CUNY

Fall 2022 Academic Guidelines

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ACADEMIC POLICIES, REQUIREMENTS, DEADLINES
Course Modality - Updated Guidance / Parameters for Consideration

Every campus will determine its own version of post-pandemic course offerings in alignment with the college's strategic priorities.

The following guidelines should be used to help the colleges make decisions about the right balance of course modalities in the Fall:

Determining the Overall Mix of Modalities

1. Of primary importance is what students need to succeed. We are committed to facilitating academic momentum and the achievement of learning outcomes for all students across CUNY. Curriculum and pedagogy considerations, program considerations, enrollment and institutional considerations, among others, are all important.
2. Also critical is our commitment to equity and protecting the health and safety of all students, faculty, and staff.
3. The campus vibrancy and student engagement achieved by in-person programming, which is vital to student success, should be emphasized. Our students, particularly those with the highest needs and in the first two years of enrollment, should have options to be in classes with direct contact with their instructors as well as with the campus itself.
4. Campuses should monitor the digital needs of students and facilitate access to learning for students enrolling in online and hybrid courses who lack laptops or internet access.

Determining the Modality of Individual Courses

5. Colleges should use data from IR and assessment offices to ascertain whether a course is better suited for one modality versus another. Our current data suggests that students are more likely to be successful in many critical gateway/transfer/general education courses that are focused on in-person/hybrid.
6. Assignment of online and hybrid class sections should be prioritized for those instructors who have demonstrated high competency in these modalities and/or completed at least one training sequence in those modalities.
   - For adjuncts, if training is made a pre-requisite for assigning online or hybrid sections, this must be clear pre-hiring.
   - For full-time instructors, the terms for training, including potential incentives or stipends for work during annual leave, must be clear and consistent with guidance provided elsewhere.
   - Colleges should continue to support professional development opportunities for faculty and staff on effective online teaching and provide remote student support services.
7. Campus leadership may decide whether to require faculty members to teach at least one or more courses in person.
8. The instructor, the department chair or program head, the dean and the chief academic officer all should be involved in determining the modality of specific teaching assignments using these general principles.
9. As of now, degree programs are only required to submit to NYSED if there are plans to offer over 50% in fully online format after the Spring 2022 semester. As to MSCHE, all institutions need to file a notification on the MSCHE Institution portal within 30 days of launch of online format rather than submitting a prior approval request. There is no fee for the notification.

Requiring the Use of Cameras during Live Classes - Updated Guidance

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 cannot require that students turn on their cameras during live classes, unless there is a pedagogical need to do so.

In the case of classes in which an instructor has determined that there is a pedagogical need to require the use of cameras: (1) the requirement for students to be visible on the video must be communicated to students in advance of registration and enrollment and (2) students who do not have access to cameras and therefore are unable to comply with the requirement must be accommodated. These rules must also be followed if an instructor plans to use a technology that requires students to turn on their cameras during the test-taking.

Per CUNY's verification of enrollment policy to ensure a student's enrollment in a course is verified for Title IV financial aid purposes, students can meet the engagement threshold in a course by participating in an online discussion about an academic matter, engaging in an online academically-related activity, or initiating contact with the instructor to ask a question about the academic subject studied in the course or course-related question; none of these criteria requires the use of a live camera.

Recording of Remote Classes

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 notice to all students registered in the class no later than the beginning of the first class. Students' participation in the course following such notice constitutes consent to record. Similarly, CUNY does not permit a student to record a class unless such recording is permitted by college policy, the student has written permission from the instructor, or the student has an approved disability accommodation to record class activity.

Faculty who wish to record their class sessions must provide the following or a substantially similar announcement, in emails and/or class syllabus, to enrolled students and verbally at the opening of the first class.

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 agree 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 classes is for the benefit of students. It is a violation of the Federal Educational Rights and Privacy Act ("FERPA") for faculty to disseminate a recording of a class to anyone outside the class without the express written consent of all of the students in the class. In addition, 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.

If a class session is being recorded either by the instructor or by a student as permitted by these guidelines, to ensure the integrity of the recording, the instructor should read aloud all content from students submitted using the "chat" feature.

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 does not include a student participation component.

Expectations for Assessment

The expectations of the Middle States Commission on Higher Education (MSCHE) with regard to assessment have not changed or relaxed because of the pandemic; assessment remains an integral part of all seven MSCHE Standards as we transition into the post-pandemic era. The guidelines, prepared in partnership with members of the CUNY-wide Assessment Council, follow:

Distance Learning and Remote Working

- Assessment principles and practices hold true across instructional modalities. Even with variation in instructional modality, the same assessment methodologies apply.
- Working towards clearly stated student learning outcomes and/or operational goals in AES units should still inform the work of faculty whether instruction and services are delivered online or in-person. Include outcomes on each syllabus and program/office website.
- Academic programs and administrative units need assessment plans.
- Data and information must be tracked in a consistent way. Policies and decisions must be documented. Changes made because of course modality shifts must be documented and assessed.

Resources

Institutional Effectiveness Expertise on Campus

- Assessment and institutional effectiveness are not the responsibility of one office, but rather of the entire institution. Faculty and staff must be reminded of their role in assessment.
- Senior institutional effectiveness/research professionals should be invited to cabinet and executive committee meetings as part of a college leader's efforts to create a culture of evidence and data-informed decision making.
- Collaboration should be fostered among units that support assessment, institutional research, and institutional effectiveness. Each college has a different level of integration among these areas.

CUNY Councils and Central Resources:

- CUNY Assessment Council
- The Assessment Review
- CUNY MSCHE Council (see CUNY MSCHE website for information)
- CUNY MSCHE website

CUNY Assessment 101 was developed by the CUNY Assessment Council and has been designed for faculty, administration, and staff at all levels. This free, asynchronous, online course is a CUNY-wide collaboration that brings together expertise across the University for the benefit of the entire CUNY community. All

interested members of your college are encouraged to engage in the course, including non-academic departments and units. The Assessment 101 webpage provides quick instructions about the course. Though it can be completed at any pace, the module takes approximately one hour to complete in one sitting.

https://assessmentcouncilcuny.commons.gc.cuny.edu/?page_id=638

Reminders

- An ongoing commitment to assessing student learning, student support, and administrative services can be maintained by communicating the value of this work to the campus community. College leaders can reinforce the necessity of assessment for complying with MSCHE standards.
- The Central Office of Academic Affairs is available to support the colleges and is always open to feedback (contact: Kapp@cuny.edu).

DISTANCE LEARNING PLATFORMS, PROCTORING, TOOLS AND RESOURCES

Tools

Respondus LockDown Browser™

The Respondus LockDown Browser™ serves as an online proctoring solution for those colleges that have selected to use it. Respondus LockDown Browser™ is a customized browser that increases the security of test delivery in Blackboard. When students use Respondus LockDown Browser™ to access an exam, they are unable to print, copy, go to another URL, or access other applications. Once an assessment is started, students are locked into it until it is submitted for grading. For a complete list of features, visit the Respondus web site

at https://web.respondus.com/he/lockdownbrowser/.

The Lockdown Browser does not modify the browser on the student's computer, but rather installs a separate program that displays a custom browser when it is started. CUNY **will not** be using a webcam with LockDown Browser real-time viewing or recording (the webcam feature is sometimes referred to as "Respondus Monitor.").

Per previous guidance, please note that the LockDown Browser may only be required if the course description or course syllabus noted that a proctoring solution might be used, allowing the student to make an informed decision about enrolling in that course. No student can be compelled to agree to the terms and conditions of proctoring solutions procured by the University, Colleges, Programs, and/or those which may be bundled in with specific textbooks. When in doubt, please refer to the following guidance from our Office of General Counsel regarding this matter:

The Office of Legal Affairs (OGC) has reviewed the Terms and Conditions of several online testing application services and it is OGC's guidance that faculty cannot compel students to accept the corresponding tools' "Terms and Conditions" and that in the event students do not accept the terms, faculty must provide students reasonable assessment accommodations to demonstrate they meet the course learning requirements.

FAQs on using the Respondus LockDown Browser™, as well as instructor and student guides, can be found on CUNY IT Help. There are also online resources regarding alternative forms of student assessment, such as papers, presentations, annotations, or e-portfolios.

EAB Navigate

EAB's student success management system, Navigate, is a comprehensive technology that links administrators, faculty, staff, and advisors in a coordinated care network to support students from enrollment through graduation and beyond. CUNY has contracted with EAB (formerly known as the Education Advisory Board) for services for its eleven senior and comprehensive colleges, the CUNY School of Professional Studies (SPS), and the CUNY School of Labor and Urban Studies (SLU).

Colleges have been using Navigate as a tool to schedule virtual advising and faculty office hours.

Questions regarding EAB and its implementation should be directed to Associate University Provost for Planning Robert Maruca.

Zoom & features (security, transcription, virtual backgrounds, etc.)

The University has an enterprise license for Zoom, providing accounts for online video conference meetings to every faculty member, staff member and student. The CUNY license includes the following:

- Unlimited meeting duration for all meeting sizes

- Up to three hundred meeting participants and forty-nine video feeds

- Meeting features include screen sharing, polling, whiteboard, annotation, recording meetings, and chat

- Live transcription is also enabled for all campuses and all accounts unless disabled by the campus administrator. Please see CUNY CIS's Training guidance for using this feature.

College stakeholders are encouraged to consult with their CIO about how to access their account. Before using Zoom, stakeholders should also read the Zoom Security Protocol for CUNY security protocols and practices to ensure that their online Zoom meeting is secure and prevents unknown attendees.

College stakeholders can find Zoom FAQs on using Zoom. Zoom also provides information on Getting Started, Scheduling Meetings and other features at: https://support.zoom.us/hc/en-us/articles/206175806-Top-Questions.

Cloud-based licenses and resources

CUNY licenses numerous cloud-based products to support teaching and learning. Among those that are of specific interest to the academic community are Zoom, Microsoft O365 (including OneDrive and Teams), Dropbox, Labster (Limited License), SPSS, ArcGIS, MapleSoft, MatLab, Simulink, RefWorks, Snag-It, Camtasia, and Mathematica software. College stakeholders can find out more about these tools, including links to resources and log-in information, at https://www.cuny.edu/technologyservices. FAQs on these services are also available on the CUNY IT Help site.

CUNY also holds a limited license for Adobe Cloud Suite for students identified by their campuses as being enrolled in a class requiring its use. All other students should contact their campus help desk to see whether alternative ways to access Adobe Creative Cloud are available.

Labster

Labster is web-based virtual laboratory solution that provides an alternative experiential learning environment for activities that would normally take place in campus science labs. Labster is available on those campuses that determined it was appropriate for their instructional needs and is licensed on a per seat basis by those campuses. Students are encouraged to determine if Labster is available for their courses.

Blackboard & Collaborate

The CUNY Blackboard Learning Management System[1] serves as the primary supported LMS system for the University. Blackboard is now a SaaS cloud offering and continues to provide a learning environment platform for up to 200,000 unique logged in users per day. Information on using Blackboard is available at www.cuny.edu/blackboard. FAQs and Getting Started Guides are also available on CUNY IT Help.

In addition, CUNY provides Blackboard Collaborate, 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 five hundred participants per Collaborate session.

Access to Devices

Devices (hot spots, laptops)

Students who need hotspots or laptops to engage in online or hybrid learning should check their college website for information on requests and distribution or contact their campus HelpDesk or college CIO. In addition, CUNY created a Technology Needs Request Form in CUNYfirst for students who need computers, software, and/or wi-fi hotspots. Once a student logs into CUNYfirst, they will find the form on the CUNYfirst home page and in the Student Center. Information from these forms is relayed to the student's campus, where these requests are being managed.

Training

Trainings & FAQs

CIS Training offers ongoing training webinars and self-paced training resources on CUNY-wide cloud applications, such as Microsoft Teams, OneDrive, Zoom, Dropbox, and many others. Training is available to all University faculty and staff. You can view the training calendar and browse the library of self-paced resources on the CISTraining SharePoint page, accessible with your CUNYLogin credentials. College stakeholders can register for webinars here.

College stakeholders can also view the Stream channels with curated video clips from previously recorded webinars to help with the most common tasks and actions within various CUNY-provided systems. CIS Training is available for training questions and requests at CISTraining@cuny.edu.

Finally, CUNY IT Help offers FAQs and guidance on all enterprise-wide applications and can help college stakeholders to quickly answer questions they might have on accessing and using these tools.

Professional development for faculty

CUNY's Innovative Teaching Academy (CITA) aims to improve pedagogy at scale and recognize excellence and innovation in teaching by CUNY faculty. Because the quality of teaching and pedagogy has a direct impact on the ability of CUNY graduates to be well-positioned for meaningful careers and further study, CITA works collaboratively with Centers for Teaching and Learning and faculty across the university to offer a variety of high quality professional development opportunities for CUNY's teaching community. CITA's

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[1] The procurement of the next LMS system is underway. A new system could be piloted as early as Spring 2023 and implemented in Fall 2024.

Teaching Matters series provides monthly opportunities for CUNY faculty and staff to share student-centered learning methods via quick, one-hour workshops. CITA Institutes are longer, more in-depth examinations of special topics in teaching and pedagogy (e.g., embedding experiential learning into the curriculum; the scholarship of teaching and learning) that are offered between semesters. SPS's award-winning Online Teaching Essentials (OTE) provides a 3-week asynchronous, peer-facilitated workshop to help prepare faculty to teach online courses and CUNY's Hyflex Pilot provides training in best practices in designing and teaching a Hyflex course. A series of Learning Mindset workshops equip faculty to create courses that help students develop adaptive and positive beliefs about learning and a sense of belonging. Transformative Learning in the Humanities (TLH) offers semester-long peer-to-peer faculty seminars and public events that focus on equitable, creative, student-centered pedagogical methods designed for the rich diversity of CUNY students. CITA's Open Pedagogy series builds on the open educational resources (OER) movement and engages students as knowledge creators as well as knowledge consumers.

Student training

Colleges are encouraged to consider adopting the *Are You Ready?* course and continue to integrate its use into the operations of their college. The course, which has been taken by between 6,000 and 8,000 students each of the last three terms (Fall 2020, Spring & Fall 2021), provides students with a brief introduction to online and hybrid learning environments and the associated technologies they might expect to encounter in their classrooms.

Libraries and OER

Libraries: Open online and in person

CUNY's 31 Libraries will be open as usual for Fall 2022. CUNY's online and physical collections are stronger than ever! Campus stakeholders can check directly with their campus library for details about hours, available services, spaces, and resources. All CUNY faculty, students, and staff can use their CUNY ID to access any CUNY library. They can also easily request a book from any CUNY library and pick it up at the library of their choice. College stakeholders should check beforehand with the library they plan to visit. 24/7 chat services are available through library websites to answer questions. Overdue fines have been eliminated for some material.

Open Educational Resources and "zero textbooks cost" initiatives across CUNY

Every CUNY campus is running its own "zero textbook cost" initiative to help faculty develop free, open alternatives to textbooks. College stakeholders should check with the OER representative at their campus to find out about support and platforms available. CUNY Libraries are committed to addressing high textbook costs. Many textbooks and course materials are available for short-term use in libraries or through e-reserves. Students looking for course material or faculty looking to request that material be put on reserve are encouraged to reach out directly to their campus library.

Accessibility

Accessibility, assistive technology

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 deliver course content either in-person or via distance learning modalities, they should consider the following overarching principles and key resources:

- Under Title II of the Americans with Disabilities Act (ADA), CUNY Campuses 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; faculty may use this link to contact the ODS on campus:http://cats.cuny.edu/reasonableaccommodations/COSDIDirectory.html
- The barriers that exist at the intersection of a student's disability and online 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 the faculty's flexibility and collaboration with ODS staff and students with disabilities themselves to meet their accommodation needs in in-person and distance-learning modalities.

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, faculty 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 prior live training on making websites and documents compliant with accessibility guidelines.

When faculty are considering course materials provided in either physical form or electronically, the CUNY Assistive Technology Services (CATS) and Media Accessibility Project (MAP) are here 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, college stakeholders can visit YouTube channel (CATSCUNY). More information on assistive technology and accessibility training videos can be found on the CATS website. For additional information, college stakeholders can call 718-281-5014 or contact Akalaitzidis@qcc.cuny.edu.

STUDENT SUCCESS, EQUITY, & INCLUSION

Remote Services & Resources

General recommendation

As CUNY responded to student needs in the remote space, colleges innovated by establishing Virtual Service Centers and Virtual Service Counters.

These spaces were created to ensure that students could get the necessary advising and support in our remote environment. As a result, students no longer experienced long lines and wait times to get answers and attention. More students were served. And there were minimal, if any, complaints.

As CUNY enters the post-pandemic era, these beneficial virtual practices can and should be maintained, enhancing service delivery and creating efficiencies. The scheduling of virtual services will provide options for students needing or desiring alternative ways of engaging.

Intake

Colleges are encouraged to identify opportunities for students to participate in the equivalent of an intake process before or early in their tenure. This would help to identify any potential needs that could surface down the road -- technology, mental health, food/housing, etc. -- before the onset of a crisis. Intake processes already exist in the context of many programs, including ASAP|ACE, and provide staff, namely advisors, with a more complete picture of the student sitting before them and the range and depth of their needs and interests. There may be opportunities for using technology to support this or to consider ways that peer mentors or even adjunct faculty could support group or individual engagement of students, both virtually and in person.

Mental health & health services

Mental Health Counseling and Health and Wellness Services have been largely functioning with tele-mental health and tele-health via video or telephone for the duration of distance learning at CUNY. During the transition to more in-person learning, each campus is encouraged to make reasonable arrangements to continue to offer high-level mental health and wellness care balancing student need and public health. Campuses can make individual decisions regarding service delivery format based on space, capacity, and University density goals, and there is a reasonable expectation that a remote option for services will remain in place for the near future.

Each campus is encouraged to offer mental health and wellness services to students in a manner consistent with services provided on campus prior to and during the pandemic, and service delivery should be based on student need and preferences. Students can contact their individual campus counseling services and health services for updated information about services offered, referrals available, and information. Services provided by counseling and health services via remote technology are done so in compliance with all federal, state, and local laws concerning privacy.

During the pandemic, multiple technological mental health and wellness supports were added to the existing supports already in place, including Crisis Text Line, 10 Minute Mind, Kognito, Telemental Health Certification Training, and Membership with the Center for Collegiate Mental Health.

- Crisis Text Line is free, 24/7 support for students in crisis. Students are able to access Crisis Text Line by texting CUNY to 741741, connecting them to crisis counseling by text message. Trained

crisis counselors are available 24/7/365 for students in crisis with resources and supportive counseling provided.

- Kognito is a suite of real time simulation products to educate faculty and staff about mental health and suicide prevention which supports improved academic performance, student retention, and campus safety.
- Telemental Health Certification gives mental health providers the education, knowledge, and credibility that students and faculty demand with training and board certification in telemental health. It also provides continuing education credits for mental health professionals required by New York State.
- The Collegiate Center for Mental Health provides campuses with additional mental health assessment tools. This provides data on student use, symptoms, changes in mental status, and ongoing assessment of needs. Details about these additional supports are available on campus mental health and wellness websites, on social media, and at www.cuny.edu/mentalhealth.

For more information, college stakeholders can contact University Director of Mental Health and Wellness, Ryan Camire, at ryan.camire@cuny.edu.

Healthy CUNY has prepared a new *Guide to Surviving and Thriving at CUNY*, now available online at: http://www.healthycuny.org/survivingandthriving. The Guide is a useful resource for finding help with food insecurity, mental health, educational challenges and so much more. CUNY faculty, staff and student leaders have been encouraged to use this guide as a resource for helping students and peers navigate through these challenging times. The Guide was produced by students for students and has a different tone and messages than other important and useful resources provided by CUNY.

Advisement & instructional interventions

Colleges are encouraged to continue to offer supports -- whether discrete supports like advisement or entire interventions -- in multiple modalities. The fact that interventions offering an instructional component, such as CUNY Start/Math Start and the CUNY Language Immersion Program (CLIP), are continuing to offer the programs in hybrid/online versions has allowed the program to reach a broader population of students, some of whom might have been unable to commit to the program if only offered in person. Similarly, offering advisement in modalities other than just in-person, and outside the 9-5 workday, allows students to be supported in a way that better fits into their schedules. It also ensures a more consistent delivery in instances of COVID flare-ups when in-office time ends up being reduced.

TRAVEL

Domestic and International Travel

All travel under CUNY auspices should be:
- closely aligned with the campus' and CUNY missions, **and**
- consistent with the Domestic or International Travel Guidelines, **and**
- consistent with CUNY's enhanced standards for travel under COVID-19, particularly with respect to the CDC's Travel Health Notices (THN) for COVID-19.

Now that the Department of State and Centers for Disease Control and Prevention (CDC) have revised their methods of risk assessment for international travel destinations, it is now possible to return to the standards and process outlined in CUNY's International Travel Guidelines, which only requires travel warning petitions in a limited range of cases. These are outlined in section V.E of the International Travel Guidelines. Together with a new condition under the CDC's COVID-19 Travel Health Notices, these are summarized in Table 1 below.

Unless specified in Table 1, individual international travel may proceed using standard procedures according to the International Travel Guidelines, without a travel warning petition. The petition requirement for domestic travel was lifted in March 2022. As usual, strictly personal travel is not subject to CUNY policy. Because this substantially reduces the scope of destinations subject to a petition requirement (effectively reducing it to cases where a "travel warning" is in place), responsibility for review of petitions will shift back to Central Office.

Table 1: Conditions that trigger CUNY's travel warning petition requirement (for individuals, group trips or programs)

	1 or 2	3	4 or unknown
Department of State (DoS) travel advisory*	No petition required	Petition required	Petition required (undergraduates not eligible to petition)
CDC general THN	No petition required	Petition required (undergraduates not eligible to petition)	n/a
CDC COVID-19 THN	No petition required		Petition required

* Department of State travel advisories with an overall level of 1 or 2 that include "reconsider travel" or "do not travel" in the text with respect to specific locations on the proposed itinerary (including transit) must be handled as DoS levels 3 and 4, respectively, and therefore travel to these destinations requires an approved travel warning petition. Destinations with DoS travel advisories of "other" instead of a numeric level must also be reviewed closely to determine whether the itinerary includes any locations listed as "reconsider travel" (3) or "do not travel" (4). Such travel advisories are "differentiated" and must be carefully examined to determine whether a travel warning petition is required.

CUNY's general travel petition form will be phased out and the standard travel warning waiver petition form will updated to ensure documentation of COVID-19 preparation, including vaccination, but enforcement will necessarily be limited to destinations that require a travel warning petition. Also, undergraduate students with an approved medical exemption or religious exception are now eligible to petition. Graduate students and employees will continue to be eligible to petition with a CUNY-approved medical exemption or religious exception to the COVID-19 vaccine requirement.

Travel under the auspices of domestic or international athletics events, student organization trips, and study abroad programs sponsored by a CUNY college must follow the standards outlined under the Domestic Travel Guidelines or International Travel Guidelines, as appropriate. These trips must also have

an approved travel warning petition before proceeding if they include a destination that triggers this requirement.

Where travel warning petitions are required, they should be submitted **before** financial or other commitments to travel are made. Travelers submitting petitions after making nonrefundable payments or other commitments to travel do so at their own risk, and will not be reimbursed.

Whether under CUNY auspices or not, all travelers should continue to follow all current CDC guidance regarding testing and quarantining before and after travel, according to their current vaccination status and conditions at their destination. As of June 2022, the CDC recommends a five-day quarantine after international travel for anyone who is not up-to-date with the COVID-19 vaccination series).

Study Abroad Relaunch

In order to support a responsible restoration of study abroad programming at CUNY that accounts for this mature phase of the pandemic as well as other risks that have been overshadowed by an emphasis on COVID-19, the following principles will guide the restoration of CUNY study abroad programming:

1. New study abroad programs must provide documentation of COVID-19 planning during the faculty-led program proposal process or during the exchange or affiliated agreement review phase, as appropriate.
2. All study abroad programs that operated in or before 2020 and have not yet been recommended by the University Study Abroad Restoration Advisory Committee (USARAC) and relaunched by the Provost of the sponsor campus, regardless of current Department of State and CDC risk assessment levels, must submit a study abroad relaunch form to document adapted procedures under COVID-19, affirm campus responsibility, and allow for an administrative check of prior program approval and current Department of State and CDC status. If any program destination is designated by the Department of State as level 3 ("reconsider travel") or has a CDC COVID-19 Travel Health Notice (THN) of 4 or unknown, this form must be accompanied by a Travel Warning Waiver Petition, which will be reviewed by OAA and OEHSRM, in consultation with other offices as needed. (Programs with one or more destinations with level 4 Department of State designations and/or CDC general THNs of 3 are not eligible to relaunch). (See Table 1 above).
3. Students and any accompanying faculty and staff must be documented in CUNYFirst as up to date with the COVID-19 vaccination series to participate in a CUNY-sponsored program. Medical exemptions and religious exceptions can be accepted in lieu of vaccination for participation in exchange and affiliated programs, but not for participation in CUNY-sponsored faculty-led programs.
4. Dormitory support for returning students who test positive is no longer a requirement for relaunch planning.
5. Students are responsible for all financial risks attendant to their participation in study abroad programs. Students must be, provided with information that clearly explains in writing which risks students incur before students make financial or other commitments to the program. Institutional responsibility is held by the college program sponsor, not by the University or the home college. This must be confirmed in the Study Abroad Relaunch Form.
6. Conditions in countries where study abroad programs have been cleared for relaunch must be closely monitored prior to departure and throughout the program; however, shifts in the Department of State and/or CDC risk assessments are not an automatic reason to cancel or interrupt a program. These decisions must be made on a case-by-case basis in consultation with Central Office. However, a Department of State travel advisory of 4 ("do not travel") or CDC

general level 3 Travel Health Notice is typically cause for cancellation before a program begins, and may be cause to end a program early.

7. Finally, once a program is successfully relaunched, it does not need to go through further review at Central unless it meets one or more of the standards in Table 1 above during the planning phase of a subsequent program. This may be the case if a program approved at level 3 remains at that level, but a successful track record of running the program under such conditions will be an important consideration.