Student Experience Programming Plans

Fall 2020
Student Affairs

LEAD ON. TCU

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BROWN-LUPTON HEALTH CENTER ═══════════

COVID-19 Prevention Strategies

OVERVIEW

The transmission of the SARS-CoV-2 virus (novel coronavirus that causes COVID-19) is preventable with relatively easy changes in behaviors and adaptations to daily activities. The following guidelines are recommendations and policies designed to reduce the transmission of the virus.

SARS-CoV-2 is generally transmitted person-to-person mainly through respiratory droplets produced by an infected person. And while viral transmission can occur from contaminated surfaces, the majority of transmissions are tied to close contact to an infected person. Maintaining 6 or more feet from others and taking precautions not to expose your mouth or nose to the virus significantly reduces the chance of infection. The CDC defines exposure to the COVID-19 infected person as closer than 6 feet for more than 15 minutes.

Therefore, the following items are recommendations or requirements to help prevent the spread of SARS-CoV-2.

DAILY HEALTH SELF-ASSESSMENT

TCU requires that every TCU community member conduct a daily health assessment prior to leaving your private residence hall room or coming onto campus. The assessment includes
- Exposure (proximity and length) to confirmed or suspected case in the past 14 days
- Fever (greater than 100 degrees without the use of fever-reducing medications)
- New Cough
- New shortness of breath or difficulty breathing
- New muscle aches
- Sore Throat
- Headache
- Diarrhea
- New loss of taste or smell

Severe symptoms which require immediate medical attention (call 911) include struggling to breathe even when inactive or resting.

The daily health assessment can be found by using the following links:
- **Employee Daily Health Assessment**
- **Student Daily Health Assessment**

Face Coverings

TCU will require all community members to wear a face covering that covers both the nose and the mouth of the wearer anytime they are in a public indoor space (including and especially classrooms) or when outdoors if wearer cannot guarantee at least 6-foot distance (the Intellectual Commons between classes).

Please see **Appendix B** for the full policy.

Physical Distancing

The CDC defines exposure to the COVID-19 infected person as closer than 6 feet for more than 15 minutes. Every effort should be made to maintain 6 feet of physical distancing even if you are wearing a mask. TCU modified classroom and public area furniture placement to facilitate the 6-foot physical distancing requirement.

Personal Hygiene

Hand Washing: The CDC recommends that everyone wash their hands frequently to help slow the spread of the virus. Twenty seconds of hand washing with soap and water significantly reduces the chance of spreading the virus to your nose or mouth. It is recommended that you wash your hands when you enter a new space and wash them again when you leave that space.

Hand Sanitizer: Hand sanitizer with at least 60% alcohol is effective in killing the SARS-CoV-2 virus. Hand sanitizer should supplement, not replace hand washing. It is recommended that you use hand sanitizer before you enter a new space and once you leave that space. TCU will strategically place hand sanitizing stations throughout campus.

Avoid Touching Your Face: Touching your face increases the risk of infection through mucus membranes (mouth, nose, and eyes.) Make every effort to avoid touching your face unless you have just washed your hands. Face masks properly worn help remind wearers to avoid face touching.

Cough and Sneeze Etiquette: The CDC recommends, and good manners suggest, that you cover your cough and sneeze with either a tissue (and dispose of properly) or your upper sleeve or elbow. Washing your hands or using an alcohol-based hand sanitizer after sneezing or coughing is further recommended.

Disinfection of Personal and Public Spaces: TCU will clean high touch areas of campus at least twice daily. It is the responsibility of each facility user to clean the public areas where you intend to spend significant time or have significant contact: classroom desk, library table, rec center exercise equipment, etc. TCU will provide disinfecting materials to assist in this task. Please dispose of the used wipes in the proper trash facilities.

You are responsible for cleaning personal space on campus, including private offices and residence hall rooms. Using disinfecting wipes or solution on door knobs, desk tops, sink and toilet hands, among other spaces, will help slow the infection of SARS-CoV-2. Residential students need to provide their own cleaning supplies for personal spaces. TCU will provide wipes for staff and faculty to clean office spaces.

TCU's cleaning and disinfection procedures are listed **here**.

TCU COVID-19 Testing Procedures

TCU testing protocols follows the latest CDC recommendations for testing for institutions of higher education (Appendix A). Currently the CDC recommends testing only symptomatic students, staff and faculty or those who were recently exposed to the SARS-CoV-2 virus. This testing protocol works in conjunction with timely contact tracing and infection prevention measures.

Student Testing Process

The Brown Lupton Health Center will test those students who:

1. Display symptoms consistent with COVID-19; and,

2. Asymptomatic students with recent known suspected exposure to SARS-CoV-2 to control transmission.

The clinic runs viral tests from four different platforms with results generally within an hour. Students may arrange for testing by calling the Health Center at 817-257-7940 during normal business hours to arrange an appointment time and instructions on clinic entry procedures. TCU has partnered with the University Urgent Care Center at 3107 Greene Ave. to provide testing after hours. University Urgent Care will share medical findings with the TCU Health Center (assuming that the proper permission was granted).

The Health Center medical providers will instruct students who test positive for COVID-19 to begin immediate isolation procedures including working with a Contact Tracer to identify close contacts. Close contacts will be contacted by the contact tracing team and instructed to begin quarantine and encouraged to get tested within 3-5 days of the exposure.

TCU asks that all community members report positive COVID-19 tests via the COVID-19 Report Line (817-257-2684). This report will start the contact tracing and other services for students.

Faculty/Staff Testing Process

Faculty and staff who display symptoms consistent with COVID-19 or were recently exposed to SARS-CoV-2 should seek a viral test from an off-campus health provider/testing facility. The University Urgent Care at 3107 Greene Ave. is prepared to test TCU Faculty and Staff (at no out-of-pocket expenses for those with commercial health insurance) for convenience or if the faculty or staff member does not have a regular health care provider.

TCU asks that all community members report positive COVID-19 tests via the COVID-19 Report Line (817-257-2684). This report will start the contact tracing and other services for faculty and staff. Faculty or staff who test positive for COVID-19 should remove themselves from campus immediately and begin the isolation process.

Antibody Testing

The TCU Health Center can test for COVID-19 antibodies using an off-campus laboratory. Anti-body testing requires a blood sample. Currently there is no public health reason to test for COVID-19 antibodies.

Entry Testing and Broader Group Testing

The CDC presently does not recommend COVID-19 testing of all students, faculty, or staff returning to campus (entry testing). Further, the American College Health Association states that "screening large numbers (thousands) of students will likely produce no substantial public health benefit…" [1] Viral testing is a snapshot of a person's viral load on a particular day, one-time testing of an entire population is not a useful public health tool.

Instead, TCU will, in consultation with the Tarrant County Public health officials, engage in targeted broader testing of a particular group or building that shows an increase in symptomatic members or occupants. These broader testing strategies can be used when density is such that accurately identifying close contacts of a COVID-19 positive patient is not possible or when that group or building is identified as a hot-spot.

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[1]American College Health Association (2020). COVID-19 Testing: What we know as of June 3, 2020. Retrieved from **https://www.acha.org/documents/Resources/COVID_19/COVID-19_Testing_June-3-2020.pdf**

Contact Tracing: Implementation Plan

Terms

Coronavirus	A family of viruses that causes a number of mostly upper respiratory diseases.
SARS-CoV-2	Severe Acute Respiratory syndrome coronavirus 2. The formal name of the virus causing the current pandemic. Named by the International Committee on Taxonomy of Viruses (ICTV) on February 11, 2020. The World Health Organization acknowledges this term but uses the virus that causes COVID-19 to avoid confusion with the 2003 SARS outbreak in Asia.
COVID-19	The disease caused by infection from SARS-CoV-2.
Case	Person with COVID-19 by meeting confirmed or probable evidence.
Close Contact	Someone who was within 6 feet of an infected person for at least 15 minutes starting from 48 hours before illness onset until the time the patient is isolated.
Case Investigator	Conducts interviews of clients with confirmed or probable COVID-19.
Care Coordinator	Directly oversees the work of the contact tracers and/or others who work as part of the team. Assesses social support for cases and contacts and provides support for maintaining a healthy living environment (as appropriate).
Contact Tracer	Communicates with contacts to notify them of exposure, provides disease and transmission information, gathers data on demographics, living arrangements and daily activities. Provides referrals as appropriate.
Quarantine	Separates and restricts the movement of people who were exposed to a contagious disease to see if they become sick.
Isolation	The separation of sick people with a contagious disease from people who are not sick. Isolation incorporates and enhances the conditions placed on quarantine.
Wrap-Around Services	TCU specific term which encompasses additional student services for those affected by an illness or circumstance. Wrap around services can include assistance with notifying professors about class attendance, food, laundry, etc. It also includes telehealth visits with a health care provider and virtual counseling services and support groups.

Background

TCU will follow the protocols established by the Centers for Disease Control and Prevention under the direction of health authorities. Confirmed positive COVID-19 test results that are reported to TCU and have a direct on-campus impact will be posted to this website under the **"Staying Informed"** section. Additionally, information will be shared directly with social and residential groups who have interacted with the COVID-19 positive individual(s) over the prior two to three weeks, to the extent possible. [2]

Information regarding COVID-19 and response protocols are fluid and subject to change. As such, the response procedures outlined in this document may fluctuate to stay relevant with current national or local guidelines.

Process
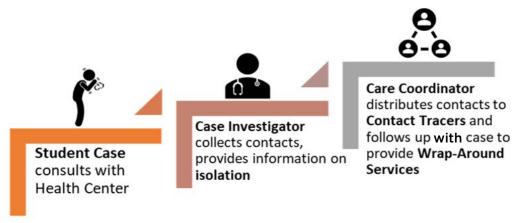
Notification of a Positive Case

TCU has established a COVID-19 hotline for students, faculty and staff to report positive test results. This will enable the university to respond without delay to enact protective measures, and to provide support and resources to the campus community. To report a positive case community member can use the COVID-19 hotline 817-257-2684.

Students

Symptomatic students are encouraged to call ahead and schedule an appointment at the Brown Lupton Health Center. These results will be made immediately available to Health Center staff. If a student receives a test off campus at a private or unaffiliated lab, the student will be responsible for notifying the university via the COVID-19 hotline 817-257-2684. Upon calling the hotline the TCU student will be prompted through a series of questions that will direct them to the TCU COVID Case Investigator (TCUCCI) in the Health Center. Upon receiving notification of a campus positive the TCUCCI shall attain data to assist in the response process.

After students have reported or have tested positive for COVID-19, a representative from the TCU Health Center will serve as the **Case Investigator** and interview the student. The purpose of this interview will be to determine the time period to elicit close **contacts**. The case investigator will provide recommendations for the student regarding self-isolation and will then connect them to the **Care Coordinator** for assistance with **Wrap-Around Services**.
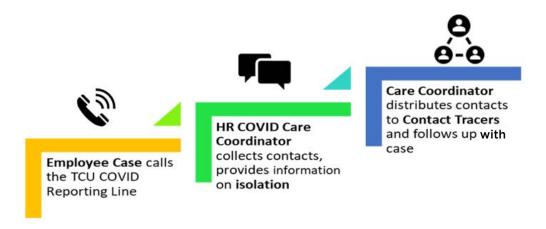
Fig 1. Student COVID Positive Process

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[2] Texas Christian University Coronavirus FAQ **https://www.tcu.edu/coronavirus/students.php#acc30-what-if-a-case-of-covid19-is-confirmed-on-campus**

Employees

After receiving a positive test result, the employee will be responsible for notifying the university via the COVID-19 hotline 817-257-2684.

Figure 2: Employee COVID Positive Process

Upon calling the hotline the TCU employee will be prompted through a series of questions that will direct them to the TCU COVID Care Coordinator (TCUCCC)for employees. Upon receiving notification of a campus positive the TCUCCC shall attain data to assist in the response process.

Isolation Guidelines

Students

Students who are confirmed or a probable diagnosis of COVID-19 who have been told to self-isolate by the Case Investigator will ideally be provided with the following resources:

- Health Kit containing: face covering, gloves, digital thermometer, alcohol-based hand sanitizer, educational materials relating to COVID-19, instructions for cleaning their living space.
- Wrap around services which can include assistance with notifying professors about class attendance, food, laundry, etc. It also includes telehealth visits with a health care provider and virtual counseling services and support groups.

Students will be asked to perform daily self-monitoring of symptoms and communicate with the Health Center if there are any new symptoms or symptoms of increasing severity.

Instructions for Students in Isolation

The following provides guidance on how students in isolation can prevent the spread of COVID-19.
- If students live in a single room or an apartment where they have exclusive use of a bathroom, they should return to their room and not leave.
- If students do not have a single room with a bathroom or an apartment where there is exclusive use of a bathroom, the Care Coordinator will work with the student to discuss relocation.
- Meals will be delivered to the student during the isolation period.
- Students in isolation may not have visitors during this period of isolation.
- If cases must leave their room, they must wash your hands before leaving and wear face covering. Minimize any contact with surfaces and other people.
- Take and log your temperature twice a day.

The decision to discontinue self-isolation will be based on guidance set by CDC and is described below:

People with COVID-19 or its symptoms who are recovering in the residence hall[3] will not be tested to determine if they are no longer contagious and can leave their "sick room" when

- Released by a TCU Health Center clinician
- At least 10 days have passed since symptoms first appeared and
- At least 24 hours have passed since last fever without the use of fever-reducing medications and
- Symptoms (e.g., cough, shortness of breath) have improved

People who DID NOT have COVID-19 symptoms, but tested positive - to determine if they are no longer contagious can leave their "sick room" when

- At least 10 days have passed since the date of the first positive test **AND**
- They continue to have no symptoms

The idea of isolation is to eliminate any contact exposure until you recover. Staying in your room, apartment, and house is one way to isolate. We acknowledge that students may want to return to their parent's home during this time. Use face masks and gloves (or sanitized hands) if traveling in a car with someone else. If you intend to isolate from a location other than your residence hall room, apartment, or campus home, please notify the Care Coordinator of your new location. For specific information about the process for students who test positive for COVID-19, please review our **decision tree document** that can be found on our **TCU Microsite**.

Instructions for Employees in Isolation

Employees will need to remain in isolation until two criteria have been met: 1.) At least 10 days have passed since the onset of your symptoms and 2.) At least 24 hours have passed since you have had fever without the use of fever reducing medicine and your symptoms are improving. If you do not have any symptoms, you need to isolate for 10 days from the time you tested positive. The TCU Care Coordinator will contact the employee when their isolation period has ended to determine how the employee is doing and if they are able to return to work based on guidelines provided above and based on information provided by the Tarrant County Public Health Department. For specific information about the process for employees who test positive for COVID-19, please review the **decision tree document** that can be found on the **TCU Microsite**.

Identifying Contacts

A **close contact** is defined as a person who was within 6 feet of an infected person for at least 15 minutes starting from 48 hours before illness onset until the time the infected person is isolated.

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[3] Center for Disease Control and Prevention **https://www.cdc.gov/coronavirus/2019-ncov/downloads/case-investigation-contact-tracing.pdf**

[4] Centers for Disease Control **https://www.cdc.gov/coronavirus/2019-ncov/downloads/case-investigation-contact-tracing.pdf**

The Care Coordinator will conduct an interview with the case to gather a list of people who meet the criteria for close contacts. Information will also be collected to determine buildings and locations where the case was on-campus. The Care Coordinator will also gather information about additional areas or social settings where the case may have been. The Care Coordinator and Case Investigator, with consult from local health authorities will determine if any additional notification needs to be made for these distal contacts.
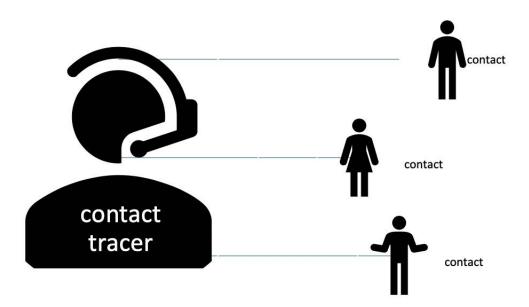
EVALUATE/MONITOR CASES BASED ON PRIORITY

Priority 1 (Close Contacts)
- Students who were identified as close contacts with the case
- First responders who may have interacted with the case
- Roommates

Priority 2 (Distal Contacts)
- Students who attended and interacted with the case during a social gathering
- Students, faculty/staff who attended class or a meeting with the case and interacted with the case

Once all Priority 1 close contacts have been identified, the Care Coordinator will distribute this information to the **Contact Tracers** so that they can follow-up with each contact.

Contact tracers will consist of volunteer students, faculty and staff who have been trained in the elements of contact tracing, effective communication and cultural competency. Contact Tracers will provide contacts with information signs and symptoms for COVID-19 as well as guidelines for being in **quarantine**.

Quarantine Guidelines

Employees in Quarantine

Employee contacts will be asked to self-monitor and to communicate and promptly report any new symptoms or symptoms of increasing severity to their primary care physician. Contacts should be tested for COVID-19 within three to five days of exposure or within three to five days of notification of exposure. If testing is done and the contact is positive for COVID-19, the employee will need to call the TCU COVID hotline at 817-257-2684. A Care Coordinator will follow-up with the employee to collect the following information 1) last time they were on campus, 2) list of close contacts for contact tracing, 3) locations visited while on campus. If test results are negative for COVID-19, the employee will remain in quarantine.

Should employees be contacted by an outside agency such as the Tarrant County Health Department and told to quarantine- they should let their supervisor know. Additionally, employees can call the COVID-19 hotline to report that they will be in quarantine. For specific information about employee exposure and what to do, please review the decision tree document that can be found on the TCU Microsite.

Students in Quarantine

Student contacts will be asked to self-monitor and to communicate and promptly report any new symptoms or symptoms of increasing severity to the TCU Health Center. Contacts should be tested for COVID-19 within three to five days of exposure or within three to five days of notification of exposure. If testing is done and the contact is positive for COVID-19, the Case Investigator at the Health Center will collect a list of names for contact tracing. If test results are negative for COVID-19, the student will remain in quarantine.

Close contacts with symptoms **should self-isolate** and contact the TCU Health Center to discuss symptoms and options for testing[5]
Close contacts without symptoms **should self-quarantine** for 14 days from their last potential exposure **and** be tested for COVID-19 within three to five days of exposure

Instructions for Students in Quarantine

TCU is a vibrant community that cares about the health and safety of all of its members. As such, when close contacts are informed that they have been exposed to a student who has tested positive for COVID-19, we expect for them to play their part in keeping other Horned Frogs safe.
The following provides guidance on how close contacts can prevent the spread of COVID-19[6] :

- Get tested for COVID-19, regardless of the presence of symptoms.
- Return to their room.
- If contacts have a roommate who was not exposed, TCU will either move the contact or roommate. In all likelihood, the roommate will also be in quarantine.

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[5] Centers for Disease Control **https://www.cdc.gov/coronavirus/2019-ncov/downloads/case-investigation-contact-tracing.pdf**
[6] **https://www.cdc.gov/coronavirus/2019-ncov/downloads/critical-workers-implementing-safety-practices.pdf**

- Contacts should not have visitors during this period.
- If contacts must leave the room, they must wash your hands or sanitize your hands before leaving your room and wear a face covering. Minimize any contact with surfaces and other people.
- Self-monitor by taking and logging your temperature twice a day.
- Report to the Care Coordinator that they are observing quarantine.
- Return to normal behavior after 14 days, as long as they are symptom free and without fever (fever <100).

For specific information about the process for students who test positive for COVID-19, please review the **decision tree document** that can be found on the **TCU Microsite**.

Close contacts who do not have COVID-19 related symptoms are able to leave the room to retrieve meals. However, we expect these asymptomatic contacts to wash or sanitize their hands before leaving their room and wear a face covering. Also, to reduce the risk of possible spread, we ask that these close contacts minimize contact with surfaces and other people and return as soon as possible to the room. Close contacts regardless of symptoms are asked to not attend class. If these students are asymptomatic, they will be able to stay current with their classes remotely. The Care Coordinator will work with close contacts regarding professor notification if there is a need to miss class.

Distal Contacts

Distal contacts is a term coined by TCU to describe those people who may have been around a person who tested positive for COVID-19 however, did not have direct contact. Distal contacts may include people who were in the same classroom with a case or who attended the same social gatherings. It is not necessary for distal contacts to quarantine if they do not have COVID related symptoms.

The Care Coordinator and Case Investigation team will consult with each other and local health authorities to determine how to proceed with these types of contacts. In general, distal contacts will be encouraged as other students, to be proactive and diligent about maintaining their health through: self-monitoring, wearing a face covering and social distancing.

Appendix A

https://www.cdc.gov/coronavirus/2019-ncov/community/colleges-universities/ihe-testing.html

Interim Considerations for Institutions of Higher Education Administrators for SARS-CoV-2 Testing

Updated June 30, 2020

These interim considerations are based on what is currently known about SARS-CoV-2 and COVID-19 as of the date of posting, June 30, 2020.

The US Centers for Disease Control and Prevention (CDC) will update these considerations as needed and as additional information becomes available. Please check the CDC website periodically for updated interim guidance.

Note: This document is intended to provide considerations on the appropriate use of testing and does not dictate the determination of payment decisions or insurance coverage of such testing, except as may be otherwise referenced (or prescribed) by another entity or federal or state agency. CDC is a non-regulatory agency; therefore, the information in this document is meant to assist institutes of higher education (IHEs) in making decisions rather than establishing regulatory requirements.

As some institutions of higher education (IHEs) open in the United States, CDC offers considerations for ways in which IHEs can help protect students, faculty, and staff and slow the spread of the coronavirus disease 2019 (COVID-19). Testing to diagnose COVID-19 is one component of a comprehensive strategy and should be used in conjunction with promoting behaviors that reduce spread, maintaining healthy environments, maintaining healthy operations, and preparing for when someone gets sick.

These CDC considerations are meant to supplement—**not replace**—any federal, state, local, territorial, or tribal health and safety laws, rules, and regulations with which IHEs must comply. Implementation should be guided by what is feasible, practical, and acceptable, as well as tailored to the needs of each community.

IHEs vary considerably in geographic location, size, and structure. As such, IHE officials should determine, in collaboration with state and local health officials, whether to implement any testing strategy, and if so, how to best do so.

Symptom screening and testing are strategies to identify individuals with COVID-19. In addition to screening and testing, COVID-19 contact tracing is an effective disease control strategy that involves identifying individuals and their contacts. Screening, testing, and contact tracing are actions that can be taken to slow and stop the spread of COVID-19. These strategies must be carried out in a way that protects individuals' privacy and confidentiality and is consistent with applicable laws and regulations. In addition to state and local laws, IHE administrators should follow guidance from the Equal Employment Opportunity when offering testing to faculty, staff, and students who are employed by the IHE. IHEs also should follow guidance from the U.S. Department of Education on the Family Educational Rights and Privacy Act (FERPA) and the Health Insurance Portability and Accountability Act (HIPAA) and their applicability to students and COVID-19 contact tracing and testing.

Types of Tests to Identify SARS-CoV-2, the Virus that Causes COVID-19

Viral tests approved or authorized by the Food and Drug Administration (FDA) are recommended to **diagnose current infection** with SARS-CoV-2, the virus that causes COVID-19. Viral tests evaluate whether the virus is present in a respiratory sample. Results from these tests help public health officials identify and isolate people who are infected in order to minimize SARS-CoV-2 transmission.

Antibody tests approved or authorized by the FDA are used to **detect past infection** with SARS-CoV-2. CDC does not currently recommend using antibody testing as the sole basis for diagnosing current infection. Depending on when someone was infected and the timing of the test, the test may not find antibodies in someone with a current COVID-19 infection. In addition, it is currently not known whether a positive antibody test indicates immunity against SARS-CoV-2; therefore, antibody tests should not be used at this time to determine if an individual is immune.

CDC recommendations for SARS-CoV-2 testing are based on what is currently known about the virus. SARS-CoV-2 is new and what is known about it continues to change rapidly. Information on testing for SARS-CoV-2 will be updated as more information becomes available.

When Testing Might be Needed

This document describes scenarios when IHEs may need to conduct SARS-CoV-2 viral testing for students, faculty, or staff, though ultimate determinations for such a test rest with IHEs in consultation with local health officials:

- Testing individuals with signs or symptoms consistent with COVID-19
- Testing asymptomatic individuals with recent known or suspected exposure to SARS-CoV-2 to control transmission

Testing Individuals with Signs or Symptoms Consistent with COVID-19

Consistent with CDC's recommendations, individuals with COVID-19 signs or symptoms should be referred to a healthcare provider for evaluation on whether testing is needed. In some locations, individuals can also visit their state or local health department's website to look for the latest local information on testing.

One strategy to identify individuals with COVID-19 signs or symptoms is to conduct daily symptom screening such as temperature screening and/or symptom checking for students, faculty, and staff. These screenings are one of many strategies IHEs can use to help lower the risk of COVID-19 transmission. However, because symptom screenings are not helpful for identification of individuals with COVID-19 who may be asymptomatic or pre-symptomatic, symptom screening alone will not prevent all individuals with COVID-19 from entering the IHE. Screenings should be conducted safely and respectfully and in accordance with any applicable privacy laws and regulations. IHEs may use examples of screening methods found in CDC's General Business FAQs.

IHE administrators and healthcare providers should immediately separate students, faculty, or staff with COVID-19 symptoms by providing distance learning options, isolation rooms in dormitories or other housing facilities, and providing alternative food service arrangements for those who live on

campus. As part of symptom screenings, IHEs should be prepared to refer symptomatic individuals to an appropriate health care provider who will determine when viral testing for SARS-CoV-2 is appropriate.

IHEs can encourage individuals with suspected or confirmed COVID-19 to go to their place of residence, a designated isolation housing location (if living on-campus), or a healthcare facility depending on how severe their symptoms are, and follow CDC guidance for caring for oneself. IHEs can also encourage individuals to watch for emergency symptoms and seek emergency medical care if these symptoms occur.

Testing Asymptomatic Individuals with Recent Known or Suspected Exposure to a Person with COVID-19

Testing is recommended for all close contacts of persons diagnosed with COVID-19:

- Because of the potential for asymptomatic and/or pre-symptomatic transmission, it is important that contacts of individuals diagnosed with COVID-19 be quickly identified and tested. Feasibility of identifying and testing close contacts will likely vary by IHE and their local context.

- Additionally, in accordance with state and local laws and regulations, IHEs should work with local health officials to inform those who have had close contact with a person diagnosed with COVID-19 to wear cloth face coverings if they are able, quarantine in their living quarters or a designated housing location, and self-monitor for symptoms for 14 days.

In some settings, broader testing, beyond close contacts, is recommended as a part of a strategy to control transmission of SARS-CoV-2:

- In IHEs, residence halls, laboratory facilities, and lecture rooms may be settings with the potential for rapid and pervasive spread of SARS-CoV-2.

- Expanded testing might include testing of all people who were in proximity of an individual confirmed to have COVID-19 (e.g., those who shared communal spaces or bathrooms), or testing all individuals within a shared setting (e.g., testing all residents on a floor or an entire residence hall). Testing in these situations can be helpful because in high density settings it can be particularly challenging to accurately identify everyone who had close contact with an individual confirmed to have COVID-19. For example, students who do not know each other could potentially be close contacts if they are both in a shared communal space.

- IHEs might want to consider that some people are at increased risk of severe illness from COVID-19. Everyone is at risk for getting COVID-19 if they are exposed to the virus, but some people are more likely than others to become severely ill, which means that they may require hospitalization, intensive care, or a ventilator to help them breathe, or they may even die.

- Decisions about the level of risk and the scope of testing should be made in coordination with state, territorial, Tribal, and local health officials.

Testing Asymptomatic Individuals without Known Exposure to a Person with COVID-19

Testing of all students, faculty and staff for COVID-19 before allowing campus entry (entry testing) has not been systematically studied. It is unknown if entry testing in IHEs provides any additional reduction in person-to-person transmission of the virus beyond what would be expected with implementation of other infection preventive measures (e.g., social distancing, cloth face covering,

hand washing, enhanced cleaning and disinfection). **Therefore, CDC does not recommend entry testing of all returning students, faculty, and staff.**

However, some IHEs are planning to adopt and implement this testing approach. IHEs planning for this testing approach should take into account the following:

- Acceptability of this testing approach among students, their families, faculty and staff.
- Limited availability of dedicated resources and the logistics needed to conduct broad testing among students, faculty, and staff in IHE settings. Examples of resources include trained staff to conduct tests, personal protective equipment, and physical space for conducting testing safely and ensuring privacy.
- Limited usefulness of a single administration of testing. Single administration could miss cases in the early stages of infection or subsequent exposures resulting in transmission, and would only provide COVID-19 status for individuals at that specific point in time.
- Specific features of their campus. For example, residential college communities that do not have frequent interaction with surrounding communities might have less potential exposure to COVID-19 than an IHE campus with commuter students or campuses where students engage frequently and/or live within the community.

In areas with moderate to substantial community transmission where resources allow, local health officials and IHEs may consider testing some or all asymptomatic students, faculty, and staff who have no known exposure (e.g., students in congregate housing such as residence halls) to identify outbreaks and inform control measures.

More resources for Institutions of Higher Education:

- For more information on facility-wide testing for asymptomatic individuals, please see the Standardized procedure for broad-based testing for SARS-CoV-2.
- For additional considerations for reducing COVID-19 spread in IHEs, see the Considerations for Institutions of Higher Education.

Appendix B

TCU Public Health Committee

Usage of Face Coverings During the COVID-19 Pandemic

Effective June 1, 2020

Policy Statement

To protect the health and safety of the TCU Community when we return to campus, face coverings must be worn by all individuals (students, staff, faculty, and visitors) in the following areas:

- Indoor public areas on campus including all non-private office spaces or common areas of residence halls. Face coverings must be worn even if alone in these non-private spaces. Face masks can be removed while eating.
- Outdoor spaces where 6 feet of physical distancing is not possible. Walking through campus when it is busy will require face coverings.

The use of a face covering does not replace the continued need to maintain physical distances from others, at least 6 feet, but instead augments physical distancing.

This policy is informed by and in compliance with current CDC Guidelines.

Face Covering Definitions

Face coverings must cover both the nose and mouth and should be made of multiple layers of tightly woven fabric. FDA approved surgical masks may also be used as face covering. A clean face covering should be used each day.

Please refer to the current CDC guidelines for more information on how to wear and clean your face coverings.

Policy Rationale

Face coverings reduce the amount of virus spreading from the wearer (who may not know they are spreading the virus) into the environment and to others. The secondary purpose of the face covering is to reduce the likelihood that large droplets containing virus that are generated by others may enter the nose and mouth of the wearer.

TIPS for wearing a face coverings

- Face coverings must be used in conjunction with physical distancing (6 feet social distancing), engineering controls (barriers between people) and/or administrative controls (reduced number of people at events).
- Face coverings become contaminated as you wear them, both from yourself and from the environment around you. You should treat them as contaminated and avoid self-contamination or contamination of others by unsafe handling.
- Remember to wash your hands frequently and to avoid touching your face as much as possible.
- Face coverings must be put on properly:

- Face coverings should fully cover your nose and mouth.
- Face coverings should be held in place firmly with straps.
- When you are putting on a face covering, do so by the straps and adjust the covering to cover your nose and mouth, being careful not to touch your face in the process.
- Once your covering is in place, wash your hands, and wash your hands after each time you adjust your covering.
- Face coverings must be taken off properly to avoid self-contamination:
  - Remove face coverings by the straps and move it gently away from your face. Be careful not to touch your eyes, nose, and mouth when removing.
  - If your face covering is disposable, then promptly throw it away; do not place it into your pocket, backpack or where it may contaminate your belongings.
  - If you have a disposable face covering that you have to reuse, then make sure that you store it between uses in a clean breathable container (paper bag) and be careful not to touch the inside of the face covering. Do not store in an airtight container.
  - If you have a reusable cloth face covering, make sure you wash it after each use (a washing machine is fine).
- Wash your hands after handling a used face covering.

Exceptions

Some classroom settings prevent the use of face masks, primarily in the performing arts courses. In these instances, instructors and students must follow the policies established by the department or college.

Students who seek a medical exception to the face covering policy should solicit assistance from the Student Access and Accommodations. Faculty and Staff should contact Human Resources for an ADA accommodation.

CAMPUS LIFE

The Campus Life Dean's Office helps students resolve issues that impede their academic success primarily through one-to-one interactions with students. For the fall 2020 semester, Campus Life is prepared to offer service either in-person or through virtual meetings. The summary below describes how Campus Life will continue to offer these support services needed to TCU students.

Appointments/Check in Procedures (in-person, virtual)

Appointments are generally arranged via a telephone call with the administrative support staff in Campus Life. The student will be offered either an in-person meeting or a Zoom meeting. If Zoom is selected, the office staff member will create and send a Zoom meeting request.

Every student interaction starts with the student completing an online form. To reduce the number of people touching the office keyboard, the student will use their phone and a QR code to load and complete the intake form. Students who have Zoom meetings will be sent a link to complete the online form before the Zoom meeting starts.

Meeting Procedures (in-person, virtual)

In-person meetings will occur in spaces that allow for safe one-to-one interaction. This may mean that Campus Life holds meetings in public spaces in The Harrison. This assumes that the nature of the meeting does not absolute confidentiality or anonymity. Campus Life may use larger conference room spaces for one-to-one or one-to-several meetings to provide for proper physical distancing. If needed the entire conduct process can be executed virtually, including holding virtual panel hearings.

Interactions with Staff and Faculty (in-person, virtual)

Campus Life primarily interacts with staff and faculty via telephone or email so procedures will not change significantly from before COVID-19. During the Spring 2020 semester an online reporting form was implemented as a way for faculty and staff to report student concerns. This online form was very successful and allowed Campus Life to collect more information about the nature of the concern during the initial contact. This online from will continued to be used and is promoted various ways to faculty and staff.

The Campus Life office will redouble its efforts to communicate back to staff and faculty who present students of concern. As a matter of practice, the office acknowledges every Student of Concern form submitted by a faculty member. Campus Life is committed to looping back to the reporter once the case is resolved or is moved to a "monitoring" status. These interactions will likely occur via email but could also be a telephone call.

Faculty Emails and Official Absence Notification (virtual)

Starting in Spring 2020, Campus Life began working with IT to create ways to automate official absence notifications and emails to faculty about student absences due to illnesses, etc. Since it is anticipated that there will be a significant increase in student absence notifications, Campus Life sought to find a solution that would save time and increase accuracy and consistency of emails to faculty.

IT provided two solutions that met these goals, both through applications created in PeopleSoft. It is anticipated that the individual student absence emails will be 80% more efficient than previous efforts and the amount of time spent on official absence notifications will be measured in hours saved per week.

Student Crisis Response (in-person, virtual)

Nothing should change in the way Campus Life deals with students in crisis with the exception of hospital visits. The COVID-19 pandemic may create scenarios where staff cannot accompany a student to the hospital. Campus Life will attempt to provide an information card to give the student that provides telephone numbers to on-duty staff. Parent communication will remain unchanged.

Virtual Mental Health Assessment (in-person, virtual)

In partnership with the TCU Counseling & Mental Health Center and Mesa Springs secondary assessments will occur using Zoom from campus. Mesa Springs intake professionals will be able to recommend: 1) intensive outpatient program (IOP) 2) daytime treatment (non-overnight treatment) or 3) inpatient treatment.

Only inpatient recommendations need to go to Mesa Springs where the patient will be assessed in person one more time before being admitted to the hospital. This process will reduce the amount of time TCU Police will be involved in hospitalizations because it eliminates transporting students who ultimately will be referred to non-inpatient treatments. Campus Life believes that this process will be less troublesome for recalcitrant patients.

CAMPUS RECREATION & WELLNESS PROMOTION

Wellness Education Programs (in-person, virtual)

Wellness Education programs are aimed to educate students on the best ways to practice self-care and empower a culture of wellness. Programs will be offered through various channels such as the Don't Cancel That Class program, Residence Hall programs, and tailored programs to specific groups such as Community Scholars and Leaders 4 Life. Each of these modes of delivery will be provided in-person and/or online. Programs will continue to be provided on topics such as: QPR (Suicide Prevention Training), Stress Management, Relaxation & Mindfulness, Responsible Alcohol Consumption, Time Management, Healthy Relationships and Sleep Hygiene.

Safety Protocols for Wellness Education

Physically distant check in process that includes a verbal checklist asking participants whether they have experienced any COVID-19 symptoms. Programs will be provided in locations that follow TCU and state guidelines for physical distancing requirements. In-person, students will wear face coverings unless it poses a physical health risk. Hand sanitizer will be provided in locations that are not already equipped with sanitizer stations.

Intramural Sports (in-person)

The following sports and activities plan to be offered Fall 2020.

- Team sports that have minimal person-to-person contact such as kickball, indoor soccer, and indoor volleyball.
- Partner sports that involve two-on-two no-contact play such as sand volleyball, wallyball, and golf.
- Individual racquet sports that consist of one-on-one no-contact play such as e-sports, tennis, table tennis, pickleball, racquetball, and backyard games.
- Special events such as basketball hoop contest, trick shot contest, virtual runs.

Safety Protocols for Intramural Sports

Physically distant check in process that includes a verbal checklist asking participants whether they have experienced any COVID-19 symptoms. Cleaning all game equipment in between matches. No participant will wear the same pinnie twice before washing. Teams will be encouraged to refrain from high-fives, handshakes, or any additional congratulatory actions during or after the games to reduce any physical contact. Spectators will be required to wear face coverings and only allowed in outdoor events where teams can be separated by the width of the playing field.

Both virtual and physically distant in-person staff training will be given to all team sport events that focus not only on the rules but how to facilitate a physically distant experience. All staff who are working will be wearing face coverings unless it is essential to their ability to breathe/perform their job duties. Rubber gloves will be provided to all staff that chose to wear them.

Sport Clubs Safety Protocols

In general, sport clubs will be permitted to hold practices and meetings with proper safety guidelines. Each sport club will need to be evaluated on a case-by-case basis to ensure proper play. The following are general safety protocols that will be in place for sports clubs.

- Sport club reservations for outdoor field practices will be limited to one club per field area at the

same time. Clubs may practice in groups of 10 or fewer per group.

- Sport clubs who use the University Recreation Center for practice will adhere to University Recreation Center's COVID-19 protocol with regard to face covering use, physical distancing and room capacities.
- Sport clubs who rent or utilize an off-campus venue for practice must adhere to that venue's COVID-19 protocol. Protocol for the venue should be detailed in the facility rental contract.
- Sport club travel will be limited to personal vehicles only with a face covering requirement in every vehicle unless all in the vehicle are roommates or are related family members.
- Sport club travel will be limited to destinations that do not require an overnight stay (3 or fewer hours of driving each way).
- All sport clubs that are governed by a local, regional or national governing body must adhere to all COVID-19 protocol put forth by the governing body.
- All sport club safety officers will receive training in addition to the required First Aid/CPR/AED certification with regard to COVID-19 related health and safety protocol and be responsible for required enforcement of protocol for all club practices, travel and events.

Group Fitness (in-person, virtual)

Group Fitness classes will be offered both in-person and online depending on the class. The following are examples on planned classes, approximately 20 total classes per week. Outdoor Classes include Sunrise Yoga, Bootcamp (taking place in sand courts, back porch, etc.), and Group Run/Jog (possibility to add in other exercise stations along the way). Indoor Classes include HIIT Circuit, Abs, Dance Cardio, Aging Strong, Yoga & Barre, and Cycle. Online classes include pre-recorded classes made available on the Campus Recreation & Wellness Promotion website. Live classes can be substituted if needed, and when technology/space permits.

Safety Protocols for Group Fitness

Decreasing the number of classes offered (20 per week as opposed to 40+ per week in the past). Classes will not overlap, not held in the same room, to allow for thorough cleaning in between classes. In addition, classes will only be offered when a 6' physical distance is allowable, there will be a limit in the number of participants to ensure physical distancing. Participants will wear face coverings unless it poses a physical health risk. Equipment needs will be planned out carefully by each instructor beforehand. Participants will grab their own equipment at the beginning of class, and equipment will not be shared between participants. The equipment will be cleaned and stored after class by the participants and/or instructor.

Personal Training Safety Protocols (in-person)

Physical distancing will be maintained between trainer and client. Both the trainer and client will wear face coverings unless it poses a physical health risk to the client. Private personal training space, the PT Studio, will operate on a reservation basis to allow only one group at a time. Personal trainers and clients will abide by the facility rules and will clean each piece of equipment after use.

Outdoor Programs (in-person)

At this point in time outdoor trips that require University provided transportation will not take place. The Outdoor Program will provide local day trips and instructional clinics. Day trips will allow for

participants to provide their own transportation and meet on site. The following are examples of programs available for in-person participation: Trinity River Paddles (day paddles and moonlight paddles), S'mores Cooking Clinic, Camping 101 Clinics, Day hikes to local parks and venues.

Safety Protocols for Outdoor Programs

Both trips leaders and participants will wear face coverings unless it poses a physical health risk to client. All trips and clinics will adhere to physical distancing policies and all equipment used for trips and clinics will be cleaned and sanitized before after each trip.

COUNSELING & MENTAL HEALTH CENTER

The TCU Counseling & Mental Health Center will be fully operational during the Fall 2020 semester and offer enhanced services in response to COVID-19 and current national events. Below are enhancements and additions to Counseling Center services.

Student Counseling (in-person, virtual)

Re-purposing the physical space of the Counseling Center to transition individual offices into "therapy suites." These suites will have the capacity to host both video sessions and in-person sessions, when needed. Students can also receive counseling without being present in the Counseling Center. This addresses possible stigma about seeking therapy. For example, the Counseling Center is serving more graduate students, many of whom traditionally avoided counseling due to fear of being seen by undergraduates in the waiting room.

Virtual Letter of Care Campaign and Peer Support Communities (in-person, virtual)

Expanded peer support services by launching a Virtual Letter of Care Campaign and more peer support communities. Students can utilize these services, which includes interactions with Counseling Center staff, even if they are not on campus or living in Texas.

Expanding Services (in-person, virtual)

Addition of new clinical services in anticipation of increased demands for services. Examples include equine therapy groups to treat trauma and high anxiety, and a substance use intensive outpatient program. In addition, expansion of the Counseling Center's availability in anticipation of increased demands for services. An example is planning to offer sessions Monday through Thursday nights and on weekends.

STUDENT ACTIVITIES

The following information represents Student Activities' programming plans for the Fall 2020 semester. Programs and ideas are subject to change based on campus policies, as well the availability of guest artists, films, supplies, etc. Events will be promoted on what2do.tcu.edu and through social media as they are finalized and confirmed.

theCrew (in-person, virtual)

The weekly large group membership meeting will move online due to the number of participants who attend weekly. The organization plans to host two minimal contact events per week. These events are student-developed, so a complete list is not yet available since the group has not resumed regular meetings for the fall. theCrew hopes to collaborate with Hall Crew on in-hall events, as well as some DIY/How-To events. Supply kits will be provided to students or halls for these events in order to facilitate safe participation from off-campus or residence hall locations, thus spreading out participants for health purposes.

theEnd (in-person, virtual)

The weekly large group membership meeting will move online due to the number of participants who attend weekly. theEnd will host Friday and Saturday evening events in the fall semester. In order to provide flexibility during this time of uncertainty, only six weeks of events will be booked at a time.

Fridays will feature live entertainment. Due to capacity limitations, event costs, and artists' comfort traveling to Texas, events will be broadcast online for students, faculty, and staff during the first six weeks. If capacities are allowed to increase, future End events could remain online or operate using an in-person or hybrid model. Events currently under development for the first six weeks include: concerts, comedians, drag queen bingo, cooking lessons, and more. Events are developed as part of a student and staff collaboration.

Saturdays will feature movies. For participant safety, theEnd will hold multiple showings or use large outdoor venues to accommodate as many viewers as safely as possible. In the absence of new releases (since new films were not released in the spring and summer), documentaries in partnership with academic departments; direct to streaming releases, such as Hamilton; and even sporting events will all be considered as possible content. To conclude the first six weeks of programming, theEnd is hoping to host a drive-in concert in lots 3 and 4. The concert would be broadcast on a radio frequency in order to keep attendees safely in their cars.

Student Organization Events (in-person, virtual)

Student Activities is provided 10 tented, alcohol-free tailgate locations for student organizations on football game days. These locations are on the Kelly Center Lawn and will be subject to tailgate attendance capacities and policies set by TCU Athletics. Student Activities staff, graduate students, and Crew students will work with student organizations to produce their traditional events, such as pageants and festivals, in the Ballroom and Auditorium. These events will be filmed and broadcast either live or delayed for online student participation. One example is broadcasting the weekly Senseless Acts of Comedy show. Student Activities staff and graduate students are already providing consulting services for organizations about how to transition events to online or hybrid formats. One example is the Kappa Alpha Theta 5K.

Horned Frog Family Week (in-person, virtual)

To fill the void created by the cancellation and possible movement of Family Weekend to the spring semester, Student Activities will host Horned Frog Family Week September 7-12. The week will be full of virtual opportunities for parents, family members, and students to stay connected and show their Horned Frog pride. The content for families will be all online. However, if guidelines allow, there will be small programs on campus for students during this week.

Programmatic ideas for Family Week include: virtual 5K; TCU craft instruction and coloring pages for kids; printable football watch party kits; video content of student organization and departmental events; video content about TCU traditions and cheers; recipes and online cooking demonstrations of favorite TCU and Fort Worth foods; social media posts highlighting families heavily involved in TCU; student postcard writing to send to parents and family; social media graphics to showcase family member/TCU pride; virtual green screen photography; digital magazine highlighting TCU traditions and Student Affairs programs; etc.

Family Week content will be developed under consultation and in partnership with Kay Higgins and details will be posted online at familyweekend.tcu.edu, as well as on social media, what2do.tcu.edu, and other standard marketing avenues.

Traditions Week (in-person, virtual)

To fill the void created by the cancellation of Homecoming, Student Activities will host Traditions Week October 12-17. The week will be full of virtual and in-person opportunities for students to show their Horned Frog pride. Program ideas are currently under development.

In a nod to Mr. and Ms. TCU, Student Activities will continue to honor 10 outstanding senior students during Traditions Week. The process will retain the key components of the Mr. and Ms. TCU selection process, the student organization nominations; student body vote; essay and resume critique; and interview. However, the name of this honor program will be changed in order to be gender inclusive. Details of the week will be posted online at homecoming.tcu.edu, as well as on social media, what2do. tcu.edu, and other standard marketing avenues.

Student Government Association (in-person)

Elections for the House of Student Representatives and Student Body Officers will occur in early September. Any vacant House seats will be filled in late September through an application and interview process. Frog Aides will select a class of incoming Class of 2024 students at the start of the academic year. The program will meet weekly as a whole and in their small groups. All meetings will be in-person, the large group meeting will move to a larger room in order to accommodate physical distancing.

Cabinet and House committees will continue their tradition of weekly in-person meetings. The House of Student Representatives will meet in-person in a larger room in order to accommodate physical distancing. Best practices for virtual meetings have also been developed in the event the group must move entirely online or if a member of the group needs to meet virtually due to COVID-19 related concerns.

Yearbook (in-person)

The Horned Frog Yearbook will continue to host weekly in-person staff meetings and editor meetings, while exercising physical distancing. Senior students will still be able to take their free yearbook portrait, as well as cap and gown photos, on campus during both the fall and spring semesters. The portrait company has an extensive COVID-19 preparedness plan, as well as UV + ozone disinfecting cabinets on site to sanitize supplies, including caps and gowns, between every student.

STUDENT DEVELOPMENT SERVICES

Student Development Services (SDS) maximizes student potential through individual and community development. By overseeing leadership development, organizational membership, transitional programming, student success, community engagement, service-learning, and a variety of other opportunities for students and their families, SDS provides students with the opportunity to learn, to lead, to achieve, and to contribute locally, nationally, and globally.

In the fall of 2020, SDS will provide engaging programs and events that create opportunities for students to develop strong interpersonal relationships, leadership skills, global and intercultural fluency, intellectual competency, and a sense of belonging at TCU. Through in-person, hybrid, and virtual offerings, students can actively participate in programs focused on leadership development, service, diversity, equity, and inclusion, teamwork, collaboration, communication, and building relationships.

SDS programs are based on the high impact areas identified by the American Association of Colleges and Universities and designed to produce student outcomes ranked as the most desirable by the National Association of Colleges and Employers.

SERVICE LEARNING

Community Based Learning offers opportunities for students to practice personal and interpersonal skills (e.g. teamwork, communication across diversity; ethical decision making), grow as a professional, citizen and leader by applying what they learn on campus to real life situations in the local community, and receive guidance from caring mentors while sharing their experience with peers.

Fort Worth Fellows (in-person, virtual)

By forming a learning community in the spring with common interests and staying together for two semesters, students develop a sense of belonging. Applications open in September and students meet weekly, in-person and virtually, to explore social justice issues impacting the Fort Worth community and network with city leaders working towards social change. In the Fall of 2020, students will work in teams to provide after-school programming to a youth organization.

Public Service Corps (in-person, virtual)

Internship program where students are placed in Non-Profit Organization (NPO) of their choice, according to interest in social topics and populations, and become eligible to receive a TCU scholarship. By joining the organization's team for one or two semesters, students learn more about Fort Worth and build on their professional portfolio. Both in-person and virtual internship options will be available in the fall of 2020. Participants meet monthly to share experiences and hear from guest speakers on topics like maximizing strengths, building effective resumes, and setting personal goals. Before concluding the internship, students work on a legacy project for the host site, applying the many lessons learned during their placement.

Service-Learning Courses (hybrid)

As the term indicates, students learn and serve while taking classes at TCU. TCU professors understand that one of the best ways to learn is by doing, so our staff helps them develop partnerships with community organizations so students can serve by applying skills and knowledge acquired in the classroom to real-life settings. In order to create meaningful projects for students to interact with community members in the fall semester, professors are receiving training on innovative ways of engaging students in online service (e.g. mentoring, language instruction, leading college access or arts workshops, etc).

Research on educational methodologies shows that through service-learning students learn course content in a more dynamic way while also acquiring important transferable skills (e.g. decision making, expressive communication, cultural competence). Students polish leadership skills and civic responsibility while enjoying the satisfaction of being an agent of positive change. These courses are in every college. Examples include engaging in community development in the Business School, community health fairs in Nursing or the School of Medicine, environmental projects in Humanities and Sciences, mentoring in Education, or even putting a play together for middle school students as a collaboration between Dance and Geology.

COMMUNITY ENGAGEMENT

Community Engagement Programming (CEP) believes service is a vital practice providing invaluable application of knowledge and skills acquired in the classroom to address an identified community need in a manner that enhances student learning, involvement, leadership development, personal development, community building, and contributes to the public good.

TCU Take Home Service Program (hybrid)

This program allows TCU students to use their time and talents to create items for local non-profits to distribute or use. All supplies will be provided for students to complete projects. Students will pick up supplies on designated "Service Supply Day" pick up days and will drop off completed projects on "Completed Supply Day" drop off days. Rooms and spaces will be reserved for students to work on projects. Students will be invited to a Zoom "Service Project How-To Guide" hosted by CEP staff/ NPO representative.

"Take Action Tuesday"- Service Project of the Week Program (virtual)

This program will highlight, facilitate and mobilize TCU students as they embrace the virtual world of volunteering. Virtual service offers a more relaxed and schedule friendly way for students to make a difference no matter where they are. Virtual Service opportunities will be announced each Tuesday via the SDS website, email, and social media and will be provided to Connected Campus liaisons.

Service Concierge Program (hybrid)

Community Engagement Programming staff will engage in one-on-one meetings with TCU students needing assistance with securing personal off-site service opportunities for spring semester with community partners.

Service Education Workshop Series (hybrid)

In order to educate students about the interconnected nature of service, CEP's Service Education Workshop Series will facilitate discussions that explore the causes and consequences of inequality in schools and urban communities, discover strategies for addressing urban challenges, and learn leadership and entrepreneurship skills that support careers in a wide range of community-based nonprofits, government agencies, schools, and other public service areas. In addition, there will be a focus on service and its connection to identity, foster social responsibility, and plan service events for large groups/student organizations.

What should I know about...? Social Issue Lecture Series (virtual)

TCU students will have the opportunity to hear from NPO managers/social issue experts and ask any questions they have about under-recognized social justice issues.

Student Voting Initiative (hybrid)

CEP has created programming this fall to encourage increased TCU student civic service engagement with a major focus on voting as the upcoming 2020 election season approaches. Focus will be on providing information and resources on state rules and timelines, providing free wallet cards with VOTER ID rules from our partner Voteriders.org, and resources that provide additional information about candidate's platforms.

Fall 2020 TCU Day of Service (hybrid)

The goals of this year's TCU Day of Service are to empower individuals, strengthen communities, bridge barriers, and address social problems while developing student leaders on the TCU Day of Service Executive Student Board. All TCU students, faculty and staff are invited to participate in various "Serve Where You Are" initiatives around the country to positively impact their neighbors and greater community.

Hunger Action Month: Rice Challenge (TCU vs Baylor) (virtual)

Students will be invited to play Freerice, a free-to-play (ad-supported) website that allows players to donate rice to families in need.

Academy 4 Mentoring Program (waiting for FWISD guidance on interaction type)

TCU students will create connections with local fourth graders they will mentor.

Read On Literacy Program (waiting for FWISD guidance on interaction type)

Partnership with Reading Partners and George C. Clarke Elementary. Students will be providing reading help and curriculum for elementary students.

Virtual Volunteer Fair (virtual)

Expose students to multiple partners and opportunities and allow them to build successful collaborative relationships safely. Provides community partners with much-needed help in their time of need.

STUDENT ORGANIZATIONS, LEARNING & DEVELOPMENT

Find Your Fit Fair (virtual)

TCU's interactive Organizations & Activities Fair for the Fall, available to all incoming students as well as current students. Students will find out information about and make connections with TCU student organizations that align with their interests, build lifelong friendships, and enhance their academic experience. The fair will provide the opportunity for current student organization leaders to share the mission, purpose, and benefits of their organization and grow their communities, while practicing their communication skills.

Frog Feed Involvement Quiz (virtual)

Just like the binge-worthy Buzz Feed quizzes, everyone wants to learn more about themselves! By taking this quiz, which is available to all TCU students, students can answer a series of questions about their interests and their current or future TCU experience to be provided with various categories of student organizations that they should look into. Quiz will be available this summer as well as throughout the semester to allow students to do some self-discovery and critically think through their involvement.

TCU Student Organization Videos (virtual)

Each student organization will have a short video featuring student leaders discussing their organization to allow incoming and current students to learn more about offerings at TCU. Virtual offering with encouraged in-person connections following.

Wednesday Organization Wisdom (WOW) Chats (in-person)

Every Wednesday, the Office of Student Organizations will provide an open, weekly opportunity for student organization presidents to ask questions, get tips and connect as a community. This is like a 'Pro Tips for Presidents' opportunity for them to develop their leadership, professionalism/work ethic, teamwork and collaboration abilities. In-person offering, depending on space available (if demand is high, we will create multiple offerings and times of this to ensure in-person option).

President Training (in-person)

Annual required training for all student organization presidents which includes state mandated risk management components as well as TCU processes, policies and tips on leading an organization. This training focuses on developing the skills, knowledge and experience of organization leaders as well as providing a space for community building and collaboration amongst the leaders. In-person offering throughout the month of September and into October, depending on how many sessions are needed while maintaining physical distancing.

Student Organization 101 Training (in-person, hybrid, virtual)

These are a series of trainings and seminars for student organization leaders (at all levels) and/or members that will focus on the following "How to" topics as well as many others.

- How to engage your members during meetings.
- How to effectively communicate (to your members, leaders, stakeholders, community partners).
- How to manage your TCU Engage page to its fullest ability.
- How to create and implement impactful and meaningful events / programs.

- How to successfully develop team-oriented, inclusive leadership boards.
- How to prepare yourself for leadership opportunities within an organization.
- How to produce networking opportunities with industry professionals and alumni.

Customizable Leadership Trainings for Organizations (in-person, hybrid, virtual)

Organizations can request trainings to fit the needs of their leadership team and membership to include personal assessments, team and community building opportunities, professional development, and other competency-based learning.

One-on-one and Small Group Meetings (in-person, virtual)

Meetings to discuss questions and needs of student organization leaders and members in order to build their leadership and organizational capacity.

Fall National Model United Nations Conference (hybrid)

The award-winning Model UN program at TCU is a joint program of Student Development Services and the Department of Political Science. For over 15 years, we have traveled annually with students to Washington D.C., New York, and internationally to learn about current global issues in real-world simulations of the United Nations. Fall 2020 National Model United Nations Conference will be held virtually November 6-8, 2020.

Students will choose to meet either in-person or virtually every week starting in September. Student leader runs weekly meetings building global/intercultural fluency of students by researching policies of Tunisia, writing position papers based on assigned committee topics, and learning rules of procedure for the United Nations. During virtual conference, students will tackle current global issues representing Tunisia, using teamwork/collaboration skills to build consensus with allies, and critical thinking skills to search for common ground with countries with different interests/priorities.

Global Scholars (hybrid)

In partnership with the Center for International Studies, create structure and programming for new Global Scholars four-year, cohort program. Create launch event in October welcoming first-year students to new program that will prepare them for study abroad experience through multiple programmatic experiences. Develop reentry programs to support, process and provide reflection on experience and personal growth as students return to campus.

Choosing Your Own Path (A Virtual Alternative to the Afternoon Tea) (virtual)

A virtual event designed to give students (who identify as women) a platform to build community and affinity as first-year students and build knowledge about TCU resources/extracurricular activities. This program is designed to support students not participating in formal sorority recruitment.

TCU Connected Campus (hybrid)

The Student Affairs College Connect initiative is an effort to utilize the skill and knowledge of Student Affairs to support engagement practices and resources in each college at TCU. Teams of Student Affairs colleagues will work with each college, while sharing resources and best practices between teams, in order to fortify student engagement and experiences in online and in-person modalities. SDS will provide support to schools and colleges through programs such as book clubs, leadership development workshops, online support communities, peer support communities, and career exploration.

LEADERSHIP CENTER

Leadership On Demand (in-person, virtual)

Students or groups will have the opportunity to select from a menu of leadership offerings that can be done at a time and in a space that allows for growth and development of various capacities. A guided Q&A will be provided to the group in person, or virtually if needed. Menu items will include books, articles, podcasts, TedTalks, and other relevant sources of leadership development. A wide variety of topics from various segments of society will be offered to ensure students have the ability to grow in their global and intercultural fluency. Students will be encouraged to participate in these offerings in order to create community and critically think about leadership in their lives.

Leadership Summit (virtual)

A virtual leadership conference focused on adapting leadership skills to a physically distanced and virtual world. Sessions include a keynote with social media influencer tied to leadership skills and round-table breakout rooms facilitated by professional staff focusing on activism, mentorship, and service. In addition, there will be a panel of on-campus leadership program staff to answer student questions about positional and experiential leadership opportunities and to promote networking. After the Leadership Summit, students will receive the contact information for all faculty, staff, and student leaders who are involved so they can follow-up after the fact if needed.

Leadership Scholars (in-person, virtual)

The Leadership Center strives to help students become "leadership scholars" understanding how leadership fits into life during and after college. Fall seminars will be offered in-person and virtually for students depending upon their physical location and preferences. Core Seminars, Exploring Leadership and Ethical Leadership will be offered multiple times in order to accommodate students scheduling needs. Elective seminars will be offered as normal and from the Leadership on Demand menu. If selecting from the menu, students will need to participate in six one-hour sessions to achieve an elective credit. Topics will be focused on ethics, DEI, personal development, and how-to best work with others.

CliftonStrengths (in-person, virtual)

CliftonStrengths will continue with classroom and group facilitations (in-person and online) upon request. Virtual one-on-one coaching sessions are available to review results with individuals and Connections Mentors will serve as Strengths peer coaches. Staff will gather an advisory board of staff and faculty across campus to explore new initiatives and work with Neeley and the Social Work department to create Strengths-based coursework within their students' academic experience.

Connections (hybrid)

This cohort program for first-year students will help students learn how to successfully navigate leadership and develop team-oriented skills within a community of peers. In this program, students will cultivate themselves as a future, exemplary student leaders at TCU with a small group of peers. Students will learn how to plan and implement a project with a team while maintaining both personal and professional relationships. Interviews will be done virtually, and sessions of large and small group will blend in-person and virtual spaces in order to ensure connection between individuals as they become highly skilled leaders.

Chancellors Leadership Program (hybrid)

This year the Chancellors Leadership Program (CLP) will continue to find ways to create action-based change in the lives of cohort members as well as the community. This will look different at times, but each cohort is maintaining its desire to connect with and build up others in meaningful service.

Class of 2021 – these soon-to-be graduates will meet with their cohort advisor several times through the semester as individuals or in small groups dependent upon their legacy projects and needs.

Class of 2022 – the junior cohort will proceed with their Human-Centered Design workshops as they continue to build the necessary steps to create meaningful community change.

Class of 2023 – will continue with weekly curriculum including individual readings, large group and small group virtual discussion during the academic semester. Guest speakers will share practical social change experiences virtually.

Celebration of University Leadership (hybrid)

The Leadership Center will kick off a yearlong campaign to nominate and recognize leadership during the Leadership Summit. Through a TCU Engage form and promotion in social media campaigns, as well as faculty, staff, and student email links the community can recognize those living TCU values on an on-going basis. This will allow the Leadership Center to best honor those outstanding Horned Frog leaders at the spring ceremony.

Lead NOW (virtual)

The student director board has elected to plan virtual programming centered on reconnecting with current membership through a mentoring program, building connections with other women's group on campus, building new curriculum for future retreats, and virtual discussions on women's issues during the academic year.

Intentional Dialogue (hybrid)

This training will be offered as a flipped classroom facilitation experience to classes and student groups. Intentional Dialogue is a one hour recorded webinar including dialogue characteristics and active listening skills modified for virtual considerations watched prior to live facilitation. Live facilitation and dialogue practice can either be done in-person, physically distanced with small groups OR virtually in breakout rooms. A social media campaign will promote dialogue skills during a presidential election year, pandemic, and national protests of racial injustice.

Leadership from the Couch Podcast (virtual)

Podcast will continue on a bi-weekly basis and incorporate guests and topics related to other leadership center programming (leadership scholars seminars) and current events. The Leadership Center will ramp up marketing to increase listenership in and out of the TCU community.

First Generation Student Programing (hybrid)

With a strong foundation after completing year one of the NASPA FirstGen Forward program, the Leadership Center will look to continue to meet the needs of FirstGen students in an in-person and virtual capacity. This will be done by working with a student leader board and continuing to educate the full TCU community on the value of all our students.

RELIGIOUS & SPIRITUAL LIFE

The Office of Religious & Spiritual Life Chaplains will utilize the RSL COVID-19 Preparedness Plan to implement the following programs for students, both in-person and/or online, for the fall semester.

In-Person Programming

- Individual Pastoral/Spiritual Care sessions with Chaplains.

- Small groups (or life groups) of no more than 10 individuals for Bible studies, book studies, and community support in our 20 Student Religious Organizations.

- Student Leader support meetings with Chaplains (offering support to student leaders as they lead religious organizations while navigating current world challenges).

- Spiritual Wellness Wednesdays - Chaplains will introduce and facilitate a spiritual wellness exercise for 1 hour every Wednesday in the chapel – (group size limited to 48 individuals per space limitations; physical distancing and face covering required).

- Spiritual Support Groups – Chaplains will offer Spiritual Support Groups in the chapel, where students can process their current feelings & experiences while naming their spiritual needs and building community – (each chaplain will facilitate 1 group at different points in the week if needed).

- Book Study – Chaplains and RSL Intern will offer a small book group in person in the chapel once a week (must sign up in advance; book selection will be determined soon).

- Spiritual Wellness exercises/workshops by appointment with RAs and Hall Directors in residence halls and outside (weather permitting).

- Interfaith programming by appointment in residence halls – We will transition our monthly "Know Your Neighbor Night" dinners to literal "Know Your Neighbor Nights" in residence halls without food, where students can share their faith journeys with one another & build community.

- Other Interfaith Workshops/Programming in residence halls – "The How-To's of Interfaith Work" and "How To Be An Interfaith Ally."

- "Blessing of the Animals" Service – While the program will be online, chaplains will be available outside the chapel later that day so that students, faculty, and staff can bring their pets to receive a blessing (physical distancing and face covering required).

- Don't Cancel That Class (RSL Sessions: Voice 2 Values Session, Grief Support Session, Unconscious Bias Session).

- Chaplains will be Guest Lecturers for in-person classes on various topics.

Virtual Programming

- Large Group events for Student Religious Organizations (worship, game nights, etc.).

- Book Study (in cooperation with IIS) on Spirituality and Racial Justice, over Zoom.

- Monthly Student Leadership Council Zoom Meetings (composed of 1 student leader from each of our student religious organizations).

- Virtual Support Groups (in cooperation with the Counseling Center) – 2 Alphabet Soup Groups, 1 Grief Group.

- Virtual Spiritual Support Groups – Chaplains will offer Spiritual Support Groups online if not able to do so in person, where students can process their current feelings and experiences while naming

their spiritual needs and building community – (each chaplain will facilitate 1 group at different points in the week if needed).

- Annual Crossroads program (focusing on topics of either racial justice, the election, or the pandemic).

- Workshop on Religious Diversity in Workplace (In partnership with the Career Center) over Zoom.

- Carols By Candlelight (Utilizing pre-recorded performances).

- Interfaith Programming over Zoom – "The How-To's of Interfaith Work" and "How To Be An Interfaith Ally."

- Individual Pastoral/Spiritual Care Sessions (if not able to do in-person).

- Student Leader support meetings (if not able to do in-person).

- Spiritual Wellness workshops (if not able to do in-person) - Chaplains will introduce and facilitate a spiritual wellness exercise online for 1 hour every Wednesday.

- Don't Cancel That Class (If not able to go into classroom - Voice 2 Values Session, Grief Support Session, Unconscious Bias Session).

FROG CAMP/FROGS FIRST/ORIENTATION

Frog Camp (in-person)

A TCU tradition since 1993, Frog Camp provides incoming students with an opportunity to make new friends, experience TCU spirit, and learn what it takes to be a Horned Frog. This community-building experience connects students with fellow incoming students and upper-division student leaders. Through interactions with small groups and by participating in a variety of activities on-campus, Frog Camp will be an exciting way to kick start their TCU experience.

During Summer/Fall 2020, Frog Camp will host four two-day sessions between Aug. 12-16, 2020 that will take place on campus. Sessions will be assigned based on students' move-in dates, so no special travel or logistics are required.

First Year Experience (FYE) Monthly Programs

First Year Experience is hosting a new series of monthly programs for new Horned Frogs that focus on key life-skills that will assist in a new student's transition to college life and being on their own for maybe the first time.

September - Vision Board (virtual)

Presenters will assist new students with setting academic and personal goals in a modern way with vision boards. Participants will design a vision board that will allow them to communicate their goals for the academic year.

September - Financial Literacy: Managing Your Funds (hybrid)

Collaborating with OMR Financial Literacy and a local financial institution on being financially responsible as a college student. From being a working student to managing a monthly stipend, this session will allow students to problem solve and learn about managing one's own budget.

October - Dealing with Resilience (hybrid)

This student-led panel will discuss some challenges experienced by our current students. Participants will hear stories and advice with how to deal with difficult moments and develop resiliency.

October - Frog Camp Reunion (hybrid)

This reunion will allow students to reconnect with their Frog Camp group and discuss how the semester is going, share what they have learned about themselves, and gain advice as they navigate through the remainder of the fall semester.

November - Student Leader Information Session (virtual)

First Year Experience will collaborate with various departments to host a series of presentations to highlight opportunities for upcoming student leader positions. These student leadership positions allow students to develop skills such as thinking/problem solving, communication, leadership, and teamwork. Student leaders are able to gain transferable skills that will serve to be beneficial in their future career field.

First Year Experience Leadership Positions (hybrid)

First Year Experience leadership positions play a key role in the transition process for our incoming students. These positions interact with incoming students via Orientation, Frog Camp, Frogs First, and into the first year at TCU. As an FYE student leader, students assist in the oversight and planning of the summer transition experiences and serve as a student mentor. Student leaders develop skills in a variety of areas such as: oral and written communication, collaboration with campus and community partners, professionalism, problem-solving, and leadership. The following leadership opportunities will be available to current and incoming students in the fall, dates are subject to change.

- Frog Camp Directors- Application September, Interviews October
- Orientation Coordinators- Application August, Interviews September
- Orientation Leaders- Application October, Interviews November
- Frogs First Directors- Application September, Interviews October

Student Leaders will serve office hours in the fall and spring semesters as they assist with coordinating the recruitment and selection of small group leaders, collaborating with campus partners and community members, assist in the development of training resources for student leaders.

TRANSFER STUDENT SERVICES

Transfer Involvement Scholarship (in-person, virtual)

The Transfer Involvement Scholarship is an opportunity for new incoming transfer students to become familiar with campus resources, get connected with peers, and find community at TCU. Events include a kickoff, mid-semester check in, and wrap up at the end of the fall semester. Participants are mentored by past scholarship recipients to provide a current student perspective and connection, and participants gain practice in written communication, work ethic, and critical thinking as they complete the necessary requirements of the scholarship.

Coffee and Conversations Series (virtual)

Coffee and Conversations is an ongoing series where transfer students get the opportunity to engage with and learn about a resource on campus. These virtual events will be hosted monthly with a featured resource each month during the fall semester. The following is the scheduled conversations - September: Career Center, October: Center for Academic Services, November: Student Counseling Center. Students are able to practice oral communication, professionalism, and collaboration as they connect with a campus resource to enhance their collegiate experience.

Transfer Student Hangout (virtual)

This virtual hangout will be led by the Transfer Guides and provide students the opportunity to engage in dialogue about prevalent topics that allow for learning, growth, and connection. Transfer Student Hangouts will occur every other week during the fall semester, virtually. Students feel a sense of connection and community when talking together about a shared topic or interest. Examples of topics can include involvement, mental health and self-care, inclusion, and more. Transfer guides will practice leadership, oral communication, and teamwork as they guide the students through the discussion.

Transfer Leadership Team Development (in-person, virtual)

The Transfer Leadership Team is a group of current transfer student leaders that support and assist the Transfer Center. Leadership Development training will occur every other week during the fall semester. Training topics include critical thinking, teamwork, leadership styles, communication, professionalism, career management, and mentoring.

Transfer Student Week October 21-25 (hybrid)

A week to recognize all transfer students at TCU and across the nation. This event will help promote and highlight the transfer student community at TCU through means of social media, virtual hangouts, and resource promotion. Student leaders will practice collaboration, leadership, and communication through a variety of programs this week.

SENIOR YEAR EXPERIENCE

Senior Year Bucket List (virtual)

In collaboration with Alumni Relations, a Senior Year Bucket List will be created for December and May Graduates to complete prior to their graduation. This list will include events, campus traditions/experiences, and university resources to take advantage of in their Senior Year. This list will be shared electronically to Seniors the second week of classes and will include experiences and resources students can utilize and visit whether on campus or virtual in the fall.

Virtual Career Fair Preparation Workshop (hybrid)

In preparation for the Fall Virtual Career Fair, hosted by the Center for Career & Professional Development, senior students will be invited to participate in this workshop to learn how to maximize their experience at the Virtual Career Fair. The workshop will take place the first week of September and participants will practice their oral communication and professionalism to help prepare them for their next steps after graduation.

Expanding Your Network (hybrid)

Members of the Senior Class will be invited to participate in a virtual networking opportunity, where students can connect with and meet individuals within the TCU community who will be helpful to know in their senior year. This will take place in late September and open to all students classified as a Senior. Students participating will practice the skill of networking with peers, faculty, staff, and alumni.

"Graduate School Road Map" Workshop (hybrid)

For students preparing for graduate school after graduation, this workshop will assist students in gathering the necessary information for research/application processes. This event will take place in October and is open to all students classified as a Senior. Students participating in this workshop will identify their next steps for the admission process, connect with resources available to them at TCU, while building support with their peers going through the same experience.

Adulting – Cooking Edition (virtual)

Students will learn from a TCU alumni chef the basics of cooking on your own with pantry essentials alongside their peers. There will be two sessions of this, Basic level and Intermediate, offered in early November. This event is open to all students classified as a Senior and there will be 10-15 students per session. Students will be cooking alongside the Alumni Chef, following a recipe provided to gain new skills in the kitchen while networking with members of the TCU Community.

2021 Senior Speak-Up Recruitment/Selection (in-person, virtual)

Select graduating Seniors will share the story of their TCU journey to provide advice to current and future students. Students will be nominated and invited to apply to be featured Senior Speak-Up speakers. All graduating Seniors, fall or spring, can apply and five to ten students will be selected. During the recruitment and selection process, student will articulate impactful and significant experiences in their TCU journey to share with the community. The event will take place in Spring 2021.

CENTER FOR CAREER & PROFESSIONAL DEVELOPMENT

In the spring and summer of 2020, the Center for Career & Professional Development successfully maintained highly personalized student services while simultaneously pivoting to remote/virtual delivery and expanding student access to services and resources (Big Interview) and virtual employer engagement (Handshake). Thanks to early career planning and engagement by TCU students and employers, "at-graduation" employment outcomes for the Class of 2020 were on par with Class of 2019.

Fall 2020 will be an important semester for continued student career success and employer engagement. Over the past five years, campus recruiting cycles have continued to evolve, with the over 70% of campus recruiting occurring in the fall semester. Challenges and uncertainty remain for both the Classes of 2020 and 2021. National reporting reflects 31% of college recruiters have indicated that they are delaying start dates for the Class of 2020 and 7% have revoked full-time offers for the Class of 2020. (National Association of Colleges and Employers Quick Poll-June 2020). Additionally, the current national unemployment rate of 11.1% remains well beyond the 3.5% rate of February 2020 (US BLS). Support for students, alumni, and employer partners during this time is critical, particularly as 83.5% of freshmen (nationally) indicate "getting a better job" was a very important reason for deciding to go to college. (Higher Education Research Institute-UCLA 2019).

Colleagues with peer and aspirant institutions are prioritizing career services in Fall 2020. For example, American University is re-imagining their fall break to focus on skill and career development programs and Penn is providing students with a full menu of virtual recruiting events to remain competitive in the current job market. The University Texas at Austin is actively hiring new career services staff to provide additional support to students and employers and Enrollment Management initiatives.

The following are the core TCU career programs and services offered for Fall 2020.

Individual Career Consulting (in-person, virtual)

Career consulting includes career exploration and assessment, DEI programs, resume/cover-letter/Linked-in reviews, and professional skills coaching. Embedded staff teams or individual Career Consultants provide specialized support to the all TCU Colleges and Units (Alumni and Athletics). For Fall 2020, a mix of virtual and in-person advising services will be offered with additional virtual drop-in/office advising hours offered to students.

Workshops, Employer Events, Interviews, and Connections (in-person, virtual)

Events include career fairs, networking events, on-campus and virtual interviews, employer Information sessions, and job and internship postings. Employer Development/Relations staff and Career Consultants coordinate efforts to provide both campus wide and college/major-specific employer engagement opportunities for students. For Fall 2020, a mix of virtual and in-person (following event guidelines) programs will be offered. Additional Alumni and Industry Panels will be offered as well to address student interest in national employers beyond our region.

On-Campus Student Employment Verification (virtual)

The Center for Career & Professional Development serves as the designated E-verify processor for TCU student employees. Approximately 1,200 students are processed annually with the majority scheduled in Fall. For Fall 2020, remote verification options will continue to be delivered pending extended approval by the Department of Homeland Security.

Additional Programs and Resources (in-person, virtual)

Intern Scholarship Program Administration: Student Intern Scholarship funds are managed in collaboration with the office of Financial Aid. 225 Students were funded in 2019-20.

Classes: Career Center Staff teach courses and visit classes across campus to provide career-related content for courses.

Post-Graduate Outcomes Collection: Employment, graduate school, and additional post-graduate outcomes for the class of 2020 are collected and analyzed through December 2020 per national reporting standards.

INCLUSIVENESS & INTERCULTURAL SERVICES

First Gen Day of Celebration (virtual)

The First Gen Network plans to host our 4th Annual First-Generation College Student Day of Celebration. Students will have the opportunity to continue celebrating the First Gen community through this endeavor.

"This is New" A Panel on First Gen Student Success (virtual)

This panel will feature First Generation College students as they will highlight some of their successes and failures throughout their collegiate experience. Students will get a chance to hear from their peers and learn new strategies for success.

I Can Never Be the Same - ASTE Virtual Panel (virtual)

This event will highlight the transformational stories of students who've attended the Atlantic Slave Trade Experience. This panel will provide the participants with some of the images relating to ASTE, while the panel will describe the feeling they felt at that very moment. This year ASTE New Orleans is coming to students.

Faith & Social Justice - Book Club/Panel (virtual)

Religious & Spiritual Life and Inclusiveness & Intercultural Services will have a book club relating to faith and social justice. The book club will touch on many topics that may provide insight or healing, it will be a great opportunity for dialogue. This experience is sure to start many conversations.

What's in My Crown?- Panel about hair and its Cultural & Spiritual Significance (virtual)

This program focuses on the significance of hair and its history. Some people have no idea about the history of their hairstyles, this program will help students learn through discussion.

Netflix/Film Watch Parties (in-person, virtual)

Cultural Awareness and Celebration Months celebrate the impact and influences of various cultures and BIPOC leaders. Hispanic-Latino Heritage Month (September 15 - October 15); LGBTQ History Month (October); Native American and Indigenous Peoples Heritage Month (November)

Bridging the Gap (virtual)

An abridged orientation for freshman Community Scholars to learn more about the Community Scholars Program and TCU.

A Conversation on Hidden Bias (virtual)

How do our experiences shape what we see in the world, and what we don't? Howard J. Ross, author of Everyday Bias - Identifying and Navigating Unconscious Judgments in Our Daily Lives, explores this in a powerful presentation.

True Justice: Bryan Stevenson's Fight for Equality Film and Discussion (in-person, virtual)

A conversation involving the history of racial injustice, criminal justice reform, the death penalty, and other issues that emerged in the film.

Creative Visual Expression Showcase (in-person, virtual)

Whether it's viewing art in a museum or taking simple pleasure in painting on a canvas, art has a way of liberating our need for self-expression by communicating in ways that words cannot always express. The enjoyment of various art forms is in the creating and the opportunity for self-expression, the joy is in the process and journey, and not in the 'artistic merit' of the final product. The arts enable us to express what we experience in life and to share its special moments in uniquely personal ways.

GENDER RESOURCE OFFICE

Sip and Tea (in-person, virtual)

A weekly space for students to gather once a week to discuss current events and topics that may be impacting the LGBTQIA+ community.

WGST & GRO LGBTQIA+ Symposium (in-person, virtual)

The Gender Resource Office will reach out to WGST to partner for the A day-long conference style education opportunity for students to explore and learn more about the LGBTQIA+ community. International Services.

INTERNATIONAL SERVICES

Monthly Extended Orientation Programming for International Students (virtual)

August: The US Academic System and Class Culture: Get the best of your online education, topics include class participation, schedule management and communicating with your faculty.

September: US Culture: Sports in America 101: Learn about TCU sports programs, how to participate, and how to become a program leader.

October: Employment opportunities and how to get an on-campus job. Transition to TCU and life in college.

November: Basic immigration law: How to prepare for your immigration adventure in January and beyond, including rules and regulations.

iFellow Mentoring Program (virtual)

International students will be led with international student leaders to help develop leadership opportunities. This program will be conducted in small groups.

OPT Workshops (virtual)

Help international students who are seniors to plan for their practical training after graduation.

GlobalEx (virtual)

Cross cultural opportunity to bring domestic students and international students together in a team-oriented learning process with a group being selected to participate in an international experience.

Book Club (virtual)

Students will read *A Dirt Road* and have an opportunity to discuss the themes and issues presented in the book.

VETERANS SERVICES

Veterans Alumni Speaker Series (virtual)

Learn about leadership from seasoned Veteran leaders.

Veteran Wall of Honor (virtual)

Honor a veteran that is a family member or friend by submitting a photo and description for the Veterans Services website.

Writing your Story (virtual)

Attend a series of workshops designed to empower Veterans voices and tell their story.

History Hunt (in-person)

Military history and information honoring veteran students will be hidden across campus and throughout the month of November information will be sent to students to go find the location to learn the information. Student with the most information collected will win a prize, similar to how Pokémon-Go has users trying to collect all the characters.

Voice of TCU (in-person, virtual)

"Voices of TCU" involves a series of programs like Vet Connects, Breakfast Panels, and Veteran's Day luncheons, to build trust and community with underrepresented voices among TCU students that our Unit supports (students of color, including international students, LGBQT students, First-Gen students, military affiliated students, etc.). Those students interested in sharing or writing their stories would be encouraged to do so with support from interviewers and editors and over time those stories could be collected into a book, "Voices of TCU."

FRATERNITY & SORORITY LIFE

Fraternity and Sorority Life (FSL) intends to support the full student experience for Fall 2020 by providing programming, chapter operations support, and supervision to all 44 organizations. FSL will continue to elevate the University housing experience by providing supervision and support to 25 Chapter Facilities and the residents within those facilities. All programs and activities associated with Fraternity and Sorority life are being planned for virtually and in-person options. This will allow the FSL team to pivot as needed. Those events that are hosted in-person will be compliant with all TCU/local/state/federal laws and regulations while also following all public health and COVID-19 guidelines.

Specific Programming Elements (in-person, virtual)

Oversight for the Panhellenic and IFC Formal Recruitment Processes

These processes will take place largely via virtual means but will still encompass our typical educational offerings and interactions with our full community. Both councils are planning for at least one in-person recruitment event, but sizes and scale of the event will comply with all COVID-19 guidelines.

Oversight for Membership Intake for NPHC, MGC, and IGC Organizations

These processes are far less formalized but will require even greater support in light of COVID-19. The FSL will provide logistical support and coaching/advising to the groups under these three councils to help them achieve success in their membership intake processes.

Virtual Membership Process (All Councils)

If a student desires to go through these processes but has opted to not move to TCU for the semester, the council processes will be able to accommodate those students by relying entirely upon virtual means. These would also be employed to provide accommodations to students who may have underlying health conditions, are considered vulnerable to illness, and/or who do not feel comfortable participating in any in-person events.

Partnership with National/International Organizations

TCU FSL is known by our colleagues throughout the profession for fostering and sustaining our relationships with our national/international organizations. We will rely on these partnerships even more this year to set expectations, provide support to our community, promote high standards of student safety, and to stay abreast of expectations from the umbrella organizations.

Chapter Coaching Model

TCU FSL Staff will continue our Chapter Coaching Model for the 2020-2021 Academic Year. This model is tailor made to fit the needs of each unique chapter and involves more routine touch points between chapter leadership and a specific FSL staff member (Professional or Graduate Assistant Staff). This model will be even more critical in light of COVID-19 where chapters are navigating their operations in ways they have never had to before.

FSL Residential Elements

TCU FSL continues to elevate our residential community. In partnership with Housing and Residence Life and chapter leadership, our team works to support all of the residential components within the Chapter Facilities and the greater Worth Hills Area. FSL Resident Assistant training is robust and provides the students with hands on training for handling building/facility issues, emergency

response, resident needs , and general support for their partner building(s) and the overall community. FSL also has a programming model in place that provides resident engagement.

Leadership Development

FSL will provide on-going leadership development through the use of periodic virtual meet-ups, developmental workshops, and round-table discussions on applicable topics. If in-person options can be safely offered, our team will work to accomplish that recognizing how important the ability to interact in-person is for mental well-being and productivity.

Graduate Assistant Development and Supervision

In support of our profession, TCU FSL employs 11 Graduate Assistants. Their experience, supervision, and on-going training is a large priority for our team. Another critical component for this element is building relationships with other offices on-campus with whom supervision is shared.

Council Advising

FSL will continue to provide primary oversight for our five governing councils. Paramount to our philosophy in supporting our organizations is the promotion of self-governance. As such, our advisors will continue to work closely with council executive leadership and the chapters who report through the respective councils. Each council, and the majority of the chapters within them, will be conducting elections this fall where advisory oversight will critical to help on-board the leaders and train them on university policy. Additionally, each council will be executing virtual programming models to engage their members on various topics throughout the year.

NPHC Leadership Scholars Seminar

Exploring Leadership and Personal Development through an NPHC Lens is a TCU Leadership Center seminar facilitated by FSL staff members. This course helps interested TCU students explore leadership, mentorship, service, social change, and personal values through the lens of life-long organizational commitment. This course can be held either virtually or in-person depending on campus needs and COVID-19 guidelines.

HOUSING & RESIDENCE LIFE

Housing and Residence Life is committed to empowering students to develop authentic relationships and inclusive communities within an exceptional residential experience. Our staff of Hall Directors, Cultural Connectors, Resident Assistants, Assistant Hall Directors and additional staff will help facilitate ongoing programming and sessions with students right where they live. We will additionally modify programs, meetings and experiences to meet social distancing expectations while also providing a world-class, relationship-driven student housing experience. Many of our community safety procedures and protocols will be listed on our website, and below are a few examples of programs that students may experience within our residence halls.

Moncrief Programming (in-person)

Mats & Chats
Students can design welcome mats for their room. Mats and paint will be supplied, and all residents must register in orderly to properly set-up physical distancing stations. All materials will be wiped down.

Wellness Night
Students can pick-up face coverings and essential oil bags at the front desk. Essential bags to be pre-made and residents will select their scent to add. Face coverings will be worn at all times and physical distancing guidelines will be in place.

Clark Programming (in-person)

Trivia Nights
Held in the lobby with seating placed strategically around the entire lobby while the host are up front. This could also apply to movie nights.

Outdoor Field Day
Large outdoor games like Jenga, connect four and active games like Can Jam, Spike ball and corn hole could be enjoyed in safe small groups with use of gloves and face coverings.

Ping Pong Tournament
The ping pong table will be moved to the center of the lobby so residents are able to view from all angles as at a distance while two people hash it out on the table. Most tables are already 6 feet or longer so the people playing should be just fine. We could limit spectators to a safe number and distance and have people swap out. Paddles could be wiped down after each round.

Hays Programming (in-person)

Doorstop Painting
Pass out doorstops to paint and designate areas for painting that are 6 feet apart.

Movie Nights
In-person in the basement with designated spots, or outside on the lawn with a blow-up screen putting markers up for distancing regulations.

Coffee and Thoughts with Kels
One on one sessions with the Hall Director in-person at a distance where we discuss different hot topics over coffee.

GrandMarc Programming (in-person)

Outdoor concert/karaoke night with people watching from the balconies or physically distant in the South Tower, sidewalk chalk art show at Village East, and car wash for TCU scholarships.

King/Wright Programming (in-person)

Yoga in the Commons
One person in front of group (leading using a speaker/microphone) everyone else physical distancing on yoga mats in commons.

Paint and Tunes
Space students out (we can even do this in the commons or the wright media center or the hallway with doors open). RA would post a drawing, or a prompt and they would paint and have conversation over music.

Bingo Night
Caller gets a mic and calls bingo. Everyone will receive a paper bingo card and use their own pen to limit sharing.

Knights of the Roundtable (A Monthly Series on Current Events)
Utilize space to spread out and have conversations over current events and cultural/social justice.

Samuelson/Carter Programming (in-person)

Sustainability Program
Students will be able to plant their own flowers in small pots and keep watching their progress on their plant. We will have different stations for each part of the sustainability program that are spaced out. Students will be required to wear a face covering and we will have RAs and students able to be physically distant.

DEI Program
Students will put their thumbprint on a note card and write some of their identities on the card to be hung up in the lobbies. Hand sanitizing stations will be present so that each student can sanitize their hands after placing their thumbprint on their individual card.

Just Dance
Just Dance will be played in the lobby and will have spaces marked that are 6 feet apart for each participant to stand on.

Sunday Night Football Watch Party
Students will be able to hang out in the lobby and watch SNF while sitting 6 feet apart and wearing face coverings.

Hillz Programming (in-person)

Movie Night on the Lawn
Having it where the students can RSVP to be on the lawn with picnic blankets and students can watch the movie from their windows that are on the side where the lawn. We could also have a movie snack cart go to every floor with individually wrapped candies and all RA's wearing face coverings/gloves.

Waits Programming (in-person)

Guess That Tune
Residents get in small teams (or individually) and listen to short clips of songs from the 70, 80s,

90s, 2000s, 2010s, and today and write down the name of the song and the artist. These answers could be collected via a Qualtrics form to get rid of the use of paper and sharing pens. There are three rounds and a final round with the top five player/teams. This could take place in the lobby or outside with a physical distanced seating arrangement.

DINING

TCU will minimize risk by implementing a multifaceted approach in dining halls and retail outlets that follows university, CDC, state and local restaurant requirements. Food service workers will have specialized training and will comply with all health and hygiene requirements on campus. Additionally, food service workers will have access to enhanced hygiene gear and specialized personal protective equipment when warranted. Market Square will be open and operating under social distancing requirements, which will reduce the number of people able to dine at peak times. We will also offer a revised and flexible set of dining options, including enhanced takeaway service. Dining in the Market Square will no longer be self-serve.

Those visiting retail dining outlets such as Chick-fil-A and Magnolias Zero7 will experience expanded pre-packaged meal options, mobile pre-order and payment, no self-service stations and additional directional signage for new traffic patterns and pickups. Some menu modifications may be required in order to adhere to health and safety protocols.

STUDENT SUCCESS

Student Success Coaching (virtual)

Student Success Coaching is an opportunity for students to benefit from one-on-one success coaching within a solution-focused model. Staff coaches will continue to provide individual Student Success Coaching appointments virtually to promote personal development for students. Topical Student Success Coaching Groups will be scheduled as demand arises.

Sophomore Pinning (virtual)

The Sophomore Pinning celebrates students' return to campus, recognizing the demonstrated intent of sophomores to complete their education at TCU, encourage sophomores to assume their role as rising campus leaders, and foster a stronger connection and deeper affinity to their class and the institution as a whole. Students will watch a brief ceremony, receive a class pin, and enjoy entertainment.

As part of Horned Frog Family Week, we will provide a live broadcast and/or recording to students and their family members, so they continue to feel involved in university traditions, and to promote a feeling of unity and affinity for TCU among sophomore students.

Sophomore Getaway Director Board (virtual)

Applications and interviews will begin in late September 2020. Students selected for the Sophomore Getaway Director Board will begin meeting weekly to plan Sophomore Getaway 2021 in October and early November 2020. Student Leaders will be trained in areas of leadership and personal development, as well as relationship and community building.

OMR Financial Wellness (hybrid, virtual)

OMR is designed to help students understand basic money management skills such as budgeting, credit, savings and debt. Five Student Ambassadors have been employed for the fall and will be trained to provide robust financial wellness education to all students. Student Ambassadors will provide on-demand Financial Wellness Presentations at the request of student organizations, faculty and staff, and through the Don't Cancel that Class program. Initially presentations will only be offered virtually, and mode will be reevaluated monthly. Student Ambassadors will offer one-on-one financial wellness coaching to all students virtually which will aid in students' development of personal financial responsibility and wellness.

Involvement Consultations (virtual)

Three Student Involvement Interns have been employed for the fall and will be trained to provide Involvement Consultations to students while also maintaining a leadership position that affords them the opportunity to shape the Involvement Consultation program for the future. The interns will provide Involvement Consultations virtually to assist students with finding meaningful involvement on campus which contributes to retention and a sense of belonging as well as personal and community development.

Leaders for Life (L4L)

Leaders for Life is a four-year, cohort-based leadership development and retention program focused on

underrepresented students. Students participate in a multi-faceted curriculum and earn a scholarship.

Introduction to First Year Kick Off Event & Sophomore Year Kick Off Event (virtual)
> These large group gatherings serve to provide a review of program requirements for the year and connect with peers. Will occur virtually due to their size of approximately 300 students.

Mentor Training (virtual)
> Junior students will learn how to be effective and supportive, inclusive peer mentors and leaders during this interactive training. Will occur virtually due to their size of approximately 100 students.

Mentor Training Refresh (virtual)
> Senior students will review and refresh their knowledge of how to be effective and supportive, inclusive peer mentors and leaders during this interactive training and experience sharing session. Will occur virtually due to their size of approximately 100 students.

L4L Workshops (virtual)
> These workshops are for all L4L students, 12+ workshops will be offered in a live, interactive virtual setting led by Reggie, Kate, the L4L Director Board and/or campus partners. Topics include career, balance, DEI, leadership, self-development and wellness. Will occur virtually due to their size of approximately 500 students.

L4L Peer Mentoring (in-person, virtual)
> This mentoring is for all 500+ L4L students. The peer mentoring will occur in the format the mentorship match-ups feel comfortable with (i.e. virtual vs. in-person). Mentor pairs meet a minimum of twice per semester.

L4L student and staff meetings (virtual)
> Students meet a minimum of once per semester with professional staff (many meet much, much more). These meetings are scheduled at the students' convenience via Calendly and will be held via Zoom.

L4L Interest Groups (virtual)
> This group is new for fall 2020. Students will have the option to complete an interest survey, then be matched with an interest group facilitated by a staff member (or student director) to meet bi-weekly to discuss a variety of topics based off the wellness wheel.

L4L Director Board (hybrid)
> The 9-member Board includes all-board group meetings, 2:1 meetings with staff, workshop facilitation and individual goal preparation and implementation.

Academic Support (in-person, virtual)

Students needing academic support will be able to connect with resources through a collaborative initiative between the Office of Academic Advising and Student Development Services in-person or online, one-on-one or in small groups. Success Coaches and tutors will help students build skills that are applicable to any course. More specifically, these coaches and tutors will assist students in developing an individual study schedule and in preparation for an upcoming exam/assignment, set academic goals and chart a path to achieving them, locate ineffective study strategies and replace them with effective strategies, adopt better note-taking strategies, and improve time management.