

**Pacific Educational Group
School Improvement Network
Hamline University Graduate School of Education
Co-Sponsored Course**

COURSE TITLE: EDUC 6225: Beyond Diversity: A Foundation for Deinstitutionalizing Racism and Eliminating Systemic Racial Disparities

INSTRUCTIONAL MATERIAL Singleton, Glenn & Linton, Curtis (2006) *Courageous Conversations About Race: A Field Guide for Achieving Equity in Schools*, Thousand Oaks, CA: Corwin Press

PART I: COURSE DETAILS

- A. Course Co-sponsor: Pacific Educational Group, School Improvement Network and Center for Excellence in Urban Teaching (CEUT)

Contact information if graduate units are desired:

Molly Doran
Program Administrator
Phone: 651-523-2429
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- B. Instructor (will receive registration forms, course confirmations, evaluations, and grade roster)

Instructor on Record: Nancy Dome, Ed.D
Phone: 858.334.5260
Email: nancy@pacificeducationalgroup.com

Facilitator: PEG Adjunct or Affiliate

- C. Contact Person (if different than instructor)

- D. Number of semester credits: This seminar will be offered for 3 credits

- E. Target Audience (check those that apply)

K	Primary	Interm.	Middle	High	Sp Ed	Resource	ESL	Admin	Other
X	X	X	X	X	X	X	X	X	

F. Course Specifics

Date/Time: Online Weeks run Monday to Sunday
Fall 2011
Spring 2012

Location: Hamline Blackboard – Online

G. Registration

This seminar is offered for 1 graduate credit, at the tuition rate of \$128, payable to Hamline University. Payment must be made at the time of course registration.

PART II: COURSE INFORMATION

A. Course Description:

“Beyond Diversity” is a powerful, personally transforming program designed to help teachers, students, parent/guardians, and administrators understand the impact of race on student learning and investigate the role which racism plays in institutionalizing academic achievement disparities. Participants will engage in a thoughtful, compassionate exploration of race and racism and grapple with how each influences the culture and climate of our schools. Participants practice using strategies for identifying and addressing policies, programs, and practices that negatively impact the achievement of historically marginalized students and serve as barriers for ALL students receiving a world-class education.

B. Hamline University Shared Vision of the Conceptual Framework

This course reflects the shared vision found in Hamline University’s Conceptual Framework, which guides all teaching and learning in the Graduate School of Education.

1. Promote Equity in Schools and Society
<ul style="list-style-type: none">• Understand the role education has played and plays in shaping society• Values individuals inclusive of race, class, gender, exceptionality, home language or other social, physical, or cultural characteristics• Utilize social and cultural backgrounds and the variety of ways individuals learn to enhance teaching and learning• Act as agents of change in their classrooms, schools, and communities• Develop the knowledge and request skills for reengaging , sustaining and deepening courageous conversation about the impact of race and racism on student achievement
2. Build Communities of Teachers and Learners
<ul style="list-style-type: none">• Construct supportive communities of learners and colleagues• Recognize teaching and learning as a social and cultural process• Create physically and psychologically welcoming environments that foster positive self-worth• Promote a personal action plan for deepening understanding or racism (and other ism’s) which includes engaging other members of the school community in dialogue about systemic racism
3. Construct Knowledge
<ul style="list-style-type: none">• Understand that bodies of knowledge are constructed and interpreted• Transfer theoretical, foundational, and pedagogical knowledge to practice intentionally• Use best practice, including technology, in the construction of learning
4. Practice Thoughtful Inquiry and Reflection
<ul style="list-style-type: none">• Reflect on practice to improve teaching and reflection• Research issues related to educational practice and theory• Reflect on race and racism and discover how each, through school policies, programs, and practices, negatively impacts low-performing student populations

C. Course Outcomes

1. Students will be able to have courageous conversations and engage in sustained interracial dialogue about race. They will be able to establish a racial context that is personal, local, and immediate, isolate race, normalize social construction of knowledge and multiple perspectives, monitor the agreements, conditional and establish parameters, establish a working definition for race that is differentiated from that of ethnicity and nationality, examine the presence and role of “whiteness” and its impact on the conversation and the problem being addressed.
2. Student will be able to distinguish differences in characteristics of white individualism and color group collectivism.
3. Students will identify and model characteristics of an anti-racist teacher/leader.
4. Students will develop a personal action plan based on results of the application of a cultural survey of their school. This survey will include categories such as: School culture and climate, curriculum, instruction, assessments, school policies, staffing, equitable incentives: parents of color, equitable incentives: students of color.
5. Students will be able to reflect on race and racism and discover how each, through school policies, programs, and practices, negatively impacts low-performing student populations.
6. Students will promote a personal action plan for deepening understanding of racism (and other ism’s) which includes engaging other members of the school community in dialogue about systemic racism.

D. Processes

Instructional strategies include: Video, PowerPoint, discussion boards, peer review, cooperative group, simulation and readings, journaling, cognitive coaching, and reflective practices.

E. Course Outline

Date	Learning Module	Graded Assignment
Session 0	Review syllabus (Objectives, outcomes, requirements)	Participate in: Discussion Board
Session 1	The Courageous Conversation Compass <i>Read:</i> Courageous Conversations About Race, Chapter 1 <i>Video Clip:</i> Understanding the Compass <i>Prompt:</i> Where are you located? <i>Video Clip:</i> Group Interaction	
Session 2	Adaptive Leadership <i>Read:</i> Courageous Conversations About Race, Part I, Chapter 2 <i>Video Clip:</i> Understanding the Adaptive Leadership Zone <i>Prompt:</i> Do you have the Will to Engage? <i>Video Clip:</i> Group Interaction <i>Personal Activity:</i> Will, Skill, Knowledge and Capacity	
Session 3	Why Race? <i>Read:</i> Courageous Conversations About Race, Part I, Chapter 3 <i>Video Clip:</i> What does the data tell us? <i>Prompt:</i> What does the data tell us? <i>Video Clip:</i> Group Interaction <i>Prompt:</i> Factors Which Educators Believe Impact Student Achievement <i>Personal reflection:</i> What do you believe?	Complete: (1) Pre-Journal 1 Participate in: Discussion Board
Session 4	Why Not Talk About Race? <i>Read:</i> Courageous Conversations About Race, Part I, Chapter 4 <i>Video Clip:</i> 4 Factors <i>Prompt:</i> Why don't you talk about race? <i>Reflection:</i> Why don't you talk about race? PEG'S 3 Research-Based Assumptions <i>Video Clip:</i> Group Interaction	Participate in: Discussion Board
Session 5	The Agreements and Conditions of Courageous Conversations <i>Read:</i> Courageous Conversations About Race, Review, Part I, Chapter 2 <i>Video Clip:</i> Courageous Conversations <i>Video Clip:</i> The Four Agreements <i>Video Clip:</i> Introduce the 6 Conditions <i>Video Clip:</i> Revisit the Compass	Complete: (2) Short Essay (3) Electronically Signed Agreement
Session 6	Condition 1: Personal, Local, & Immediate <i>Read:</i> Courageous Conversations About Race, Part II, Chapter 5 <i>Prompt:</i> How much is my life impacted by race? <i>Video Clip:</i> Condition 1. Establish a racial context that is personal, local, and immediate. <i>Prompt:</i> Race in my life... <i>Video Clip:</i> Race in my life... <i>Personal Reflection:</i> Racial Consciousness Worksheet <i>Assignment:</i> Begin Racial Autobiography	Complete: (4) Pre-Journal 2

Session 7	<p>Condition 2 & 3: Isolate Race & Normalize Multiple Perspectives, Part 1 Read: Courageous Conversations About Race, Part II, Chapters 6, 7 Video Clip: Condition 2. Isolate race Condition 3. —Normalize the social construction of knowledge and multiple perspectives Video Clip: Rosa Parks Exercise Prompt: Extension Activity</p>	
Session 8	<p>Condition 2 & 3: Isolate Race & Normalize Multiple Perspectives, Part 2 Read: Courageous Conversations About Race, Review Part II, Chapters 6, 7 Video Clip: Racial Consciousness Prompt: What is the difference between Color-Blindness and Color-Consciousness? Video Clip: Above the line/Below the line Extension Activity: Reflection on identity</p>	
Session 9	<p>Condition 4: Monitor the Conversation Read: Courageous Conversations About Race, Part II, Chapter 8 Video clip: Condition 4. Monitor the Agreements and Conditions, and Establish Parameters. Prompt: The Missing Perspective Video Clip: Group Interaction Video Clip: White Talk/Color Commentary</p>	
Session 10	<p>Condition 5: Working Definition of Race Read: Courageous Conversations About Race, Part II, Chapter 9 Video Clip: Condition 5. Establish a working definition for race that is differentiated from that of ethnicity and nationality Prompt: Corner/Culture/Color Reflection: Who are you? Write down your Nationality, your Ethnicity and your Race Video Clip: Color-Culture-Consciousness Video Clip: Group Interaction A Continuum of American Racial Thought Assignment: Add to Racial Autobiography</p>	<p>Complete: (5) My “Refined” Working Definition of Race Participate in: Discussion Board</p>
Session 11	<p>Condition 6: Whiteness Read: Courageous Conversations About Race, Part II, Chapter 10 Video Clip: Condition 6. Examine the presence and role of Whiteness, its impact on the conversation, and the problem being addressed Prompt: Revisiting the 6 Conditions through the lens of Whiteness Video Clip: Group Interaction/Discussion Assignment: White Privilege Exercise</p>	
Session 12	<p>Personalizing Whiteness Read: Courageous Conversations About Race, Review Part II, Chapter 5</p>	<p>Complete: (6) White Privilege Exercise (7) Article reflection: ”White is a Color” questions (8) Rough draft of Racial Autobiography Participate in: Discussion Board</p>

Session 13	<p>Characteristics of Whiteness <i>Read:</i> Courageous Conversations About Race, Review Part II, Chapter 10 <i>Video Clip:</i> Defining Whiteness <i>Prompt:</i> What do you believe to be some defining aspects of White culture? <i>Video Clip:</i> Defining, Unpacking, & Balancing <i>Video Clip:</i> What does it mean to be White?</p>	Participate in: Discussion Board
Session 14	<p>Reflection – What’s On Your Mind? <i>Read:</i> Courageous Conversations About Race Review Part II, Chapter 10 <i>Video Clip:</i> The Privilege of Whiteness <i>Video Clip:</i> White Individualism vs. Color Group Collectivism</p>	<p>Complete: (9) Pre-Journal 3 Participate in: Discussion Board</p>
Session 15	<p>Institutionalized White Racism <i>Read:</i> Courageous Conversations About Race Review Part II, Chapter 10 <i>Prompt:</i> What is your definition of racism? <i>Video Clip:</i> Four Types of Institutionalized White Racism <i>Prompt:</i> Examining Institutional Racism Up Close <i>Action Research:</i> Find an example of institutionalized White racism (covert or overt) in community and in school.</p>	<p>Complete: (10) Article Reflection: “Entitlement”</p>
Session 16	<p>Affirmative Action <i>Read:</i> Courageous Conversations About Race Review Part II, Chapter 10 <i>Video Clip:</i> Reverse Racism - Who really benefits from affirmative action? Assignment: Racial Autobiography – How have you benefited or not from White privilege?</p>	Participate in: Discussion Board
Session 17	<p>Anti-racist Leadership <i>Read:</i> Courageous Conversations About Race Review Part II, Chapter 11 <i>Video Clip:</i> Defining Anti-Racist Leadership <i>Prompt:</i> Fill out Anti-Racist Leader survey <i>Personal Activity:</i> Interview school/community leader</p>	
Session 18	<p>Action Plan <i>Read:</i> Courageous Conversations About Race Part III, Chapters 12, 13 <i>Prompt:</i> My personal action plan... <i>Read:</i> “I Dream...”</p>	<p>Complete: (11) Personal Action Plan (12) Final Racial Autobiography (13) Release (14) Course Evaluation Participate in: Discussion Board</p>

PART III: COURSE ASSIGNMENTS AND EVALUATION

Full Inclusion

I wish to include fully persons with disabilities in this course. Please let us know if you need any special accommodations in the curriculum, instruction, or assessments to enable you to participate fully. I will try to maintain the confidentiality of the information that you share. Please contact me as early in the course as practicable.

Course Expectations

Students must assume responsibility for their own learning and success. As with any graduate-level seminar that takes learning seriously, this seminar requires a substantial amount of intellectual and critical work. By fully preparing for the seminar you will optimize your opportunities to learn in your current role and for your future endeavors as an educator. Stated differently, use this experience to pursue your own questions and practice interests. The expectation is that you take an active or inquiry approach rather than a passive one in your learning. Thus, it is incumbent upon you to “mine” the seminar for experiences and knowledge that suits your individual needs and purposes. I greatly encourage you to develop collaborative relationships with your colleagues in the online venue to further bolster your and their learning opportunities.

Within your writing assignments, be sure you do the following:

- Write clearly, concisely, and in a compelling manner
- Structure your writing in an effective way
- Keep the length to the stated pages

Required Texts Resource

Singleton, G., Linton, C. (2006) *Courageous Conversations About Race*. Corwin Press: Thousand Oaks, CA

Assignments

Discussion Boards

9 Topics (30pts)

Participants will be expected to participate fully in all nine discussion boards throughout the course. Each discussion board requires one main post and two responses to peers. Responses should be thoughtful, courageous, and considerate. Since we value multiple perspectives, it is encouraged that “I” statement be used to illustrate “your or a” perspective rather than “the” perspective. Remember to be open to other perspectives and to share with your heart.

Assignment #1

Pre-Journal 1 (5pts)

1 typed page total

In Segment 2 you were asked to complete a Personal Activity where you were to talk to a friend about what challenges you the most about "Courageous Conversation." This is your opportunity to reflect on your experience with your personal activity. Please submit written reflection in the Assignment Drop Box.

Assignment #2

Short Essay (5pts)

1-2 typed pages total

Write a Short Essay: Topic: Will—Passion... Find a quote that resonates with you and applies to the topic, use the quotes as your header and then briefly describe how your will and passion manifest in your work in schools.

Assignment #3**Signed Agreement (2pts)**

Electronically Sign Agreement by typing name in the assignment drop box.

Assignment #4**Pre-Journal 2 (5pts)**

1 typed page total

Quick Write – Describe what you are experiencing with regard to this particular conversation about race. What are you thinking and feeling?

Assignment #5**Working Definition of Race (5pts)**

1-2 typed pages total

My” Refined” Working Definition of Race

Consider the following as you construct your definition:

As you begin to ponder these questions, you begin to understand that one's ethnic identity is formed by the everyday experiences and relationships that we have with our environments. These experiences shape a part of our identity, often by choice. Race or one's color and physical features also shape our identity by not by our choosing. We are born and must deal with the racial perceptions of others that have a daily impact on our identity as well. Therefore, ethnicity is how we choose to identify, race is how we are identified. These linked together can either confirm or call into question our Nationality (citizenship in this country).

Assignment #6**White Privilege Exercise (5pts)**

Complete all aspects of the White Privilege Exercise and upload to the assignment drop box.

Assignment #7**Article Reflection: “White is a Color” (5pts)**

1-2 typed pages total

Read “White is a color” by Glenn Singleton and respond to the following questions:

- What essential questions, comments, or concerns arise for you as you reflect on the readings?
- How does Singleton describe and/or define “whiteness”? How closely does his description align with your own personal concept of “what it means to be White”?
- What, if any, connection can you make between Singleton’s journey into Whiteness and your own everyday experiences as well as those experiences of students of color in your school or work place?

Assignment #8**A Racial Autobiography Rough Draft (5pts)**

Power Point (converted to PDF) or Video Turn in a draft of your racial autobiography that includes the following questions:

- What is my earliest memory of race, racism, or difference? What do you recall about the memory?
- How has the memory influenced your thinking about race, racism, or difference?
- How has your thinking about race, racism, or difference change over time?
- What experiences have you had that have caused your thinking about race, racism, or difference to change over time?

Assignment #9
Pre-Journal 3 (5pts)

1 page typed total

Take a moment and write down whatever is on your mind regarding what you have been learning in this course. Think of this as a "time-out" to organize and articulate your thoughts and feelings.

Assignment #10
Article Reflection: "Entitlement" (5pts)

1-2 typed pages total

Please read the attached article titled "Entitlement." Once you have completed the article, respond to the following question in the comments section of this assignment:

1. What essential questions, comments or concerns arise for you as you reflect on your reading of Entitlement?

Assignment #11
Personal Action Plan (10pts)

3-4 typed pages total

Based on your experiences in this seminar, please put together a personal action plan as described on p. 53 of the Singleton text.

Assignment #12
A Racial Autobiography – Final (10pts)

Power Point or Video

Complete a racial autobiography that includes the following questions:

- What is my earliest memory of race, racism, or difference? What do you recall about the memory?
- How has the memory influenced your thinking about race, racism, or difference?
- How has your thinking about race, racism, or difference change over time?
- What experiences have you had that have caused your thinking about race, racism, or difference to change over time?

Assignment #13
Release

If you are willing to allow PEG to use your Racial Autobiography as an exemplar for future online courses, please sign and attach the release.

Assignment #14
Course Evaluation (5pts)

Your feedback is very important to us, thus we would appreciate your taking a few minutes to answer some questions for us. Your feedback will help us improve our instruction and the course in general. Please submit your course evaluations in this assignment drop box.

Thank you for your time and we hope this has been a useful learning experience for you.

Evaluation

Course assignments/projects are required to successfully complete this course and/or earn graduate credit. **Taking this course for units is in no way connected with completion of this course.** Participants are expected to complete ALL assignments regardless of the units. The units are simply an incentive, for existing curriculum, to aid on the salary scale for professional development hours. Successful completion of this course is 75% or better. Assignments are graded on a weekly basis so please set aside the requisite time to complete them on a timely basis so that you will be aware of your progression in the class.

Note: If you are taking this as part of your district work, the districts will be sent the final scores for all of their participants.

For Hamline:

“A” grade in the course is given to students for exceptional performance in all activities and assignments. Student must participate in all online activities and meet the posted deadlines for all assignments.

“B” grade is given for substantive high quality work in all of the above activities. (See writing rubric)

Course Assignments

Discussion Boards (x9)	30 points
Pre-Journal 1	5 points
Short Essay	5 points
Signed Agreement	5 points
Pre-Journal 2	5 points
Working Definition of Race	5 points
White Privilege Exercise	5 points
Article Reflection: White is a Color	5 points
Racial Autobiography (Rough Draft)	5 points
Pre-Journal 3	5 points
Article Reflection: Entitlement	5 points
Personal Action Plan	10 points
Racial Autobiography (Final)	10 points
Release	0 points
Course Evaluation	0 points
Total	100 points

Grading Scale – Letter Grades

A= 93-100	B+=86-89	C+= 77-79	D=60-69	F=59 or lower.
A-=90-92	B=83-86	C= 73-76		
	B-=80-82	C- =70-72		

Grading Scale – Satisfactory/Unsatisfactory

S = 75 – 100
U = 74 and Below

WRITING RUBRIC

- 5 Strong: Show control and skill; many strengths present/meets expectations.
 4 Performance/strengths outweigh the weaknesses; a small amount of revision is needed.
 3 Developing: strengths and need for revision are about equal.
 2 Emerging: need for revision outweighs the strengths; isolated moments hint at what the writer has in mind.
 1 Not yet: writer shows no control.

	5	3	1
Ideas and Content	Paper is clear and focused. Relevant anecdotes and details enrich the theme. Ideas are fresh and original. Reader's questions are anticipated and answered.	Topic is broad and support is attempted. Writer stays on topic but does not develop a clear theme. Writer draws on knowledge or experience but has difficulty going from general observations to specifics.	Paper has no clear purpose or central theme. Information is limited or length is not adequate for development. Idea is a simple restatement of the topic or an answer to the question with no attention to detail.
Organization	Original title which captures the central theme of the paper. Inviting introduction, thoughtful transitions, satisfying conclusion which leaves the reader with a sense of closure and resolution. Sequencing is logical and effective. Pacing is well controlled.	Title is uninspired or obvious restatement of the topic. Recognizable intro and conclusion. Transitions often work well; at times connections are fuzzy. Sequencing shows some logic but sometimes inconsistent in the support of ideas. Pacing fairly well controlled but sometimes lunges ahead too quickly or spends too much time on details that do not matter.	Title does not match well with the content. No real lead to set up what follows, no real conclusion to wrap things up. Connections between ideas are confusing or non-existent. Sequencing needs work to establish a logical structure. Pacing feels awkward.

PART IV: RESOURCES

Required Readings and Texts

Singleton, G., Linton, C. (2006) *Courageous conversations about race*. Corwin Press: Thousand Oaks, CA

B. Bibliography

Ayers, W., Klonsky, M., & Lyon, G. (Eds). (2000). *A simple justice*. New York: Teachers College Press.

Darling-Hammond, L. (1997). *The right to learn*. San Francisco: Jossey-Bass Inc.

Delpit, L. (1995). *Other people's children: Cultural conflict in the classroom*. New York: New Press.

DuBois, W.E.B. (1902). *The souls of black folk*. New York: Dover Publications.

Freire, P. (1999) *Pedagogy of the oppressed*. New York: The Continuum Publishing Company

Howard, G. R. (1999). *We can't teach what we don't know*. New York: Teachers College Press.

Kozol, J. (1991). *Savage inequalities: Children in America's Schools*. New York: Harper Collins.

Ladson-Billings, G. (1997). *The dreamkeepers: Successful teachers of African American children*. San Francisco: Jossey-Bass, Inc.

McIntosh, P. (1989). White privilege: Unpacking the invisible knapsack. *Peach and Freedom*, July-August, pp: 10-12

Paley, V. G. (1989). *White teacher*. Cambridge, Massachusetts: Howard University Press.

Tatum, B.D. (1997). *Why are all the Black kids sitting together in the cafeteria? And other conversation about racial identity development*. New York: Basic Books.

West, C. (1994) *Race matters*. New York: Vintage Books.

PART V. ACADEMIC INTEGRITY

Dishonesty of any kind in relation to academic work threatens the integrity of the academic enterprise and is prohibited. Such dishonesty includes plagiarism, ghost writing, and falsifying official information concerning one's academic background or status.

Plagiarism is the unacknowledged use of another person's work or ideas. Any passage copied verbatim, with small changes, or in paraphrase must be acknowledged with a citation. Ghost writing is preparing work for another or having another prepare one's own work.

When a student is found to be in violation of the Academic Integrity Policy, academic penalties may be prescribed by the instructor of the course in question, including but not restricted to, the requirement of additional work, an assignment of a failing grade on the work in question, or a failing grade for the entire course.

Code of Professional Ethics and Collaboration: It is expected that students think of themselves as professionals and collaborative members of this learning community. Self-responsibility, positive attitude, collaborative disposition, and respect for the learners, parents, peers, and professors with whom students interact during this course are expected and highly valued.

Students with Special Needs: Within the first week of class, students with special needs must provide the instructor with written documentation that outlines their specific, individual needs. Following receipt of this documentation, the instructor will schedule a conference to discuss appropriate accommodations for students with special needs. Selected university support systems may be recommended by the instructor.

Attendance: Regular attendance is essential, as is promptness. Please inform the instructor, in advance, of any anticipated absences, and accept responsibility for getting notes and handouts from other members of the learning community.

Seminar Participation: The benefits that students derive from a seminar are directly proportionate to the amount of time, energy, work, and involvement invested in the seminar. Please come to the seminar prepared to make a positive contribution.

Sexual Harassment

University policy prohibits sexual harassment. Complaints should be reported to the Office of Student Affairs. According to the Equal Employment Opportunities Commission (EEOC), sexual harassment is defined in the following manner: unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature; constitute sexual harassment when:

- Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment of academic advancement;
- Submission to or rejection of such conduct by an individual is used as the basis for academic or employment decisions affecting the individual; and
- Such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile environment.

Diversity:

This course develops proficiencies for working with P-12 students from diverse backgrounds and with exceptionalities to ensure that all students have the opportunity to learn by assisting the student in developing the necessary knowledge, skills and dispositions listed above.

Religious Holidays

The university makes every reasonable effort to allow students to observe religious holidays without academic penalty while recognizing that accommodations should not create an undue interference with the student's participation in a course. Absence from classes or examinations for religious reasons does not relieve students from responsibility for any part of the course work required during the period of absence. Students who expect to miss classes, examinations, or other assignments as a consequence of their religious observance shall be provided with an opportunity to pursue a reasonable alternative to complete such academic responsibilities and requirements.

Students who plan to miss class must:

1. Inform instructor in writing of anticipated absences at the beginning of the course;
2. Meet with instructors to arrange a plan to complete the student's academic responsibilities for the course, including the rescheduling of any missed coursework, assignments or examinations; and
3. Obtain class notes from other students.

Students who have properly notified their instructors will be offered an opportunity to make up the work, without penalty, in a manner that is consistent with the attendance policy of the academic unit and is convenient to both students and faculty.