# **Recommended Syllabus Language around Attendance Fall 2021**

 NOTE FOR INSTRUCTORS: Everyone should have the standard ADA blurb on their syllabus regarding the accommodation of documented disabilities that runs through the Office of Disability Services.

## **Recommended Syllabus Language around Attendance**

It is your responsibility as a Marquette University student to protect the health and safety of our community in this course. The University has mandated vaccination for all students for the academic year 2021-2022. COVID Cheq will still be used, but those fully vaccinated that provide documentation will no longer receive the daily symptom screening survey. Instead, they will receive a daily email providing a green check. You may be required to show your automated green check to show clearance for entry into campus buildings. If you are experiencing symptoms related to COVID-19, you must follow the link in the automated email to report symptoms.

Visit Marquette’s [What to do if you are exposed to COVID-19 or test positive website](https://www.marquette.edu/coronavirus/what-to-do-if-you-are-exposed-or-test-positive.php) for university guidelines on the best course of action.

**Instructors are expected to provide opportunities for students who miss classes due to symptoms, exposure, COVID-19 diagnosis, quarantine, and/or isolation to make up graded in-class assignments. Labs, clinicals and other field-based classes are the exceptions to this because it may be impossible to make up classwork in these types of classes.**

## **Recommendations for faculty regarding class modality and setting attendance expectations**

Course modality is described in the course catalog. Given the time, effort, and pedagogical considerations involved in course design, modification to course modality may be limited or impossible. Students are expected to choose from the course options in the schedule of classes to select modalities that are both available and best meet their learning styles.

Chairs/associate deans and academic leaders will likely decide on an approach for adjustments. In other cases, faculty may be given more discretion. Faculty are the referral resources for students regardless of who ultimately decides what are adjustments to the course. This approach makes the process as simple as possible for students.

Faculty may decide to incorporate some of the strategies used in FY20-21 to help mitigate quarantine for students. These strategies include but are not limited to:

* + Recording lectures (6-10 minutes segments).
	+ Using D2L to hold content (e.g., readings, videos, guides, etc.) and for assignment submissions.
	+ Using Microsoft Teams for some group breakouts to include students who cannot attend in-person due to quarantine. This strategy can be more democratic and equitable no matter who is in and out of the physical classroom.
	+ Virtual office hours.

Faculty should consider the following recommendations as they prepare for the fall semester:

1. Set the expectation **on the first day of class and within the syllabus** of regular attendance and participation. Define what regular means for your course, department and/or college.
2. Make it clear where students are supposed to be (e.g., in a physical classroom, joining a synchronous session in Microsoft Teams, completing asynchronous activities in D2L).
3. If the class is an in-person class, be explicit about the expectation for students to attend class in person with the caveat of COVID-related scenarios (outlined in the recommended syllabus language on page 1 of this document). Explain any flexibility that may occur in the class.