receiving education/training plans.

We are eager to restart our University's research operations — because of what it means for our faculty, the disciplines we advance, and the real costs associated with closed labs — and very much look forward to your approval of the proposed way forward.

UNCHANGED **Human Subject Research:** Research interactions with human subjects should be limited to minimize risk of contracting or spreading COVID-19 and conducted in accordance with State and approved College guidance. Follow your college HRPP guidelines and IRB-approved protocol, but in general direct interaction with human participants should be minimized. Study participants should neither be required nor coerced into participating in person, and no undue influence should be presented to encourage participants to travel to CUNY colleges. Ethical principles of research and federal regulations for the protection of human research participants require an acceptable risk/benefit ratio for in-person contact associated with research. The prospect of direct benefit to the participant is determined by justification provided by the PI. PIs should ensure their justification is in the interest of public health.

Studies which offer direct therapeutic benefit to participants or studies which may not be stopped without causing harm to participants, may continue, on a case-by-case basis. Any modifications to already-approved IRB study protocols must receive IRB approval prior to their implementation.

Studies which do not offer direct therapeutic benefit to participants should be conducted remotely, unless they are in a priority area for ramping up, as determined by the College. Any modifications to already-approved IRB study protocols must receive IRB approval prior to their implementation.

PIs should notify the college HRPP Coordinator and sponsor of any changes in research procedures and submit all HRPP/IRB modifications via Ideate. For PIs submitting new protocols, data collection methods should be for remote data collection, except when campus approval for on-site research is granted. Depending upon the planning and preparation Stage for the college, PIs may seek IRB approval for in-person research if it has not already been approved.

UNCHANGED Personal Health Information (PHI): Researchers who collect and store protected health information (PHI) should develop procedures that protect the confidentiality of PHI when it is transferred, received, handled, shared, or stored using remote data collection platforms or solutions per the Acceptable Use of University Data in the Cloud Policy. Both WebEx and Microsoft Teams can be used for real-time videoconferencing, if sessions are not recorded, and are freely available for CUNY affiliates. WebEx is available CUNY-wide until August 31, 2020. Zoom offers a healthcare HIPAA-compliant plan that is not licensed by CUNY.

UNCHANGED Data Use Agreements: For studies of data access and analysis covered by data use agreements (DUA), PIs *may* need to request modification if a different platform is required beyond that covered by the DUA. Please contact the Agreements Point Person at your college. If the DUA involves human subjects and the protocol requires modification, the IRB modification should be submitted via Ideate.

UNCHANGED Animal Research: For animal care, essential personnel who are needed to maintain on-site facilities should be identified and trained to ensure coverage. These plans should remain in place until CUNY is in Stage 4, to ensure that needed resources are available in the event that research has to be scaled back. PIs should continue to work with colleges to identify, train, and have available essential personnel. Extra food and bedding for animals should be ordered, available, and maintained, as well as extra PPE for animal husbandry staff. Orders for additional animals should be minimized, especially during Stage 1, 2, and 3, except on a case-by-case basis. PIs should follow their college animal facility and IACUC policies regarding continuation of animal protocols.

Inspections are allowed to be conducted up to 30 days beyond the 6-month period, but this should not drift forward from year to year. During this interim emergency period, non-USDA inspections can be made by one qualified person. Waiver requests for inspections can be made by IOs, or IACUC Chairs, Coordinators, or Vets. There should be communication amongst these groups about requesting waivers. Waivers may be granted for specific functions of the IACUC (defined in The Guide), and must be accompanied by a justification for waiver of each function.

UNCHANGED Equipment/Facilities: For equipment/facilities that require human attention and/or supplies for operation, college issued maintenance plans to be executed by trained essential personnel should be in place and evaluated on an ongoing basis throughout Stages 1 to 3. PIs should communicate any related needs via the proper college contacts (including via EHS Officers).

UNCHANGED **Researcher Travel:** Researchers should follow CUNY travel guidance on the [CUNY Coronavirus](#) portal, as well as avoid international travel per the [U.S. State Department](#). For guidance on reimbursement from federally-funded travel – see appropriate links or contact your Program Director. For more information see corresponding domestic and international travel guidance in this memorandum.

UNCHANGED **Tissue and other non-IACUC Materials Research:** For tissue and other non-IACUC materials such as insects, plants, and sea animals, additional orders should be minimal except on a case-by-case basis. PIs should be prepared to scale back research, especially during Stages 1, 2, and 3, and may have to decide which materials to maintain (e.g., freeze) and which to abandon. PIs who work with such materials should contact their college EHS Officer to design a contingency plan appropriate to the materials in question.

UNCHANGED **Commercialization of Research:** CUNY researchers have responded to the COVID-19 pandemic with a wide array of technological solutions. Researchers can continue to pursue potential commercial applications (both COVID and non-COVID inventions) during this time by filing invention disclosures, seeking intellectual property protection, establishing contact with companies, writing SBIR proposals, and other related work that can be conducted remotely. For further assistance, please contact CUNY's [Technology Commercialization Office](#).

MSCHE Accreditation Issues

UNCHANGED **Updated MSCHE Guidance**: In reading the following announcements and guidance please note that Institution refers to the college (the institution that is accredited); CEO to the college President; and ALO to the Accreditation Liaison Officer (one per college).

For MSCHE, there are two primary types of alternative delivery methods, both of which are defined by federal regulation: distance education and correspondence education. The MSCHE definition of distance education is an educational program when 50% or more of the program is offered through distance education. The 50% applies to courses that are offered in their entirety online (100%) although courses utilizing mixed delivery or hybrid methods may be part of the program.

Two phases of regulatory relief provided by the United States Department of Education (USDE) and MSCHE waived approvals needed for colleges to provide distance education through **December 31, 2020**.

(Please note that the situation is more complex for non-immigrant students on an F-1 or M-1 visa. When the Department Homeland Security recently rescinded its ruling barring international students from taking online courses only in **Fall 2020**, it was announced that the regulations will revert to the status quo guidance of March 9, which provides flexibility to continuing students. Please refer to the **University Admissions** section of this document for more information under the Student and Exchange Visitor Program guidance.)

On top of Covid-19, decisions made at the federal level in November 2019 ushered in planned changes on **July 1, 2020**, including new program-specific reporting requirements. The institution must obtain prior approval from MSCHE for the **first program** offered through distance education, by submitting a Substantive Change Request. Once MSCHE approves this and acts to include distance education as an alternative delivery method within the institution's scope of accreditation, the institution has approval to offer more distance education courses. Before **July 1, 2020**, MSCHE required two approved programs to include distance education within its scope of accreditation, but now the requirement is one program. (To check, find your institution in the Institution

Directory on the MSCHE website, access your Statement of Accreditation Status, and note the Alternative Delivery Methods tab at the bottom.)

Now, there is a new federal regulation that requires that colleges notify MSCHE about **every subsequent offering** under that delivery method.

WHAT TO DO/ACTIONS REQUIRED

As of **July 1, 2020**, there are new procedures, guidelines, and forms (some still undergoing updates). Please ensure that you are not using outdated forms, and please double-check with your MSCHE Vice President liaison that you are working with the latest information. There is also a new tiered review procedure, with tiered fees.

A. For colleges that have no distance education programs approved as an alternative delivery method—Bronx, City, Guttman, LaGuardia, Medgar, NYCCT, and Queensborough:

Please submit a full Substantive Change Request for one program by one of two deadlines in Fall 2020: **September 1** for MSCHE review by the end of October and **November 1** for review by the end of December. (Schedule is available here.)

Procedure summary (but consult your ALO as the expert):

- Complete the Substantive Change Screening Form, which is available only within your institution portal.
- Complete the form for Type No. 4 Alternative Delivery Method. There is now a separate form for each type of change. You can access the forms within the list "Types of Substantive Change (as of July 1, 2020)." Click on "Alternative Delivery Method."
- Evidence is required as attachments. The entire final PDF document cannot exceed 100 pages.

Approvals (Section C of the form):

- CUNY does not require System Approval for MSCHE (please check "NO" in Section C on the form).
- But you must first obtain your own college approvals. * *If not yet obtained but required, request form must be submitted after all institutional approvals are received.*
- You should also seek New York State Education Department (NYSED) approval in parallel, although NYSED approval does not need to already be obtained.
- Applying for NYSED approval does require CUNY Board of Trustee approval. (See below for details.)

While awaiting the formal MSCHE action, please begin preparing for "B" or "C" below.

B. For colleges that already have distance education as an alternative delivery method in their MSCHE scope of accreditation (have approval for one or two programs) and have not been on Warning within the last three years:

There is a **new step** to notify MSCHE for every program to be delivered via distance education. (Always consult your ALO as the expert.)

- Complete the Substantive Change Screening Form, which is available only within your institution portal. This Screening Form will now be used for both step #1 of the full Substantive Change Request and for this new notification process.
- You need to complete this Screening Form only for program changes as of July 1, 2020. (You don't have to register longstanding online programs.)
- These records will be kept by MSCHE in your "institutional record," which is not openly accessible or listed on your SAS. The institutional record is a compilation of materials and data MSCHE has on file about your college. It's important to maintain your own records about which programs have been registered to offer distance education.
- You have to enter each program separately.
- The $200 per-program fee is waived through 2020-21.
- There is no disadvantage to notifying MSCHE about programs planned to be offered through distance education. You do not need to file a subsequent notification if later the program is not offered through distance education. The program stays in the institutional record and ensures that MSCHE is meeting federal regulatory requirements, should the USDE reviews these files.
- You have 30 days to notify MSCHE once a program is offered through distance education. If the current USDE waiver expires in December 2020 and you offer programs via distance education in Spring 2021, you will have 30 days to notify MSCHE about each one, unless you plan ahead.
- This notification process does not require CUNY System Approval or notification to Central OAA.

- It is not yet clear if MSCHE's per-program notification process requires applying for NYSED registration for distance education at the same time, but if it does, applying for NYSED registration does require CUNY Board of Trustee approval. (See below for details.)

C. For colleges that have distance education as an alternative delivery method in their MSCHE scope of accreditation (have approval for one or two programs) and have been on MSCHE Warning within the last three years:

(The three years begins on the date your institution was put on Warning. Count up to the day you plan to submit your application.)

There is a **new step** to notify MSCHE for every program to be delivered via distance education. (Always consult your ALO as the expert.)

- You are not able to notify MSCHE by completing the Substantive Change Screening Form, as outlined in "B" above.

- You will need to complete a separate form (not yet available) that will be posted on the MSCHE website to obtain **prior approval** for every program to be offered through distance education.
- This means planning ahead is critical to obtain approvals before the current USDE waiver expires in December 2020.
- This notification process does not require CUNY System Approval or notification to Central OAA.
- It is not yet clear if MSCHE's per-program notification process requires applying for NYSED registration for distance education at the same time, but if it does, applying for NYSED registration does require CUNY Board of Trustee approval. (See below for details.)

The **July 1, 2020** changes also allowed regional accreditors, now referred to as institutional accreditors, to consider membership expansion beyond geographic boundaries. MSCHE is now accepting applications from all domestic institutions, as the first step in a phased-in approach. MSCHE will not change its name.

UNCHANGED New Program Reporting Requirements: In addition to the new program reporting requirements for every program offered through distance education, there is a new requirement to report program changes of 25% or more. It is important to support your ALOs and institutional effectiveness offices in these new efforts. In addition, if your program changes require notifying MSCHE, it is likely that the program has approached or is about to approach the one-third curricular change threshold triggering the need to file a program change request with NYSED. Such requests require CUNY approvals and submission via the CAPPR Report, as below. We strongly recommend initiating MSCHE and NYSED changes in parallel so as to minimize omissions. There is no disadvantage to filing a program change with NYSED, even if the change does not yet amount to strictly 33%. In fact, NYSED encourages the submission of a program change every 5-6 years, to avoid a situation in which multiple incremental changes are not reported to NYSED over an extended period of time. Please contact Dr. Ekaterina Sukhanova with questions (Ekaterina.Sukhanova@cuny.edu).

UNCHANGED Self Study Requirements: Institutions are still held to the same standards and requirements, and those in the near-term Self Study cohorts are expected to proceed, even with the challenges brought by Covid-19.

UNCHANGED Upcoming MSCHE Events: Colleges should consider attending one of more of the following events.

- **September 15, 2020**, 1 pm to 3 pm: Virtual President-Provost Meeting (no fee)
- **September 21, 2020**, 10 am to 12 noon: Virtual Town Hall (no fee)
- December annual conference: *cancelled*

Please note that in addition to engaging in MSCHE events, MSCHE strongly recommends that college Presidents and ALOs keep in good touch with their MSCHE Vice President liaisons. Please keep your institution's key contacts in your MSCHE portal updated to ensure appropriate individuals receive important messaging. In addition, the [MSCHE website](#) has detailed guidance. You may also contact Karen Kapp (karen.kapp@cuny.edu) in CUNY's OAA with questions.

UNCHANGED MSCHE Annual Institutional Update (AIU): The 2020 Annual Institutional Update (AIU) had been rescheduled from earlier this spring and will now launch on **July 13, 2020 and remain open through August 14**, **2020.** The AIU is mandatory.

NYSED Regulatory Issues

UNCHANGED Distance Education: For NYSED, registration of a program in the distance education format is normally required if 50% or more of the program can be completed online. Institutions are granted flexibility to offer online courses without triggering the need to add the distance education format to the program for the **Fall 2020** semester. The need to extend this flexibility will be determined depending upon the Covid-19 emergency timeframe and circumstances. Professional licensure and educator preparation program clinical experience courses must meet regulatory requirements, and students must complete adequate clinical hours

to ensure competency. Updated clinical experience guidance and considerations may be forthcoming based upon the circumstances of the continuing emergency.

Submitting to CAPPR

Colleges wishing to submit programs for approval to NYSED follow the usual CAPPR Report procedures on the Academic Reports webpage

 https://www.cuny.edu/academics/academic-programs/academic-program-resources/academic-reports/. The submission deadlines are **September 8** for the October BOT meeting and **October 26** for the December BOT meeting, respectively. Please contact Dr. Ekaterina Sukhanova (ekaterina.sukhanova@cuny.edu) in OAA with questions.

NYSED requires a separate program change application to add distance format for each individual program, with the first distance education program application involving a more detailed information on the institution's resources.

Shortened semester

On July 17, 2020 NYSED has announced that New York State colleges and universities are permitted to shorten the Fall 2020 and Spring 2021 semesters from a minimum of 15 weeks to no less than 12 weeks without impacting a student's eligibility for New York State financial aid. While, at the time of this writing, no CUNY-wide change to the academic calendar is anticipated, this temporary flexibility may be useful to colleges in selected cases, particularly in programs with a significant applied component. The amended regulation may be consulted on the NYSED site: http://www.nysed.gov/common/nysed/files/shortened-semester-ceo-memo.pdf.

Academic Policies, Requirements, and Deadlines

UNCHANGED **Recording of Remote Classes:** As is the case with many colleges and universities that have chosen online and distance learning modalities as a result of the COVID-19 pandemic, faculty utilizing Zoom, Blackboard Collaborate and other digital technology to deliver course curriculum/material must be sensitive to issues of privacy. To that end, faculty offering classes through web conferencing digital technology like Zoom must not record a student in a class session without the student's consent. Similarly, CUNY discourages students from recording the sessions unless such recording is part of a reasonable accommodation under the law or is not prohibited by campus policy. To obtain consent, faculty who wish to record their class sessions must provide the following announcement, in emails, and/or class syllabus, to enrolled students and verbally at the opening of the first class session:

> *Students who participate in this class with their camera on or use a profile image are agreeing to have their video or image recorded solely for the purpose of creating a record for students enrolled in the class to refer to, including those enrolled students who are unable to attend live. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who un-mute during class and participate orally are agreeing to have their voices recorded. If you are not willing to consent to have your voice recorded during class, you will need*

to keep your mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live.

As mentioned in the announcement, recording of classes is for the benefit of students. Faculty shall not use class recordings as a means of determining class attendance and are reminded that CUNY is classified by the U.S. Department of Education as a non-attendance taking institution. Doubts faculty may have regarding the identity of participants should be alleviated if faculty offer their classes through applications and resources that have been licensed by CUNY Central or their college and require a CUNY/College ID for login, thereby giving reasonable assurance that participants are CUNY students.

For the avoidance of doubt, the prohibition on recording without consent does not apply to audio or video lectures of the faculty member only and that do not include a student participation component.

UNCHANGED **Final Exams for Developmental Courses**: Given plans to reduce density on CUNY campuses in the fall 2020 term, University-wide final exams for developmental courses and interventions will not be administered for those terms. This is a continuation of guidance issued for the spring and summer 2020 terms. Under normal circumstances, the CUNY Assessment Test in Writing (CATW) and CUNY Elementary Algebra Final Exam (CEAFE) are administered in person at campus testing centers. Per University policy, these tests normally constitute 35% of a student's final course grade in top-level developmental/English as a Second Language (ESL) courses and interventions in writing and math. The instructor determines the other 65% of the course grade based on the student's course performance. For fall 2020, faculty and instructors of such courses/interventions (including CUNY Start/Math Start/USIP and any other intervention) will determine 100% of the final course grade based on student performance in the course/intervention. Top-level reading courses and interventions typically use a departmental (rather than University) final exam as 35% of the course grade. For fall 2020, faculty and instructors of reading courses/interventions may also locally determine 100% of the final course grade based on student performance. Proficiency in reading, writing, and math will continue to be awarded based upon successful completion of the course/intervention.

Colleges are not required to, but may, substitute a local final exam in place of the University final exam. Because CUNY Start/Math Start uses structured common curricula and has a professional development team that works across partner colleges, the program has created standardized grading plans for its math and reading/writing interventions which will be used to determine students' grades and proficiency status.

Some short USIP interventions have used CEAFE or CATW as 100% of a student's grade (no instructor grade component), as authorized in the September 28, 2016 memo "Exit Standards for Non-Course-Based Developmental Interventions." A poll of USIP Directors found that no campuses planned to do that for summer 2020. If a Provost decides to exercise that option for Winter 2020, the University will share test forms for local use and grading. The same 2016 memo indicated that the CUNY Language Immersion Program (CLIP) would use the CATW as a high-stakes exit. For CLIP, alternative measures were coordinated with the program leadership. These decisions were made in consultation with the ESL, Reading, Writing, and Math Discipline Councils; CUNY Start leadership; USIP Directors; and the University Director of Disability Programs. For additional information, please contact Director of Testing Melissa Uber at Melissa.Uber@cuny.edu

UNCHANGED **Policy on the Use of Flexible COVID-19 Grading Policy for non-CUNY Transfers:** We have been fielding questions regarding the applicability of the COVID-19 Flexible Grading Policy for students applying to

CUNY institutions from non-CUNY institutions. This is understandable as approximately 150 institutions (as of April 6, 2020) of higher education in the United States alone have provided students the option to select a binary grade instead of a letter grade or mandated that all students be graded with a binary grade. To this end, we wanted to alert you that we will update the CR/NC FAQs to include the following Question/Answer pair:

> *Q - If I am transferring to CUNY from outside the university and my previous school had a mandatory or voluntary binary grading system (P/F; CR/NC) will my credits still transfer?*
> *A - For courses taken in the spring 2020 semester only, we will honor and transfer in binary grades for all courses that would normally transfer, without negative impact on admission, transfer credit, or degree requirements.*

As a result, the binary grades of all applicants from institutions outside of CUNY to undergraduate degree programs at CUNY shall be transferred in the same manner as binary grades transferring within CUNY, providing the institution's accreditation meets the normal standards for credit transfer at the college or school. A previously granted equivalency shall be honored regardless of the Spring 2020 grade or grade type. Courses that have not been previously evaluated for an equivalency shall be reviewed by the appropriate parties on the basis of the content and learning outcomes with no regard paid to the grade or grade type of a specific applicant.

The above is consistent with the intent of our *Special COVID-19 Flexible Grading Policy*, approved by the Board of Trustees on **March 30, 2020** and the *Special COVID-19 Graduate Admissions Policy*, approved on **May 18, 2020**. The former allowed all students, excluding students in the CUNY School of Law and the CUNY School of Medicine, to opt for a binary grade of "Credit" or "No Credit" in lieu of their earned grades as recognition of the disruptive effect COVID-19 on our educational process and indicated that "students with Credit/No Credit grades will be able to transfer those courses across colleges within CUNY…". The latter requires all CUNY graduate admissions committees to adjust their selection decisions to not disadvantage applicants, from within or external to CUNY, whose transcripts indicate binary grades for the Spring 2020 semester. The same resolution also encouraged other institutions of postsecondary education to make the same considerations in making their admissions decisions, as CUNY would like the same courtesy bestowed upon our graduates. Finally, this course of action is also in the spirit of greater flexibility afforded by the *Policy for the Use of Credit for Prior Learning* which was approved at the **June 29, 2020** CUNY Board meeting.

UNCHANGED Alternative ESL Placement Assessment for Incoming Fall 2020 Students: The closing of campus testing centers for spring 2020 has created a number of challenges in administering the CUNY Assessment Test in Writing (CATW) for English as a Second Language (ESL) placement and proficiency. The paper and pencil exam is typically administered to incoming students who have been flagged as potential ESL via the admissions process, as well as, students who are exiting the CUNY Language Immersion Program (CLIP) and scored at University-administered central grading sites. In place of paper and pencil exams, an online variation of the CATW, the ESL Diagnostic Assessment, will be administered to incoming fall 2020 ESL students, as well as, students exiting the CLIP program. The student responses will be evaluated locally by each colleges' ESL faculty or designees to determine appropriate placement into the ESL course sequence, English Composition, or pre-matriculation programs (CLIP, USIP). The ESL Diagnostic Assessment was developed by the University Testing Office and the Office of Policy Research in consultation with the members of the ESL Discipline Council (ESL DC). Additional guidance and instructions for campuses will be released shortly. Please contact Director of Testing Melissa Uber at Melissa.Uber@cuny.edu with any questions.

UNCHANGED **Special COVID-19 Graduate Admissions Policy:** Because the University recognizes the disproportionately adverse impact that the COVID-19 crisis has had on historically underserved communities and in consultation with campus presidents and deans, the Council of Academic Affairs and the University Faculty Senate as well as the University Student Senate, have determined the need for a policy that will provide students clarity on how the University will consider "Pass/Fail" and "Credit/No Credit" grades when evaluating applications to graduate programs. To this end, on **May 18, 2020** the Board of Trustees approved the Special COVID-19 Graduate Admissions Policy. This policy identifies three major actions:

1. That in evaluating future candidates for admission to graduate programs, the University will not disadvantage students who present P (pass) or CR (credit) grades in their transcripts for courses specifically taken during Spring 2020 and other terms which could be affected by the COVID-19 pandemic — regardless of whether their institutions imposed a flexible or similar grading policy for all students or gave them the choice to opt-in; and be it further
2. That to this end, all University graduate admissions committees shall adjust their selection processes to honor this commitment while keeping with the norms of their specific programs and corresponding disciplines; and be it further
3. That the University strongly encourages other institutions of higher education to enact similar policies to level the playing field as students who are today impacted by COVID-19 seek to meet their full potential through graduate education in the future.

The Board resolution explanation for this policy reads as follows:

The City University of New York has adopted a Credit/No Credit flexible grading policy for the Spring 2020 semester that will provide students maximum flexibility as they navigate the challenges associated with the University's move to distance learning and the effects of social distancing guidelines on the personal lives of students. Similar Pass/Fail and Credit/No Credit grading policies have been adopted by institutions of higher education across the country. As a result, questions have arisen regarding how students with Pass/Fail and Credit/No Credit grades will be evaluated when applying to graduate programs. The University recognizes the disproportionately adverse impact that the COVID-19 crisis has had on historically underserved communities and in consultation with campus presidents and deans, the Council of Academic Affairs and the University Faculty Senate, have determined the need for a policy that will provide students clarity on how the University will consider Pass/Fail and Credit/No Credit grades when evaluating applications to graduate programs. By clearly articulating that in evaluating candidates for admission into graduate programs, the University will not disadvantage students who present P (pass) or CR (credit) grades in their transcripts for courses taken during Spring 2020 — regardless of whether their institution imposed the flexible grading policy on all students or gave them the choice to opt-in, the University will allow students to feel less pressure and anxiety about their grades as they contemplate their future graduate school options against the backdrop of the disruptions to daily life resulting from the COVID-19 pandemic. The University strongly encourages other institutions of higher education to enact similar policies to level the playing field as students impacted by COVID-19 seek to meet their full potential through a graduate education.

UNCHANGED **Student Retention and Progress:** Per University policy, each student will be expected to maintain a grade point average of at least 1.50 for the first twelve credits, attempted and at least a 1.75 grade point average for the first twenty-four credits, attempted. In each subsequent semester students will be expected to maintain

at least a 2.00 grade point average. <u>Students who fail to meet their college's retention standards or the conditions of an academic or other probation for Spring 2020, are to be placed on continued probation and will not be subject to academic dismissal.</u>

UNCHANGED **Incomplete Grades:** Students who receive an INC grades in the Spring 2020 term would generally be required to submit outstanding work, "<u>according to a deadline established by individual colleges of the University but no later than the last day of the following semester</u>." But the University will allow students to submit incomplete work to faculty for resolution of INC grades for courses taken in Spring 2020 through the Fall 2020 semester, and the new deadline for faculty to submit Incomplete to Grade forms to the Registrar's Office for resolution will be Wednesday, **December 23, 2020** (for KCC/LAG/GCC – **March 1, 2021**). This date coincides with the "Final Grade Submission Deadline" for Fall 2020 courses. For Students who received an INC grade in the Fall 2019 semester, the University will allow students to submit incomplete work to faculty for resolution through end of Summer 2020 semester. The new deadline for faculty to submit Incomplete to Grade forms to the Registrar's Office for resolution will be **August 30, 2020**.

UNCHANGED **Disciplinary Hearings:** The offices of the General Counsel and Student Affairs have reviewed the circumstances under which student disciplinary hearings should be held in the current environment, given that it is not possible to hold in-person hearings. Based on their review, the University has determined that most student disciplinary hearings can be postponed until it is possible to hold an in-person hearing in accordance with Article 15 of the CUNY Bylaws. In cases involving emergency suspensions, where Article 15 dictates time limits for hearings, each college should either get the respondent's consent to postpone the hearing (if the respondent has not requested an adjournment) or proceed with the hearing remotely. To this end, each college has been asked to review all of its pending student disciplinary cases and determine whether there are any cases that the college believes cannot wait and need to go ahead remotely — for example, in cases were (1) a student has been given an emergency suspension and for some reason has not been able to continue classes remotely; (2) the respondent is a senior scheduled to graduate at the end of the Spring 2020 semester and thus a delay in the hearing will affect graduation; and (3) the complainant or necessary witnesses are graduating at the end of Spring 2020 and possibly will not be available for a hearing if the case is postponed.

Given the particular difficulty of holding remote student disciplinary hearings in cases involving allegations of sexual misconduct, those hearings should not go forward so long as appropriate interim remedial measures, such as no-contact orders, are in place. If there is a particular sexual misconduct case that a college thinks should move forward, the college should consult with the offices of the General Counsel and Student Affairs. In addition, in any case, where the college wishes to proceed with a remote hearing, it must consult with the offices of the General Counsel and Student Affairs to discuss the ground rules under which the hearing will proceed. The College will need to ensure that the remote hearing process is consistent with Article 15 in that, among other things, personal recording of the hearing is prohibited, and the college will employ the use of screen sharing technology for document review purposes in advance of the scheduled hearing. If you have any questions about student disciplinary hearings during the coronavirus pause, please contact Yvette Santana-Prado, University Director of Student Conduct at <u>Yvette.Santana@cuny.edu</u>.

Financial Aid and Other Types of Support

UNCHANGED **Chancellor's Emergency Relief Grants:** On April 8, The City University of New York announced the launch of a Chancellor's Emergency Relief Fund to help students facing financial hardship during the COVID-19

crisis. To date, more than $5.2 million has been donated and/or pledged from among others, the Carroll and Milton Petrie Foundation, the James and Judith K. Dimon Foundation, The New York Community Trust, The Carnegie foundation/corporation, Deutsche Bank, JPMC, the Jeffrey and Shari Aronson Foundation, Goldman Sachs, the AT&T foundation, The Pinkerton Foundation, the Altman foundation, the Teagle Foundation, The ECMC foundation, the Summerfield Foundation, Citi and more. Of this amount, a total of 4,000 grants in the amount of $500 per student ($2 million) have already been disbursed and an additional $1 million will be disbursed to 2,000 students during the week of July 6th. This emergency fund is the latest financial-assistance resource CUNY is providing to its most vulnerable students in response to the COVID-19 crisis. On August 14, the University announced that the Andrew Mellon Foundation earmarked $2.5 to enable CUNY to award retention and completion grants of varying amounts to undergraduates who otherwise would not be able to continue their studies. Students who are ineligible for other forms of federal emergency assistance, including undocumented and international students, will especially benefit from this gift. The Office of Academic Affairs will manage this award and will provide additional information to campuses shortly.

UNCHANGED CARES Act Emergency Funds: The University has implemented the distribution plan for the "Emergency Financial Aid Grants to Students" which provides direct aid to students. CUNY schools were awarded $118,477,183 to be distributed. The plan is driven by equity considerations, conforms to Federal guidelines, and will make a significant impact in the lives of our students. Students are being notified of their awards and informed of the USDE's expectations on how the funds must be used. The funds will be disbursed via direct deposit or check depending on the student's account information and home address available in CUNYfirst. For more details of CUNY's implementation visit: https://www.cuny.edu/financial-aid/federal-and-state-grants/federal-grants/cares-act-student-emergency-grant/. An FAQ for students is available on the CUNY Continuity page: https://www.cuny.edu/financial-aid/federal-and-state-grants/federal-grants/cares-act/. To-date, the University has awarded 154,382 students $107,054,343 in CARES Act Student Emergency Grant funds. The last group of 2019-2020 FAFSA filers have now been accounted for and campuses may move to distribute their balances according to pre-approved distribution plans adhering to CARES Act requirements. f your college has not yet submitted a plan for distributing the discretionary funds, please have your financial aid office send it to Elaine Pimentel (elaine.pimentel@cuny.edu), University Executive Director of Financial Aid, for review and approval.

UNCHANGED Use of Student Activity Fees for Emergency Grants: The Office of General Counsel has received a number of inquiries regarding the use of student activity fee funds for emergency grants to students affected by COVID-19 as a threshold matter use of SAF must fall into one of the eleven expenditure categories set forth in Section 16.2 of the CUNY BOT Bylaws. We are of the view that these emergency grants would fall into category ten - student services to supplement or add to those provided by the University – and therefore that such grant programs would be acceptable.

SAF that have been earmarked through a student referendum for other purposes may not be used for a COVID-19 emergency grant program unless the student body approves the new use through another referendum. Student governments may, however, use unearmarked funds that were budgeted for other purposes by making budget revisions through the normal process. (Student governments may also use funds earmarked generally for student government use.)

Some college associations have SAF that are not allocated or budgeted to student government or other student clubs and organizations and are not earmarked. We discourage using these funds for an emergency grant

program. SAF funds are intended to benefit all students, so a college association board will have difficulty justifying a program that is funded by SAF but available only to a subset of students with COVID-19 financial challenges. Students' governments, on the other hand, represent the student body. If the student body, through the student government budget process or a referendum changing earmarks, determines that they wish to spend SAF for an emergency grant program, they may choose to do so.

In general, SAF should not be used as cash gifts to students. Consequently, any emergency grant program must have a structure that ensures that the funds are given to needy students and used for appropriate expenses (e.g., rent, food, transportation costs, etc.) Every program needs to develop and make readily available to the student body written criteria that describe who is eligible, how to apply, the amount(s) of the grants, how grantees will be determined, and by whom. The program must also require grantees to show that their grant has been/will be used to cover expenses related to COVID-19, such as by providing rent or utility bills.

UNCHANGED **Emergency Funds and Web Resources Available for Undocumented Students:** The Office of Student Inclusion Initiatives has developed web resources to encourage undocumented CUNY students to seek economic support, without fear, during the ongoing COVID-19 crisis. The web so The resources will be included on the CUNY Student Continuity page and includes guidance on medical care, housing, emergency funds, immigrant rights, and education. In addition, to provide economic relief to the more than 320 CUNY TheDream.US scholarship recipients, scholarship co-founder **Don Graham** announced that scholars would be eligible to receive a $500 emergency grant in addition to their semesterly stipend. While the pandemic has profoundly impacted all members of the University community, it has been especially hard on immigrant communities dealing with the unique challenges of coronavirus and immigration status. The public benefits and stimulus funds that many in New York City will rely upon for financial relief during the pandemic are not available to undocumented individuals. Concerns about privacy and the ability to pay for treatment may also deter undocumented students and their family members from seeking medical care.

UNCHANGED **Pandemic Unemployment Insurance:** City and State officials have released information on additional unemployment resources as a result of the CARES Act that was passed on 3/27/20. Specifically, there are new and additional unemployment benefits called Pandemic Unemployment Assistance (PUA) that is available to those who are not typically eligible for unemployment insurance including self-employed/1099 workers, part time workers, and those who were not working for an extended period of time. Impacted students can apply by phone or online. We encourage all campuses to share this information with all students broadly via digital, faculty, student affairs and general college communications. More information can be found here and here. There is also a hotline NYC WELL staffed 24/7 with counselors, described as follows: "An infectious illness outbreak such as this one can be stressful to you, your loved ones, and your friends. It is natural to feel overwhelmed, sad, anxious, and afraid, or to experience other symptoms of distress, such as trouble sleeping. To reduce your stress and to manage the situation more resiliently, try to remain positive, remind yourself of your strengths, connect with friends and loved ones and use healthy coping skills. NYC Well's website offers a number of well-being and emotional support applications (apps) that can help you cope. If your symptoms of stress become overwhelming, reach out for support and help. You can contact NYC Well, a confidential 24/7 helpline, staffed by trained counselors. They can provide brief counseling and referrals to care in over 200 languages." Call 888-NYC-WELL (888-692-9355), Text "WELL" to 65173 or Chat at NYC.gov/nycwell.

UNCHANGED **Financial Aid for Veterans:** Student Veterans will continue to receive their GI Bill benefits under S. 3503, which President signed into law March 21. The law enables VA to continue providing the same level of

education benefits to students having to take courses online due to the coronavirus (COVID-19) outbreak. The law gives VA temporary authority to continue GI Bill payments uninterrupted in the event of national emergencies. This allows for continued payment of benefits even if the program has changed from resident training to online training. Thanks to the law, GI Bill students will continue receiving the same monthly housing allowance (MHA) payments they received for resident training until **December 21**, or until the school resumes in-person classes. Students receiving GI Bill benefits are not required to take any action. Benefits will continue automatically. VA will work closely with schools to ensure accurately certified enrollments and timely processing. Updates will be provided to students via direct email campaigns and social media regarding VA's effort to implement these new changes. For more information, please contact Lisa Beatha, CUNY Director for Veterans Affairs, at lisa.beatha@cuny.edu.

UNCHANGED New York State Financial Aid: HESC has allowed for COVID-19 impacted students who are adversely affected by the crisis to be held faultless for the term and has created a portal with additional information, which can be accessed here: COVID-19 Updates & FAQs for Students, Parents, Borrowers, and Lenders. As always, for more information, please contact Elaine Pimentel, Univ. Exec. Director of Financial Aid: elaine.pimentel@cuny.edu.

UNCHANGED USDOE Guidance on Federal Student Loans: "The US DOE directed all federal student loan servicers to grant an administrative forbearance to any borrower with a federally held loan who requests one. The forbearance will be in effect for a period of at least 60 days, beginning on **March 13, 2020**. To request this forbearance, borrowers should contact their loan servicer online or by phone. Also, an automatic suspension of payments was authorized for any borrower more than 31 days delinquent as of **March 13, 2020**, or who becomes more than 31 days delinquent. To request the forbearance or more details on the suspension of payments, borrowers should contact their loan servicer online or by phone."

Internships

UNCHANGED Guidance for Internship Agreements: Working in collaboration with the CUNY Office of General Counsel, we recommend the following guidance for any students who are participating in internships in Summer 2020 that are facilitated, funded, or directly arranged by campus staff. This language is consistent with the assumption of risk/waiver that is part of the Domestic Travel Policy. The language below could be included, or modified for inclusion, into internship documents that campuses use with their students:

> *"In signing this Agreement, I acknowledge that I understand that my participation in an in-person internship will involve risks and hazards not found in remote study at the College, which is the current mode of instruction required by the COVID-19 pandemic and the executive orders and directives of New York State. In ordinary times, these risks can range from a) minor injuries and illness such as bruises, and strains, to b) major injuries and illness such as broken limbs, loss of sight, neck or back injuries, heart attacks, and concussions, to c) catastrophic injuries, including paralysis and death, and also include risks of damage to or theft of personal property, and risks involved in traveling to and within, and returning from, internship sites. I understand that COVID-19 presents unique health risks, especially to those with underlying conditions, and that there may be other risks not known or reasonably foreseeable. I have sought and obtained information and advice that I feel are necessary and appropriate. I VOLUNTARILY ACCEPT AND ASSUME ALL OF THE RISKS IN PARTICIPATING IN THE INTERNSHIP and my participation in an internship with internship partner described below is voluntary."*

UNCHANGED Guidance for Credit-bearing Internships: Students will maintain enrollment in Spring 2020/Summer 2020 campus-based academic internship courses at their discretion and the discretion of college faculty with whom they are registered. Students and faculty will continue to meet in seminars via online/distance learning tools once they are introduced at the campuses. Students and faculty will work together to redesign any assigned internship deliverables, to ensure that learning outcomes reflected in course syllabi are met and measured at the conclusion of the semester. Where permissible, academic internship responsibilities given to students by outside organizations at the beginning of the semester will continue to be carried out via remote. In cases where internship responsibilities cannot be carried out via remote, campus faculty will develop and assign alternative experiential learning responsibilities and goals to students enrolled in credit-bearing courses.

UNCHANGED Guidance for CUNY Students Working in Internships: CUNY students working as interns, whether with private or public sector employers, should abide by the internal protocols of their internship site. They may work if the site remains open and is allowing interns to report. In addition to the work site's coronavirus policy, students who are sick or have knowingly been in contact with anyone who is sick should notify their internship manager and CUNY program manager or contact immediately. We ask that all students and supervisors touch base to work on a course of action. Some students may be working with individuals in vulnerable populations, so we ask that supervisors and students use their best judgment. Companies or organizations may institute telecommuting or work from home policies that apply to students. We ask students to inform their internship manager or CUNY program manager if their employers move to telecommuting/work from home policies. Students should confirm that they have the tools they need to do this effectively and reach out to their internship manager or CUNY program manager with any questions or concerns. In some cases, students have negotiated a leave of absence from internships, that will end when the statewide "pause" is lifted.

UNCHANGED Guidance for Campus- Based Internships: Similar to the guidance for public and private sector internships, students and supervisors should abide by the protocols and policies set by the institution.

Adult and Continuing Education Programs

UNCHANGED Employer/Employee Resources Related to the Impact of COVID-19: The City of New York Department of Small Business Services has developed comprehensive resources for business owners and jobseekers. Topics include: job assistance, training assistance, financial assistance, tax/debt relief, marketing support, insurance and lease support.

> **Business Owner Resource guide:**
> https://www1.nyc.gov/assets/sbs/downloads/pdf/businesses/covid19/covid19biz-resources.pdf
>
> **Jobseeker Resources for Jobs and Training:**
> https://www1.nyc.gov/site/sbs/careers/find-a-job.page
> https://www1.nyc.gov/site/sbs/careers/access-training.page

For more information, contact: Angie Kamath, angie.kamath@cuny.edu

UNCHANGED Adult and Continuing Education (ACE) Financial Management: As is generally the case for University-wide academic and administrative programs, all college business managers and budget directors

should be keeping track of COVID- 19 expenses for all areas of operation, including Adult and Continuing Education. ACE units should be working with College leadership and Presidents to manage any new or existing financial needs resulting from COVID-19 impacts. The CUNY Budget Office is in process of working with the colleges on updating their current financial conditions. For more information, contact: Angie Datta Kamath, angie.kamath@cuny.edu.

Travel

UNCHANGED Domestic Travel: Student and employee domestic travel should be postponed until further notice. To inquire about the petition process for a waiver to this policy, students should email yvette.santana@cuny.edu, and employees should contact kimberly.holland@cuny.edu. Waivers are required for any domestic travel associated with employment or study, or if any funding from CUNY or disbursed through CUNY (including colleges and related entities) is involved. Personal domestic travel is not subject to the petition requirement, but all personal domestic travel must comply with the Executive Order 202.45 and disqualifies the traveler for paid sick leave pursuant to Chapter 25 of the NYS Laws of 2020 (see below).

Quarantine on Return from Authorized and Personal Domestic Travel

Pursuant to the Governor's Executive Order 202.45, CUNY faculty, staff and students entering New York from a state with a positive test rate higher than 10 per 100,000 residents, or higher than a 10% test positivity rate, over a seven day rolling average, and which the Commissioner of the NYS Department of Health has designated as meeting these conditions as outlined in the advisory issued pursuant to the Governor's Executive Order 205, are required to quarantine for a period of 14 days consistent with NYS Department of Health regulations for quarantine. The requirements of the travel advisory do not apply to any individual passing through designated states for a limited duration (i.e., less than 24 hours) through the course of travel.

Note: This also applies to new hires, visiting scholars, and students coming from outside New York. However, short-term visits from states that meet the standard of Executive Order 202.45 should be postponed until further notice, unless they can comply with the 14-day quarantine requirement.

Planning For and Returning from Personal Domestic Travel

Any CUNY employee who voluntarily commences personal travel (i.e., not taken as part of the employee's employment or at the direction of the employee's employer) after June 25, 2020, to a state covered by the travel advisory, shall not be eligible for paid sick leave benefits or any other paid benefits pursuant to Chapter 25 of the NYS Laws of 2020 (regarding COVID-19 paid sick leave legislation).

UNCHANGED International Travel: The following Travel Guidelines are intended to supplement existing University International Travel Guidelines adopted by the University Board of Trustees in 2018, as the University continues to exercise an abundance of caution amidst the international COVID-19 pandemic. The following guidance is in no way intended to excuse the obligation of any faculty, staff member or student from being familiar such policies when considering international travel. Each member should review the approval requirements referred to in these guidelines carefully, together with the International Travel Guidelines set forth on the University's website, before considering participation in international travel. This guidance will be reassessed in late summer and fall as warranted by COVID-19 developments in the United States and abroad.

Study Abroad

A restart of study abroad programming is tentatively planned for spring semester 2021 (including winter inter-session 2020-21). This is contingent on developments with COVID-19. In the meantime, international travel in non-CUNY study abroad programs is discouraged. Please know that pursuing these types of programs is a private undertaking and is not eligible for CUNY's international travel insurance.

Other Student Travel Abroad

The following types of student travel abroad under the auspices of CUNY or any CUNY college or student organization **require** approval, as described in the waivers and exceptions section: 1) to conduct research conducive to a dissertation or meeting other degree requirements; or 2) present research, scholarly or creative works at international conferences.

Faculty and Staff Travel Abroad

Faculty and staff, with an approved waiver and subject to financial availability, will be allowed to engage in necessary travel abroad. In traveling abroad, faculty and staff must attest they understand any and all limitations that may be associated with their travel insurance and that CUNY assumes no responsibility for liabilities resulting from high-risk travel. For guidance on reimbursement from externally funded travel, faculty and staff should contact their Program Director. Additional guidelines for Principal Investigators from federal funders are available through the CUNY Research Foundation portal.

Waivers and Exceptions

Requests for exceptions to this policy will be submitted by campus Presidents or Provosts to the Executive Vice Chancellor and University Provost for due consideration and consultation with relevant CUNY central offices, including the Office of Global Education and Initiatives (or the Office of International Students and Scholars in the case of incoming visitors), the Office of Environment, Health, Risk, and Safety, and the Office of General Counsel, prior to rendering a recommendation to the Chancellor. Note that no petition will be considered without prior approval by the President or Provost. Among other relevant parameters, this review will consider: 1) national and local travel restrictions; 2) guidance established by local health authorities and the CDC for New York; and 3) the travel destination to limit the risk of exposure and geographic spread of COVID-19. In traveling abroad, faculty, staff and students need to attest they understand any and all limitations of their travel insurance and that CUNY assumes no responsibility for liabilities resulting from high-risk travel.

Quarantine on Return from Authorized Domestic and International Travel

The CDC recommends a 14 day quarantine for all individuals returning from international travel. Pursuant to the Governor's Executive Order 202.45, CUNY faculty, staff and students entering New York from a state with a positive test rate higher than 10 per 100,000 residents, or higher than a 10% test positivity rate, over a seven day rolling average, and which the Commissioner of the NYS Department of Health has designated as meeting these conditions as outlined in the advisory issued pursuant to the Governor's Executive Order 205, are required to quarantine for a period of 14 days consistent with NYS Department of Health regulations for quarantine. The

requirements of the travel advisory do not apply to any individual passing through designated states for a limited duration (i.e., less than 24 hours) through the course of travel.

Note: This also applies to new hires and visiting scholars coming from outside New York. However, short-term visits from abroad and from states that meet the standard of Executive Order 202.45 should be postponed until further notice, unless they can comply with the 14-day quarantine requirement.

Planning For and Returning from International Personal Travel**:**

The Department of State's Global Health Advisory issued March 19, 2020) warns that a shutdown of international travel options is imminent, and that Americans abroad should arrange to immediately return to the U.S., or risk an indefinite stay abroad. In order to help CUNY students return home before it is too late, CUNY will continue to offer rebooking support to any CUNY student or employee abroad (regardless of citizenship) who is unable to make these arrangements directly with the airline. Individuals should contact evac-support@cuny.edu with details on their CUNY affiliation (including EMPLID if possible) to receive instructions on accessing this support. Students returning from abroad should coordinate closely with the Study Abroad Office on their home campus to ensure they receive support to complete the semester whenever possible. Employees returning from abroad should contact their supervisors to arrange to work remotely, if this is not already in place.

Pursuant to Chapter 25 of the NYS Laws of 2020, CUNY employees shall not receive paid sick leave benefits or any other paid benefits provided by Chapter 25 if the employee is subject to a mandatory or precautionary order of quarantine because the employee has returned to the United States after traveling for personal business (i.e., not taken as part of the employee's employment or at the direction of the employee's employer) to a country for which the CDC has a level two or three travel health notice.