

EQUITY, EDUCATION & SOCIAL JUSTICE

ACADEMIC POLICIES

ABSENCE AND TARDINESS

The Equity, Education & Social Justice (EESJ) program adheres to the university policy on excused absences, and has set additional policies regarding attendance and tardiness for all program classes. Please keep in mind that the EESJ policy on absence and tardiness does not extend to non-EESJ courses, such as electives and research methods courses.

EXCUSED ABSENCES

According to University policy, **excused** absences include:

1. Illness or injury to student;
2. Death, injury, or serious illness of an immediate family member or the like;
3. Religious reasons (California Code section 89320);
4. Jury duty or government obligation;
5. University sanctioned or approved activities (such as research competitions, intercollegiate athletic events, or participation in artistic performances).

Faculty members are not obligated to consider other absences as excused. Documentation is required for each excused absence.

CLASS ATTENDANCE POLICY FOR EESJ CLASSES

Graduate-level study requires commitment and thorough engagement. All students are expected to be present and arrive on time for all course meetings for two important reasons: to facilitate their own learning and to be ready to contribute to class discussions and activities that enrich learning within the group. We understand that students have busy lives with professional and family obligations. Therefore, each student is allowed a maximum of one missed course meeting per class per semester for personal, family, or work obligations not included in the university's policy on "excused" absences (e.g., Back to School Night, parent conferences, a special celebration, a minor illness, children's recitals or sporting events). Note that CSULB is open and classes are held on several holidays (e.g., President's Day); check the academic calendar on the university website for details.

For absences beyond the one allotted, please see the make-up assignment information below. The make-up assignment must be completed for the second and third absences, including absences for professional or family obligations or excused absences. Students who miss more than three sessions may be counseled to withdraw from the course, or may receive a failing (F) grade. Students who miss, or plan to miss, four or more class sessions must consult the professor who will determine the most appropriate course of action.

In addition, EESJ faculty members set their own policies, based on their grading structures, with regard to how absences outside of the one allotted for professional and family obligations impact students' grades. Generally, additional absences and failure to complete make-up assignments will result in a reduction of at least one full letter grade for the course. Students are responsible for keeping track of their own absences, completing make-up assignments, and ascertaining the impact that absences will have on their grades.

TARDINESS AND EARLY DEPARTURE POLICY FOR EESJ CLASSES

All students should be present and ready to begin several minutes before the class start time. Although instructors understand that traffic, parking, and other issues may cause occasional tardiness, arriving late to class and/or departing early should be avoided. Arriving more than 10 minutes late or departing more than 10 minutes early on three occasions is equal to an absence. An absence due to tardiness/early departure may count as the one absence allowed per class, as long as it is the only absence.

“MAKE-UP” ASSIGNMENT FOR ABSENCES

The learning environment cannot be recreated. However, students with more than one absence in a given class (including absences for reasons listed in the university's excused absence policy) may complete a make-up assignment to account for a maximum of two additional absences in cases where missing class is absolutely necessary for a personal or professional reason. This assignment, which should be emailed to the instructor within **one week** of the absence, thus allows students to “make up” for one or two additional absences to avoid impact on their grades.

For the make-up assignment, students must first discuss the missed class with at least two student colleagues (in person or electronically). Then, they should write a (minimum) five-page, double-spaced analysis of the reading(s) for the missed class. This paper should go beyond summary to provide analysis, ideas, and critique of the reading(s). Students should draw connections between texts if more than one reading is assigned, and between other readings or themes discussed in class. Students may use examples in their analysis; however, the paper should clearly demonstrate thorough understanding of the reading(s), as well as critical reflection based on discussions with peers. The paper must also adhere to the expectations outlined in the Sophisticated Academic Writing Rubric.

ASSIGNMENT SUBMISSION

All work completed for classes must be original and written for the particular purposes and requirements of the course (thus, work cannot be recycled). With the exception of Critical Reflection Logs and certain papers as specified by the instructor and syllabus, written assignments must be submitted to TurnItIn.com on BeachBoard, a system that allows students and instructors to view the originality of students' work.

Students are expected to submit their highest quality, polished work for each assignment. Doing so requires planning in advance, drafting, peer editing and revising, and thoroughly proofreading papers. To ensure high quality academic writing, students should have a minimum of two peers edit their written work. Although peer review may be conducted during class sessions on occasion, such interactions usually occur outside class hours. Students should build extra time into the paper writing process to allow for peer review and revisions.

Late papers are not accepted, except in extenuating circumstances that would also qualify for an excused absence (e.g., serious injury or illness or death in the family). In such cases, students should notify the instructor in writing as soon as possible and make arrangements for an alternative due date. Students should be advised that late papers received due to extenuating circumstances may receive limited feedback and may not be returned within a similar timeframe as on-time papers. In addition, papers received late due to extenuating circumstances may affect students' grades.

CRITICAL REFLECTION LOGS

To facilitate the interactive teaching and learning environment that characterizes EESJ classes, all students must complete a Critical Reflection Log (CRL) prior to each class session. The purpose of the CRL is to provide students with the opportunity to critically reflect upon and engage with the texts in preparation for course meetings. A step in the critical reading process may involve summaries and outlines, but these are not the purpose of the CRL as they are not sufficient to facilitate dialogue in class. The purpose of using CRLs is for critical reflection that facilitates dialogue, rather than summary or note taking. The CRL template is available on each course Canvas site. Students may type or handwrite their logs, and other formats may be used that better suit students' needs, provided they cover the same three areas—main ideas/concepts; questions and critiques; and implications and connections. Students should bring a hard copy of the CRL to class each day. EESJ faculty will provide opportunities throughout the semester for students to share feedback and evaluate their peers' CRLs, both in small groups and in pairs. A peer partner will provide summative feedback on the following: depth of critical reflection and effectiveness of the reflections in each of the three areas. The purpose of using peer feedback is to provide support for improving the effectiveness of the CRLs for students to effectively participate in critical dialogue in class sessions. This is not an assignment to be completed “for” an instructor's sake, but rather a way for students to develop a tool that facilitates their learning and the learning of their peers. The CRL is one of the program faculty's strategies for allowing students to take ownership of the individual and collective learning process that characterizes EESJ courses.

SELF-ASSESSMENTS

The EESJ program involves significant self-reflection. Students should evaluate themselves periodically throughout the semester using the Sophisticated Academic Writing and Engagement in Critical Dialogue rubrics. At the conclusion of each semester, students submit a self-assessment consisting of **one continuous** Microsoft Word document with their self-assessments on each rubric and a reflection of approximately one single-spaced page (or two double-spaced pages) for each rubric. For the self-assessments, students should reflect on what they accomplished in each area during the semester, and set goals for what they would like to develop or improve upon in the future. If enrolled in multiple EESJ courses, students should submit one set of self-assessments that covers all courses taken during the semester, and they should highlight the ways in which their assessment differs across the various classes, if applicable.

PHOTO AND REPORTING

Students are not permitted to use audio or visual recording devices (including smartphones) in EESJ courses unless with explicit permission by the instructor. Part of building trust within our community is creating and maintaining a space where we have the freedom to work through our ideas and ourselves, without the threat of some recording this process for future nefarious use. You are welcome to photograph and share the mind maps and other visuals created in EESJ courses (for personal use or for sharing on social media); however, please do not video or photograph students or instructors without instructor's explicit permission.

DISPOSITIONS

Professional dispositions are defined as the values and commitments that influence behaviors towards students, families, colleagues and communities. Your dispositions affect your learning, scholarly development, and relationships with others in your community. Dispositions are guided by beliefs and attitudes related to values such as caring, fairness, responsibility, and justice (www.ncate.org, 2018). As a program, EESJ values dispositions related to individual and collective opportunities for learning, curiosity, and willingness to push yourself and ideas. Willingness to build community is another valued disposition that requires refraining from any behavior that could be seen as offensive, discriminatory, harassing, and/or insensitive. Examples would include using language or behaviors that would reinforce stereotypes based on race, gender, sexuality, immigration status, religion, ability, etc. Other examples would include patterns of disengagement and aggressive behavior. We expect that all students...

Note: The EESJ Absence and Tardiness policies were effective beginning Fall 2008 and the remainder of the policies were effective beginning Spring 2011, with the exception of the Photo and Reporting and Dispositions policies, which became effective Fall 2018.