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Guidance on Academic Continuity to campuses

Update #7 CUNY COVID-19 Guidance on Academic Continuity

Office of the Executive Vice Chancellor and University Provost | **March 20, 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](#) and will in due course be reflected on the portal as well. For convenience, the document is formatted as a running list of issues, with update from previous reports and new entries marked as such for convenience. ★ = New entry not included in previous guidance. ↺ = Update from previous guidance. ⦿ = Past entry with no changes since previous guidance.

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Abiding by the New York State “Pause” Act

★ **All In-Person Courses Suspended:** Effective **Monday, March 23**, all in-person courses will be suspended for the duration of the States “Pause”. This applies to all undergraduate, graduate, and continuing education courses that have not yet converted to distance-learning modes. Faculty engaged in these courses are asked to continue to explore, in conversation with their students, ways in which the in-person courses can be converted to distance learning. If the course’s learning outcomes cannot ultimately be achieved via distance learning, the courses could resume once the “pause” is lifted, at which time faculty and students would work to make up for lost time. Given the circumstances, students could also opt to withdraw from the course or receive a grade of incomplete if appropriate. For in-progress continuing education courses, colleges will communicate options available to students who decide to drop or cannot continue with coursework. The University is currently developing a refund/credit policy for these types of situations related to COVID-19.

Note: All distance learning courses will continue as planned.

★ **Activation of Research Ramping Down Protocols Mandated:** Effective **Monday, March 23**, all research projects must ramp down/suspend unless they can be conducted remotely and all colleges shall activate their corresponding emergency protocols related to animal care, equipment etc., per instructions presented in the Research Continuity section of this document (see below).

Shared Governance and Contractual Obligations

 **Distance Learning and Contractual Obligations:** The following guidance is in response to questions pertaining to faculty office hours, classroom observations, annual evaluations, and the reappointment, tenure, and promotion process. This guidance is based on consultation with several provosts and in discussion with the Professional Staff Congress at a recent labor management meeting with the Chancellor and his executive team.

1. Both full-time faculty and adjuncts who are responsible for, and paid for, 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. These notifications should be made on or before **Friday, March 27**.
2. Classroom teaching observations that have not yet been conducted during the Spring 2020 semester, will only be conducted if requested by the employee to be evaluated. The department may use the new protocol for observations in online settings (Article 18.2(b)3), where the course was changed to a distance modality mid-semester, provided the employee is made aware and has the option to proceed with the observation. Teaching observations for those who have been teaching online since the start of the semester, and who were otherwise contemplated to be observed pursuant to the new provision in Article 18.2(b)3 for online observations, will have their observations conducted.
3. Annual evaluations which include the conference and confirming memorandum will have the conference conducted through distance technology, which may include telephone and/or videoconferencing.
4. Decisions on tenure, promotion, reclassification and discretionary assignment salary differentials that are currently in process shall be completed.
5. Faculty and staff shall be permitted to retrieve personal belongings and materials needed to work remotely. Some colleges may allow staff, faculty and students on campus this weekend (March 21-22) to collect any personal or work-related materials they need. Thereafter, access to campuses will be

limited except by appointment. You should contact your local campus for specific information.

📍 Distance Learning and Shared Governance (e.g., Senate, P&B, and Departmental Meetings): An important part of business and academic continuity is sustaining the work of our various shared governance structures and processes. I am pleased to announce that 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.

Research Continuity

🔄 Remote Work: To the extent possible, Principal Investigators (PIs) should continue their research, particularly aspects of research that can be conducted without visiting a campus or site, such as manuscript writing, data analysis, report writing, administrative tasks. PIs should consider suspending projects or not starting new projects, but if study activities can be conducted remotely, research should proceed in this way (see below). The research enterprise must continue to follow appropriate regulatory guidance. Federal sponsors are allowing for maximal flexibility with regard to administrative, cost, and reporting requirements (see [NSF](#), [NIH](#)). If a study needs to be paused, use the standard process to notify the sponsor in accordance with sponsor issued timelines. Unless otherwise notified by the sponsor, all reports due to sponsors must continue to be submitted.

🔄 Ramping Down: PIs should follow guidance provided by their campus administration, many of which are asking PIs to ramp down to only essential functions. PIs should consider whether maintenance of research resources (e.g., equipment, animals) require emergency personnel (trained people to work on site), in case the University were to close, or mass transit is impacted. It may take time to develop sufficient plans to ramp down research activities. Planning now will help us to be proactive and responsive if the University were to close. Note for students engaged in any research (from undergraduates to graduate students, for courses, theses, dissertations, etc.), they should be guided by their faculty, who should be

guided by their campus and the information below. All research engagement, whether funded or not, requires compliance with federal guidelines.

 **Human Subject Research:** For research involving interactions with people, interactions should be limited to minimize risk of contracting or spreading COVID-19, in accordance with [CUNY Coronavirus Guidance](#), [CDC Guidance](#), and campus guidance. Follow your campus HRPP guidelines, but in general **human subject research involving direct interaction with study participants should be paused and no study participants should travel to CUNY colleges** (except studies with therapeutic benefit, see below). 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. This guidance is being provided in order to promote public health. When PIs do not follow guidance that is in the interest of public health, they are not engaging in responsible conduct of research. Unethical or irresponsible conduct may result in disciplinary action taken by campus administration.

Studies which offer direct therapeutic benefit to participants or where stopping procedures would cause harm to study participants may continue, on a case-by-case basis. For health and safety, changes to protect study participants can be instituted immediately. Please submit a modification to the IRB to indicate temporary modifications within 5 business days.

Studies which do not offer direct therapeutic benefit to participants or where stopping procedures will NOT cause harm to participants and PIs would like to continue the study, PIs must submit a modification to change study procedures requiring NO face-to-face interactions. Studies which do not involve face-to-face interactions (i.e., conducted electronically or via telephone) may continue.

PIs should notify the campus [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 protocols should be for remote data collection, depending upon therapeutic benefit on a case-by-case basis. Protocols may also include in-person data collection for some future time, when guidance for remote collection is removed CUNY-wide.

🎯 **Data Use Agreements:** For studies of data access and analysis covered by data use agreements (DUA), PIs *may* need to request modification if you require a different platform than what is covered by the DUA. Please contact the [Agreements Point Person](#) at your campus. If the DUA involves human subjects and the protocol requires modifications, an IRB modification should be submitted via Ideate.

🎯 **Non-human Animal Research:** For animal care, essential personnel should be identified and trained. PIs should work with campus leadership to determine which personnel are needed on campus to provide such essential campus services. This is consistent with Governor Cuomo's [Executive Order](#), which defines essential personnel as "anyone whose job function is essential to the effective operation of their agency or authority, or who must be physically present to perform their job, or who is involved in the COVID-19 emergency response." In the case of University closure, identification of emergency essential personnel may depend on ease of access to the animal facility and public transit availability. Extra food and bedding for animals should be ordered, as well as extra Personal Protective Equipment for animal husbandry staff. Orders for additional animals should be suspended, except on a case-by-case basis. If a campus shuts down, PIs should follow their campus and IACUC policies when determining whether a holding protocol is appropriate.

🎯 **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 suspended, except on a case-by-case basis. PIs should decide which to maintain (e.g., freeze) and which to abandon. PIs who work with such materials should contact their campus EHS Officer to design a contingency plan appropriate to the materials in question.

🎯 **Equipment/Facilities:** For equipment/facilities that require human attention and/or supplies for operation, preparations should be made for extra supplies and training of essential personnel, who would be able to maintain equipment if necessary, in case of University shut down. PIs should communicate this via the proper campus contacts (including campus safety). PIs should follow their campus policies regarding ramping down equipment/facilities.

🎯 **Researcher Travel:** For researcher travel, including conferences and field research, researchers should follow CUNY travel guidance on the [CUNY](#)

[Coronavirus](#) portal. For guidance about NSF or NIH reimbursement, see the [CUNY Research](#) links. Additional guidelines for PIs from federal funders can be found on the [CUNY Office of Research](#), which also links to the [CUNY Research Foundation](#).

International and Domestic Travel

★ **Prospective Academic and Business Travel (Faculty, Students, and Staff):** All non-essential university-related international and domestic travel is indefinitely suspended at this time, this includes the suspension of all Spring 2020 and Summer 2020 study abroad programs. It also includes all CUNY-sponsored student international travel (including spring break), non-CUNY credit-bearing programs, and non-credit travel under the auspices of CUNY or any CUNY college or student organization. Please know that credits earned on non-CUNY study abroad programs this summer will not be accepted by the University.

Requests for exceptions to this policy will continue to be reviewed by the Office of Global Education and Initiatives and the Office of Risk, Audit and Compliance, but will also be elevated to the Executive Vice Chancellor and University Provost, who will make a final recommendation to the Chancellor after consideration of any national and local travel restrictions, as well as guidance established by local health authorities and the CDC for New York and the travel destination to limit the risk of exposure and unintended geographic spread of COVID-19. Offices supporting group travel should continue to submit [Trip Proposals](#)  and provide [risk management reporting](#) as usual.

★ **Planning For and Returning from 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 make arrangements to work remotely, if this is not already in place.

Conversion to Distance Learning

 **Distance Learning:** As we have indicated before, the objective of an academic continuity plan is to help safeguard the academic term from the standpoint of our student's academic progress and their financial aid as we work to address the challenges posed by COVID-19. As far as distance learning is concerned, the U.S. Department of Education has indicated that at a minimum, our faculty must be able to “communicate to students through one of several types of technology – including email – ... and [that] instructors must initiate substantive communication with students, either individually or collectively, on a regular basis.” As an example of this, the USDE offers that “an instructor could use email to provide instructional materials to students enrolled in his or her class, use chat features to communicate with students, set up conference calls to facilitate group conversations, engage in email exchanges or require students to submit work electronically that the instructor will evaluate.” All of these minimal levels of interaction and more are supported by the CUNY licensed software solutions itemized in previous guidance and identified in our www.cuny.edu/coronavirus portal.

Note: CUNY has asked faculty and staff to be prepared to accommodate affected students to the greatest reasonable extent. This includes, among other things: facilitating enrollment after the deadline, fast-tracking academic advising, permitting make-up exams and extending due dates of final assignments and projects. In this same spirit and understanding the minimum USDE requirements to meeting learning outcomes, **we urge faculty members to privilege asynchronous over synchronous distance learning approaches.**

Indeed, the most important thing is for faculty to confer with their students to get a sense of what the most effective and **EQUITABLE** way to move forward with distance learning should be, considering both faculty and student readiness, accessibility to devices and reliable internet access, and phone capabilities. Ultimately, faculty and colleges should ask themselves how they can create optimal conditions for students to meet their learning outcomes. Because the reality is that our faculty and students lives and daily schedules will surely be disrupted in the days

to come — especially now that the NYC Department of Education has itself indicated a move to distance learning.

🔴 **Conversion of Courses:** Per guidance issued on **March 11**, college presidents and deans will be required to submit an implementation plan to the Office of Academic Affairs. We expect to provide campuses with the necessary reporting templates once the elements of the plan are finalized and will work to minimize the amount of information that is required to the minimum needed to meet the expectations of our regulatory agencies and accrediting bodies. As of now, our plan is to cull data from CUNYFirst for retooling information (in person coding to Hybrid or Fully Online) and expect campuses to provide high level overall plans for transition and exceptions before the end of **April 2020**. But as we said before, it will be important that campuses institute an orderly process that will allow them to substantiate, on a course by course level how courses were converted to distance learning.

Furthermore, Colleges should certify providing guidance to faculty regarding relevant policies associated with IT platforms, safeguarding student data, and accessibility standards. Per guidance provided by the USDE, for an institution to meet the requirements for distance education. Also, it will also be important for colleges to identify courses that cannot be effectively transitioned to distance education mode and present a plan for maintaining instruction during the Spring semester. In addition to providing a list of these exceptions, colleges should explain how instruction in these programs and courses will be altered, if at all, in the current context.

Finally, Colleges will need to certify how they plan to accommodate instructional time lost during the instructional recess for pedagogical retooling and describe the steps that would be taken with regard to the academic calendar and any anticipated impact on future academic terms. (Note that we expect most courses to be able to make up the instructional time without changes to the academic calendar.)

★ **Middle States Council on Higher Education:** MSCHE is working directly with colleges, as well as with CUNY Central, to provide support and flexibility for accreditation matters. Please know that Central will work with colleges to navigate

the current rapid changes, but that MSCHE expects individual college relationships and reporting to remain in place.

1. Colleges must submit a letter to MSCHE by **April 1, 2020** to communicate changes made in the areas of a) Distance Education; b) Temporary Agreements with Other Institutions; c) Academic Calendar; and d) Temporary Sites for Instruction. Substantive Change requirements have been temporarily waived in these areas to allow institutions to act first. MSCHE expects the college president or Accreditation Liaison Officer (ALO) to submit the letter and encourages questions via their MSCHE VP liaison.
2. Note that while the University is keeping MSCHE apprised as a system, this doesn't replace the individual letters.
3. The Spring Annual Institutional Update (AIU) may have some flexibility but will likely still be required; MSCHE will communicate more soon.
4. All Self-Study Preparation Visits (kickoff visits two years before the evaluation) will be rescheduled.
5. Baruch has completed the Spring Self-Study visit. The GSUC's will be rescheduled.
6. The CUNY MSCHE Symposium scheduled for **April 24** is canceled.

For questions, please contact Karen Kapp (karen.kapp@cuny.edu) or visit our [CUNY MSCHE website](#) which includes a list of college ALOs and MSCHE VP liaisons. MSCHE will continue to email for outreach, but updates will also be available [here](#).

Distance Learning Platforms, Tools & Resources

★ **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.

★ **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*

🔄 **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.

Akademos and Barnes & Noble have partnered with the digital platform VitalSource to offer free access to over 50,000 eBooks to its current customers to facilitate their move to online learning. CUNY students at participating colleges can now access these materials by creating a VitalSource account at bookshelf.vitalsource.com using their cuny.edu email addresses. Free access will last through the end of the Spring

semester or [until May 25th](#), whichever comes first. More information is available at [VitalSource Helps](#) and [the VitalSource help page](#)

Testing Options and efforts to Secure Proctoring of Distance Learning

Exams: CIS is working with [Respondus](#), an online assessment and learning tool to support the immediate needs for an exam proctoring solution. Respondus currently used by Hunter and a solution that some CUNY campus Provost and CIOs recommended, is partnering with educational institutions throughout the world to transition to fully remote administration of classes. They are offering an “unlimited” license for free through May 30 (June 30 for quarter systems). Two products they offer, [LockDown Browser](#) and [Respondus Monitor](#) enable students to take online exams from home, while deterring cheating and protecting the exam content itself. Both applications integrate seamlessly with Blackboard and used with over 80 million assessments annually. As CIS works to complete the important effort, they are also continuing the review of other solutions the University could consider. Recommendations should be shared with CIO Brian Cohen who will bring them to our University CIO’s attention. Additional information will be forthcoming. *For more information, contact: Brian Cohen, brian.cohen@cuny.edu*

 **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.

 **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.

🎯 **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.

🎯 **Cisco WebEx Access:** WebEx is now available for all faculty and staff across the University under a 90-day license. They can initiate calls with students now, and student-initiated calls are being enabled. It is also integrated WebEx within Blackboard for setting up a collaboration workspace, online meetings and online office hours for courses. See the [ConnectCUNY WebEx Quick Start Guide](#)  for instructions on accessing and information on using WebEx Meetings and WebEx Teams.

🎯 **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.

🎯 **Cloud-Based Adobe Licenses for Students:** CIS is working now with Adobe to enable student access through the CUNY Login page using their @login.cuny.edu credentials. Faculty already have home use of these tools under our current CUNY licensing agreement. The services in question are described below.

- Adobe is making [temporary at-home access to Creative Cloud](#) available [until May 31, 2020](#) for universities who currently have only lab access for students, at no additional cost.

- Adobe provides a [student asset migration portal](#) that enables graduating students to transfer the assets associated with their assigned school account to a personal account.
- Adobe will be sharing a curated set of resources soon on the [Adobe Education Exchange](#) website to help faculty with their transition to online instruction.

Grading Policies and Deadlines

 **Incomplete Grades:** Students who receive an INC grades in the Spring 2020 term would generally be required to submit outstanding work, “[according to a deadline established by individual colleges of the University but no later than the last day of the following semester](#) .

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**.

 **Last Day to File for Pass/No Credit/Fail Option:** For eligible students that meet the requirements of our “[Pass/Fail/No Credit Option](#) .

the University will move the deadline to Thursday, **May 14, 2020** (KCC/LAG/GCC – Session 1: **June 4, 2020**; Session 2: **August 1, 2020**). This is the published “Last Day of Classes,” and *before* final examination week, and also prior to the “End of the Spring Term”. See note below on possible financial aid impact on students. Some notes on this option below.

1. Students should consult with their academic and financial aid advisor to confirm if such election will still allow them to count the course towards their major/degree requirements, if credit is earned with a grade of P. In order to

receive this grade, a student needs to continue participating in academically related activities, complete all assignments, and take the final exam/culminating experience. If a passing letter grade is earned, the student will receive a grade of 'P' and credit for the course with no impact on GPA. If a failing grade is earned (F), the student will receive a grade of NC/NP which does not affect the GPA. Students must remain in compliance with Federal and State Satisfactory Academic Progress guidelines.]

2. The University is consulting broadly about the possibility of extending the Pass/No Credit/Fail Option to additional courses, understanding the extraordinary circumstances we face and the fact that a blanket, centralized move in this direction would be warranted with both expediency and consistency in mind. Furthermore, a temporary blanket approach could alleviate the need for students to consult their academic and financial advisors. Preliminary discussions on this front had been had with the Chair of the University Faculty Senate and the corresponding regulatory agencies.

📍 **Course Withdrawal Period:** Last Day to Drop with a Grade of "W." The current deadline date listed on the calendar is Wednesday, April 1, 2020. We will move that date to Thursday, **May 14, 2020** (for KCC/LAG/GCC – Spring Session 1: **June 4, 2020**; Spring Session 2: **August 1, 2020**). This is the published "Last Day of Classes," and *before* final examination week and also prior to the "End of the Spring Term".

Student Success, Equity & Inclusion

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.

★ 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 RF guidance 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.

📍 **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 colleges 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 to ensure that our 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 access, success, and wellness of students with disabilities.

 **CS/MS and Adult Literacy and Language Immersion Programs:** CUNY Start/Math Start, CUNY Language Immersion Program (CLIP), and the Adult Literacy Program are all planning on moving their instruction online by **March 19, 2020**. The Central Office staff that support each program have been working with college teams to develop plans for this transition using both synchronous and asynchronous delivery via platforms like Blackboard, Dropbox, Zoom, and WebEx, and how to make use of video, discussion tools, chat, and other technology tools to deliver instruction. Each program will develop a plan, to be provided to the appropriate college leadership, that details how content will be delivered, multiple options for communicating with students, and how student work will be assessed to document learning outcomes have been met. Colleges are encouraged to make any local resources that are available to faculty to assist with this conversion available to these programs as well. CUNY CIS is also supporting assessment of technology needs for these programs if there is not a local college resource readily available. We will provide further guidance on any standardized testing that typically takes place in CUNY testing centers, which would also be developed for students in developmental education classes that require the CUNY Assessment Test in Writing (CAT-W) and CUNY Elementary Algebra Final Exam (CEAFE). CUNY OAA has also 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 (ie: 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.

Clinical Placements

 **Clinical Placements — HHS Programs:** Previously, the Office of Academic Affairs has shared important information with campus HHS leaders about how to request and secure permission from NYSED to move clinical placements into a distance learning modality. To date, we have received approvals for 12 individual degree programs across nine colleges. The majority of approvals were for nursing undergraduate and graduate programs (75%), with the remaining approvals for social

work – undergraduate and graduate (17%) and a clinical psychology graduate program (8%). Currently, there are several other applications pending submission or approval across colleges, including nursing, social work, physical therapy and audiology programs. We continue to encourage programs to seek guidance from their accrediting body on approved alternative training models and submit application requests to NYSED OOP for their proposed alternative. *For more information, contact: Patricia Simino Boyce, patricia.boyce@cuny.edu.*

📍 Clinical Placements — Education Programs: As of Monday, March 16, education students who are participating in clinical placements for fieldwork or student teaching required by their academic program, and their faculty supervisors, were told not report to school/field sites until further notice. Education Deans and Chairs are receiving specific guidance and resources on conducting virtual fieldwork from Ashleigh Thompson via email and postings on <http://www.cuny.edu/teachered>. Nearly identical to what has been offered to DOE teachers, a new CUNY-specific instance of this remote learning website was set up for CUNY faculty use, free up to 50,000 users: https://learn.flglobal.org/courses/cucy-rtol-rapid-transition-to-online-learning_. In light of the DOE school closure, and plan for three-days of professional development for teachers at school sites this week, we have heard requests from schools, CUNY students and faculty about candidates attending these days so they can participate in training and assist with remote learning delivery for their school site. Upon careful review, CUNY will support clinical fieldwork placements that support schools' use of remote learning, under the following conditions:

1. The principal invites/approves the candidate's continued participation;
2. cooperating teachers can provide adequate supervision to students in the context of remote learning;
3. faculty are willing and able to support student placements, as required; and
4. students are aware of risks and willing to take the necessary precautions, as per available guidance, to participate in the school-based training during the crisis.

The health and safety of our students and faculty remain a top priority, therefore considerations for placement may be addressed on a case-by-case basis. Please communicate with Ashleigh Thompson with any questions or updates on your

decisions to continue with remote clinical fieldwork so we are aware of the student placements across programs and facilities. This update does not preclude colleges from engaging in virtual fieldwork, which was previously recommended. This policy, and its four conditions, pertains to social workers, therapists, counselors and other students with required school-based placements.

📍 **College Now Courses and Early College High Schools:** NYCDOE schools are implementing a remote learning model beginning March 23 through April 20, 2020. NYC DOE schools are in recess the week of March 16 as staff prepare for remote learning. Students should not report to school buildings for instruction during this time. No in person instruction can take place in DOE high schools beginning March 16, through April 20. We recommend any courses enrolling current NYC DOE students, including those taking place on CUNY campuses, follow this model. Early College High schools will fully implement NYCDOE's remote learning plan beginning on Monday, March 23 – April 20, 2020. Students should not report for instruction during this time. Students are not in attendance from March 16 – 20. From March 17 – March 20, students who need technology in order to access remote learning can report to their schools to get it – they will receive communication from their schools regarding plans for this. All students will begin receiving information on remote learning plans during this time. Remote learning begins March 23.

📍 **UAPC/Admissions:** Office of Admissions staff at 42nd Street and UAPC/Kingsborough CC will continue to assist applicants, process application and provide recommendation per published calendar. Majority of staff is telecommuting but maintaining regular business hours. We will have few staff members coming to office for mail deliveries. Admissions staff is available via phone/email to answer questions from applicant/counselors/college staff. Applicants can also review their application status via CUNYfirst self-service.

Internships

📍 **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.

🕒 **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.

🕒 **Guidance for credit bearing internships:** Students will maintain enrollment in Spring 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.

Adult and Continuing Education Programs

★ **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.

★ **Employer/Employee Resources Related to the Impact of COVID-19:** Many of our students, perhaps especially in our Adult and Continuing Education programs, are navigating difficult financial times, both in terms of their personal finances as well as their small business operations. Below is a list of resources that may help them during these difficult times. **For workers:** 1) The NYC Department of Small Business Services (SBS) has a number of helpful links, including [here](#); 2) [Unemployment Insurance](#) ; 3) City of New York's Virtual Service Center; 4) Please also encourage people to call 311 with any questions – particularly New Yorkers who lack internet access. **For Employers:** 1) General Guidance for Business Owners; 2) [Zero-interest loans and payroll grants for small businesses](#); 3) NYS Department of Labor has a program available called [Shared Work](#) that enables employers to reduce their workers' hours, and also enables those workers to be eligible for part-time Unemployment Insurance to supplement their income; 4) finally, for concerns about their business, students can contact SBS Commissioner Gregg Bishop at gbishop@sbs.nyc.gov. *For more information, contact: Angie Datta Kamath, angie.kamath@cuny.edu.*

🎯 **Continuing Education:** Campus presidents and professional school deans are authorized to make local decisions regarding the teaching modality of their continuing education programs. The Office of Academic Affairs will be available to answer questions and describe best practices as campus leaders make decisions regarding specific program offerings that are already in progress or scheduled for future dates. While President's have the discretion to hold small ACE classes using social distancing etc., in light of the new guidelines for virus spread, we encourage campuses to continue to push on making distance learning the priority, rather than continuing with in-person classes that may put students at risk during their commutes and transit to/from campus.

Financial Aid

★ **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.”

🔴 General Issues: The University has communicated with campus financial aid directors regarding [USDE Guidance for interruptions of study related to Coronavirus \(COVID-19\)](#) and HESC guidance related to the effect short-term and long-term school closures would have on student financial aid regulations. The expectation is that beginning March 19, students will successfully transition to distance education, and the guidance provided below is for the exception, not all students. To date, HESC has indicated that it will work with colleges to ensure “continued eligibility for awards under all circumstances related to the Coronavirus.” The USDE guidance addresses the following five scenarios among other important matters, such as Satisfactory Academic Progress, Federal Work-Study payments in the event of a closure, etc.:

- A student was enrolled or was supposed to begin a travel-abroad experience and either the student has been called back to the U.S. or was never able to begin the travel abroad experience;
- A student was enrolled in a program and met the requirements for full-time enrollment; however, due to the COVID-19, one or more classes – such as an internship, a clinical rotation, student teaching or fieldwork – have been cancelled and now the student has fallen below the 12-credit hour minimum and is no longer considered to be a full-time student;
- A student is quarantined and misses class, or a student is incapacitated due to COVID-19 illness;
- A campus temporarily stops offering ground-based classes in order to prevent the spread of COVID-19;
- A foreign school that serves U.S. students who participate in title IV programs temporarily suspends operations due to COVID-19.

🔴 **Federal Financial Aid:** Key topics discussed in most recent guidance: 1) Supplementing the Professional Judgement form for COVID-19-related reasons; 2) Federal Work-Study for students who are unable to continue working due to closure or inability directly due to the crisis; 3) If a student is appealing SAP on a COVID-19-related circumstance. Additional guidance for the treatment of Federal Aid can be found [here](#). Finally, a Central communication was sent recently to all 2019-20 FWS students, whom accepted their award and were enrolled, providing guidance on job locations, working remotely, closures, and the location of the FA COVID-19 Form. FA Offices were provided with a copy of the template communication and a list of the students communicated to.

🔴 **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. They **must** be documented individually and retained in the student file. HESC will accept the designation by the school's determination. Such instances are:

- Excelsior failed to earn 30 credits by the end of the term.
- HESC Scholarship GPA requirement not met.
- Failed Progress and Pursuit making them ineligible for Fall 2020 TAP award.

These students can only be certified online at HESCWeb and must have the Impacted by COVID-19 Check box selected. Students who were previously certified and then later report a negative impact, may be recertified by program to have the designation on the term. **Documentation is mandatory.** HESC will be releasing an FAQ as well from last week's webinar shortly. The form can be found [here](#) . As always, for more information, please contact Ms. Elaine Pimentel, University Executive Director of Financial Aid: elaine.pimentel@cuny.edu.

🔴 **Financial Aid for Veterans:** VA is preparing guidance for schools that have changes in instructional modalities and operation statuses due to COVID 19. However, Congress has introduced legislation that, if enacted, will alleviate the impact to GI Bill beneficiaries for a switch to pursuit solely through distance education. In order to avoid confusion and the need to make multiple changes to enrollments, VA is asking all schools to temporarily refrain from making any

adjustments to enrollment certifications if training has changed due to COVID-19. For more information, please contact Lisa Beatha, CUNY Director for Veterans Affairs, at lisa.beatha@cuny.edu.

INFORMATION FOR	FINANCIAL AID	RESOURCES	QUICKLINKS
Future Students	Applying for	CUNYfirst	Find People
Current	Financial Aid	Blackboard	(phone/emails)
Students	Pell/TAP Need-	Combating	University
Faculty & Staff	Based Support	Sexual	Advancement
	Scholarships	Misconduct	Communications
	and Grants	(Title IX)	and Marketing
	Estimating	Freedom of	Media
	College Costs	Information	Relations
		Law (FOIL)	CUNY Arts
		CUNY Builds:	CUNYMatters
		CUCF	Employment
		Procurement	Sell to CUNY
		Emergency	
		Preparedness	

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