

• AUTHORIZATION TO OFFER TOPICS COURSES FOR ACADEMIC CREDIT THROUGH EXTENDED STUDIES •

(Note: Extended Studies sections of topic classes for which the appropriate form E-T is not on file in the Office of Academic Programs will be removed from BANNER as periodic audits of course offerings are performed.)

Note: Any proposed topic can only be offered two times before being converted to a non-topics course. Academic Programs will assign the appropriate suffix and edit the topic description provided.

- 1. College of: EDUCATION 2. Center/Program/Department: _____
- 3. Instructor Anne Rene Elsbre
(If more than one instructor will be teaching the course, list full name of the "instructor of record.")
- 4. Topic Abbreviation and Number: EDUC 694 5. Grading Method standard
- 6. Term: Spring 7. Year: 2009 8. Variable Units* 1
- 9. Has this topic been offered previously? ___ Yes No If yes, indicate term(s) _____ Year _____
- 10. Topic Title: 2009 Social Justice and Equity Symposium
- 11. **Topic Description:** Note: This part can be skipped if answer to part 9 is "yes." (NOTE: Please provide detailed information about the topic. Please type. You may also attach the topic description on a separate sheet if you do not have enough space.

SEE ATTACHED

- 12. Does this topic have prerequisites? NO
- 13. Does this topic have co-requisites? NO
- 14. Does the topic require consent for enrollment? Yes ___ No
 Faculty ___ Credential Analyst ___ Dean ___ Program/Center/Department - Director/Chair
- 15. Is topic crosslisted: ___ Yes No If yes, indicate which course _____ and obtain signature in #18.
- 16. What resources are needed to offer this topic (including technology)? Web CT
- 17. Justification for offering this topic.

Social Justice and Equity Symposium

* Enter units only if this is a variable-units topic course.

18. Does this topic impact any other disciplines? Note: This number can be skipped if answer to part 9 is "yes."

____ Yes No If yes, obtain signature(s). Any objections should be stated in writing and attached to this form.

____ Support ____ Oppose
Discipline _____ Signature _____ Date _____

____ Support ____ Oppose
Discipline _____ Signature _____ Date _____

19. Location (if topic not offered at main campus) _____

20. Is this course being offered on-line? ____ Yes No

21. Is this a contract topic? ____ Yes No

22. Enrollment Limit none

23. Requested Bldg/Room _____

Please call Extended Studies first to reserve the room.

Please note: A separate Form E-T must be submitted for each section offered.

SIGNATURES

1. Program/Center/Department – Director/Chair _____

_____ Date

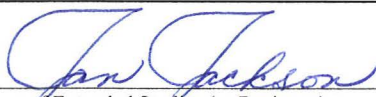


_____ Date 3/13/09

2. College Dean (or Designee) _____

_____ Date

The academic credentials of the instructor listed above are known to the Program/Center/Department (either regular faculty, or adjunct faculty with a curriculum vitae on file in the Program/Center/Department Office). The instructor is qualified to deliver the topic as described in part 9 (or on a previous Form T or Form E-T in the case of a topic that has already been offered).


3. Dean of Extended Studies (or Designee) _____

_____ Date 03/19/09

Completed form received in the Office of Extended Studies

4. Associate Vice President for Academic Affairs – Academic Programs _____

_____ Date

CALIFORNIA STATE UNIVERSITY SAN MARCOS
COLLEGE OF EDUCATION

Social Justice & Equity Symposium

April 10, 2009 8:30 am – 4:00 pm

Arts 240 & University Hall

Annette Daoud adaoud@csusm.edu

Anne René Elsbree aelsbree@csusm.edu

College of Education Mission Statement

The mission of the College of Education Community is to collaboratively transform public education by preparing thoughtful educators and advancing professional practices. We are committed to diversity, educational equity, and social justice, exemplified through reflective teaching, life-long learning, innovative research and on-going service. Our practices demonstrate a commitment to student-centered education, diversity, collaboration, professionalism, and shared governance. (Adopted by COE Governance Community, October, 1997).

Course Description

Students will be able to deepen the learning process of the symposium. Each student will be required to do additional research and describe in writing how they will apply their learning from the symposium to their research, work and/or profession. Students will take the specific activities from the symposium to the next level and make a difference in the name of social justice and equity in our colleges, university, local PK-12 schools and the greater community.

This is a 15 hour- hybrid course with 8 and ½ hours face-to-face at the Symposium and 6 and ½ hours doing independent research and writing.

By attending The Second Annual Social Justice & Equity Symposium sessions on April 10, 2009, participants will learn how the following topics are related to social justice and equity;

- Calling Racism Out: Building Support for Anti-racism
- Histories of Local Asian and Pacific Islanders
- Physics Outreach to Underrepresented Groups
- What's your Facebook Status?
- Student Activism
- Children's Literature & Social Justice
- Escondido Human Rights Committee
- Social Justice in Middle School
- Environmentalism
- Integrated Thematic Unit on "North County" Play

Intended Audience: Undergraduate and graduate students are the core audience for this course. It is an opportunity to earn credit for professional development related to social justice and equity.

Course Objectives

Enduring Understandings

Students will understand social justice and equity and it's application to their work. Students will be able to apply the knowledge gained from attending symposium sessions to articulate the strategies they will develop to apply to their work and profession.

Essential Questions

- How does social justice and equity apply to your work or profession?
- How can you apply something that you learned from the symposium to your work or profession?
- What resources can assist you in this application?

- How can you cite these resources using American Psychology Association Style 6th Edition?

Required Texts & Visual Arts

Resources provided at each session of symposium.

Course Schedule

Week 1 – Social Justice & Equity Symposium – April 10, 2009 8:30 am – 4:00 pm

Week 2 – Independent Research

Week 3 – Independent Writing

Week 4 – Application Paper Due April 27, 2009

Assessment

Participants will submit a 6-10 page paper articulating how they will apply the knowledge gained from attending symposium sessions to specific strategies they will develop for application in their work and profession.

As part of the assignment, students will need to show support for their ideas and cite 2-5 references using American Psychology Association Style 6th Edition. This part of the assignment will require research in addition to attending the symposium.

The assignment will be judged on:

- Content
- Application of social justice and equity
- APA style citations
- Length/Brevity of the paper
- Organization and writing presentation