Proposal for a new minor within
Justice, Community and Leadership Program
Minor: Single Subject 4+1

I. Overview of Justice, Community and Leadership

A. Our Mission
To prepare students through a social justice framework to be leaders who address critical challenges of our times.

B. Program Description
Justice, Community and Leadership is an interdisciplinary program that emphasizes critical inquiry, global perspectives, ethical ideals, social and environmental stewardship, leadership, education, and self-assessment. Our social justice framework uses multiple empirical and theoretical perspectives and contemporary pedagogies of community engagement to inspire lifelong leadership and service for the common good, especially in education, law, government, and advocacy.

C. Learning Outcomes
Students who complete this program will be able to:

1. [Knowledge] Demonstrate an understanding of engaged pedagogy, critical theory, and social systems as related to justice and leadership studies and be able to apply theoretical explanations to empirical examples.
2. [Research] Use data analysis and interpretation, appropriate library and information literacy skills, and field research to articulate and interpret the complexities of significant social issues.
3. [Application] By using leadership studies and critical theory, assess a complex social or community issue and develop multiple viable strategies that contribute to a more just social order.
4. [Communication] Effectively use oral, written, and new media formats to educate, advocate, and collaborate with multiple audiences.
5. [Reflection] Demonstrate, through written and oral self-assessment and reflection, an understanding of the impact of their own academic learning experience and how it prepares them for a life of active citizenship.

D. Requirements
Along with the general major in Justice, Community and Leadership, there are four concentrations that students may pursue. Each option requires a specific number of courses:

1. Justice, Community and Leadership general major: 14.25 courses
2. Leadership for Social Justice 4 + 1 concentration: 17.25 courses (prior to 5th year)
3. Education Studies: 20.50 courses
4. Teachers for Tomorrow: 23.50 courses (prior to 5th year)

We also have a minor in Justice, Community and Leadership

II. Justification for the New Minor Single Subject 4+1

In our long-term collaboration with the Kalmanovitz School of Education through our successful Teachers for Tomorrow pathway, we have developed a strong undergraduate curriculum based in theory to praxis learning that has grounded students in a social justice framework and provided them with extensive field experience. Our program produces excellent teachers prepared to undertake the opportunities of serving in an increasingly diverse classroom in California. Our 100% job placement record is a strong indicator of the promise this undergraduate curriculum offers.

Every year, we have current and prospective students ask if there is a single subject TFT pathway. Working collaboratively with the Single Subject Department in KSOE, and key undergraduate departments with single subject students (History, English), we have developed a single subject minor that offers the critical pedagogy, social justice framework, cohort model, and early field experience that has made TFT a model of 4+1 preparation programs.

Learning Outcomes: Students who successfully complete this minor will:

1. Demonstrate an understanding of engaged pedagogy, critical theory, and social systems as related to justice and be able to apply theoretical explanations to empirical examples.

2. By applying critical theory, assess a complex social or community issue and develop multiple viable strategies that contribute to a more just social order.

3. Through course texts, community engagement, and field experience (theory to praxis), understand the complexities of public education and the resource gap in order to develop a teaching philosophy that serves the needs of a diverse student population.

III. Minor Requirements (7.25 credits)

The interdisciplinary themes that tie the courses listed below together is the grounding in critical theory tied to the early field placement. Students with the minor in Single Subject 4+1 will be able to complete their credential and earn their Masters in Teaching (MAT) in their 5th year.

All required courses currently exist in the curriculum. Potentially any major could choose the Single Subject 4+1 Minor, however, we created pathways for the main two disciplines that develop high school teachers: History and English.
majors, we worked out a curricular plan so students can also do SMP (Subject Matter Preparation) which enables students to waive the CSETs (California Subject Exam for Teachers).

Modeling the cohort model of TFT, SS4+1 will enable students to go through as a working group, inspiring collaboration and collegiality. The cohort has fostered long-term professional relationships once teachers are in the field.

The minor has two lower division introductory courses, JCL 10 *Introduction to Justice Community and Leadership*, and EDUC 20, *Introduction to the Teaching Profession*. These two courses also provide the opportunity for TFT and SS4+1 students to interact and collaborate. In JCL 10, as a community engagement course with a critical pedagogy, students will begin to study ideas of community, difference, and structural inequalities. In EDUC 20, TFT and SS4+1 students will be in class together to learn about education policy, anti-racist pedagogy, and philosophies of teaching; for their field experience in the course all students will go to a specified middle school. TFT students will work in K-5 classes and SS4+1 will work in the 6-8 classes.

The minor has 7 upper division courses (5.25 credits). In upper division JCL courses, minors will continue to develop a deeper understanding of equity and justice, linking theory to praxis. In the Jan Term, they will have extensive field placement. In their senior year, minors will take four Single Subject Teaching Education (SSTE) courses towards their credential (parallel to the MSTE courses the TFT take their senior year).

Each year students will have a field experience in a classroom. EDUC 20 as first year students, EDUC 122 sophomore year; JCL 125 junior year; and field placements each semester senior year.

**Lower Division total 2.0: JCL 10 (1.0) EDUC 20 (1.0)**
**Upper Division total 5.25: JCL Elective (1.0), EDUC 122 (1.0), JCL 125 (.25), SSTE 211 (1.0), SSTE 254 (.5), SSTE 276 (.5), SSTE 274 (1.0)**
Total for minor 7.25

Required Courses in theory-practice on critical pedagogy and field experience (4.25 credits)
1. JCL 10, Introduction to Justice, Community and Leadership (CE experience) (1.0)
2. 1 JCL Elective (for English it needs to meet SHCU – JCL 120), JCL 120 Theory and Methods, JCL 130 Environmental Responsibility, JCL 140, JCL 150 Advanced Leadership Theory (1.0)
3. EDUC 20 Introduction to the Teaching Profession (field experience for first year students) (1.0) or JCL 129 for transfers or students who declare after the first year
4. EDUC 122 Field Experience at a middle/high school (1.0)
5. JCL 125 Text-based Discussion in the Middle School (field experience) (.25)

Required Courses towards the Credential (taken in 4th year) (3.0 credits)
1. SSTE 211 Social and Psychological Foundations of Education (1.0)
2. SSTE 254 Foundations of Literacy (.5)  
3. SSTE 276 Health Education (.5)  
4. SSTE 274 Universal Access (1.0)

**Fifth year of study in KSOE – Not part of the minor**

In their fifth year, students will officially enter the Graduate Program in the School of Education and complete their credential, have a yearlong field placement, and complete their Masters (MA). The classes for the fifth year are:

- SSTE 215 Foundations of Secondary Education  
- SSTE 226 PACT Preparation  
- SSTE 346 Teaching and Learning I  
- STE 225 Instructional Design  
- SSTE 346 Teaching and Learning II

**IV. Describe how the objectives listed above relate to Department, School, or College goals.**

As a Lasallian school, educating future teachers is foundational to the heritage and mission of the Christian Brothers. SS4+1 will follow in the footsteps of Saint John Batiste De La Salle by working in a community setting to develop a strong professional teaching force who can educate the whole child. Our dedication to serving in urban schools is also part of the Lasallian mission as well.

The SS4+1 minor aligns with JCL, SOLA, KSOE and College Goals. As part of the Academic Blueprint, the College wants more pathways to graduate school. Because of the success and strong reputation of the TFT program, the Single Subject 4+1 Minor will enable students who want to teach high school have a similar experience. With the growing concern of the cost of education, this minor allows students to complete part of their credential with their undergraduate financial aid packages.

**V. Student Population**

Candidates for the Single Subject 4+1 Minor will be students who express and early interest for teaching high school (similar to TFT). We anticipate the majority of students will be History or English majors, which currently make up the majority of students who go into the Single Subject graduate program. However, the minor is open to students in any discipline except JCL.

**VI. Relationship to present College Curriculum**

No new courses are proposed. Currently, the courses can all absorb additional students. If the minor grows, JCL and KSOE are in discussion to have additional sections. This minor does not have a similar minor on campus. The English department has an existing SMP program which enables students who want to get their single subject credential to take additional classes in order to waive the
CSET exams. However, in developing this minor with the English Department, we created a pathway with English and the Single Subject 4+1 minor that enables students to do the SMP program. The English Department currently has a coordinator of SMP who will continue to work with the SS4+1 minors.

V. Implementation

The minor will be housed in the Justice, Community and Leadership Program. JCL will:

- Publicize the minor, create a webpage on the JCL site which can be linked to KSOE, and relevant undergraduate majors.
- JCL will collaborate with KSOE Director of Admissions on publicity materials for the minor, as they currently do for TFT.
- Collaborate with the KSOE single subject faculty member who will serve as a coordinator for the SS4+1, and the participating departments
- Create 4 year plans with pathways for History and English in collaboration with each department (see attached)
- Faculty will serve as mentors/advisors to assist students with their four year plans

KSOE will:

- Provide coordination between the different departments with SS4+1 minors
- Publicize the minor
- Offer advising to SS4+1 minors

Participating Departments will:

- Promote the minor to their students
- Officially serve as advisors in cooperation with KSOE coordinator

VII. Single Subject 4+1 at Selected Universities

University of California, Riverside
http://education.ucr.edu/degreeprograms/teaching-credss.html

Mills College
https://www.mills.edu/academics/undergraduate/educ/degree_requirements.php#4+1

University of San Francisco
https://www.usfca.edu/arts-sciences/undergraduate-programs/dual-degree-teacher-preparation

VIII. Catalog Language

The new complete Justice, Community, and Leadership catalog entry follows:
JUSTICE, COMMUNITY AND LEADERSHIP

FACULTY
Monica Fitzgerald, Ph.D., Associate Professor, Director
Manisha Anantharaman, Ph.D., Assistant Professor
Shawny Anderson, Ph.D., Associate Dean, Liberal Arts
Patrice Douglass, Ph.D., Assistant Professor
Tamara Spencer, Ed.D., Associate Professor, KSOE, Director TFT Program
Michael Viola, Ph.D., Assistant Professor

LEARNING OUTCOMES FOR THE JUSTICE, COMMUNITY, AND LEADERSHIP MAJOR

Students who complete this program will be able to:

1. (KNOWLEDGE) Demonstrate an understanding of engaged pedagogy, critical theory, and social systems as related to justice and leadership studies and be able to apply theoretical explanations to empirical examples.
2. (RESEARCH) Use data analysis and interpretation, appropriate library and information literacy skills, and field research to articulate and interpret the complexities of significant social issues.
3. (APPLICATION) By using leadership studies and critical theory, assess a complex social or community issue and develop multiple viable strategies that contribute to a more just social order.
4. (COMMUNICATION) Effectively use oral, written, and new media formats to educate, advocate, and collaborate with multiple audiences.
5. (REFLECTION) Demonstrate, through written and oral self-assessment and reflection, an understanding of the impact of their own academic learning experience and how it prepares them for a life of active citizenship.

JCL GENERAL MAJOR AND CONCENTRATIONS

The Justice, Community and Leadership program offers four concentrations:

- JCL General Major (13.25-13.50 courses)
- Leadership for Social Justice 4+1 (16.25-16.50 courses prior to 5th year)
- Education Studies (18.75-19 courses)
- Teachers for Tomorrow 4+1 (21.75-22 courses prior to 5th year)
4+1 PATHWAYS

4+1 pathway concentrations allow students to complete a BA in 4 years and an MA in one additional year

TEACHERS FOR TOMORROW 4+1

Incoming freshman and sophomores who are committed to becoming K-8 teachers may enter the Teachers for Tomorrow (TFT) Program. This program enables students to integrate education coursework and field experiences in K-8 schools with their undergraduate course of study. Students proceed through the TFT Program as cohort groups, taking many courses and field experiences with other members of their cohort. Students earn their bachelor’s degree at the end of four years and, once admitted to the graduate program, complete their multiple-subject credential or special education credential at the end of their fifth year. Students may also pursue a Master of Arts in Education (MAED) or Master of Arts in Teaching (MAT) degree in their fifth year at Saint Mary’s by fulfilling additional coursework and research components. Prospective students must apply separately to the Kalmanovitz School of Education before beginning credential/graduate work.

LEADERSHIP FOR SOCIAL JUSTICE 4+1

The M.A. in Leadership for Social Justice is a concentration in the graduate Leadership Studies program, designed for students interested in practicing leadership for social change in fields such as non-profit, community organizing, law, or public service. The Justice, Community and Leadership program has developed a 4+1 pathway for students to complete their BA in four years and their MA in one additional year. By fulfilling the 4+1 pathway requirements, students can be admitted to the Leadership for Social Justice MA program and begin graduate coursework in their senior year. Students in this concentration fulfill additional requirements. Prospective students must apply separately to the MA in Leadership.

SINGLE SUBJECT 4+1 MINOR

Incoming freshman students and qualifying sophomores who are committed to becoming middle or high school teachers may declare this minor. This special program enables students to integrate education coursework and field experience in middle and high schools with their undergraduate course of study. With a major in the discipline they would like to teach
(History, English, etc.), students will gain the critical framework and field experience necessary to be a transformative educator. Students proceed through the SS4+1 minor in a cohort with TFT and other Single Subject 4+1 minors, taking many of their minor courses and all of their field experience with other cohort members.

**MAJOR REQUIREMENTS**

All students, regardless of concentration, must complete the JCL common curriculum. Students complete additional course requirements determined by their area of concentration. Please note that JCL students meet many requirements of the SMC Core Curriculum within the major and their chosen concentration.

**JCL COMMON CURRICULUM (11.25-11.50 courses)**

LOWER DIVISION (2 courses)

**JCL 10 and ECON 10**

UPPER DIVISION JCL COURSES (5.25 courses)

**JCL 120, JCL 130, JCL 140, JCL 150, JCL 196, and JCL 190 (.25)**

REQUIRED INTERDISCIPLINARY CONTENT (4-6.25 courses)

In addition to the above courses, JCL majors meet other program requirements from a specific menu of options:

**ARTISTIC UNDERSTANDING (2-2.25 courses)** two full-credit courses that meet the Artistic Analysis requirement and one (full or .25) that meets the Creative Practice requirement (please note that some courses meet both the analysis and creative practice requirements).

Artistic Understanding (Analysis and Creative Practice)

**ART 55, 65, 70, ATC 80, COMM 2, 125, 158, ENG 25, 102, PERFA 14, 33, 50**

Artistic Understanding (Analysis Only)

**AH 2, 144 , ATC 180, ENG 23, 153, 154, 173, FREN 11, 130, MODL 126, 186, PERFA 1, 10, 61, 113, 181, 184, SPAN 11**

Artistic Understanding (Creative Practice Only)

**ART 1, ES 150, PERFA 12, 19, 37, 70, 71/172, 75/175, 76/175, 76/176, 90, 132, 142, 152**

**SCIENTIFIC UNDERSTANDING (1-2 courses)**

**BIO 7, 50/51, 88/89, EES 40/41, 50/51, 75/76, 92/93, PHYSICS 40/41.**
Please note: EdS/TFT students must take **BIO 50/51** in addition to one SU menu offering other than **BIO 7**.

**SOCIAL, HISTORICAL and CULTURAL UNDERSTANDING** (2 courses): covered by **ECON 10** and **JCL 120**. Additionally, EdS and TFT students must take **HIST 17** or **18**.

**THEOLOGICAL UNDERSTANDING** (1 course)  
**PHIL 130, TRS 117, 141, 142, 143, 152, 153, 154, 155, 156, 166, 171, 174**.

**ADDITIONAL REQUIREMENTS BY CONCENTRATION**  
Students complete all requirements of the JCL Common Curriculum and the additional requirements of their concentration

**JCL GENERAL MAJOR** (2 additional courses; total for major = 13.25-13.50 course credits)  
**MATH 4 or 10**  
**JANUARY TERM CE** one Community Engagement-designated January Term course

**LEADERSHIP FOR SOCIAL JUSTICE 4+1** (5 additional courses; total for concentration = 16.25-16.50)  
**MATH 4 or 10, JAN CE** (one Community Engagement-designated January Term course), and **LSJ graduate courses** L4+1 students begin their graduate work in their fourth year of study by taking three LSJ graduate courses

**EDUCATION STUDIES** (7.5 additional courses; total for concentration = 18.75-19) Additional requirements for EdS include: **EDUC 20 and EDUC 144**; and two quarter unit classes from these options: **EDUC 124 Mini Math and Science Methods**; **JCL 123** (Praxis: Anti-Racist Pedagogy); **JCL 125** (Text-based Discussion in the Middle School); **JCL 126** (Praxis: Special Topics); **JCL 129** (Praxis: Education)

**TEACHERS FOR TOMORROW 4+1** (10.5 additional courses; total for concentration: 21.75-22) Please note: TFT students with a Special Education emphasis will take **SPED courses in place of MSTE**. In addition to all the above courses listed in Education Studies, TFT take 3.0 additional courses  
**MSTE 345, 253, 349**

**JCL MINOR REQUIREMENTS**
This multidisciplinary minor, housed within the Justice, Community and Leadership Program, incorporates community engagement and issues of social justice into the experiences and curriculum of students interested in learning about the principles and practices of justice, community and leadership. The minor must consist of at least five courses outside of the student’s major(s). The following courses are required:

**MINOR: JUSTICE, COMMUNITY AND LEADERSHIP (6.25 COURSES)**

Lower Division (2 courses): Required: **ECON 10** and **JCL 10**

Upper Division: (4 .25 courses;) Required: **JCL 150** and at least 2 of the following: **JCL 120, JCL 130, JCL 140**

Also, one more elective if not all three of JCL 120, 130, 140 are taken, from the following list: BUSAD 181, COMM 161, ECON 150, 152, 192, HIST 136, 138, 139, 141, 151, 152, 155, 163,

PHL 130, POL 106, 110, 115, 125, 126, 135, SOC 101, 114, 115, 116, 120, 122, 124, 128, 134,

TRS 117, 141, 142, 143, 151, 153, 154, 155, 156, 166, 171, 174, WGS 100

And Capstone experience (.25): JCL 190 (.25) Assessment and Portfolio

**SINGLE SUBJECT 4+1 MINOR REQUIREMENTS**

**MINOR: SINGLE SUBJECT 4+1 (7.25 COURSES)**

Students earn their Bachelor’s degree at the end of four years in their major and a single-subject credential at the end of their fifth year. Students begin credentialing courses as undergraduate seniors. Students may also pursue a Masters in Teaching (MAT) in the fifth year by fulfilling additional coursework and research components.

Requirements: Students must complete 7.25 credits, which may be double-counted towards core curriculum requirements. Courses taken to satisfy students’ major may not also count toward completion of the minor. JCL majors cannot minor in Single Subject 4+1.

**Curriculum:**

Required Courses in theory-practice on critical pedagogy and field experience (4.25 credits)

1. **JCL 10, Introduction to Justice, Community and Leadership** (CE experience) (1.0)
2. 1 JCL Elective (for English it needs to meet SHCU – JCL 120), JCL 120 Theory and Methods, JCL 130 Environmental Responsibility, JCL 150 Advanced Leadership Theory (1.0)
3. EDUC 20 Introduction to the Teaching Profession (field experience) (1.0)
4. EDUC 122 Field Experience at a middle/high school (1.0) (In January term)
5. JCL 125 Text-based Discussion in the Middle School (field experience) (.25)

Required Courses towards the Credential (taken in 4th year) (3.0 credits)
1. SSTE 211 Social and Psychological Foundations of Education (1.0)
2. SSTE 254 Foundations of Literacy (.5)
3. SSTE 276 Health Education (.5)
4. SSTE 274 Universal Access (1.0)

After completion of the BA and the minor:
In their fifth year, students will officially enter the Graduate Program in the School of Education and complete their credential, have a yearlong field placement, and have the option to complete their Masters (MA).

**C O U R S E S**

**10 Introduction to Justice, Community and Leadership**
This course introduces students to program themes of justice, community and leadership. Through interactive discussions and engaged learning activities, students analyze how communities both shape and are shaped by larger social forces of race, gender, class, sexuality, culture, and the environment. The course gives special emphasis to the theme of social justice in U.S. society exploring possible avenues to create the kind of “Beloved Community” envisioned by Dr. Martin Luther King, Jr. To enhance learning, students are required to complete 20 hours of service-learning with a community-based organization and participate in 6 additional labs (e.g. service at Glide Memorial Church). Satisfies the Common Good, Community Engagement, and American Diversity requirements of the Core Curriculum. Offered fall and spring.

**120 Theory and Inquiry in Justice, Community and Leadership**
This course is an advanced introduction to the critical social theory utilized in the JCL program to evaluate some of the political, social, economic, educational, and environmental justice issues that confront local, regional, national and global communities. Critical social theory is distinct from other forms of critical theory (philosophical, political, literary), yet it is in conversation with them. We will be exploring the relationships between oppression, power, society, education and social change through a diverse body of theory, while employing social science methodologies to collect and interpret evidence about the social world. Prerequisite: JCL 10 or permission of the instructor. This course satisfies the Social, Historical, and Cultural Understanding and Writing in the Discipline requirements of the Core Curriculum.
130 Environmental Justice
This course focuses on the complex relationship between humans and the environment, specifically examining how our everyday choices, individual behaviors, built infrastructures, and policies and institutions affect the environment, and consequently our global human community. Drawing on theories and concepts from a variety of fields such as cultural sociology, social psychology, ethnic studies, political ecology, urban geography and economics, we will examine how power, privilege and justice relate to environmental problems and solutions. Students are required to devote time each week to community engagement and guided reflection activities, produce a literature review and advocacy presentation, and complete content examinations. Class sessions are supplemented by six labs over the semester. Prerequisite: JCL 10 or permission of instructor. This course satisfies the Community Engagement and Common Good requirements of the Core Curriculum. Offered in the spring.

140 The Global Community
“We live in an increasingly global world” is a statement most of us have encountered. But what makes this current moment in history “global”? What does it mean to be a part of a global community? The purpose of this course is to gain broad-based exposure to some of the cultural, political and economic issues related to and arising from the processes of globalization. We will analyze globalization as a philosophy, a process and a phenomenon, delving into issues of dependence and interdependence, labor, poverty, development, and the environment. We will draw on theories and empirical case studies to investigate globalization and our global community from multiple disciplinary perspectives, while honing critical writing skills through in-class writing exercises, reflections, and essays. Prerequisite: JCL 10 or permission of instructor. This course satisfies the Global Perspectives and the Common Good requirements of the Core Curriculum. Offered fall and spring.

150 Advanced Leadership Theory
As part of the core of the Justice, Community and Leadership Program, this course addresses the necessary connection between understanding community and becoming advocates for and agents of change. The course builds on prior JCL courses and deepens the exploration and application of leadership theory and research and addresses the question, “How does knowing leadership theory contribute to my disposition about justice and my ability to enact change with and in communities?” This course serves as the catalyst for putting together the theory and practice of leadership and social change as it emphasizes Freire's notion of praxis, action and reflection within the world in order to transform community. Students also complete their capstone community engagement projects. Prerequisites, JCL 10, JCL 120, junior standing. This course satisfies the Community Engagement requirements of the Core Curriculum. Offered in the spring.
123 Praxis: Anti-Racist Pedagogy (.25) The elective praxis courses for Education concentration students read and discuss anti-racist pedagogy in conjunction with studying a Title I elementary school.

125 Text-Based Discussion in Middle School (.25) This field-based course trains and gives students hands-on experience in facilitating seminar-style, text-based discussion groups in local middle-school classrooms. Students will learn about and practice an educational style that develops critical skills, speaking, reading, and thinking in open discussion. This course is required of all Teachers for Tomorrow and Education Studies students. Offered in the fall and spring.

126 Praxis: Special Topics (.25) This elective special topics course varies for education concentration students. Topics include: Public Education and Physical Health, Education and the Arts, Education and Music.

127 Praxis: Community Service (.25)
The Praxis course offered every semester, these courses enable students to involve themselves in structured community service, environmental, or public policy. In addition to fieldwork, students meet to discuss their experiences and produce a culminating paper or project. These courses may be repeated for credit as content varies. This course satisfies Community Engagement requirement of the Core Curriculum. Offered in the fall and spring.

129 Praxis: Education (.25)
The Praxis course offered every semester, these courses enable students to involve themselves in structured community service and education-related fieldwork. In addition to fieldwork, students meet to discuss their experiences and produce a culminating paper or project. This course satisfies Community Engagement requirement of the Core Curriculum. Offered in the fall and spring.

196 Senior Capstone I
This is the capstone course of Justice, Community and Leadership Program. Students complete an individual thesis that is designed to integrate JCL core courses with a group community engagement project, culminating in a group presentation to the SMC community. Prerequisites: all JCL core classes and senior standing. This course satisfies the Common Good requirement of the Core Curriculum. Offered in the fall.

190 Senior Capstone II: Assessment and Portfolio (.25)
JCL majors take this course in the semester immediately after Senior Capstone I. The course, which consists of eight sessions, assists students in preparing their academic
portfolios and a conference style presentation on their theses, which occurs in the latter part of the semester. *Prerequisite: JCL 196. Offered in the spring.*

**197 Independent Study**
An independent study or research course in subject matter not offered by the department. See Program Director for details and forms.

**EDUC 20 Education: The Teaching Profession**
This course introduces prospective teachers (Teachers for Tomorrow) as well as other Education Track and interested undergraduate students (in all majors) to the teaching profession. The course provides the social foundations for understanding schooling in the United States. Presenting both historical and current views of education, this course encourages students to think more deeply, critically, and systematically about what teaching is, what teachers do, and the complex relationships between society, policy, and classroom and school culture. To compliment student learning around the multicultural contexts of schools and the diverse students they serve, students will be required to complete 20 hours of service-learning within a Bay Area school. This course is open to all undergraduate students and is a requirement for students in the Teachers for Tomorrow program. *The completion of JCL 10 is strongly recommended prior to entering this course. This course satisfies the Community Engagement requirement for the Core Curriculum. Offered in the spring.*
# 4+1 Single Subject Concentration

## English

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4+1 Single Subject Concentration with SMP

**English**

**First year**

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<td>English 19</td>
<td></td>
<td>Edu 20</td>
</tr>
<tr>
<td>English 4</td>
<td></td>
<td>Comm 2, 10 or 25</td>
</tr>
</tbody>
</table>

**Second Year**

<table>
<thead>
<tr>
<th>Fall</th>
<th>Jan</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 29</td>
<td>Jan 122: Field Experience</td>
<td>English 100</td>
</tr>
<tr>
<td>Seminar 2</td>
<td></td>
<td>English 150, 151 or 152</td>
</tr>
<tr>
<td>JCL 120 (SHCU)</td>
<td></td>
<td>Perfa 1, 33, or 132 (AA/CP)</td>
</tr>
<tr>
<td>Scientific Understanding</td>
<td></td>
<td>TRS 97</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Single Subject Teacher Ed 224 (.25)</td>
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</table>

**Third Year**

<table>
<thead>
<tr>
<th>Fall</th>
<th>Jan</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 103</td>
<td>Elective</td>
<td>SHCU</td>
</tr>
<tr>
<td>Seminar 103</td>
<td></td>
<td>English 175</td>
</tr>
<tr>
<td>Theological Understanding UD</td>
<td></td>
<td>English or Am Lit before 1800</td>
</tr>
<tr>
<td>English 104</td>
<td></td>
<td>English or Am Lit before 1900</td>
</tr>
<tr>
<td>JCL 125 (.25)</td>
<td></td>
<td>English 101 (.25)</td>
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</tbody>
</table>

**Fourth Year**

<table>
<thead>
<tr>
<th>Fall</th>
<th>Jan</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 167, 168 or 170</td>
<td></td>
<td>English 153 or 154</td>
</tr>
<tr>
<td>Seminar 104</td>
<td></td>
<td>UD English (102, 105, 125, 126, 140, 163, 173, 182, 183, 184)</td>
</tr>
<tr>
<td>Credential Class</td>
<td></td>
<td>UD English(102, 105, 125, 126, 140, 163, 173, 182, 183,184)</td>
</tr>
<tr>
<td>Credential Class</td>
<td>Credential Class</td>
<td></td>
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<tr>
<td>------------------</td>
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</table>
### 4+1 Single Subject Concentration

#### History

**First Year**

<table>
<thead>
<tr>
<th>Fall</th>
<th>Jan</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>JCL 10</td>
<td>elective</td>
<td>Seminar 1</td>
</tr>
<tr>
<td>Math 4 or Math 10</td>
<td></td>
<td>English 5</td>
</tr>
<tr>
<td>History 17</td>
<td></td>
<td>Artistic Analysis &amp; Creative Practice</td>
</tr>
<tr>
<td>English 4</td>
<td></td>
<td>Edu 20</td>
</tr>
<tr>
<td>(based on completing language requirement)</td>
<td></td>
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</table>

**Second Year**

<table>
<thead>
<tr>
<th>Fall</th>
<th>Jan</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>History 1</td>
<td>Jan 122: Field Experience</td>
<td>History 2</td>
</tr>
<tr>
<td>Seminar 2</td>
<td></td>
<td>History 18</td>
</tr>
<tr>
<td>History 10</td>
<td></td>
<td>Artistic Analysis</td>
</tr>
<tr>
<td>Scientific Understanding</td>
<td></td>
<td>TRS 97</td>
</tr>
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</table>

**Third Year**

<table>
<thead>
<tr>
<th>Fall</th>
<th>Jan</th>
<th>Spring</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>UD History (California Hist) 142</td>
<td>Elective</td>
<td>JCL 150</td>
<td></td>
</tr>
<tr>
<td>Seminar 103</td>
<td></td>
<td>UD History</td>
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</tr>
<tr>
<td>Theological Understanding UD</td>
<td></td>
<td>UD History</td>
<td></td>
</tr>
<tr>
<td>History 104</td>
<td></td>
<td>History 106</td>
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</tr>
<tr>
<td>JCL 125 (.25)</td>
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</table>

**Fourth Year** (take 3 part CSET) during senior year

<table>
<thead>
<tr>
<th>Fall</th>
<th>Jan</th>
<th>Spring</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>UD History</td>
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<td>UD History</td>
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</tr>
<tr>
<td>Seminar 104</td>
<td></td>
<td>UD History</td>
<td></td>
</tr>
<tr>
<td>Credential Class</td>
<td></td>
<td>Politics 2 or Econ 10 (or 4)</td>
<td></td>
</tr>
<tr>
<td>Credential Class</td>
<td></td>
<td>Credential Class</td>
<td></td>
</tr>
</tbody>
</table>
To: Undergraduate Educational Policies Board  
From: Molly Metherd, Chair  
       English department  
Date: October 3, 2016  
RE: 4+1 Program in Secondary Teaching  

I am writing to express the support of the English department for the proposal to create a 4+1 minor in secondary teaching. Our department is committed to preparing students to teach high school English. We already have a teaching concentration for our majors, and we offer an SMP program, which directs students to take a particular, state-approved, set of courses and allows them to pass out of taking the CSET during their credential program. Moreover, we have developed a good working relationship with the Kalmanovitz School of Education as we advise students through the SMP process.

The English department believes that a 4+1 minor would be a strong complement to our current efforts to prepare students for a career in the teaching profession. We imagine that many students will stay in the SMP because it allows for more flexibility in their four year plans, but that, initially, between one and four students a year might be interested in a 4+1 minor. We hope that we can use this program as a recruitment tool and work with Admissions to attract more incoming students interested in teaching and therefore to increase these numbers over time. Our SMP advisor will be the point person in the English department and work with the School of Ed and the appropriate advisor in the Justice, Community and Leadership Program to administer the minor. The English department has discussed and evaluated this proposal in a department meeting and has voted to support it.

Sincerely,

Molly Metherd
November 9, 2015

Dear Colleagues in the UEPC:

The History Department would like to ascertain our wholehearted support for the 4+1 minor that would give JCL and History students the option to do a fifth year at the School of Education and earn a Master’s degree before they leave Saint Mary’s College altogether. Over the last year, History has worked closely with JCL and has met with KSOE about our collaboration. Although JCL took the initiative, the History department responded with interest (and a lot of initial questions) because we regretted very much the fact that we had lost our subject-matter preparation program. Since the State of California changed the requirements to include content in courses in disciplines other than History, which we could not guarantee, of course, the department felt we had no choice but to drop our participation in that program. We were quite sad about that because the subject-matter preparation program had been popular among history students. Thus, the idea of gaining some of that preparation back is attractive to us.

In addition, the History department recognizes that the landscape of education has changed considerably in the State of California. Students are vastly more diverse, public schools are severely underfunded, and new teachers going into the classroom can really benefit from an education that emphasizes justice, leadership, and community as a framework. The partnership with JCL, therefore, came easy to us.

Nevertheless, the department met directly with KSOE to talk about collaboration and how we could all best serve the needs of Saint Mary’s history students, the needs of future teachers, and the needs of pre-collegiate students throughout California. The History department is intrigued and excited about the new emphasis on urban education that KSOE is developing and we look forward to working together for the benefit of all those populations.

The department is committed to working closely with JCL in the future as this new minor goes forward as well. We have a course grid mapped out, but undoubtedly glitches will appear and students will have specific needs that we could not anticipate ahead of time. The fact that JCL has a historian in its faculty, Professor Monica Fitzgerald, is very helpful. She knows the discipline, and because she has taught in the History department on several occasions, she knows our faculty, our standards, and our requirements. That also means that relations between the two programs are of long standing and we are committed to making this closer relationship work for the benefit of the students taking up this minor.

For all the aforementioned reasons, the History department encourages you to approve this new minor. It has great promise not only for our students, but for many more young people in Northern California and, indeed, the entire state.

If you have any additional questions, please do not hesitate to get in touch with me.

Sincerely,

Myrna Santiago
Chair, History Department
December 1, 2016

To Whom It May Concern:

On November 10, 2016 the Kalmanovitz School of Education (KSOE) Academic Policy Committee (APC) approved and supports the proposed 4+1 to establish a pathway for a single subject (secondary education) credential for English and history majors with a minor in JCL. The single subject program director presented the proposal to the APC and answered questions regarding proposal. After a discussion, a vote was taken and the proposal was approved.

This program will provide future English and social science teachers early fieldwork experiences in secondary classrooms as well as an early start during the senior year to take required courses toward the single subject credential in mathematics. This proposed model is very similar to the successful TFT program that has been in place for over 15 years at Saint Mary’s College. Please feel free to contact me should you have questions regarding the APC.

Sincerely,

Ken Otter, Ph.D.
Chair, Academic Policy Committee
Kalmanovitz School of Education
Dear Monica,

I am happy to lend my endorsement to the 4+1 Single Subject Minor proposed to be housed within the JCL Program. I find the minor well-designed and in alignment with the College's mission and Strategic Plan as well as the needs of our students and schools. Enabling single-subject students to add early fieldwork experience and a grounding in social justice pedagogy is an especially exciting aspect of the proposal.

Please let me know if I can offer further support.

cheers,

Sheila

Sheila Hassell Hughes
Dean, School of Liberal Arts
Saint Mary's College of California

At Saint Mary's College, we take the Liberal Arts out of the box!
Dear Kathy,

I approve the attached proposal for a JCL minor associated with the Single Subject 4+1 program. Best Chris Sindt