

## 1. RESTARTING ON-CAMPUS OPERATIONS

### a. Campus Planning Task Force:

SUNY Schenectady President, Dr. Steady Moono, is the primary Point of Contact (POC) for all interactions with New York State, Schenectady County, and City of Schenectady officials as well as police and fire personnel. As needed Dr. Moono may assign designees as to act as POC for the contacts noted above. Absent a pre-planned designee, Patrick Ryan, Vice President for Administration, and Mike Munger, Director of Campus Safety, are the secondary POCs.

Mr. Ryan is the primary POC for coordination of efforts with the local Region Control Room, State and County Departments of Health, and the hospitals and clinics located within the City of Schenectady. Ms. Sabrina McGinty, Assistant Vice President for Student Affairs, and Mr. Munger are the secondary POCs.

SUNY Schenectady Reimagining Fall Task Force members:

Dr. David Brough, Dean of the School of Hotel, Culinary Arts & Tourism  
 Ms. Tania Cabrera, Dean of the Math, Science, Technology, and Health Division  
 Dr. David Clickner, Interim Vice President for Academic Affairs  
 Mr. Mark Evans, Assistant Professor of Piano  
 Ms. Jessica Gilbert, Dean of Academic Affairs  
 Ms. Nancy Hall, Sr. Technical Assistant & Blackboard Administrator  
 Ms. Dawn Jones, Assistant Director of Career Services  
 Ms. Jacquie Keleher-Hughes, Director of Library Services  
 Mr. Jay Larkin, Assistant Professor, Hotel, Culinary Arts & Tourism  
 Ms. Kelly Majuri, Dean of the Business, Criminal Justice, and Law Division  
 Dr. Eric McCurdy, Assistant Professor, Psychology & Sociology  
 Ms. Sabrina McGinty, Assistant Vice President for Student Affairs  
 Ms. Paula Ohlhous, Chief of Staff  
 Mr. Patrick Ryan, Vice President of Administration  
 Mr. Tony Schwartz, Director of Facilities  
 Dr. Aaron Tolbert, Dean of the Liberal Arts Division  
 Mr. Brett Wery, Dean of the School of Music  
 Ms. Cynthia Zielaskowski, Registrar

### b. Academic Program Planning

SUNY Schenectady's Academic Affairs organization includes five units (1) Business, Criminal Justice, and Law, (2) Hotel, Culinary Arts, and Tourism, (3) Liberal Arts, (4) Math, Science, Technology, and Health, and (5) Music. In building out a fall 2020 instructional plan members of the Task Force (TF) considered the following in decision-making:

- In the absence of on campus instruction, what content areas would be most vulnerable to negative impact on student success, retention, and future program enrollment?
- What would be the impact to campus population density, contact tracing, and persons' movement through campus spaces with each addition of content area course sections (e.g., all biology courses)?
- What would be required to transition from on campus instruction to a virtual online instructional model?
- What are the human, financial, and planning resources that are required across the instructional continuum from face to face (F2F) instruction, to hybrid, to HyFlex, to fully online instruction?
- What is the probability that students, particularly as a commuter campus, and staff will encounter multiple people, who have also encountered multiple people, prior to arriving on campus each day?

During early discussions of fall courses, members of the Academic Steering Team (AST) completed a pro/con review of nine instructional and course formats. Through the work of the TF, deans in collaboration with faculty

Updated November 13, 2020

and other colleagues reviewed the Academic Continuity Plans developed for the March 2020 transition to virtual online instruction and considered the experiences of faculty and students, the effectiveness of technology tools, and operational aspects of instruction, defined opportunities to build on and those to avoid, and reviewed each course offering scheduled for the fall 2020 semester to define the multiple instructional formats that would 'work' in each course and to identify if there was a single instructional format in which a specific course must be offered, both to support the integrity of the instructional experience and to mitigate the risk to a negative impact on student success. For example, some Aviation flight courses cannot operate in any manner other than face to face (F2F) while a marketing course may be able to operate fully F2F, hybrid, HyFlex, online synchronous or asynchronous, etc. The analysis of courses and group discussions among TF members and individuals across campus informed the college's decision to employ one of a number of combinations of online instruction for all fall 2020 lecture, and some lab courses, and multiple variations on F2F on campus instruction for most of the college's lab sections, with a particular focus on culinary arts, music, and major-based lab courses in the sciences (e.g., Anatomy & Physiology for students in the Science A.S. program).

## School of Music

### Courses

All music courses will be ready for online instruction at the start of the semester with all course materials including syllabus, college services, course calendar, course outline, course content and assignments will be uploaded to Bb. Courses will remain full semester length. Any music course designated for on campus instruction will use Bb to supplement F2F instruction delivery (e.g., some course content, submission of assignments). This is intended to support a smooth transition should the college need to move to all online instruction during the fall semester both in planning and in facilitating students' comfort level and practice with using the Learning Management System (LMS) regularly. All online lectures including synchronous and on campus will be recorded for students unable to attend courses at the appointed times. Faculty and the dean are currently working to develop a robust plan for music ensembles which allow for student collaboration through online instruction; this may include real-time rehearsal apps (JamKazam, NINJAM, Jamulus, and eJamming) or recorded submissions of individual parts.

The School of Music dean and faculty members have completed a prioritization of all music courses to define what courses are most vulnerable if not conducted F2F. That information was then used to set the pace for planning specific to the physical space requirements and procedures necessary to ensure faculty and student health and safety, addressing the course Student Learning Outcomes (SLOs), and supporting the instructional needs of students associated with the identified courses.

Upon entering the School of Music all individuals must be masked and immediately sanitize their hands or use the rest room to wash them; a sign clearly displaying the Covid-19 symptoms will be on display to deter anyone with symptoms from, entering the building. Contact tracing protocols will be in place upon building entry.

### *F2F on campus, in part or in whole, courses (Prioritized)*

MUS 181, 182, Beginning and Intermediate Piano (Labs)

MUS 287 & 289, Keyboard Tech I & III

- 12 Keyboards (electric pianos) moved from keyboard lab room 149 to Carl B. Taylor Auditorium stage and chorus rehearsal room—6 pianos in each space; include required number of extension cords and power strips for keyboards
- Wurlitzer keyboard with visualizer (currently in room 149) and mobile whiteboard moved to auditorium
- Plexiglas shields placed on each piano
- Classes split into two groups, alternating days
- PPE available in each instructional area including masks, gloves, bleach wipes
- Faculty and student demonstration for correct protocol in cleaning keyboards before and after use
- Online asynchronous portions with recorded demonstrations

Updated November 13, 2020

- Loan of college owned keyboards where needed

#### MUS 278, Audio III

- On campus recording studio projects with students in groups of two
- Reduced seating in control room
- Second half of class will move entirely online as students prepare for ProTools 101 certification exam
- Students will need to purchase a subscription for ProTools software
- Students may need to borrow college owned laptops

#### MUS 230, Live Sound Reinforcement

- Classes split into two groups, alternating days in Auditorium
- Online synchronous portions with recorded lectures

#### Basic Ensemble, Chamber Ensembles, Brass Ensemble, Combos (small ensembles, labs, of six or fewer students)

- Large spaces for once a week, short on campus coachings
  - Auditorium, acoustic shells used as physical barriers, plastic shields also used for wind instruments
  - Van Curler
  - Lally Mohawk
- Thirty-minute coachings
- Augmented LMS with a collaborative music app
- Online assignments
- Recorded excerpts individually assigned for submission on LMS
- Discussion forums
- Isolation rooms in studio with entrance plans—pianist in live room

#### Applied and Performance Concentration lessons in piano and percussion

**NOTE:** Many students either do not own an instrument or own a poor-quality instrument so, for the purposes of equity it is essential that piano and percussion students be able to use school facilities for practice and instruction. F2F lessons will be scheduled on campus weekly or bi-monthly with strict adherence to health and safety protocols

All other Applied and Performance Concentration lessons will be delivered using the Learning Management System via BlackBoard Collaborate Ultra, Zoom, or Discord.

Also, allow for use of lesson instruction in classrooms for students with little access to WiFi—lessons are still online with student in a classroom and instructor offsite.

#### Applied lessons - Piano

- SoM Recording Studio
  - Instructor remains in control room and communicates via built in speaker—student uses bleach wipe on keyboard before and after each use—proper time lapse between lessons to ensure social distancing
- SoM Room 215, small recital hall/multi-purpose room
  - open all shades—sunlight is beneficial
  - Use of plastic shield for instructor—student uses bleach wipe on keyboard before and after each use—proper time lapse between lessons to ensure social distancing
- Taylor Auditorium
  - Use of acoustic shells as physical barriers, instructor remains in audience seats, student uses bleach wipe on keyboard before and after each use—proper time lapse between lessons to ensure social distancing

Updated November 13, 2020

### Applied lessons - Percussion

- SoM Band Rehearsal Room
  - Instructor sets up necessary instruments before start of lesson wearing PPE (mask and gloves)
  - Student uses bleach wipe on mallet handles and all other instruments that require contact before and after lesson—proper time lapse between lessons

Students will be assigned a single practice room for the entire semester with practice session not authorized beyond two hours at a time with a one-hour break before use by another student. All students scheduled to practice must check in with security before using practices rooms and there will be absolutely no deviation from the published practice schedule. Practice rooms will be cleaned in between uses and will be locked when not in use.

Accommodations will be in place for students who are immunocompromised or who are not yet comfortable traveling outside of their homes.

- Wednesday class meeting will be done synchronously online with a submitted recordings or links to students' YouTube pages
- Unaccompanied repertoire for end of semester performance is highly recommended
- End of the semester performances will be recorded and archived for student use in portfolios.

### *Synchronous online courses (Prioritized)*

MUS 152, Theory I and III

MUS 147, Music Fundamentals

- Online synchronous portions with recorded lectures
- Graphic tablets for music notation and grading

Jazz ensemble, wind ensemble, chorus, VCE (Large ensembles, labs, of more than six students)

- Small sectional coachings synchronously online
- Augmented LMS with a collaborative music app
- Repertoire divided into small subsets of the larger ensemble
- Recorded excerpts individually assigned for submission on LMS
- One large ensemble project for “brady bunch” performance
  - Assistance from Prof. Isachsen and Music Audio Technology A.A.S. students
  - Students may overdub multiple parts
- Performance posted on SoM YouTube page
- Discussion forums
- Digitalize required portion of music libraries

MUS 155 & 255, Aural Skills I and III

- Ear training exercises through MacGamut <https://www.macgamut.com/> software
- Online Synchronous with recorded lectures
- Recorded submissions of Sight Singing tunes

MUS 285, Brass Techniques (Lab) Course

- Class will be split into two groups, alternating days
- Online synchronous portions with recorded lectures

Updated November 13, 2020

- Recordings of assignments for group discussion on BlackBoard

*Courses that will be a mixture of synchronous and asynchronous online instruction (not prioritized)*

#### MUS 157, Conducting I

- Fully online asynchronous and synchronous with recorded lectures
- Conducting to recordings used more extensively
- Augmented LMS with a collaborative music app
- Recordings of assignments for group discussion on BlackBoard

#### MUS 284, Music in Contemporary Education I

- Fully online asynchronous and synchronous with recorded lectures
- Observation hours
  - Remotely in area public schools as allowed
  - Online video observations using NYSSMA and ACDA resources

#### MUS 257, Literature & Style I

#### MUS 121 Enjoyment of Music Instructors

- Online synchronous and asynchronous with recorded lectures

#### MUS 100, FYS Course

- Online asynchronous or synchronous with recorded lectures

#### MUS 133 Digital Music and Beat Production.

- Fully online asynchronous and synchronous with recorded lectures
- Students will use Discord, <https://discordapp.com/> a file sharing platform.
- Students will need to purchase a subscription for Ableton software
- Students may need to borrow college owned laptops

#### MUS 178 Audio I

- Fully online asynchronous and synchronous with recorded lectures
- Students will need to purchase a subscription for Pro Tools software
- Students may need to borrow college owned laptops

*Synchronous online courses that will include remote one-on-one work*

#### MUS 106, Ear training and Sight Singing

- Ear training exercises through Teoria.com <https://www.teoria.com/>
- Online Synchronous with recorded lectures
- Recorded submissions of Sight Singing tunes

#### MUS 135/136 Applied lessons other than voice, piano, and percussion

*Asynchronous online courses*

#### MUS 127 Jazz Styles and Development

#### MUS 231, Music Business I

- Fully online asynchronous with recorded lectures

MUS 115, Rock music Style and Development

MUS 120, World Music

- These courses have been offered online asynchronously for years – no changes

#### Student Performances

A School of Music YouTube Channel will support performances with all instructors able to upload student performance content. Online tutoring with professional tutors (trained for online instruction) for theory and aural skills courses.

#### Ensembles - Stage

- Stage is currently marked for ensembles with ample social distancing.
- Fall 2020 recommendations are face-to-face ensembles of under seven
- In the event that spring semester allows for larger ensembles with social distancing, the stage could accommodate up to 23 performers and one back stage assistant. This still allows for entrance and egress with proper social distancing.
- In order to maintain proper social distance in auditorium seating every fourth seat should be left open with three blocked seats in between. Some rows will allow couples to sit on one end. Every other row should be blocked entirely to allow six feet of clearance in front and behind audience members.
- This plan allows approximately 68 audience members. This combined with a maximum of 23 performers and 1-person back stage equals one fourth of the normal capacity of the auditorium.

#### **Business, Criminal Justice, and Law (BCJL) Division**

The Business, Criminal Justice, and Law division largely offers lecture style courses (e.g., business law), as opposed to lab courses, and so course offerings in a significant number of the division's content areas can easily transition to an online format. While instruction will be provided in an online format, specific course sections will be identified as synchronous, asynchronous, or a combination of the two. To facilitate the adoption of this model professors are providing feedback based specifically on each course and the associated SLOs. All courses will be scheduled asynchronously; however, faculty will be required to hold face-to-face office hours weekly and they will be encouraged to hold classes and meetings in person in order to differentiate the needs of each class and each student

The BCJL originally had 93 total sections included in the fall 2020 schedule. After reworking the schedule in order to go online the division now has 79 sections, 6 of which are either internships or taught off-campus via college partners (e.g., Business Plan Development, Sales and Service). All BCJL division courses will be online in an asynchronous format

*Laboratory Preschool.* The BCJL will be the primary POC for working with Schenectady Day Nursery and ensuring that all guidelines established by the State and SDN are followed. If children are present at the Laboratory Preschool, a schedule of days for College students to come to Gateway 127 and do observations via the audio visual (AV) system will be arranged to allow for no-contact observations

*Faculty Support.* Faculty partnerships will be created within the division based on need once the number of instructors is more finalized based upon any additional contraction and expansion of the sections in the schedule. Professional development videos covering Blackboard (Bb) basics will be provided through the division's Bb community.

Documents outlining online instructional best practices and recommendations for common syllabus language have been developed (see Appendices A and B). These efforts are intended to provide, among other things, information about support services, face-to-face video classes, comportment in an online class, availability of on-

campus resources, library, communication expectations, and division deans will work with faculty members toward adoption of the information to support calibration of information across courses and divisions.

*Student Support.* The BCJL division recommends that Bb be opened at least one week prior to the beginning of the start date for courses to provide for a Welcome Week for students. Logistics of this effort are TBD, but would include items such as requiring students to logon to courses prior to the first day of classes and complete an engaging activity.

Efforts continue in providing students with a tech support system via Open SUNY but also through interactions with faculty, during office hours, and staff across campus. This effort is linked to the intent of developing the best practices and syllabi language suggestions documents.

### **School of Hotel, Culinary Arts, and Tourism (HCAT)**

All HCAT lab courses have been prioritized to define whether all lab courses or fewer will be offered on campus. All lab courses provided in a F2F format will also provide all lecture, theory, videos, PowerPoints, quizzes, tests, demonstrations of each course lab, and other course materials to students through Bb. This effort will support students who cannot get to campus, are in a quarantine situation, and will allow students to review course materials associated with lab instruction at any time.

F2F lab course sessions will rotate with a maximum of eight students at a time will take part in the lab activity and the following week the remaining students will complete the lab. Social distancing protocols and the use of PPE will be in place for all labs. The HCAT division dean and faculty members have completed industry trainings and earned certifications specifically focused on COVID-19 food handling, preparation, take-out food preparation. All students participating in HCAT labs will be required to take part in a course orientation specific to the semester and COVID-19 protocols associated with areas including sanitation, food preparation and handling, use of restrooms, use of locker rooms for changing into student kitchen uniforms. Protocols will be in place for kitchen lab space cleaning between sessions. In preparation for the possibility that lab section would need to transition to an online format mid-semester, HCAT faculty are reviewing the feasibility of food and equipment boxes for students to work with for each lab while following along with instructors' video demonstration of the lab activity.

Just as with the other divisions that will operate lab courses F2F on campus, HCAT will have a lab orientation program in place for all students taking lab courses. Information presented to students will focus on areas such as no contact rules (e.g., handshaking, high fives), equipment usage, lab space floor plan, and food and equipment dispersal and storage protocols. Additionally, students will take part in update briefings related to the lab and developments in the culinary and hospitality industries related to the COVID-19 response. All HCAT lab spaces will be signed with information about protocols and information will also be communicated via email and course Bb sites.

*Lecture Courses.* HCAT lecture courses will follow the same model and associated protocols as noted for the other divisions.

### **Lab Classes:**

Limited face-to-face lab instruction. In this approach all lecture, theory, videos, PowerPoints, quizzes, tests, etc. would be preloaded into the current Blackboard platform. All the materials would be available to students at the start of the semester and accessible at any time through Blackboard. All the materials would be available to students at the start of the semester and accessible at any time through Blackboard. 7 labs in which one half the class; Group A (maximum of 8) will meet during Lab Week 1 and Group B (maximum of 8) will meet during Lab Week 2 where the same lab instruction will be repeated. Each lab topic would be repeated for 2 weeks.

Lab room E106 has a maximum capacity of 8 students

Fall courses: Elements of Baking, Commercial Baking, and Pastry will operate in

Lab room E105 has a maximum capacity of 13 students

Updated November 13, 2020

Fall course: Quantitative Foods

Lab room E103 has a maximum capacity of 8 students

Fall course: Garde Manger.

Staging has a maximum capacity of 13 students

Fall course: Quantitative Foods

Lab room E101 has a maximum capacity of 8 students

Fall course: Food Prep A

Lab room E100 has a maximum capacity of 10 students

Fall course: Wines of the World

Casola Dining Room has a maximum capacity of 20 students

Fall course: Dining Room Management

Lab room E151 has a maximum capacity of 8 students

Fall course: Classical Cuisine

Lab room E152 has a maximum capacity of 9 students

Fall course: Food Prep B

The Van Curler Room has a maximum capacity of 60 students

Fall course: Banquet Management

The first class (Week 1) will include an orientation via Collaborate and it will cover, among other things, sanitation, a description of how the semester will proceed, safety protocols, and faculty and student responsibilities.

Locker room procedures and limits on occupants. Total occupants of locker room will be three at a time, and self-policed, signage to maintain flow and physical distancing, sanitizing hourly with sign-off list.

The Casola Dining Room, Pane e Dolci, The Boucherie, Quantitative Foods, will move exclusively to a take-out model that will include, contactless ordering, phone ordering, contactless payments using online menus and Revel point of sale system. HCAT will purchase an upgrade for Revel to allow for online ordering. This fee will be offset by turning a several of the current terminals to a hibernate, unused, cycle.

#### Take-Out Protocol

- Orders will be taken via Revel and phone and input into the HCAT Point of Sale (POS)
- All payment will be required to be contactless
- When orders are taken a time will be obtained for the pickup of the products and goods
- Order will be consolidated into a sheet to assist with the expediting of the orders and production
- The back of house (BOH) students will produce the food.
- BOH students will process the take-out orders, labeling containers using stickers, and put them in the kitchen window
- Front of house (FOH) students will package and place the orders in bags
- The complete order and name of the person who ordered the food will be stapled to the packaging
- The food will be brought downstairs to a hot box which will be held outside the copy room
- Guests will pull into labeled parking spots and in front of the Casola Dining Room entrance
- Once a guest has arrived a student will bring the food to the base of the steps at the Casola Dining Room and place it on a table.
- The guests will then be able to pick up the food from the table
- HCAT students will enter and exit at the Casola Dining Room ground floor entrance.
- Procedures will be in place for students to enter the building and get to their specific lab location

*Lecture Classes.* All lecture type classes will be taught in an online instructional format.



*Policies and Procedures for implementing the HCAT Plan.* HCAT will develop a procedural manual to cover the new normal as it relates to food preparation and related culinary items (e.g., lab sanitation, etc.). The manual will include items such as no contact rules, lab floor plans, etc. To ensure adherence to all requirements, HCAT is reviewing food preparation and culinary related guidance from CDC, National Restaurant Association, Serve Safe, and the New York State Department of Health's Interim Guidance dated June 3, 2020). All information will be reviewed and updated routinely and D. Brough will be the POC for monitoring this information and updating procedures.

#### Physical Distancing

- Faculty and students six feet distance maintained at all times in all classroom and lab spaces (exception if the core activity requires a shorter distance -e.g., cooking, cleaning)
- Face covering to be worn at all times
- Casola wing restrooms will be used with social distancing
- There will be no sharing/co-working areas without cleaning and disinfection between use
- Use of small spaces (e.g. freezers or storage rooms) by more than one individual at a time will be prohibited
- Limit bi-directional foot traffic using tape or signs with arrows in narrow aisles, hallways, or spaces, and post signage and distance markers denoting spaces of six feet in all commonly used areas and any areas in which lines could form (e.g., take-out pick up)
- Use of designated entrances/exits for arrival and departure for all labs
- Communications to customers to wait in their car until food is ready to be picked up
- HCAT must post signs throughout the site, consistent with DOH COVID-19 signage
- Stagger schedules for their students to observe social distancing (e.g. breaks, meals, shift starts/stops)
- Reduce interpersonal contact and congregation
- HCAT will reconfigure kitchens to maintain six feet distance
- Establish markers in stations and areas with tape on the floor to signal six feet distance in all directions.
- Place items on the counter for the next person rather than passing them to another person

HCAT will require that faculty and students affirm that they have reviewed and understand the state/school-issued guidelines, and that they will implement them and will communicate the plan for students that includes applicable instructions, training, signage, and other forms of communication (e.g., Bb, student email, social media).

HCAT will adjust ordering process for paper, janitorial, and cleaning products through the weekly bidding procedure (the cross referencing of 3 purveyors and the development of par stocks) for Johnston paper, WB Mason, ECO Lab and Driscoll foodservice to include COVID 19 necessities. This will be done in consultation with the Vice President of Administration's office. HCAT will also coordinate through that office for receiving deliveries.

Current lab set up sheets will be expanded to include procedures for the distribution of PPE. Additionally, HCAT has subscribed to Ecolab, an industry resource to ensure they have access to the most up to date industry practices in response to COVID-19. Current lab closing sheets will be updated to ensure proper sanitation methods are used at the conclusion of lab sessions.

#### **Liberal Arts Division**

The Liberal Arts division has reviewed all programs and courses for fall 2020. Of the 153 courses currently scheduled for fall 2020, twenty-five were already scheduled to be online and 121 can move to a remote instructional format. Seven classes are clinical practice or laboratory courses where some of the instruction can move online but other areas must remain in a F2F format (e.g., HUS, AER, ATC).

Updated November 13, 2020

*Lecture Courses.* The Liberal Arts division will move all lecture style courses to a virtual online instructional method. Modalities of instruction will include a combination of synchronous/asynchronous online instruction whereby approximately half of the instruction, the equivalent of one class session, is asynchronous and the other half of instruction is provided synchronously via Bb Collaborate, recorded and made available for later review by students. Other courses will be defined as only asynchronous or synchronous. Determinations about course modality is defined in consideration of subject area and the course SLOs. Courses with multiple sections will be offered in multiple online modalities based upon collaboration that has taken place between the LAS dean and faculty members. Class modality will be noted on the online fall course schedule and plans are being finalized for transitioning between the original fall 2020 schedule and the updated fall schedule.

*Lab Courses.* Aviation and Air Traffic Control courses will follow FAA and Schenectady County Airport guidance about whether or not students will be able to be in a cockpit with an instructor or in a control tower. The college will apply all safety protocols for on campus instruction at all off-site instructional locations including the classrooms located at the Schenectady County Airport.

The LAS dean is working with faculty members and off-site partners to address specific needs for the following courses:

- AER 101 Flight Laboratory and AER 228 Commercial Operations
  - 1:1 student and flight instructor in a plane. (not 6ft apart)
- ATC 255 Local Control Laboratory
  - 1 student and 2-3 operators
- HUS 221,222,225,226
  - Some portions of the class can move to synchronous online, while the internships are one student at a business site.

*Internships, Off-Campus Student Placement and Off-Campus Courses.* Students participating in internships and other kinds of off-site placements will adhere to placement site protocols and the division deans will work with personnel at each site to ensure that procedures are in place to protect students' health and safety. Liberal Arts, and each division with off-campus student placements will calibrate the procedures for fall operations.

Forms for use with students and internship sites have been updated based upon the most recent guidance provided by SUNY. Internship forms (draft) are available in Appendices C and all associated forms are under review to ensure all areas are updated. All forms and processes associated with internships and off campus course experiences will be consistent across all divisions. Additionally, deans and/or the faculty point person for the course experience are currently working to outreach each site to speak with the POC and review the COVID related protocols. Division deans are working with staff at all off-campus sites to ensure the college is well informed about re-opening plans and protocols for students at the sites, will review their COVID protocols, and virtually meet with students enrolled in the courses to review the expectations with regard to physical distancing, PPE, etc. Per procedures already in place at the college, site visits are conducted at each off-campus location. Deans and/or faculty will also visit each site to ensure that the protocols in place are at a minimum equal to the protocols used on campus.

Additional review of the standardized internship site form for all faculty to use with students will be completed NLT COB 8.1.2020. Deans will determine if elements such as a "required to report" clause so that students tell the college and internship site (both) if they are diagnosed with COVID need to be included in the form(s) in the event that contact-tracing protocols at the site would not account for that notification. A protocol will be set for students to be required to report if the site they work at gets closed because of COVID infections as well as a process for including the faculty supervisor being included on the internship site general email notifications for any major issues (e.g., closures, etc.). Deans Tolbert and Majuri recommend that a "hold harmless" document be created and reviewed by college counsel so that students sign it and such that they removed the college from

Updated November 13, 2020

liability for placing them in the internship should something occur at that site. Baseline options have been identified.

The deans are currently working with off-site partners to examine and, as needed, define COVID related protocols for our students (e.g., Richmor for Aviation Flight Programs) and continue to examine course locations to determine if courses should be offered in some locations (e.g., Center City).

As part of the preparation for the fall, beyond a review of procedures, deans and faculty also worked to determine if there were opportunities for developing new experiences and partnerships. For example, collaboration between the college's Teacher Education Transfer degree program and the Schenectady City School District is moving toward the possibility of a combining education students' required education observation hours with some form of tutoring and one-on-one help for students at the school district.

**NOTE:** All TET, HUS, and CDC internships involve one student per site. Faculty, in consult with division deans, will work to place students at internship sites, verifying that each will continue to sponsor fall internship students during this time of COVID.

**NOTE:** For TET, HUS, and CDC programs, all students class that are not internships will be online, so these students will not come to campus for class.

### **Math, Science, Technology, and Health (MSTH) Division**

*Lecture Courses.* MSTH lecture courses will follow the same model and associated protocols as noted for the other divisions.

*Lab Courses.* Laboratories for classes that are generally non-major based will continue to be offered through virtual online instructional methods as in the spring transition as a result of COVID-19. The provision of online labs is being further refined this summer and thus far, results are positive. Major based labs will transition to a split lab modality employing two lab sections to accommodate social distancing within laboratories. Lecture classes will target an enrollment cap of twenty-four students and each lecture class of twenty-four will be assigned two lab sessions, for example Tu and Th, and will use a defined process to rotate six students at a time through each lab activity to ensure proper social distancing and lab safety. Labs have been measured, template diagrams of lab spaces have been created, and laboratory workstations will be marked off.

Lab course sections for students taking non-major based labs (e.g., a student in the Criminal Justice A. S. program taking Biology I) will be provide using virtual laboratory simulations using Labster software. The software provides students with access to virtual, state of the art laboratories that seamlessly integrate into BlackBoard. The use of Labster is consistent with our focus on student success and retention, easily used on virtually any kind of device, providing simulations for courses ranging from high school to advanced synthetic organic chemistry and upper-level biology.

The MSTH dean and multiple faculty members tested the software and found it to be excellent in both content, delivery, and the inclusion of safety and basic laboratory protocols. Students do not lose points if they make a safety error, but instead receive an explanation for why something they did was unsafe providing positive reinforcement as opposed to the stress that can occur in a physical lab setting if there is a safety issue. The simulations are incredibly life-like, and give students access to equipment that would be cost-prohibitive to all but larger schools with a significant equipment and research budget. Once complete, faculty members can enter each student's lab and see where mistakes were made allowing for personalized support and assistance.

The company also provides its clients with an opportunity for faculty to give their syllabi to a Labster representative to assist in determining which labs best meet course learning outcomes and can develop a custom package of labs for the course. The implementation of Labster for the fall 2020 semester will allow the college to determine its viability for future academic years both as a student success initiative and a fiscally sound purchase.

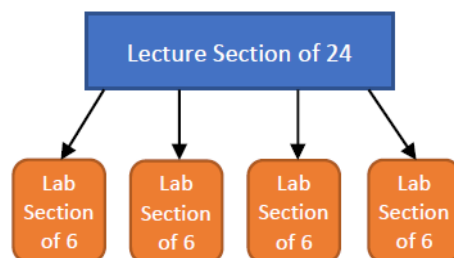
Updated November 13, 2020

Safety measures beyond those that are standard for operations in any lab will be in place. Procedures for entry into all lab spaces have been defined from point of building entry to laboratory entry. All students will follow proper sign-in protocol and wear a mask. The floor will be marked in the hallway of the chemistry, biology, and biotechnology labs with appropriate six-foot distancing. The instructor will let one student at a time come in the lab and go to their assigned workstation until all students are set at their assigned station.

Stations will be prepared by the lab technicians with a tray of materials required to perform the lab experiment. Trays will always include deionized water and a waste jar, disposable gloves, and associated safety items. Stations will be equipped with balances and microscopes as needed for the experiment. This will eliminate the need to move around the lab as much as possible. Procedures are in place in the event that a student needs to use the restroom. The best routes of egress will be determined before the semester begins, depending on where a student is standing.

Labs have been marked off for appropriate social distancing with a maximum of 6 students per lab section.

As previously described, a lecture section of 24, for example, will be divided up into 4 groups of 6 that will rotate in a biweekly schedule for all designated hybrid lab courses.



During week 1, Lab group A will come in for an in-person lab Tu and Lab group B will come in for an in-person lab Th. Week 1, groups C and D will have an online simulation to complete. During week 2, Lab group C will come in for an in-person lab Tu and Lab group D will come in for an in-person lab Th. Groups A and B will complete the same online activity groups C and D did week 1 during week 2. This amounts to 7 in-person labs and 7 online simulations.

Lab trays with all required materials will be ready at the numbered stations along with equipment such as microscopes and weigh balances and items including deionized water and individual waste jars. Students should not have to leave their station/move around the lab to conduct their experiment. Faculty will give lab techs a full syllabus of in-person experiments by August 24 so materials can be ordered and prepared.

All faculty and students will be required to follow PPE protocols: facemask, safety glasses, long pants, closed-toed shoes. There will not be exceptions. Any students not following PPE protocol will not be allowed to conduct the on-campus laboratory.

Chemistry students will access the CST building via the walking bridge connecting it to Elston, sign in and will be wearing a mask. Plexiglas will be needed in the chemistry lab and will be constructed.

Biology students will enter at the main entrance of Elston Hall or another designated Elston Hall entrance. Some chairs and materials will need to be moved out of ELS 609 to allow students to enter and exit safely using social distancing. A work order will be put in to move larger items such as chairs. The MSTH dean will coordinate with facilities for where items should be moved. Security will be provided with a list of student names and ID numbers expected to attend an on-campus lab.

Updated November 13, 2020

Lab stations will be taped off and numbered. Every student will be asked to enter the lab one at a time by the instructor based on number. Yellow duct tape will mark off areas on the ground in which students should stand. The hallways will be marked off for 6 feet of social distancing.

When a student is done with their experiment, s/he will raise her/his hand and the faculty member or lab technician will ensure it is safe to exit the lab. All materials will be left for the technician to remove for the work area unless instructed to move the trays to a cart.

### **Project Management**

Divisions have examined courses and adopted a template put forward by Liberal Arts in order to communicate that information in a clear, concise, and calibrated manner to the Registrar's Office and to ease review and discussion of the information. The Registrar has reviewed or is in the process of reviewing that information with division deans, who have also completed multiple reviews of Argos course data to support this process, in preparation for transitioning the schedule en masse. Once complete the information will be shared with advisors as a final cross check to determine if there are final adjustments that should be made and faculty load will be reviewed by division deans as an additional check. Upon completion division deans will reach out to the bookstore to ensure staff in that area have the information they require to continue preparing for the fall semester. Upon final determination of the schedule staff and administrators from Academic Affairs, Student Affairs, IT, and Marketing and Communications will take immediate steps to implement the schedule shift. This includes a transition of the online schedule, student contacts, responding to any needed course changes, and driving communications to students and members of the campus community. Though implementation it intended to move rapidly, prior to its start, even if momentary, faculty members will be sent formal communication of the shift.

The nuts and bolts of this process has been discussed as part of TF meetings, but the 'on the ground' planning will move very rapidly and begin in earnest as TF members and colleagues across the campus are engaged to solidify the final elements of implementation preparation.

**NOTE:** This is NOT a function of under preparation. Elements of this plan have moved through multiple iterations with varying requests for deliverables from New York State and SUNY, each of which included a requirement for approval. With that in mind, and because the final decision on campus-based implementation rests with the Office of the President, TF members and their work has remained simultaneously firm, fluid, and prudent leaving room to pivot if additional variables are introduced.

**NOTE:** In an effort to limit the number of persons on campus, SUNY Schenectady will not accept Senior Auditors in the fall regardless of the number of students in the class. As per our Academic Code, online courses are not available for Senior Audit.

### **Workforce Development and Continuing Education (WFDCE)**

*Credit Free Programming.* Staff of the WFDCE office have completed a review of all planned fall courses and have put forward a plan for meeting students' needs. That work is ongoing, and in an effort to support collaboration and continuity across campus office, the WFDCE staff will be deploying various procedural items delineated in the overall fall plan.

WFD&CE currently has 44 courses planned for fall 2020, including healthcare cohorts. In determining the specifics involved in covering course content, the team has worked to align program-learning outcomes and, if applicable, grant deliverables with instructional formats. For example, the Behavioral Health Technician BHT and Community Health Worker courses will be delivered fully online while courses such as Basic EMT, EMT Refresher, Archaeological Research, Independent Research Project, Native American Archaeology, and Zooarchaeology will employ a hybrid format.

Updated November 13, 2020

In cases where WFDCE courses are taught at off campus sites (e.g., Microknowledge, Vale cemetery), staff will follow protocols similar to those that will be in place for academic divisions. Similar to the planning completed by the academic divisions, WFDCE staff completed planning spreadsheets to define the specifics for each course.

HPOG staff have conducted outreach to various agencies associated with the program provided in that area (e.g., New York State Office of Professions) and guidance is currently not available for a number of professional areas at this time (e.g., Phlebotomy, EKG, Medical Administrative Assistant MAA, Certified Nursing Assistant CNA, Home Health Aide HHA, Personal Care Aide PCA). Planning is in place to provide instruction in all areas that do not require student-to-student interaction such as blood draws for phlebotomy. Monitoring for guidance will be continuous and HPOG has become aware that guidance on social distancing for the Certified Nurse Aide clinical testing program is forthcoming from the Prometric oversight group.

Multiple WFDCE courses and programs require specific equipment for instruction. In those cases, synchronous online instruction is being planned for all course-learning outcomes that do not require laboratory and lab instruction will be provided F2F.

**NOTE:** Some lab instruction will exclude parts of courses that require input from governing agencies (e.g., NYSED) prior to moving forward.

Communications will be sent to all students, faculty, and staff regarding course scheduling and protocols consistent with those that other areas will employ. Training is being put in place for staff and PPE and technology needs are being forwarded to the Vice President of Administration.

### **Support for Faculty for the Preparation and Provision of Online Instruction**

Through the college's Title III grant effort, multiple cohorts of faculty taken part in professional development programming for online course development and the use of the Open SUNY [OSCQR](#) rubric. This summer two more faculty cohorts (groups 6 and 7) are participating in the online course development program and in the fall three cohorts (numbers 5, 6, and 7) will complete the final elements of the program.

Resources to support online instruction were reviewed and shifted in spring 2020 and based upon what was learned by faculty, staff, and administrators during that time the cadre of resources is being examined to reconfigure or build out additional support items. This work includes a review of the current Blackboard (Bb) community faculty support organization. OER information has been brought into the Bb organization to help facilitate further usage and faculty examination of the opportunities available through the use of OER course materials. A communication plan specifically related to faculty support available for online virtual instruction is being developed, beyond the typical semester communications that are sent out to faculty. Communications will include information on how to access the Bb organization, information on upcoming campus-based professional development webinars, and reminders about the resources available in the organization (e.g., recordings of prior webinars, list Open SUNY resources with links to them). The Bb organization is in addition to the public facing web page housing faculty resources to support virtual online instruction.

To leverage what has been learned as part of the spring 2020 experience, staff are working toward preparations for an online course model including items intended to support ease of use for students and faculty and to support students' as they work to adapt to online instruction. The template is currently undergoing testing with planned launch for fall 2020 courses with the option for faculty to adopt the new model. The initial model will be transitioned in a manner to support ease of adoption for faculty with a deliberate, incremental phasing process beginning in the fall and continuing in subsequent semesters. Webinar training on the new course model will be conducted in July to promote its use and to review navigation within it.

The goal of implementing a new course model, developed by David Wolf, is to have all courses use similar navigation, build out uniformity of course layout, and to facilitate increased ease of use for students. The model is

Updated November 13, 2020

being tested currently and, upon completion of testing, division deans will be sent information to share with faculty, including an overview information video and details about planned Course Model Trainings. When all courses are open to faculty, 30 days prior to the start of the course, the model will be set as the default option. If a faculty member does not want the course model, they will be able to delete the files. In the event that it is determined the course model cannot be the default for all courses, Bb courses will be set to read course and instructor information. This will be completed by early July, prior to classes being opened for faculty. To provide additional information about the course model a workshop/webinar on the 10 things one needs to know for the course model is scheduled for July 28. It will promote the use of the standardized documents and navigation within the course model and provide faculty with reasons to adopt the use of the model as well as covering how best to employ it. The webinar will be recorded, posted with the other faculty resources, and sent to faculty.

Division deans are also working to plan for faculty teammates with advanced skills in online course development and instruction to collaborate with faculty transitioning to online instruction. This effort will include the use of the OSCQR rubric as a primary tool for discussions among teammates. Beyond the use of specific technology resources, divisions are working to support the build out of trainings in other instructional related areas (e.g., how to make a high-quality video, addressing sound issues and background noise).

The college will offer accessibility boot camp webinars beginning June 24 and they will be offered again on August 18. The interactive programming will address key issues related to accessibility and include topics such as adding Alt-tags (descriptions) to images, creating accessible documents, avoiding contrast issues, ensuring video compliance (e.g., transcripts or closed captioning), and using Bb Ally and MS Accessibility Checker to resolve these issues. Programming will also include discussions of equity in relation to virtual online instruction (e.g., possible effects on non-traditional students, how accessibility or accommodation can impact student success). The accessibility boot camp program is designed as a longer form professional development opportunity for faculty, as compared to traditional webinar “workshops”, to ensure that online courses meet or exceed ADA Compliance Standards. All programming will be recorded and disseminated to all full- and part-time faculty.

Through input from divisions, faculty who developed advanced expertise in specific instructional technologies and resources will lead professional development webinars as well (see list of programming and schedule, and student information, in Appendix D). The first one is scheduled for June and will focus on the use of Collaborate with other webinars set to cover SUNY OER for online classes and Lumen courseware. Each webinar will be about 45 minutes to an hour long to allow for ample time for questions and answers. Based upon input regarding what was learned in spring 2020, additional professional development webinars will be offered in areas including building a sense of community in an online course, providing feedback in an online course, how to do group work online, and methods for adapting online courses to students’ needs. All webinars will be recorded and added to the current list of faculty resources and the information will be sent to part- and full-time faculty and staff, including areas such as the Library and Student Success Center, who use some of the same tools to support students. The communication will include links to previous webinar recordings covering the use of online assessments, tests, and the Bb gradebook/grade center, and information about drop in office hours with the college’s Teaching and Learning Specialist. Communication planning will be ongoing to ensure faculty and staff have the most up to date information.

Additional trainings have been developed to best support faculty in preparing for the fall semester, to help ensure the best practices are being utilized in all online and remote instruction, and as a compliment to what was presented in the spring semester. These topics were decided upon from feedback from the deans and from the expertise of the Teaching and Learning Specialist. For example, professional development focused on best practices for online teaching and learning will cover providing feedback in an online course (July 14) and adopting online courses to students’ needs (August 4). Trainings focused on best practices in course design will address using video for content delivery (June 30), doing group work online (July 9), and a faculty facilitated general best practices, question and answer session with Professor Matt Farron (July 21).

The Dean of Academic Affairs will work with division deans to provide faculty training reminder in June and July, and then bi-weekly reminders in August, to promote and increase use of the Bb community's question and answer discussion board for faculty collaboration and to encourage the review of previously recorded webinars covering key topics such as online assessments, testing, and Bb's gradebook/grade center.

### **Academic Affairs Student Support Services**

Members of the college's Academic Affairs Student Support Services areas developed academic contingency plans as part of the transition process in spring 2020. Those plans were updated in May and personnel from the college's Task Force worked with the campus leaders in each area to drive toward calibration in the provision of services across as many areas as possible, to identify and respond to any identified opportunities, and to align what staff in each area learned through their experiences this spring in order to continue to increase the effectiveness of student virtual online support services. The most critical part of this work is that the expert leaders of each area contributed to the plan based upon their work and discussions with students and staff. This supports the college's efforts to respond to students' needs.

Considerations for the fall semester include defining, to the extent possible, uniformity of coverage across areas for online and F2F student support. Staff will be prepared to work remotely and/or on campus based upon student and office needs. To support COVID related protocols any F2F student support will be provided through scheduled appointments in all cases. For example, F2F appointment times will be set in a manner, which allows for time between each in order to limit contact with others while waiting for appointments. Physical distancing in service spaces will be reviewed and adjusted as needed through placement of furniture or equipment to ensure social distancing is being strictly followed. In some cases, alternate spaces will be used as needed for services requiring additional space to ensure physical distancing. Increased cleaning of individual and shared spaces will be in place to include staff disinfecting their workstations and spaces used by students frequently throughout the day. Students will continue to be able to schedule virtual online appointments. Implementation planning is in place and ongoing for areas such as the Learning Commons requiring many more logistical protocols.

Department leaders will be working to develop alignment across student communications. This is intended to reduce the burden on students who use the services of multiple offices and to reduce students' stress associated with completing college during this period. All offices will continue to use various technology tools to carry out operational functions such as data tracking, appointment scheduling, and video conferencing. Currently, staff are examining opportunities to utilize similar or the same technology tools across functional areas. Any new technology adoptions will be accompanied by professional development to teach staff, faculty, and students how to use the resources. See Appendix E for preliminary final draft of technology/equipment items.

Service implementation for some areas including College in the High School and the Liberty Partnerships Program will be dependent on how area middle and high schools will be operating. These units are prepared to continue services based on that information.

The TF members and Academic Affairs Student Support Services leaders will collaborate with their colleagues in Student Affairs and Administration to support calibration and to learn from one another in order to provide the best services possible to students and working to ensure clear health and safety protocols are in place for students and staff. See Appendix F for coordinated departmental information.

### **Student Affairs Student Support Services**

All Student Affairs Student Support offices will continue to encourage students to access services virtually, limiting the amount of direct contact. If students request a F2F meeting it will take place in one of the college's conference rooms to ensure distancing protocols. Additionally, Student Affairs offices will have a range of protocols in place based upon the typical student interactions within the space. For example, all interactions at the Financial Aid counter will be separated by Plexiglas. Student Affairs has developed entry and exit procedures for the large suite housing most service areas, for the Admissions suite of offices, and for common spaces defined



as areas in which students have typically gathered and waited for appointments or classes. In all cases the protocols will account for social distancing.

The Student Affairs' Laptop Loan Program will transition to the Information Technology department in the fall with oversight for all student laptop distribution and collection.

A schedule of events and activities is under development as regularly takes place during the summer months and the schedule will be communicated to students during the first week of the semester, as is the current practice. Activities will focus on keeping students engaged and connected to the college and to facilitate a continued sense of community. In light of the shift in the college' primary instructional model, the Student Activity Advisor will work to collaborate with student support offices and faculty members to help facilitate increased education focused activities.

There will be no Student Activity travel during the fall semester, including athletic teams. Student Leadership training and club advisor training will occur online in the fall semester. Student Government Association (SGA) Elections will take place virtually. A call to action will go out from the Student Activity Advisor on the first day of classes asking students who are interested in running for office to submit their information to that office. The list of candidates, their bios, and their campaign statements will be emailed to the student body and votes will be cast electronically and completed by the third week of the semester.

All communication regarding COVID-19 to students will continue to come from the Assistant Vice President for Student Affairs, including updates on office hours and office closures. Resources to help educate students and faculty regarding the CDC guidelines for reducing risk of spread including self-isolation when appropriate, hygiene and respiratory etiquette, face coverings, and college expectations will be in place.

**i. Classroom Population Density** See overview in Academic Program Planning with additional information below.

**ii. Instructional and Research Laboratory Protocols** See overview in Academic Program Planning.

### **c. Restarting On-Campus Operations**

*Limiting Occupancy.* Room capacity will be governed by a requirement that in all cases the maximum capacity of a room is defined by the availability of space sufficient that each occupant has a minimum of a three-foot social distancing radius around them at all times. Classroom, laboratory and office room capacity will be governed by a requirement that in all cases the maximum occupancy of a room is defined at 50% of the rated capacity or the availability of space sufficient that each occupant has a minimum of a three-foot social distancing radius around them at all times; whichever is less. In many portable furnished classrooms, occupancy levels will be between 30% to 40% capacity. Fixed furniture classrooms and laboratories occupancy levels will be 15% to 30% to ensure proper social distancing.

At this time, all campus classrooms and offices have been measured and a CAD program was used, through a collaboration with Schenectady County, to define capacity at a three-foot radius. That process has been cross-checked for each classroom and office to account for the space taken up by equipment in each location and the defined capacity will be adjusted as needed. Program needs and capacity limitations will define which laboratories and classrooms will be used on campus. A scheduled "between class" cleaning and disinfecting regimen will be in place for all classrooms and laboratories that are in use and any unused classrooms will be off-schedule.

Offices traditionally occupied by multiple people that do not align with the defined social distancing capacity will require reassignment of the staff person to a different work location. The college does not envision the need to implement a staggered work shift or operations using rotating schedule of on campus and remote work at this time. Should it become necessary, such options can be employed.

Seating in campus common areas will adhere to the same capacity benchmarks as classrooms and offices with seating adjusted or signed to ensure social distancing. Extra seating, desks and benches will be removed from

lounges, classrooms, cafeteria and gathering areas as needed to ensure social distancing. Markers will be placed in common areas and restrooms to ensure appropriate distancing is followed. College staff will monitor movement of furniture in ways that compromise effective distancing protocols.

Elevators in all buildings shall be limited to two-person occupancy to meet social distancing requirements and signage will be posted in each elevator car and on the outside the elevators at each floor.

*Entry and Egress.* Students and college employees will be informed of the four defined building entry/exit points noted below:

- Elston Hall Main Entrance from the Parking Lot Quad
- School of Music Entrance
- Elston Hall Casola Dining Room Entrance
- Elston Hall Canal-side Entrance near Route 5

**NOTE:** The Center City entrance will be limited to the elevator entrance on the second floor at the Security Desk and the Kindl Building entrance will be limited to the employee entrance located on South Ferry Street.

**NOTE:** Specific logistical planning for these areas is ongoing and includes personnel from the Workforce development and Continuing Education Office.

*Employee Entrance and Exit.* All main campus employees will enter and exit campus using the Elston Main entranceway, except Music faculty and staff who will enter and exit the Music Building. Each employee will be expected to complete the health assessment (see Appendix G) prior to or at the point of entry each day they are on campus. Masks must also be worn at entry. All employees will swipe their identification card at the point of entry and when they exit the building. This will allow us to identify all employees who are on campus as at specific time for enhanced contact tracing.

*Student Entrance and Exit.* All students will enter and exit the same way based on program as follows:

- Music students will enter and exit through the main doors of the Music Building
- Natural Science students will enter through the main entrance of Elston
- Culinary Arts students will enter and exit through the Casola Dining Room entrance
- Any students who arrives to campus via CDTA (mass transit) will enter from the Elston Hall Canal-side Entrance near Route 5

Each student will be expected to complete the health assessment prior to or at the point of entry each day they are on campus. These health assessments will be completed digitally and will be made available using the campus' Office 365 license, which will provide secure storage of student information in keeping with FERPA regulations. Masks will be worn at the point of entry. All students will swipe their identification card at the point of entry and when they exit the building. This will allow for the identification of all students who are on campus as at specific time for enhanced contact tracing.

*Other Campus Visitors:* Prospective students, vendors and other visitors to campus will enter and exit the building from the Elston Hall main entranceway. All visitors will be checked in using personal identification (driver's license, state issued photo ID, etc.). They will complete the campus health assessment. Campus Safety Officers will record each visitor's time of arrival and list of offices they intend to visit. Visitors will also be required to check out at the same entranceway so we may record their time of departure from campus.

All offices on campus will be equipped with a card swipe and will require all students to swipe their student ID at each office they visit. Offices will also have a paper list for those without a college issued ID card to record the

name of each person and the time they visited. This will be used in the event of contact tracing needing to be implemented.

A comprehensive list will be available to Patrick Ryan, Vice President for Administration, Sabrina McGinty, Assistant Vice President for Student Affairs, and Ed McTernan, Executive Director of Human Resources. The list will include the following information: Id #, First Name, Last Name, health assessment results, time of entry and exit, and offices visited. This list will be available for two months to ensure contact tracing in the event of a case on campus. The list will be destroyed after two months for privacy purposes.

Campus Safety staff will be positioned at all identified Campus entrance and egress points, both main campus and college operated off campus sites (e.g., Center City). Individuals will be required to enter and exit campus at the same location. Students, staff and visitors will be required to show a SUNY Schenectady ID or other form of identification upon request and the following information will be collected and tracked:

- Name and status (student, employee, visitor)
- Intended destination
- Time of arrival/departure

In addition to information collected, each person shall complete an individual disclosure document that asks the following questions:

- If they have any COVID-19 symptoms in the past 14 days
- Test positive for COVID-19 in the past 14 days
- Have close contact with a person identified with a confirmed or suspected case of COVID-19 during the prior 14 days

**NOTE:** Students and staff will have the option to complete the health assessment digitally on a phone, computer, or tablet prior to or upon arrival on campus.

Students will be informed that they should arrive to campus at least 20 minutes prior to any scheduled F2F classes. This is intended to ensure that students have enough time to move through the required campus entry procedures and can move to their classroom while maintaining the defined campus movement and social distancing protocols.

Students, faculty and staff members will be trained through posters, e-mail communications, and in-person discussion to adhere to the following protocols when they are sick or not feeling well:

- They cannot report to campus for any purpose
- They must inform their instructor or supervisor of their absence due to illness
- Need to indicate if they suspect they may have COVID-19; if so,
  - Students must inform the Assistant Vice President of Student Affairs at [studentcovid19@sunysccc.edu](mailto:studentcovid19@sunysccc.edu)
  - Employees must inform the Executive Director of Human Resources at [employeescovid19@sunysccc.edu](mailto:employeescovid19@sunysccc.edu)

Any individual who suspects or reports a possible COVID-19 infection must remain in contact with college officials via the points of contact listed above so the college community can respond appropriately to a potential exposure situation.

Updated November 13, 2020

*Traffic Flow.* In order to ensure social distancing, we have designated the directional flow on each hallway (when possible) to ensure that we provide the best attempt at social distancing for our student and staff. While we cannot isolate one building, we will recommend students who have classes on campus stay within their immediate class location and not wander through the buildings. This will be done to support social distancing and facilities cleaning each day. Logistical specifics TBD upon receipt of face-to-face class list.

We have also identified the area of queueing for a class or office. The queueing will keep a six (6') foot radius distance between students waiting, entering and exiting a classroom. Of particular concern is the Student Business Office at the time of refund checks being available. As a result, we are recommending that all checks be mailed in the fall semester or a student must sign up for an appointment with the Student Business Office to pick up their check. These appointments will be in 15/20-minute intervals to allow for the departure of one student prior to the arrival of another. We also are making the same recommendation for the Registrar's Office during add/drop and the spring registration period.

*Monitoring Campus Visits.* To ensure we have as much information as possible for contact tracing, offices where students visit will have all students use a mag strip reader to require all students swipe their ID card. This information will store the students ID number and the time they checked into a specific office. This will include the following offices: Success Center, Registrar's Office, Student Business Office, Financial Aid, Testing, TRIO, EOP, C-STEP, Academic Deans Offices, Library, Career Services, Academic Advising, Counseling, ADA, Student Activities, Student Affairs and SGA. Other offices may be defined during the implementation of the fall plan. This information will be included in the Health Assessment data for a comprehensive list of offices a student visited while on campus.

To support contact tracing information. Student, staff, and or visitors to the Begley Learning Commons will be recorded at the entrance to the Commons in the Begley Building lobby. Similarly, data on students, faculty, and staff in any F2F classrooms, laboratories, and F2F student support areas (e.g., TRIO, Financial Aid) will be collected for each section of instruction conducted. The following data will be collected:

- Individual name(s)
- Classroom/Lab/Student Service Office Location
- Time of Day

All data related to individual's entry and exit in any areas of the college, on campus or off, will be forwarded to the campus Security Office on a daily basis and the information will be stored in a logbook for a minimum of two months.

*Communal Spaces.* Students who are on campus for face-to-face labs will be given a designated location on campus to use while they wait for their next class to begin. This will allow the College to ensure social distancing and to limit the common spaces in use during the fall semester. These spaces will include the music lounge for music students, the Cafeteria for Culinary Arts students and the student commons for natural science students. Logistical specifics TBD upon receipt of face-to-face course list.

Shared office space where social distancing cannot be achieved will need to be reconsidered. For example, for shared offices it is recommended that each individual be assigned two days a week for them to be in their offices, opposite their office mate. This will ensure distancing but also proper cleaning of offices in between use. If a faculty member must come to campus and they work in a shared office they will work with their division dean to identify an alternate space on campus for their use (e.g., classroom, another office, conference room).

For offices where it may not be possible to ensure social distancing, or where ventilation is determined not to be adequate, the office occupants will rotate the days they work on campus and remote to ensure health and safety

of those employees. Supervisors will determine any such rotations. Possible areas of concern may include the Student Success Center.

*Policy Needs.* SUNY Schenectady will need to implement three temporary policies to support reopening. The first is the Affirmative Health Assessment. This policy will codify the college requirement that students, staff, faculty, vendors or visitors complete a designated health screening before entering the campus, and that they wear specific PPE while on campus. The second is a PPE policy which requires all people entering any campus building is required to wear a face mask while on campus and with other people. The third policy is a Removal from Campus for health concerns, giving the College the authority to remove an individual from campus if they do not complete the health assessment, show signs of willingness or refuse to wear PPE. Each of these policies would be temporary until the Coronavirus is eradicated or a vaccine is developed, and individuals can show proof of vaccination. These policies are being developed and will be submitted to Counsel before the Board of Trustees.

*Communication and Training.* The communications to students, faculty, and staff will include the new procedures and/or policies, the rationale, and the expectations for all who enter campus. This will be provided via email and augmented with posters and flyers posted around campus for continual reminders. All F2F faculty will be asked to cover the expectations during their first class.

Training topics should include information such as proper face covering usage, the importance of washing your hands, how to social distance in a lab class, etc.

*Use of Face Coverings, Barriers and Disinfecting Stations.* All students, faculty, staff and visitors must use face coverings when in public areas such as doorways, hallways, elevators, lounges, computer laboratories, classrooms, common areas and public restrooms. Removal of face coverings will only be permissible in non-public areas where individuals are greater than six feet apart from one another. Face coverings will be provided at all campus points of entry to all individuals needing one. Hand sanitizing stations will be located at all points of entry/exit and in strategic locations around the campus such as the Learning Commons, cafeteria/cafe, convenience and college store areas. Plexiglas barriers will be in place where face-to-face transactions occur, including:

- Retail outlets such as the College Store, Cafeteria, Café, and the Convenience Store
- IT Help Desk
- Learning Commons Circulation Desk
- Student Business Office
- Financial Aid Office
- Registrar's Office
- Food Pantry
- Elston Hall Security Desk
- Admissions Office
- All staffed building entry points
- Student Affairs

All common areas, lounge spaces and the cafeteria seating area furnishings will be rearranged to comply with social distancing requirements. Identifying those furnishings, which will provide the best options for cleaning and disinfecting and removing all others.

*Use of Social Distancing Markers and Tape.* Use of elevators will be limited to one or two individuals and all occupants will be required to use appropriate face coverings. Signage will be placed in elevators indicating the occupancy limit and requirement for wearing a face covering. Social distancing markers and tape will be installed in all public restrooms, the campus Food Pantry, convenience store, college store, and the café and cafeteria seating areas.

Updated November 13, 2020

Signage will be placed in hallways to direct people to walk on the right side of the hallway and to keep appropriate distance from others. Student service offices (e.g., Student Business Office, Registrar's Office) will promote the use of online transactions to limit F2F interactions. In the event that a F2F interaction is required, scheduling of appointments will be mandatory. Each office suite will be configured to have "one-way" traffic through the suite to minimize casual exposure. Any meetings requiring the attendance of more than two people will be conducted via an online video or conference call platform. Faculty/Student interactions, such as office hours, will be conducted via video or teleconferencing modalities.

*Technology Resources.* As members of the campus community responded to the requirement to move to a virtual online instructional, student support, and business operations model faculty and staff used familiar technology tools and, in cases where tools to support virtual work were not already in place, staff identified and adopted technology tools. While those efforts supported the rapid transition to our new normal, it also resulted in many different technology tools being used. As part of fall planning, TF members used what was learned in the spring to identify technologies that were especially effective and those that will be beneficial to supporting students, faculty, and staff in the fall semester. Key elements of various technologies as well as pricing were defined to support decision-making and purchases are under way and/or being planned (e.g., getting quotes if needed) at this time. This is, of course, being done in a financially prudent manner with options such as the use of Title III funds being considered in order to support purchases to assist in instruction, services provided to students, and college operations overall.

Access to tools such as a Wacom drawing tablet, tested by faculty and professional tutors on campus in the spring, will be critical to support the most effective instruction possible particularly in content areas such as mathematics and music. The use of web cams and associated video equipment will help support lab course instruction, particularly if the college must transition any F2F lab sections online. In other cases, products as simple as headphones with microphones are important to effective student support particularly as they help facilitate security and privacy in conversations and meetings conducted online in contrast to the use of one's built in computer audio.

**i. Residence Halls** SUNY Schenectady does not have residence halls.

#### **ii. Dining Services**

SUNY Schenectady does not have dining halls. Operations of the college's cafeteria is undetermined for the fall as the vendor had to break the contract due to issues associated with viability resulting from the COVID-19 situation. In the event that another vendor begins operating the college's cafeteria in the fall, procedures parallel to those in place for all college classrooms, labs, and offices will be in place just as they will be in the college's other outlets (e.g., bookstore, convenience store).

#### **iii. Personal Protection Equipment**

During the early stages of the COVID-19 event, SUNY Schenectady inventoried its stock of Personal Protection Equipment used by faculty, staff and students. We found a significant amount of PPE on hand and was able to donate some to our local hospital and health department.

In preparation of re-opening in the fall of 2020, the college secured a significant amount of disinfectant to be used to clean and disinfect surfaces throughout the campus. We also obtained a significant amount of hand sanitizer that was prepared for distribution to students, faculty and staff. Facemasks and vinyl gloves were obtained from our suppliers in sufficient quantity for a 120-day supply for returning employees. Prior to allowing students to return to campus, the college will have a 120-day supply of facemasks and vinyl gloves that will be available upon request at building points of entry, classroom/laboratories and common areas. In addition to the PPE, the college purchased a significant supply of individual disinfecting wipes for use to clean desks, keyboards and other high touch areas.

Updated November 13, 2020

The college has sufficient PPE for facilities and maintenance staff to perform their cleaning and disinfecting responsibilities and we also have sufficient PPE for students and faculty who require such items for use in their laboratory courses. All ordering of PPE for general student, faculty and staff use is being coordinated by the Office of Administration. Vendors that have PPE in stock have been identified and comparison bids have been obtained to ensure lowest cost and best quality for the campus community.

*Coordination of PPE and Social Distancing Equipment Needs.* In preparation of re-opening in the fall of 2020, the college secured a significant amount of liquid disinfectant to be used to clean and disinfect surfaces throughout the campus. We also obtained a significant amount of hand sanitizer. Individual bottles of hand sanitizer are on hand for distribution to students, faculty and staff. A 120-day supply of facemasks and vinyl gloves is available based on the anticipated number of students and staff who will be present on campus during the Fall of 2020. Face masks and vinyl gloves will be available upon request at building points of entry, classrooms/laboratories, student service areas, and common spaces. Departments and divisions have worked to identify PPE needs and are forwarding that information to the Office of Administration for coordination of purchasing.

The Office of Facilities is responsible for installation of Plexiglas barriers in certain office with high contact probability. This includes the retail areas, registrar, student business office, financial aid office, IT help desk, library circulation desk and selected offices. See Appendix H for preliminary PPE and facilities information.

#### **iv. Screening, Testing and Tracing**

Returning students, faculty and staff to SUNY Schenectady in the fall of 2020 will experience a similar protocol for the screening, testing and tracing of COVID-19. As a commuter school with no residence halls, the college must screen every individual entering the college's buildings on a daily basis. This will apply to students, faculty and staff. Upon entry, each individual will be given a questionnaire about recent activities that could lead to COVID-19 exposure. Further, the individual's name, ID number, destination and time of day will be recorded and the individual will complete the college's Health Assessment. This information will be stored with the Campus Safety Office.

Should a confirmed case of COVID-19 impact the community, the college will reach to our partners at the County Department of Health to inform them of the case and possible impacted individuals. The County's contact tracers will reach to potentially exposed individuals based on our daily entry and exit records and information provided by the college. Any person potentially exposed will be required to be isolated for a period prior to returning to campus. The County Health Department will test and monitor the individual and those potentially exposed.

#### **v. Custodial Services**

SUNY Schenectady's re-opening plan includes steps to clean and sanitize campus facilities. Throughout the college's buildings, hand-sanitizing dispensers will be located in convenient areas for student, staff and visitor use. Our facilities staff is trained on use of PPE for cleaning and disinfecting purposes. Facilities staff will clean common use areas such as restrooms, lounges, drinking fountains and public areas on an increased schedule based on frequency of use. Sanitizing elevator buttons and door handle products will be installed and regularly cleaned with approved disinfectant on a no less than hourly basis or more frequently as needed due to volume of use.

Employees and students will be trained on proper use of disinfectant wipes and needed contact time these products need to fully sanitize surfaces. All employees will be responsible for cleaning and disinfecting their personal workspace with disinfecting wipes. A daily log of cleaning will be maintained and submitted to the Facilities office. Areas to be clean and disinfected by employees includes desktop surfaces, doorknobs, light switches, file cabinet drawers, computer keyboards, telephone handsets and push buttons. College employees will be responsible to disinfect high touch areas after use.

A scheduled “between class” cleaning and disinfecting regimen will be in place for active classrooms and laboratories. The college’s facilities staff will clean and disinfect hard surfaces in classrooms and laboratories after each use. This cleaning will include common touch areas such as desk and counter tops, doorknobs and light switches. The college is equipped with an appropriate amount of disinfectant products to include wipes, sprays and hand sanitizing foams and gels. All offices, classrooms and common areas will be stocked with disinfecting cleaning wipes for employee and student use. In addition to enhanced cleaning and disinfecting, our facilities staff will disinfect soft surfaces such as lounge furniture and padded seating in all common areas. The college’s facilities staff will also adjust the HVAC system air dampers to increase the amount of outside or external airflow into classrooms, laboratories, offices and buildings. Doing so will increase the rate of air exchange in building spaces and minimize any long-term exposure risks to airborne particles. In addition to adjustments to our systems, the college recently changed all HVAC filters to ensure the best possible air quality. In addition to cleaning and disinfecting performed by the facilities staff, each classroom/laboratory will be stocked with disinfectant wipes and gloves to be used by both faculty and students to wipe off and disinfect desks, chairs, tables and other common touch surfaces.

Custodians will wear gloves and masks during their work shifts and make sure all shared work tools are sanitized after use. Work vehicles and equipment will be assigned where possible to limit potential exposure. Where equipment is shared, employees will sanitize door handles, steering wheels and other high touch areas when returning equipment for others to use.

The college’s facilities staff will also adjust the HVAC system air dampers to increase the amount of outside or external airflow into classrooms, laboratories, offices and buildings. Doing so will increase the rate of air exchange in building spaces and minimize any long-term exposure risks to airborne particles. In addition to adjustments to our systems, the college recently changed all HVAC filters to ensure the best possible air quality. Specific planning for cleaning frequency and protocols is ongoing and will be finalized upon approval of the fall plan.

**vi. Student Health Services** SUNY Schenectady does not have on campus student health services.

#### **d. Campus and local communities**

##### **i. Vision for “Town and Gown” interactions**

SUNY Schenectady continues to have strong “Town and Gown” relationships during the COVID-19 pandemic and recognizes the important roll the institution plays in the community both as a resource to its members and by providing high quality educational opportunities and support for workforce needs.

The college is a location site for food distribution events, which served approximately 1,500 families in our region. Additionally, members of our community are currently serving as contract tracers, food and supply delivery volunteers, and assisting the County Health Department in contacting those who are not infected. Early in the pandemic, the college provided surplus PPE to our local hospital. These types of activities will continue throughout the reopening process to align the college and the community and to ensure affected community members and partners have the support and resources they need.

Staff continue to work closely with community partners who provide internship and field experiences to students which ensures these opportunities continue. The Workforce Development and Community Education division continues to work with our local community to determine their current needs and are providing three additional programs to support the recovery of the Capital Region.

Enrolled students will continue to have access to the CDTA ridership program as part of their transportation fee. This program allows all of our students’ access to the local transportation system. This not only aids many of our students in getting to and from campus, it is also used to travel to and from their work site. The college’s general services, such as delivery and mailroom services continued during the pandemic on a reduced hour schedule. As



we reopen, these services will return to full service with enhanced self-service and limited contact protocols in place to minimize possible virus transmissions.

## **ii. Transportation, Mail and General Delivery Services**

U.S. Mail is picked directly from the post office each day and placed in campus mailboxes within the college's mailroom. Staff members pick up office mail directly from the mailroom. Protocols are in place for parcel delivery in order to maintain social distancing; all parcels are delivered to the mailroom. Larger deliveries are unloaded at the college loading dock and facilities staff transport materials to the appropriate location. Social distancing protocols are in place in all areas involved in receipt and delivery of deliveries.

## **2. TRACING AND MONITORING AFTER RE-OPENING**

SUNY Schenectady Campus Safety personnel will greet all people entering campus buildings at four designated points of entry/exit and require them to complete a Health Assessment. Each person will be questioned as to if they are currently ill, had symptoms within the last 14 days, tested positive in the last 14 days and/or had close contact with a confirmed or suspected case in the past 14 days. If anyone self identifies themselves on the health assessment, the college will instruct that person to leave the building and return to their residence for self-isolation, and asked to call their primary care physician or the County's Health Department for further assessment.

Each person will be signed in and signed out at the same point of entry to ensure we are aware of who is in our buildings at any specific day and time. All persons on campus should wear a visible SUNY Schenectady identification card while on campus to be shown during entry. Information collected at each entry point will include name, date, time of day, destination and College ID number. The College will also require sign in and sign out in our Learning Commons and all classrooms/laboratories. This will permit the College to monitor who is in our buildings and identify each person they may have come into contact with while in the building. These records will be kept by the campus Security Department and will be available as needed. If someone who had been on campus within 14 days reports illness, the college will identify those people who may have been exposed. We will notify all potentially exposed people to encourage self-isolation and contact the Health Department as necessary.

*Equipment needs.* This plan includes the need to make several purchases including magnetic strip readers (approximately \$25 each), social distancing markers for floors (carpet and tile), and tablets for individuals to use in completing the college's Health Assessment at each entranceway (Lenovo 10" tablet \$160 each), and traffic flow markers.

*Contact Tracing.* In the event that a student, staff or visitor test positive for COVID-19 within 14 days of being on campus, the Vice President for Administration and Assistant Vice President for Student Affairs will work with the County Health Department to identify what days and times this person was on campus. A list of all known and possible contacts will be provided to the County Health Department. If it is determined that the college must close for a specific timeline, communication will be sent out via the communication plan. The college will need to be sanitized and deep cleaned as per the facilities plan. Classes may need to be moved temporarily to an online format, the Academic Plan will need to include this provision for a quick and smooth transition.

The Vice President for Administration, Assistant Vice President for Student Affairs and Executive Director for Human Resources will assist the County in contacting individuals who may be been exposed. Each person contacted will be asked to communicate with the College each day to report any possible symptoms for 14 days, until they are permitted back on campus.

The College will assemble a volunteer group to assist with contact tracing. This group should be trained and be prepared to be called to service in a moment's notice if a case is reported on campus. John Hopkins University offers a free contact tracing training. In the case of a reported case, each volunteer will be provided with a list of first names, telephone numbers and an identifying number that they will call. They will then begin tracing all

possible contacts and locations since their possible exposure. Given the time commitment, the need for training and the importance of this roll, each person who serves as a contact tracer should receive a stipend for their time and effort.

### 3. COMMUNICATION AND OUTREACH PLAN

Communications indicating that any student, faculty or staff member who is sick should not report to campus for any purpose and should inform their instructor or supervisor of their absence due to illness will be forwarded to all members of the campus community just as it was in the spring. Further, the communication will indicate that in the event that a student suspects they may have COVID-19 they are to inform the Assistant Vice President of Student Affairs at [studentscovid19@sunysccc.edu](mailto:studentscovid19@sunysccc.edu). Employees facing that situation are required to inform the Executive Director of Human Resources at [employeescovid19@sunysccc.edu](mailto:employeescovid19@sunysccc.edu).

Internal communications for faculty, staff, and current students, trustees, foundation board are to be conducted using email, U.S. Postal Service, the college's web site, social media, property signage, and video messaging. External communications to prospective students, parents, and campus visitors will employ those tools mentioned already and also include press releases and marketing efforts (e.g., billboards). To support fall marketing, college staff will create a storyboard with Upside Collective that will reflect what campus life will look like when classes resume in the fall. The focus of the campaign will be, *Our campus might look different, but our mission is the same*. Marketing efforts will also include continued promotion of the college's academic offerings, noting areas of study available in online asynchronous, synchronous, and blended formats.

Campus communications will align with the *American College Health Association Guidelines Considerations for Reopening Institutions of Higher Education in the COVID-19 Era*. Communications will be developed, overseen, and implemented by the college's Marketing and Communications Office.

This is a proposed template for consideration in the event the College is able to re-open at some level for the fall semester contingent on state and county health regulatory protocols. The College remains committed to the physical and well-being of our students and employees.

Internal communications for faculty, staff, current students, parents, trustees, foundation board will include:

- Email communication from Dr. Moono to faculty and staff
  - Announce plans for fall semester; communicate that Deans will be in contact with faculty for further information
- Email communication from each unit to faculty
  - Business, Criminal Justice, and Law
  - Hotel, Culinary Arts, and Tourism
  - Liberal Arts
  - Math, Science, Technology, and Health
  - Music
- Formal letter on letterhead from each unit to faculty mailed to homes (reinforce email communication)
- The college web site will be the hub for all communications
- Video
  - Messages from Dr. Moono to faculty and staff – presented in email on website
  - Video messages from Deans with information specific to their departments – presented in email and on department web page
- Enhanced Mailing Communication
  - Design packet of COVID-19 response and safety information as it pertains to SUNY Schenectady. Mail to campus community.
  - Design “Virtual Instruction Resource Kit” and mail to students in August.

- Design and order new mailing envelopes that clearly identify these communications as “Important Details on Fall 2020 Learning”
- Social media
  - #MySUNYSchenectadyStory (testimonials from faculty as to how they’re making a difference and why they chose SUNY Schenectady)
- Signage on property
  - Direction of flow
  - Limited entrances, i.e. ingress and egress
  - Screening protocols in place

External communications to prospective students, parents, and campus visitors will include:

- The college Web site will be the hub for all communications – announce plans and update protocols and guidelines
- Student orientation to include COVID-19 prevention
- Video message
  - Message from Dr. Moono to students – Email (must include messaging about how SUNY Schenectady will implement protective measures and create a “culture of compliance” including how visitors will be limited on campus, size of gatherings restricted, more cleaning, staggered schedules, for those attending in person laboratories face coverings will need to be worn by students and faculty when they’re within six feet apart of others, etc.
- Social media
  - To be tracked via analytics
  - Continue #MySUNYSchenectadyStory testimonials (Testimonial Tuesday)
- Mailing Communication
  - Develop a series of postcards targeting prospective students who are deciding late. Highlight SUNY Schenectady differentiators
- Press release to mitigate optics
  - To announce plans for fall (keep brief)
- Signage on property
  - Direction of flow
  - Limited entrances, i.e. ingress and egress
  - Screening protocols
- Marketing and Advertising
  - Upside Collective will create a series of short videos to reflect what campus life will look like when classes resume in the fall. *Our campus life might look different, but our mission is the same.*
    - TV campaign (WTEN/FOX 23 News, CBS6, Spectrum, WNYT)
    - Radio
    - Digital/Social Media – Clarus, YouTube and Spectrum Reach
    - Physical advertisements (billboards, bus shelters)
  - Promote and market areas of study from an online asynchronous, synchronous, and blended version
  - Market the idea of how we are highly adaptive offering a variety of recording lessons for students that do not have the comfort of coming to class

A communication plan will be in place in the event that a positive COVID case is identified on campus.

### Items to be Communicated

Current Students:

- Fall Semester Learning Plan (Virtual Instruction with in-person lab sessions)

Updated November 13, 2020

- Availability of resources to aid in their academic success and how to access them
- Availability of non-academic support services (Food pantry, personal counseling)
- Schedule of virtual learning training modules
- Course withdrawal dates and pass/fail options
- Safety precautions and health procedures that must be followed while on campus
- How to prevent the spread of coronavirus on and off campus
- Proper protocols for reporting symptoms and need for medical attention
- Campus facility cleaning procedures and schedule

#### Faculty:

- Fall Semester Learning Plan (Virtual Instruction with in-person lab sessions)
- Availability of virtual instruction training modules
- Availability of academic and non-academic resources available to students
- Need for continuous check-in with students to detect possible barriers to success
- Protocols for operating lab sessions while minimizing risk of contact and potential virus spread
- Course withdrawal dates and pass/fail options
- Safety precautions and health procedures that must be followed while on campus
- How to prevent the spread of coronavirus on and off campus
- Proper protocols for reporting symptoms and need for medical attention
- Campus facility cleaning procedures and schedule

#### Media:

- College's Fall Learning Plan
- Learning resources SUNY Schenectady is making available to students and staff
- New programs in Fall semester and ahead
- Safety precautions and health procedures that must be followed while on campus
- Campus visitation policy

#### General Public:

- Print, digital and broadcast advertisement messaging
- Success stories in virtual instruction and traditional learning
- SUNY Schenectady differentiators: quality programming, flexibility, tuition rates, etc.
- Safety precautions and health procedures that must be followed while on campus
- Campus visitation policy

See Appendix I for the internal and external communication timelines.

#### **4. RESOURCES REQUIRED TO RE-OPEN**

Primary resources required to re-open are PPE and associated products to support social distancing and movement throughout campus. The budget impact of purchasing these materials as well and the purchase of technology resources to support instruction, remain competitive, and work to address enrollment declines are and continue to be significant.

#### **5. TIME REQUIRED FOR RESTARTING ON-CAMPUS OPERATIONS**

Though it is impossible to define the exact amount of time required to restart on campus operations in their entirety, we anticipate that with the benefit of a deliberate and disciplined phased restart process the campus could be fully F2F operational by spring 2021. Until that time, the campus continues to monitor guidance from various sources including SUNY, New York State, and local and State Departments of Health. As a smaller institution with a very lean workforce, we are particularly conscious of the impact things such as quarantining or an employee contraction of COVID-19 could have on campus operations. We are especially conscious of this in

Updated November 13, 2020

light of the fact that we are a commuter campus in which staff and each of our students depart campus each day and interact with off campus individuals, a different planning model than what is available to some larger institutions with housing. At present we are defining phased in campus operations and monitoring capacity and the campus footprint of students and staff. As with all colleges, our primary focus is student success and as such, we are focused on using our physical plant in the most efficient manner possible to bring students safely on campus for critical course sections with staffing being considered within that capacity frame.

*Campus Shut Down Plan.* In the event a suspected or positive COVID-19 case occurs within the campus community, the college will immediately take steps to minimize exposure to preserve health and safety. Steps taken immediately include:

- Via our daily log information and conversations with the infected individual, trace locations visited on campus.
- Close all physical areas exposed by the infected individual.
- Notification of the County Health Department of the suspected or confirmed exposure
- Employ contact tracing via the County Health Department to inform individuals suspected of exposure
- If necessary, quarantine employees and students exposed to the infected individual
- Transfer of academic programs to another building/location or transfer of academic program to a virtual or on-line presence while remediation of infected areas occurs.
- Communicate to the campus community and SUNY that a suspected or confirmed case of COVID-19 occurred on-campus and individuals should take necessary precautions to limit the continued spread.
- After 24 hours, clean and disinfect the contaminated areas via spray disinfectant and wipe down of high touch surfaces.
- If necessary, close the campus buildings and require employees to work remotely from home to ensure vital services such as payroll and other essential services continue.

Areas used by the infected person will be closed off and outside doors and windows to increase air circulation in the area. There will be a period of 24 hours before cleaning and disinfecting. The area will then be cleaned and disinfected including all areas used by the person, such as classrooms, common areas, restrooms, and hallways. The College will use a sanitizing spray to treat the area and use sanitizing wipes to disinfect high touch areas. The cleaned area would be available after it is fully cleaned and disinfected.

## Addendum

On June 25, 2020, New York State's Governor signed Executive Order 205 that issued a travel advisory for states and territories who are experiencing significant community-wide spread of COVID-19, you can read the list at <https://coronavirus.health.ny.gov/covid-19-travel-advisory#restricted-states>. This travel advisory requires that any person traveling to New York from one of these states must complete an online health assessment form located at <https://forms.ny.gov/s3/Welcome-to-New-York-State-Traveler-Health-Form>. It further mandates that these people must self-quarantine for 14 days. Failure to comply with this executive order can result in fines of \$2,000. Furthermore, any New York employee (including employees of SUNY Schenectady) who knowingly travels to a state on the travel advisory list in a non-essential capacity will forgo their paid sick leave benefits from New York State's COVID-19 paid sick leave law for the duration of their 14-day quarantine.

Executive Order 202.45 required the same provisions as the above Executive Order for international travel to any country designated by the Center for Disease Control and Prevention (CDC) as a level two or three health risk (<https://www.cdc.gov/coronavirus/2019-ncov/travelers/map-and-travel-notice.html>) must also complete the online health form and self-quarantine for 14 days.

To ensure our staff and students are aware of these states and countries, SUNY Schenectady will include a link to both the New York State travel advisory and the CDC health advisory lists on our COVID-19 Resource and Fall Restart webpages. Any student or staff, who plans to travel to a travel advisory state or arrives to New York from a foreign country or a travel advisory state, must contact SUNY Schenectady. SUNY Schenectady will require that these individuals quarantine for 14 days and submit a screenshot of the last page of the required New York Health form prior to being permitted on campus.

SUNY Schenectady is a commuter school; therefore, we are unable to provide a quarantine arrangement for any student arriving from a travel advisory state or foreign country. All students will receive communication from SUNY Schenectady prior to the beginning of the fall semester, which will address the quarantine mandate by New York State. Any individual who is unable to secure appropriately quarantine arrangements will be directed to the Department of Health regarding their living arrangement. Appropriate quarantine arrangements is defined as:

- The individual must be situated in separate quarters with a separate bathroom facility for each individual or family group. Access to a sink with soap, water, and paper towels is necessary. Cleaning supplies (e.g. household cleaning wipes, bleach) must be provided in any shared bathroom.
- The individual must have a way to self-quarantine from household members as soon as fever or other symptoms develop, in a separate room(s) with a separate door. Given that an exposed person might become ill while sleeping, the exposed person must sleep in a separate bedroom from household members.
- Food must be delivered to the person's quarters

International students will be contacted directly by the Assistant Vice President for Student Affairs to identify their fall living arrangements and to explain any restrictions they may have prior to the beginning of the fall semester. All staff and students will be required to submit a screenshot of the last page of this online health form prior to returning to campus. The Office of Human Resources will be the designated office for employees and the Office of Student Affairs will be the designated for students.

**Addendum - SUNY Schenectady Surveillance Testing Plan (September 16, 2020)**

Given the recent spikes in COVID-19 cases being reported at our nation's Colleges and Universities, Governor Cuomo and the State University of New York (SUNY) requires all SUNY schools to establish on-campus testing protocols for the fall 2020 semester. While SUNY Schenectady requires everyone entering a campus building to complete a health assessment and have their temperature checked, adding another measure to that protocol will increase our efforts to mitigate the spread of COVID as pre-symptomatic and asymptomatic individuals can show no signs or symptoms and still infect others around them.

**Campus Demographics:**

SUNY Schenectady is a commuter college with no residence halls on campus. During the fall 2020 semester, approximately 525 students are on campus for in-person lab classes each week, Monday through Saturday, with approximately 235 employees and 75 contractors and vendors, working a staggered schedule, on campus Sunday through Saturday each week. Five percent of our on-campus population is 42 individuals. While the high watermark for the total campus footprint per week, combining students, employees and contractors/vendors, is 835, there is variation in that number of individuals on campus on any given day, depending on the number of on-campus course sections scheduled on each day of the week.

**Testing Types and Frequency:**

SUNY Schenectady will pool test students who attend courses on campus. Students will complete mandated testing every two weeks throughout the fall 2020 semester. This will assist the College in identifying possible outbreaks before they become large scale and ensure the safety of our community and the communities of our students and staff through use of early detection. Each student will be sent a schedule listing dates and times when they will be required to be present for COVID-19 testing. The schedule will be sent to each student via email and placed on the College's website. To provide for additional redundancy, each faculty member teaching an on-campus course section will be provided with copies of the testing schedule to hand out to students in class, the schedule will be posted at the entry to each classroom used for on-campus courses sections, and a reminder text message will be sent to individual students each week.

SUNY Schenectady will test 50% of its student population taking on-campus classes each week on a rotation such that 100% of the student population taking on-campus courses will be tested every two weeks. The College will also encourage all on-campus employees to be tested according to the same rotation, 50% one week followed by the other 50% the next week. The College will use an opt-out process for our employees who decline testing.

We will be working with SUNY Upstate Medical for our pool testing. We have begun communicating with our students and staff regarding the pool testing process and will continue to communicate our results using our campus COVID dashboard, which is available on our website.

The College will not be using wastewater testing or individual testing.

**Policy Statement:**

SUNY Schenectady continues to take steps to protect the health and safety of the campus community. Because of the COVID-19 virus outbreak, all students taking at least one on-campus class will be required to submit to a COVID-19 saliva test every other week. This test will permit SUNY Schenectady to identify cases among students early and take steps to prevent further spread of the virus. Failure to submit to the campus testing protocols and schedule will result in a student's immediate removal from on-campus classes until the student completes testing.

**Plan Logistics:**

Updated November 13, 2020

Ms. Sabrina McGinty, Assistant Vice President for Student Affairs, will be responsible for the logistics regarding the site set-up, chain of custody for testing materials, training of testing personnel and PPE procurement. Mr. Edmund McTernan, Executive Director for Human Resources and Mr. Michael Munger, Director of Campus Safety will serve as backup to Sabrina McGinty in the case she is unavailable.

Ms. McGinty will train testing personnel in sample tracking and collection as well as proper handling, storage and transport of testing materials. Training for testing personnel will be completed via web conference one week prior to the start of pool testing. All testing staff will be required to complete the training before being permitted to work. SUNY Schenectady will perform testing Monday – Saturday to accommodate all on-campus students and employees.

The College will staff one site on our main campus for use by all students taking credit courses. For non-credit Workforce Development students, the College will use its Center City and Albany locations for testing. Ms. McGinty will coordinate with Ms. Sarah Wilson-Sparrow, Project Manager of Workforce Development, to determine the schedule for testing of non-credit students. Workforce Development has approximately 40 individual students who will receive bi-weekly testing.

All testing site personnel will be provided with PPE (cloth facemasks, rubber gloves, hand sanitizer and disinfecting wipes). Hand sanitizer and disinfecting wipes will also be provided for the individuals being tested. The College will provide PPE via our college's Facilities Department. Any additional supplies beyond those available on-site will be ordered the week of September 8 to ensure they are received prior to testing.

Testing personnel will work four-hour daily shifts. We will test 50% of our student population on a Monday/Wednesday, Tuesday/Thursday and Friday/Saturday schedule. All pooled cohorts of students will be divided by Academic Program and class. SUNY Schenectady is currently isolating each academic program cohort by using separate entranceways into campus and keeping them isolated to specific buildings. We are confident our academic program cohort/class model will be the most reliable method in identifying possible clusters on campus.

In addition to pool testing for our on-campus populations, we are also working with Schenectady County Department of Health to use our parking lot as a testing site for our community. This will ensure our virtual students and staff the ability to also come to campus (identified by their student ID) to be tested free of charge via the county drive thru testing site.

#### **Employee Testing:**

Participation in the COVID-19 Pool Testing is optional for employees. SUNY Schenectady will highly encourage all employees who work on campus to participate, but unless we are otherwise directed by state or local authorities, employee participation cannot be mandated.

The College will presume that all employees will want to participate. If someone does not wish to participate, they will be asked to complete and submit an opt out form to the Office of Human Resources. The opt out form will be attached to the announcement email and will be available on our COVID-19 Webpage.

#### **Isolation and Quarantine Protocol:**

SUNY Schenectady is fully a commuter campus. If a cohort is determined to have a positive member, we will reach out to members of the cohort and recommend isolation in accordance with the CDC guidelines. We will be in contact with the Schenectady County Department of Health to inform them of the positive individual and cohort information. We will provide all members of the cohort the CDC information regarding isolation and the criteria for ending quarantine or isolation. As our cohorts will be identified by academic program and courses, all



instruction for these students will move easily to a virtual format to ensure continuity of education for the cohort.

AS SUNY Schenectady does not have residence halls, we do not have the capacity provide or coordinate isolation and quarantine processes for our students. If a student notifies SUNY Schenectady that they have tested positive and do not have a proper quarantine or isolation location, we will provide outside agency resources information to assist them in securing a proper quarantine or isolation location. We will also contact our local Department of Health regarding the isolation and quarantine difficulty of the student.

**Plan Data Management:**

Our point of contact will be Ms. Sabrina McGinty, Assistance Vice President for Student Affairs for testing data management. Ms. McGinty currently uploads our daily data to SUNY's Health Status Portal and serves as SUNY Schenectady's Campus Safety Monitor. Edmund McTernan, Executive Director of Human Resources will serve as a backup as point of contact for test data management. SUNY Schenectady does not have a campus database but will track our test results using a shared spreadsheet. Members of the President's Executive Council will monitor this data. Sabrina McGinty, Assistant Vice President, Edmund McTernan, Executive Director of Human Resources are both responsible for reporting to SUNY and DOH. This data is monitored daily to ensure compliance with reporting needs and DOH guidelines for possible cases and contact tracing.

Data collection methods will consist of each student being given a Personal Identification Number that will be used for the purposes of developing their testing schedule and identify the cohort for testing. Students will receive an email outlining the dates of their mandated testing. Students will appear for testing in the Van Curler Room. The Van Curler Room provides a space large enough for social distancing, space for students to line up for the testing and one-way traffic flow.

SUNY Schenectady does not currently have an IT platform for reporting the results of the testing. Our current method for tracking is through a shared Excel spreadsheet. As our on-campus population is small, using Excel is a manageable method. Ms. McGinty manages this spreadsheet for students and Mr. Edmund McTernan, Executive Director of Human Resources for employees. SUNY Schenectady has a campus COVID-19 dashboard, which is updated daily with COVID-19 infection data. This dashboard can be found at <https://sunysccc.edu/About-Us/Campus-Safety/COVID-19/index.html>.

**Contact Tracing:**

SUNY Schenectady does not have contact tracers on our campus. As a commuter school, we look to our County Health Department to provide contact tracing. SUNY Schenectady has been in communication with our local health department and will continue to communicate with our local Department of Health.

SUNY Schenectady has five employees who have completed the Contact Tracing with Schenectady County. These employees can be called upon by the Department of Health, if necessary, to assist with contact tracing needs.

**Addendum - SUNY Testing for Departing Campus in the Fall 2020 (November 12, 2020)**

SUNY Schenectady continues to take proactive measures for the health and safety of our faculty, staff, and students, and recognizes its responsibility assisting in keeping our communities safe. SUNY Schenectady has been conducting Surveillance Pool Testing for our staff and students since September 23, 2020. To eliminate the possibility of community spread, we have outlined the following plan for the closing for the fall semester.

**Testing and Monitoring**Departing Campus for Thanksgiving

SUNY Schenectady will ensure that our students continue to be tested on our rotational schedule which will lead up to Thanksgiving. As a fully commuter college, SUNY Schenectady has scheduled the fall semester classes as one week on campus and one week remote, which permits the College to keep students isolated from other students on the opposite week. This also results in a smaller on-campus footprint. Based upon the course schedule rotation of when students will be on campus for classes, the College will test students as close to Thanksgiving as possible based on their class schedule. This will also prevent the need to bring students onto campus on the opposite week; they are schedule to be on campus. The College will test all students and receive results prior to the Thanksgiving holiday. We will also be opening our testing for any employee (on-campus or remote) who wishes to be tested prior to the Thanksgiving Break. The campus will be closed from Wednesday, November 25 at 5 pm through Sunday, November 29. Classes will resume on Monday, November 30 at which time we will begin testing our students who are returning to on-campus classes on their first day back to campus.

SUNY Schenectady has two positive COVID cases within our Hotel, Culinary Arts and Tourism (HCAT) department. As a result, the college moved all HCAT courses fully remote. The decision has been made in an abundance of caution, to not bring any HCAT students or staff back to campus for the rest of the fall semester. HCAT students, faculty and staff will no longer be counted in the College's testing numbers.

Departing Campus in Fall

Testing prior to the close of the fall semester is necessary to ensure students and staff, as well as their families and communities stay healthy. As a community college, many of our face-to-face classes will conclude the on-campus portion of the class prior to the official close of the fall semester. As a result, testing of all students will be completed 10 business days prior to their last on-campus face-to-face class before moving to a virtual online format for the remainder of their fall 2020 classes or prior to their taking on-campus final exams, in the event they must complete a final exam on campus. Similar with Thanksgiving, the College will ensure testing and results are received before a student completes their on-campus courses. The last day of classes for the Fall 2020 semester is Friday, December 11, 2020 and the last day of final exams, face-to-face, and remote, is Saturday, December 19. All face-to-face final exams, as listed in the table below, will be completed by Wednesday, December 16. There will be no on-campus student events beyond December 17, 2020.

Subject	Course #	Section #	Title	Date	Time
MUS	116	1	Jazz Ensemble	Wednesday, December 16	3:30 pm – 5:30 pm
MUS	122	1	Guitar Ensemble	Monday, December 14	5:00 pm – 6:00 pm
MUS	122	2	Guitar Ensemble	Monday, December 14	5:00 pm – 6:00 pm
MUS	181	2	Beginning Piano	Monday, December 14	8:00 am – 10:00 am

Updated November 13, 2020

MUS	230	1	Live Sound Reinforcement	Monday, December 14	10:30 am – 12:30 pm
BIO	170	1	Tissue Culture	Tuesday, December 15	10:30 am – 12:30 pm
BIO	171	1	Recombinant DNA Techniques	Monday, December 14	1:00 pm – 3:00 pm

Our

current list of face-to-face classes holding final exams will be tested 10-days prior to the end of the semester as noted below.

SUNY Schenectady will communicate to all face-to-face students that if they fail to be tested during the ten days prior to departure for Thanksgiving then they could be suspended from on-campus classes.

### Testing of Faculty and Staff

Faculty and staff will have the opportunity to complete testing prior to Christmas week break. As we are unable to mandate employee testing, we would strongly encourage individuals to consider participating in on-campus testing. All employees will have the opportunity to complete testing the week of December 14 – 18, even if they have previously opted out of testing.

We will also strongly encourage all employees be tested between January 4 – 15, 2021, to mitigate the risk of beginning the spring 2021 semester with an active COVID case.

### Continuation of Comprehensive Testing

SUNY Schenectady has begun to develop the schedule for spring semester Surveillance Pool Testing. As in the fall, all students taking face-to-face classes will be required to be tested every other week. We will be developing a schedule to ensure as many of our students are only on campus every other week, as possible. If they are taking more than one on-campus lab, we will work to ensure these labs are on the same week to ensure optimal isolation of each week's cohort.

### Quarantine and isolation

As with the fall, we continue to work with our local Department of Health to identify and communicate with the college community who should quarantine or isolate due to COVID-19 exposure. The college does not have residence halls, therefore all individuals placed in isolation or quarantine will work with the Department of Health in identifying alternative housing if their living situation does not provide the appropriate conditions for quarantine or isolation.

### Scheduling Options to Consider

As we work to identify on-campus final exams, we will work with students to ensure they are tested prior to their departure for the fall semester to ensure we receive results before they leave, ensuring they are safe and health for our local communities. Again, as a commuter school, we do not have the ability to isolate or quarantine anyone on campus; therefore, there is no planning for extending housing or food services due to these needs.

### Emphasis of Safety Protocol

SUNY Schenectady continues to provide our students and staff with reminders of safety protocols on and off campus to mitigate contraction and spread of COVID-19. Communication will go out to our community 14 days before Thanksgiving and the end of fall semester strongly encouraging our community to take their health and

safety and those around them seriously as we move into the holiday season. These communications will occur via email, college website, and video message.

SUNY Schenectady will reinforce to our students, faculty and staff the importance of remaining vigilant for the health and safety of our college community, the surrounding community, and the communities in which they reside. All students are mandated to be tested prior to their departure from campus for Thanksgiving Break and upon their return from the break. A student's failure to complete testing prior to their departure and upon their return to campus for face-to-face classes after Thanksgiving Break could result in their suspension from on-campus classes.