GUIDE TO THE LIBERAL & CIVIC STUDIES PROGRAM

Foreword

This Guide is intended to explain the Liberal & Civic Studies Program at Saint Mary’s College to students, faculty advisors, and other interested persons at the College or beyond. In presenting Program requirements, we have attempted to be as precise as possible, realizing, however, that there will always be special circumstances that call for unique responses. We have tried to anticipate most of your questions, but some will no doubt remain. If after reading this guide you have unanswered questions, please contact Deepak Sawhney, Director of L&CS (925) 631-8155 or dsawahney@stmarys-ca.edu), or Monica Fitzgerald, Coordinator of L&CS (925) 631-4605 or mdf1@stmarys-ca.edu).

If you have questions about the Liberal & Civic Studies 5-year track, Teachers for Tomorrow, please contact one of the Co-Coordinators: Susan Marston (925-631-4059 or smarston@stmarys-ca.edu) or Jenny Maguire (925-631-4931 or jsm1@stmarys-ca.edu).

NOTE: LIBERAL & CIVIC STUDIES STUDENTS ARE REQUIRED TO READ THIS GUIDE CAREFULLY AND ARE HELD RESPONSIBLE FOR KNOWING ITS CONTENTS.

NEW LIBERAL & CIVIC STUDIES STUDENTS SHOULD MAKE AN APPOINTMENT WITH THEIR LIBERAL AND CIVIC STUDIES ADVISOR AS SOON AS POSSIBLE TO PLAN THEIR COURSEWORK.
# TABLE OF CONTENTS

Foreword .......................................................................................................................... 1

I. Introduction to the Liberal & Civic Studies Program
   A. Mission Statement ...................................................................................................... 4
   B. Goals and Learning Outcomes .................................................................................. 5

II. Central Themes and Emphases of the Liberal & Civic Studies Program
   A. Service-Learning ....................................................................................................... 6
   B. The Arts .................................................................................................................... 7
   C. Diversity .................................................................................................................... 8
   D. Ideas from the Great Conversation ......................................................................... 8
   E. Critical Thinking ....................................................................................................... 8
   F. Integrative Thinking ................................................................................................. 9
   G. Self-Assessment ....................................................................................................... 10
   H. American Civic Values ............................................................................................. 10
   I. The Environment and Global Ecology ..................................................................... 10
   J. CILSA Social Justice/Service Learning Designation ............................................. 11

III. Liberal & Civic Studies Program Requirements
   A. Course Requirements ............................................................................................... 13
   B. Liberal & Civic Studies Course Offerings ............................................................. 17
   C. Approved Minors ..................................................................................................... 20
   D. Civic Track ............................................................................................................... 21
   E. Education Track and Teachers for Tomorrow Track .............................................. 21
   F. Teachers for Tomorrow (TFT) ................................................................................ 22
   G. Transfer Students .................................................................................................... 23
   H. Course Requirements Summary Table ................................................................... 24

I. Sample Programs ......................................................................................................... 25
   1. Civic Track Sample Program .................................................................................. 25
   2. Education Track Sample Program ......................................................................... 26
   3. TFT Track Sample Program .................................................................................. 27
   4. TFT Planning for after the 4th year ....................................................................... 29
   5. Fingerprinting Information for class placement .................................................. 30

IV. Advising and Planning
   A. Advising .................................................................................................................... 31
      1. The Liberal & Civic Studies Advisor ................................................................. 31
      2. Liberal & Civic Studies Advisors for 2009/2010 .............................................. 32
   B. Program Planning ................................................................................................... 33
      1. Using the Four-Year Planning (4YP) & Self-Advisement (SA) ......................... 33
V. Self-Assessment Process ................................................................. 37

VI. The Liberal & Civic Studies Program and the Teaching Credential..... 41

VII. Appendices

A. Service-Learning .............................................................................. 42
B. Checklist .......................................................................................... 43
C. Skill Development in the L&CS Program ......................................... 44
D. Grading Standards for Writing......................................................... 45
I. INTRODUCTION TO THE PROGRAM

A. Mission Statement

The Liberal & Civic Studies (L&CS) Program seeks the education of the whole person. In addition to traditional academic goals, it strives to develop in its students a heightened self-awareness, ethical values, and habits of social responsibility. As an interdisciplinary program, it fosters the development of a disciplined mind, one that is aware of the great ideas of the past, examines ideas across disciplines, and strives to understand the important social issues of our times from multiple perspectives. In support of the Lasallian mission of Saint Mary's College, the Liberal & Civic Studies Program also promotes compassionate understanding of others and a sense of community that bridges diverse cultures and transcends national boundaries.

In implementing its three guiding principles of breadth, depth, and integration, the L&CS Program engages its students in a variety of academic subjects and methodologies, fosters in-depth study of a particular subject field (minor), and facilitates meaningful integration of ideas that emerge from academic studies. Students are encouraged to exercise choice and develop a sense of individual responsibility and intellectual autonomy.

The course of studies offered by the L&CS Program is particularly conducive to the development of students as educated individuals, fully prepared to take on the role of responsible citizenship in a democracy. The program is an excellent choice for students who wish to pursue a creative and rigorous program of interdisciplinary studies as preparation for graduate studies or future careers in law, business, social work, elementary education, counseling, non-profit businesses, or politics.

To fulfill its mission, the L&CS Program has three distinct tracks. At the time that students officially register in Liberal & Civic Studies as their program of choice, they should also register for one of the following tracks:

- **Civic Track (CIV)** – For those students who are interested in pursuing a broad and general Liberal Arts program in preparation for careers in non-profit, law, business, politics, social work, counseling, etc.
- **Education Track (ET)** – For those students who are interested in becoming elementary teachers and prefer the traditional 4-year undergraduate studies followed by the 1-year credentialing program at SMC or elsewhere.
- **Teachers for Tomorrow (TFT)** – A five-year program for those students who are interested in becoming elementary teachers and are planning to enter the credential program at Saint Mary’s College School of Education. Teachers for Tomorrow is an innovative program that enables students to integrate
education coursework and field experience in elementary schools with their undergraduate course of study. TFT students fulfill all the requirements of the L&CS Program, earning their Bachelor of Arts degree at the end of four years, and a Multiple Subject (elementary) teaching credential and an optional Master of Arts in Teaching degree (which requires additional coursework and a writing/research component) at the end of their fifth year.

Most students enroll in the TFT program before or during their freshman year, though sophomore students may also be admitted. Interested students should complete an application form, which can be found on the St. Mary’s College Website under LCS Department (go to forms or TFT link)

B. Liberal & Civic Studies Goals and Learning Outcomes

Overarching Goals

The L&CS Program is committed to developing in its students the following understandings, abilities, and habits of mind:

- Habits of critical inquiry that promote the understanding of written and visual texts and important issues in the larger society;
- An awareness of the interrelatedness of diverse fields of study;
- An understanding of the interrelatedness of human communities and the racial, ethnic, social-class, and gender diversity of the people who occupy them;
- Self-awareness, including an understanding of the relationship between personal and social values, and the implications of these values in the realm of social and political action;
- An awareness of environmental concerns and humanity’s impact on and responsibility in protecting the environment;
- An awareness of the role of the arts in expressing human uniqueness and similitude;
- Competence in written and verbal expression;
- Effective application of democratic skills in cooperation, negotiation, and goal-setting;
- An appreciation of education as a tool for achieving individual and social progress.
Learning Outcomes

When they have completed the Liberal & Civic Studies Program, students will be able to:

- **integrate** ideas from various sources, for example, courses in other disciplines, the arts, service work, and life experiences;
- **read** and understand a variety of challenging texts;
- **analyze** and think critically about learning and personal experiences, and using the results to form a self-assessment;
- **write** in a variety of rhetorical modes using coherent grammatically correct English;
- **speak** intellectually and clearly in small group discussions as well as in front of a group;
- **discuss** connections between works of art and other ideas and experiences;
- **exhibit** the ability to seek, locate, analyze, evaluate, and effectively use information from printed, media, internet, and verbal sources;
- **demonstrate** an understanding of the core cultural, political, and environmental issues from a national and global viewpoint along with their responsibilities in addressing them.

II. CENTRAL THEMES AND EMPHASES OF THE LIBERAL & CIVIC STUDIES PROGRAM

The Liberal and Civic Studies Program builds upon several themes which identify our core concerns. These themes, discussed below, connect to a single over-arching theme of Community, and Community Issues.

A. Service-Learning

Service-learning is an integral part of the L&CS Program. In L&CS 121, 122, 130, and 131, service-learning is integrated into the curriculum so that classroom knowledge informs community service, and knowledge gained through service enhances classroom learning. In the process of working with others, students have the opportunity to learn that all persons are of unique worth and have gifts for sharing with others, and that our mutual survival on the planet depends on the more able and the less able serving one another.

In L&CS 121: *Culture and Civic Responsibility*, service-learning projects
generally take the form of direct service, such as helping the needy in places like soup kitchens or shelters. In L&CS 122: *Environmental Responsibility in a Global Community* students usually work on preventative projects that address the root causes of environmental problems. In the senior year, students in L&CS 130/131 *Education, Democracy, and Active Citizenship*, participate in collaborative group service-learning projects related to their minor and develop their senior presentations on these projects.

While engaged in service-learning, students are asked to describe and assess their service experiences. **All service-learning projects in L&CS 121, 122, 130, and 131 must be done outside the Lamorinda area and take place in a non-affluent community.** Any student wishing an exception to this rule must obtain written permission from the Program Director.

While involved in service-learning projects in L&CS 121, 122, 130, and 131, students may enroll in a Praxis course 127 or 129 offered by the L&CS Program to earn academic credit for their service work in these classes.

L&CS 129: The *REACH Program* is dedicated to assisting at-risk children in economically-challenged schools. Saint Mary’s College students involved in the REACH Program provide tutoring in academic subjects, coaching in sports, and guidance in garden programs in the schools where they volunteer.

**B. The Arts**

The L&CS Program recognizes the arts as vital and integral elements in our lives and in the life of our society. The Program promotes an awareness and understanding of the arts (theater, music, painting, sculpture, dance) in the following ways:

- All L&CS students are required to take at least one full-credit course in the history, philosophy, or aesthetics of art, theater, music, dance, or film.

- All L&CS students are required to take a full- or partial-credit studio, production, or presentation course in the fine or performing arts: e.g., Art 10: Beginning Sculpture; Music 12: Applied Music; Kinesiology 5: Dance. This cannot be Yoga or Pilates.

- In L&CS 121, *Culture and Civic Responsibility*, students participate in selected arts events, e.g., attending on-campus plays and concerts, or viewing exhibits in Saint Mary’s College art gallery. Through discussion and intellectual integrations, students are asked to integrate the insights gained in these arts experiences with the other themes of the course.
C. Diversity

The Liberal and Civic Studies Program places a strong emphasis on issues of race, class, gender, and global issues. This emphasis is manifested in a variety of ways:

- Students in L&CS 121, 122, 123, 130, and 131 read and discuss works that address issues of diversity (gender, race/ethnicity, class);
- Students in L&CS 121 participate in a multicultural workshop with international students, and take a field trip to Glide Memorial to serve meals and attend a service of celebration at the Church;
- All L&CS students must demonstrate competency in a foreign language;
- LCS 121 & 123 are cross-listed with Ethnic Studies; 123 is also occasionally cross-listed with Women’s Studies.

Test: L&CS students who complete all Program requirements fulfill the diversity requirement of Saint Mary’s College.

D. Ideas from the Great Conversation

At the heart of the liberal arts tradition at Saint Mary’s College stand the four Collegiate Seminars--courses that focus on the important ideas of Western Civilization as they are expressed in the great texts of this tradition. The Seminars involve students and faculty in the "great conversation"--a discussion of the fundamental questions that have confronted humankind from the beginning of civilization, such as: What is the nature of humanity (or of love, courage, pain and suffering, or family and kinship)? What is our responsibility to our fellow human beings (or to our creator, or our country)? What is the proper balance between freedom and equality? What is our relationship to nature? The L&CS Program builds on and extends the Seminars by exploring the contemporary and global nature of this conversation, drawing from Western and non-Western writers.

E. Critical Thinking

The Liberal and Civic Studies Program defines a critical thinker as a person who can make reasoned judgments about the validity and value of an idea--whether drawn from a text, a work of art, or personal experience--and, using logical argumentation, extend, critique, or support it in meaningful dialectic. A critical thinker is also one who can synthesize information in order to see issues holistically, and can analyze and solve problems effectively. In terms
of reading, a critical thinker approaches a text thoughtfully, identifying the main points and assumptions underlying the arguments, recognizing the overall tone of the work, and understanding its intended audience and its historical and cultural context.

The L&CS Program seeks to develop critical thinkers by emphasizing: (1) careful reading, analysis, and discussion of significant ideas found in Collegiate Seminar and Liberal & Civic Studies texts ("the great conversation"); (2) deliberate exploration and evaluation of opposing points of view; (3) close analysis of themes and propositions in works of art, texts, and direct experiences; (4) involvement in service learning; (5) participation in a student-centered pedagogy; (5) performance of thinking tasks at progressively higher levels of complexity; and (6) involvement in self-assessment.

F. Integrative Thinking

Integrative thinking is a form of critical thinking that explores the relationships between parts and wholes, transcending categorical and disciplinary boundaries. Integration or integrative thinking is achieved throughout the Collegiate Seminars, in all the L&CS courses, and in the Jan Term field experience course.

There are four ways that integration occurs in the L&CS Program. One way is connecting theory and experience, as in service-learning. A second way is synthesizing ideas from a wide variety of texts which allows students to understand how texts speak to each other through time. A third way is relating ideas and information across courses and disciplines, such as between art and anthropology. The fourth way involves the students' independent, ongoing integration of ideas and experiences into their personal value systems--i.e., into their way of perceiving the world, making decisions, relating to other people and to the Creator, and planning a career.

Examples of integrative thinking in the L&CS Program include the following:

1. All Saint Mary's College students are encouraged to make connections between different kinds and genres of texts (poetry, drama, history, philosophy, essays, narrative) in their Collegiate Seminar courses. The L&CS courses ask the students to seek connections between courses in different fields, e.g., science and literature, anthropology and psychology, mathematics and religious studies. In examining various issues and writing about them in assignments and essays, students consider how different subject fields (disciplines) view the same phenomena and how themes such as diversity or community transcend individual disciplines.

2. In the field-based course Education 122, L&CS students in the
Education Track and the *Teachers for Tomorrow* Track are expected to relate their academic work to their work in the field.

The same kinds of connections are sought in L&CS 121, 122, and 130/131, when students are asked to relate assigned readings to their service-learning projects and to draw from experiences in those projects in interpreting their readings.

3. L&CS students are required to engage in integrative thinking throughout the self-assessment process, particularly during preparation for the interview component of *Assessment & Portfolio*. Students enrolled in this course are expected to demonstrate both in their written assessment and interview how they integrated their various academic and college experiences into a holistic assessment of their intellectual and personal development.

4. Finally, in L&CS 130/131, *Democracy and Active Citizenship (DAC)/Education, Democracy, and Active Citizenship (EDAC)*, students engage in a senior integrative project, combining research from their minor fields with knowledge gained through their group service-learning efforts. The student groups formed in these projects share their work in multi-media presentations to the Saint Mary's College Community.

**G. Self-Assessment**

The Liberal and Civic Studies Program places a high value on the process of reflective self-evaluation. Students are expected to engage in this process in a meaningful way throughout their time in the Program.

**H. American Civic Values**

Because the Liberal and Civic Studies Program is preparing students for active citizenship in the 21st Century, the curriculum includes a focus on the principles, practices, and values that define this country, the United States of America. L&CS students encounter "American" readings in L&CS 121, 122, and 130/131. In particular, L&CS 121 students examine the U. S. Constitution and study issues of poverty and race as they affect residents of this country, and in L&CS 130/131 they explore applied democracy and what it means to participate in our country's democratic government and engage in democratic practices.

**I. The Environment and Global Ecology**

Liberal and Civic Studies students explore not only the complexities of our human connections within local and global communities, but also the
significance of our connections to the physical environment in which we live. In L&CS 122, \textit{Environmental Responsibility in a Global Community}, we examine the ways in which cultural values determine our relationship to the natural world, and the implications for the biosphere, of our activities as consumers, custodians and destroyers. We look to the future of the environment and in considering our responsibilities to the global community, apply problem-solving skills to issues such as air and water pollution, resource management, and biodiversity. These themes are expanded upon in L&CS 123: \textit{Modern Global Issues}.

\textbf{J. Social Justice/Service Learning Designations}

The four core courses in the Liberal and Civic Studies Program proudly have been designated by CILSA as Social Justice (SJ) and/or Service Learning (SL) classes. Our program is the only one on campus with all of its core classes designated. LCS 121, LCS 122, and LCS 130/31 are SJ/SL designated; LCS 123 is SJ.

\textbf{How does Saint Mary’s College define social justice?} The Catholic tradition has a long history of social teaching to promote social justice as a “constitutive dimension of the practice of faith” (E1:6.1 \textit{Justice in the World}, 1991). Our Catholic heritage charges us to “defend the goodness, dignity, and freedom of each person, and to foster sensitivity to social and ethical concerns,” which are principles evident in the mission and agenda of the Christian Brothers order. The mission statement of Saint Mary’s College notes that “a distinctive mark of a Lasallian school is its awareness of the consequences of economic and social injustice and its commitment to the poor.” SMC’s definition of social justice evolves from this Catholic Lasallian context, and we arrive at the following:

\textit{Social Justice is a set of principles and a process that govern humans’ behavior to one another and the natural world. Social justice is based on the premises that society is characterized by inequalities in resources and influence, and that individual and collective actions can and will transform society. Social justice promotes awareness of inequalities, action to redress inequalities, and ongoing habits of mind and actions that continue to redress inequalities. Social justice seeks transformation of self, campus, and local and global communities and the liberation of creation from every oppressive situation.}
Social Justice Across the Curriculum (SJ)

The following benchmarks are included in a social justice (SJ) designation:

1. The course description articulates a theoretical framework (from a disciplinary lens or a faith tradition) that links social justice to the specific content and goals of the course. In other words, the course description explains how and why social justice is understood in the context of the course and why it is central to the course.

2. The content of the course introduces a praxis/reform orientation to social justice, invites students to understand the complexity of power and privilege, and proposes individual and collective responsibility to the common good.

3. The process of the course provides opportunity for intentional and organic reflection, dialogue, and action (when appropriate) to assist students in working through “productive discomfort” that may arise and in linking theory to practice, knowledge to experience, and values to action.

4. Student learning outcomes of the course recognize that the course is an academic and a personal journey in which students explore notions of social justice and the common good by looking both inward and outward. For example, student learning outcomes would be cognitive, personal, and civic.

Service-Learning (SL)

Service-Learning (SL) is a specific form of teaching and learning in which students engage in purposeful actions that address community goals. Through critical reflection students integrate the action with academic objectives to develop civic responsibility and social justice.

The following benchmarks identify service-learning (SL) designation:

1. Action is linked to course objectives and community goals through direct, indirect, or systemic efforts.

2. Students receive orientation to the identified action and community setting.

3. Reflection is integrated throughout the course.

4. Student learning and community goal attainment are assessed.

5. The course is grounded on theoretical foundations.

6. The number and distribution of service hours may vary by course objectives but should be integrated with the course curriculum to provide opportunities for personal and academic growth that is integrated with reflection and discussion within a range of 20 to 30 hours per semester.
III. L&CS PROGRAM REQUIREMENTS

A. Course Requirements

**BREADTH**

In addition to SMC requirements in English, Religious Studies, January Term, and Collegiate Seminar, the L&CS Program requires course work in the Humanities, Social Sciences, Mathematics, Science, and Kinesiology.

**SMC Requirements:**

- **Two English courses:**
  1. English 4: Composition
  2. English 5: Argument & Research

  **NOTE:** Both courses are required unless waived by the English Composition Program

- **Two Theology and Religious Studies courses**
  1. Theol. & Religious Studies 097: The Bible and Its Interpretation
  2. One upper division course

- **Two - Four January Term courses**

  Saint Mary's College requires that all students take one full credit January Term course every year they are enrolled at the College.

  **Note:** Education and TFT Track students are required to take *Field Experience in Education* during one of their January Terms after they have completed L&CS 121.

**Humanities:**

- **Two Fine or Performing Arts courses**

  1. One full-credit course on the history philosophy, and/or aesthetics of art, drama, dance, or music (e.g., Art 25: Survey of Oriental Art; Music 14: Music of the World's Peoples).
  2. One fractional or full-credit studio, production, or presentation course (e.g., Music 12: Applied Music [.25]; Art 10: Beginning Sculpture; Kinesiology 5: Dance [.25]).
- **Second Language courses (Modern Foreign Language, or American Sign Language)**
  
  - L&CS students are required to demonstrate at least level **four** competency in a second language. **Note that this is a more demanding requirement than the SMC language requirement.**
  
  - For appropriate placement in foreign language classes, all L&CS students should take the computer-based test offered by the Modern Languages Department. Students with placement questions should speak with Professor Maria Luisa Ruiz (x4568), Coordinator of the Modern Languages Department. The Language Requirement will be waived for students who can demonstrate oral and written competency in a modern language other than English.
  
  - American Sign Language (ASL) is not taught at Saint Mary's College. Students choosing ASL as their language must plan their schedules carefully in order to complete the required 4-semester course sequence, which is taught at some, but not all, community colleges. *(Berkeley City College requires students to take ASL 3 at BCC in order to take ASL 4 there.)*
  
  - All students must have satisfactorily completed the language requirement through level 2 before enrolling in the first L&CS core course, L&CS 121: *Culture & Civic Responsibility.*

**Social Science:**

- **One History course**
  
  - Civic Track students may take any course in history;
  
  - Education and TFT Track students must take a history course that focuses on the United States, e.g., History 17 or 18: History of the United States; History 132: The American Revolution and the Early Republic; History 139: History of American Women; History 141: African-American History: 1865 to the Present.

- **Two Psychology courses**
  
  1. Psychology 1: *Introduction to Psychology;*
2. An upper division psychology course after completing Psych. 1;
   - Civic Track students may take any upper division Psychology course;
   - Education Track students must take either Psychology 140 Human Development, or Education 144: Cognitive Development;
   - TFT students must take Education 144 to fulfill the upper division Psychology requirement.

**Mathematics:**

- Civic Track students may take any two courses in Mathematics or Computer Science including Integral Mathematics. *Exceptions: Math 13 and 14 together count as one course. Math 02 cannot be counted toward this requirement.*

- EDUC and TFT students must take one of the following sequences:
  - Math 001 and Math 101: Fundamental Mathematical Concepts I and II,
  - Math 27 and Math 101: Calculus I and Fundamental Mathematical Concepts II, or
  - Math 27 and Math 28: Calculus I and II.

**Note:** All students are required to take the Mathematics Placement Exam before taking Math 1 or 27. Students may be required to take Math 2 Mathematics Readiness, a refresher course in algebra, geometry, and reasoning before taking any mathematics class to satisfy the mathematics requirements. **All students must satisfy the prerequisites of the math courses.** These prerequisites for Math 1, Math 27, Math 28, and Math 101 include satisfactory completion (C- or better) of two years of high school algebra and one year of geometry; for admission to Math 27 students must also have completed Precalculus with a C- or better and passed the Mathematics Placement Exam; to enroll in Math 101 or Math 28, students must also have passed Math 1 or Math 27, respectively, with a grade of C- or better.

**Science:**

- **One physical science course** that includes a lab;
- **One life science course** that includes a lab

**Note:** EDUC & TFT students are required to take Biology 50-51: General Biology + lab to satisfy the life science requirement.
**Additional:**

- **One full-credit Kinesiology course**
  - Civic Track students may take any full-credit Kinesiology course. They are encouraged to take an upper division course;
  - EDUC and TFT students are required to take Kinesiology 103: *Physical Education in the Elementary School.*

**DEPTH:**

**Minor:**

- **Five - Eight Courses in a Minor**
  - All Liberal and Civic Studies students are required to have a minor. They may choose from any of the approved departmental SMC minors. All L&CS minors must involve at least 4 upper division full credit courses. See page 21 for more on the minor.

**INTEGRATION:**

**Collegiate Seminar, Liberal & Civic Studies, Field-Based Courses**

**Collegiate Seminar:** Four Collegiate Seminar courses

- Collegiate Seminar 20: Greek Thought*
- Collegiate Seminar 21: Roman, Christian, and Medieval Thought
- Collegiate Seminar 122: Renaissance, 17th & 18th Century Thought
- Collegiate Seminar 123: 19th & 20th Century Thought

*Transfer students begin with Collegiate Seminar 110: Classical, Christian & Medieval Thought, then take SEM 122.

**Liberal & Civic Studies:** Five Required L&CS courses

- L&CS 121: *Culture & Civic Responsibility*
- L&CS 122: *Environmental Responsibility in a Global Community*
- L&CS 123: *Modern Global Issues*
- L&CS 124: *Assessment & Portfolio* [.25]
- L&CS 130: *Democracy and Active Citizenship (DAC)*
  
  (CIV. & EDUC Tracks) **OR**

- L&CS 131: *Education, Democracy, and Active Cit.* (TFT Track)
Notes:

1. When students take L&CS 124, they must also enroll in L&CS 100 which is not a course, but a rubric that records Pass/Fail for the A&P interview in the students’ records.

2. Students are required to earn a C- or better in L&CS 121, 122, 123, and 124.

3. L&CS 121, 122, 130, and 131 have a required one-and-a-half hour workshop class approximately every other week.

4. Students are required to earn a passing grade in the interview process. Interview grades (Pass/Fail) will be recorded separately on students’ transcripts as L&CS 100 (This is not a separate course with additional course credit.)

Field-based course (TFT and Education Tracks Only)

- EDUC and TFT Track students must take Field Experience in Education (offered in the January term) after they complete L&CS 121.
- TFT Track students must take LCS 192 Text Based Discussion in the Middle School
- TFT Track students must also complete Edu 123 and Edu 124 or an approved substitute (such as REACH).

NOTE: All SMC students must earn a minimum of 36 course credits, at least 17 of which must be Upper Division.

B. Liberal & Civic Studies Course Offerings

REQUIRED COURSES

L&CS 121: Culture & Civic Responsibility is an upper division course that L&CS students take in their first semester after declaring their major, but not in their freshman year. The course focuses on culture, community, civic responsibility, diversity, critical thinking, and the arts. Readings, class discussions, community service-learning projects, and a multi-cultural workshop are complemented by a visit to Glide Memorial Church and to several arts events on campus.

Students are required to participate actively in the class, devote 20 hours during the semester to a service-learning project, write essays, a self-assessment, and maintain a notebook of intellectual integrations. In addition to three hours of class meetings each week, a workshop class meets for an
hour-and-a-half approximately every other week for course-related discussions and activities.

**Prerequisites:** (1) A grade of C- or better in English 5; and 
(2) the satisfactory completion (C- or better) of level 2 of a second language

**Note:** Students are required to obtain a minimum grade of C- in L&CS 121 in order to be admitted to L&CS 122.

**L&CS 122: Environmental Responsibility in a Global Community** is taken the semester following L&CS 121. This course focuses on the natural world in which we live, and the complex inter-relationship between human activities, the values which determine these activities, and their consequences for the environment. To better understand our own ethical values and behavior toward our environment, we examine the belief systems of different societies and their attitudes and responsibilities toward their natural world.

Students engage in service-learning for 20 hours during the semester in a "systemic service-learning setting" in which service activities are directed toward prevention of problems. Students are also required to participate actively in the class, attend several arts events, write essays, a self-assessment, and maintain a notebook of intellectual integrations. In addition to three hours of class meetings each week, a workshop class meets for an hour-and-a-half approximately every other week for course-related discussions and activities.

**Prerequisite:** A grade of C- or better in L&CS 121.

**Note:** Students are required to obtain a minimum grade of C- in L&CS 122 in order to be admitted to L&CS 124.

**L&CS 123: Modern Global Issues:** 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. This course will survey recent critical dialogues and philosophies of globalization, including issues of ethnicity/race, gender, identity, urban culture, post-nationalism, multiculturalism and postcolonial studies. Some of the topics covered are inequality, ethics, immigration, outsourcing, child labor and global governance.

Students are required to prepare for class, participate actively in the class including leading discussions, write several research essays, give an oral presentation, take a midterm essay exam, and write news article responses.

**Prerequisite:** A grade of C- or better in L&CS 121 or SEM 20/110.

**Note:** Students are required to obtain a minimum grade of C- in L&CS 123 in order to be admitted to L&CS 124.

**L&CS 124: Assessment & Portfolio** is a .25-credit course that students take in the semester immediately before L&CS 130/131. This course helps them assemble their academic work and records of their accomplishments into a portfolio (see pp. 33-34 for a description of the portfolio) and prepare for their Senior Assessment interview, which is held after the first six meetings of
the class. The class meets seven times, including a wrap-up session after all interviews are completed. **Prerequisite:** A grade of C- or better in L&CS 122 & 123. At least second semester junior standing is required. **Note:** Students are required to obtain a minimum grade of C- in L&CS 124 and a Pass in the interview (L&CS 100) in order to be admitted to L&CS 130 or 131.

**L&CS 130: Democracy and Active Citizenship (DAC)** is the capstone course in the L&CS Program for Civic and Education track students. It seeks to prepare students for an informed and active role in a democracy through providing careful reexamination of the assumptions upon which American democracy is based and an exploration of the ways citizens can participate fully and effectively in our society. Students are expected to apply the knowledge and skills they have gained in the Program in a group service-learning project that constructs and/or provides assistance to a democratic community. Students complete a research project that is designed to integrate their minors and their service-learning work, and culminates in a formal paper and a group presentation to members of the L&CS community. Like L&CS 121 and 122, this course includes 3 hours of class meetings each week, has a biweekly 1.5-hour workshop class, and includes 20 hours of service-learning. **Prerequisite:** C- or better in L&CS 124 and a Pass in L&CS 100 (the Senior Assessment interview.)

**L&CS 131: Education, Democracy, and Active Citizenship (EDAC)** is the final capstone course for the Teachers for Tomorrow track students. While it follows the same structure and themes as L&CS 130, it also addresses additional issues of concern to future teachers. **Prerequisite:** C- or better in L&CS 124 and a Pass in L&CS 100 (the Senior Assessment interview.)

**L&CS 192: Text-Based Discussion in the Middle School** is a course required only by the TFT track students; **however, EDUC track students should consider taking the course** as it is an excellent in-class teaching experience.

This course is designed to be an introduction of the St. Mary’s seminar method as a teaching tool in middle school classrooms. After some in-class practice sessions, students lead middle school students in the seminar reading method, first in pairs and then alone. This course must be taken in the junior year by all TFT students.
OPTIONAL COURSES

There are two optional L&CS courses:
- L&CS 127: Praxis: Community Service
- L&CS 129: Praxis: REACH Program

These courses are offered every semester for .25 credit and enable students to earn academic credit for their service work or in the REACH Program by providing tutoring, sports coaching, arts, science, and garden programs to at-risk school children.

If a student is enrolled in L&CS 121, 122, 130, or 131 she/he may enroll in L&CS 127 and earn the upper division .25 credit for the time spent in service learning with no extra writing or meetings.

If a student who is enrolled in a Praxis course but is not enrolled in L&CS 121, 122, 130, or 131, then in addition to their volunteer field work, students must attend the regular discussion meetings and keep a notebook of their insights and experiences and prepare a final paper or project. Praxis courses are highly recommended for students who enjoy working in these fields and/or have a special interest in a particular service project.

Students who are enrolled in L&CS 129 REACH must attend the regular discussion meetings and keep a notebook of their insights and experiences and prepare a final paper or project.

C. Approved Minors

L&CS students are required to have a minor and they are allowed to choose any minor from any department that has been approved at SMC. Below is a list of some of the available minors.

Accounting
Art (Studio)
Biology
Chemistry
Communications
Cross-Cultural Studies
English
Environmental Science
German Studies
History
Mathematics
Performing Arts: Dance
Performing Arts: Theater
Physics
Psychology
Spanish
Women's Studies

Anthropology/Sociology
Art History
Business Administration
Classical Languages
Computer Science
Economics
Ethnic Studies
French
Kinesiology
Italian Studies
Montessori Thought
Performing Arts: Music
Philosophy
Politics
Theology and Religious Studies
Social Justice
Minors vary considerably in the number of courses that are required and in the flexibility they offer. Students should check the Saint Mary's College Catalog of Courses for minors in which they are interested, discuss the possibilities with their advisors, and also consult with a professor in their chosen department (usually the department chair).

Other special interdisciplinary or independently-designed minors, such as Latin American Studies, Urban Studies, German Studies, etc., may be pursued with the consent of the student's advisor and the Liberal & Civic Studies Director. Students should identify a faculty mentor and, in collaboration with him or her, compile a list of appropriate courses and a rationale for the minor.

**L&CS students are required to complete at least four full-credit upper division courses in their minor fields, regardless of what minor departments require.**

Whenever possible, students should include in their minor field of study at least one course with a diversity and/or global component.

Students who wish to minor in Montessori Thought should consult with Patricia Chambers in the School of Education (925-631-4036).

**D. Civic Track**

The Civic Track is designed for students who wish to prepare themselves for a career in public life such as politics, law, business, social work, counseling, law enforcement, etc. Column A in the Course Requirements Summary table on page 24 lists the required courses for students in this track.

**E. Education Track and TFT Track**

**Note:** The State of California does not permit undergraduate students at any college or university to major in education; thus, enrolling in the L&CS Program’s Education or Teachers for Tomorrow Track does not mean one is “majoring” in education.

All Education track students, and all other students planning to earn a Multiple Subject teaching credential, must complete the courses listed in Column B of the Course Requirements Summary table on page 24. A list of the courses required for TFT track students during the first 4 years of their program can be found in Column C of this table.
In Fall 1999, the Liberal and Civic Studies Program, in conjunction with the graduate Multiple Subject Program, launched a new five-year program, recently named Teachers for Tomorrow (TFT). This program is designed for students who know as freshmen that they want to become elementary teachers, who know they want to enroll in the credential program in the School of Education at Saint Mary's College, and who wish to combine their undergraduate liberal arts courses with a carefully planned sequence of teacher-education coursework and field experiences. Teachers for Tomorrow offers the following opportunities:

- Early field experiences in elementary schools
- Opportunity to proceed through the L&CS Program and the graduate year as a cohort group with the same advisors and same in-school experiences
- Completion of the bachelor's degree after 4 years
- Completion of the Multiple Subject teaching credential (or Special Education Basic+) at the end of the 5th year
- The optional Master of Arts in Teaching degree, which requires the completion of a few additional courses and a writing/research component, and which is possible to complete in the fifth year.

This program seeks interested students who have a strong academic record. Because of the tight schedule of classes in this program, students applying for admission are expected to have completed at least three years of successful foreign language study in high school, a requirement that can be waived for students who are willing to take one or more summer session courses. See pp. 27-29 for the Sample Program for TFT (Teachers for Tomorrow) track students.

Incoming or current freshmen and sophomores who are interested in the Teachers for Tomorrow should contact one of the following people:

- Deepak Sawhney, Director of L&CS, (X8155; dsawahney@stmarys-ca.edu)
- Monica Fitzgerald, Coordinator of L&CS, (X4605, mdf1@stmarys-ca.edu)
- Jenny Maguire, Co-coordinator of TFT (X4931; jsm1@stmarys-ca.edu)
- Susan Marston, Co-coordinator of TFT(X6284; smarston@stmarys-ca.edu).

Students may not be admitted to the TFT program after their sophomore year.

A variation of the TFT track has recently been approved for TFT students who wish to become elementary special education (rather than general education) teachers. Students interested in this alternative should contact Jenny Maguire or Susan Marston for details.
G. Transfer Students

Transfer students, particularly junior-year transfers, should be aware that they may not be able to fulfill all College and L&CS requirements on a schedule that will enable them to graduate "on time." Many transfer students arrive at Saint Mary’s College needing to complete specific lower-division requirements (e.g., foreign language, Math 001 and minor prerequisites). These requirements prevent students from completing sufficient upper-division courses (17) before their hoped-for graduation date. Transfer students can often make up requirements by taking summer session courses at another college.

Because of the required spacing of the Program's four-course sequence, transfer students who will complete fewer than two full years (four semesters) at Saint Mary’s College will not be admitted to the Liberal & Civic Studies Program unless they plan to postpone their graduation date.

Transfer students should meet with an advisor as soon as possible to determine accurately the course requirements they must still complete and to plan a careful program leading to a timely graduation. Transfer students who have not been assigned an advisor should contact Monica Fitzgerald, Program Coordinator (631-4605; mdf1@stmarys-ca.edu).
## H. COURSE REQUIREMENTS SUMMARY TABLE

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Civic Track COLUMN A</th>
<th>EDUC Track COLUMN B</th>
<th>TFT Track COLUMN C</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 004 &amp; 005</td>
<td>Yes</td>
<td>yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Theol &amp; Rel. Studies 097 &amp; 1 upper division</td>
<td>Yes</td>
<td>yes</td>
<td>Yes</td>
</tr>
<tr>
<td>1 January Term for each year enrolled</td>
<td>Yes</td>
<td>yes</td>
<td>Yes</td>
</tr>
<tr>
<td>4 Collegiate Seminar Courses</td>
<td>Yes</td>
<td>yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Performing Arts: 1 full credit &amp; 1 partial credit course</td>
<td>Yes</td>
<td>yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Second Language through competency level 4</td>
<td>Yes</td>
<td>yes</td>
<td>Yes</td>
</tr>
<tr>
<td>History</td>
<td>Any</td>
<td>U.S. History</td>
<td>U.S. History</td>
</tr>
<tr>
<td>U.S. Constitution Requirement</td>
<td>No</td>
<td>yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Psychology 1</td>
<td>Yes</td>
<td>yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Upper Division Psychology course</td>
<td>Any</td>
<td>Psych 140 or Educ 144</td>
<td>Educ 144</td>
</tr>
<tr>
<td>2 Mathematics or Computer Science courses</td>
<td>Any 2 Mathematics or Computer Science</td>
<td>Math 1 &amp; 101, or Math 27 &amp; 101, or Math 27 &amp; 28</td>
<td>Math 1 &amp; 101, or Math 27 &amp; 101, or Math 27 &amp; 28</td>
</tr>
<tr>
<td>2 Science Courses: 1 life &amp; lab, 1 physical &amp; lab</td>
<td>Any</td>
<td>Biology 50 &amp; 51 Any physical science &amp; lab</td>
<td>Biology 50 &amp; 51 Any physical science &amp; lab</td>
</tr>
<tr>
<td>1 Kinesiology Course</td>
<td>any 1 credit course</td>
<td>Kines 103</td>
<td>Kines 103</td>
</tr>
<tr>
<td>Educational Field Experience in Jan Term</td>
<td>No</td>
<td>*Educ 122: Educational Field Experience</td>
<td>EDUC 121: Field Exp. in Education</td>
</tr>
<tr>
<td>L&amp;CS 121</td>
<td>Yes</td>
<td>yes</td>
<td>yes</td>
</tr>
<tr>
<td>L&amp;CS 122</td>
<td>Yes</td>
<td>yes</td>
<td>yes</td>
</tr>
<tr>
<td>L&amp;CS 123</td>
<td>Yes</td>
<td>yes</td>
<td>yes</td>
</tr>
<tr>
<td>L&amp;CS 124 (&amp; L&amp;CS 100)</td>
<td>Yes</td>
<td>yes</td>
<td>yes</td>
</tr>
<tr>
<td>L&amp;CS 130</td>
<td>Yes</td>
<td>yes</td>
<td>no</td>
</tr>
<tr>
<td>L&amp;CS 131</td>
<td>No</td>
<td>no</td>
<td>yes</td>
</tr>
<tr>
<td>Minor courses</td>
<td>Yes</td>
<td>yes</td>
<td>yes</td>
</tr>
<tr>
<td>Educ 123</td>
<td>No</td>
<td>no</td>
<td>yes</td>
</tr>
<tr>
<td>Educ 124</td>
<td>No</td>
<td>no</td>
<td>yes</td>
</tr>
<tr>
<td>L&amp;CS 192</td>
<td>No</td>
<td>optional</td>
<td>yes</td>
</tr>
<tr>
<td>MSTE 253</td>
<td>No</td>
<td>no</td>
<td>yes</td>
</tr>
<tr>
<td>MSTE 345</td>
<td>No</td>
<td>no</td>
<td>yes</td>
</tr>
<tr>
<td>MSTE 349</td>
<td>No</td>
<td>no</td>
<td>yes</td>
</tr>
</tbody>
</table>

If minoring in Montessori Thought, take Educ 119: Child, Family, & Community, a Field Experience. TFT students doing a Montessori minor should make arrangements with a TFT Coordinator to assure proper credit.
## 1. Sample Programs: CIVIC TRACK

<table>
<thead>
<tr>
<th>FRESHMAN</th>
<th>JUNIOR</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall</strong></td>
<td><strong>Fall</strong></td>
</tr>
<tr>
<td>English 4: Composition</td>
<td>Physical or Life Science+ lab</td>
</tr>
<tr>
<td>Seminar 20: Greek Thought</td>
<td>Fine/Performing Arts</td>
</tr>
<tr>
<td>History</td>
<td>(history/aesthetics, 1 credit)</td>
</tr>
<tr>
<td>Spanish 3: Intermediate Spanish</td>
<td>^Psychology (Upper Division)</td>
</tr>
<tr>
<td>EDUC 070: First Year Advising Cohort [.25]</td>
<td>Minor (lower division course)</td>
</tr>
<tr>
<td><strong>January Term</strong></td>
<td><strong>January Term</strong></td>
</tr>
<tr>
<td>Elective</td>
<td>Elective (upper division)</td>
</tr>
<tr>
<td><strong>Spring</strong></td>
<td><strong>Spring</strong></td>
</tr>
<tr>
<td>Sem 21: Roman, Christian, Med. Tht</td>
<td>Elective (upper division)</td>
</tr>
<tr>
<td>Psych 1: Introduction to Psychology</td>
<td>Minor (upper division)</td>
</tr>
<tr>
<td>Spanish 4 (Cont. Intermediate Span.)</td>
<td>L&amp;CS 123: Modern Global Issues</td>
</tr>
<tr>
<td></td>
<td>Fine/Performing Arts (studio) [.25]</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SOPHOMORE YEAR</th>
<th>SENIOR YEAR</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall</strong></td>
<td><strong>Fall</strong></td>
</tr>
<tr>
<td>Theology &amp; Religious Studies 097</td>
<td>L&amp;CS 100: A &amp; P Interview [0]</td>
</tr>
<tr>
<td>Life or Physical Science+ lab</td>
<td>Kinesiology</td>
</tr>
<tr>
<td>Math/Computer Science course</td>
<td>Elective (upper division)</td>
</tr>
<tr>
<td><strong>January Term</strong></td>
<td><strong>January Term</strong></td>
</tr>
<tr>
<td>Elective (upper division)</td>
<td>Elective (upper division)</td>
</tr>
<tr>
<td><strong>Spring</strong></td>
<td><strong>Spring</strong></td>
</tr>
<tr>
<td>L&amp;CS 122: Environ. Responsibility....</td>
<td>L&amp;CS 130: Democ&amp; Active Citizenship</td>
</tr>
<tr>
<td>Sem 122: Ren. 17th-18th C. Tht.</td>
<td>Theol &amp; Rel Studies (upper division)</td>
</tr>
<tr>
<td>Math/Computer Science course</td>
<td>Minor (upper division; field-based)</td>
</tr>
<tr>
<td>Minor (lower division)</td>
<td>Elective (upper division)</td>
</tr>
<tr>
<td>L&amp;CS 127 [.25]</td>
<td>L&amp;CS 127 [.25]</td>
</tr>
</tbody>
</table>
## 2. Sample Programs: Education Track

### FRESHMAN

<table>
<thead>
<tr>
<th>Fall</th>
<th>Junior</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 4: Composition</td>
<td>Fall Physical or Life Science+ lab</td>
</tr>
<tr>
<td>Seminar 20: Greek Thought</td>
<td>Fine/Performing Arts (history/aesthetics, 1 credit)</td>
</tr>
<tr>
<td>History</td>
<td>Psychology 140 or EDU 144</td>
</tr>
<tr>
<td>Spanish 3: Intermediate Spanish</td>
<td>Minor (lower division course)</td>
</tr>
<tr>
<td>EDUC 070: First Year Advising Cohort [.25]</td>
<td>LCS 192 Field Exp. (.25)</td>
</tr>
<tr>
<td><strong>January Term</strong></td>
<td><strong>January Term</strong></td>
</tr>
<tr>
<td>Elective</td>
<td>Elective (upper division)</td>
</tr>
<tr>
<td><strong>Spring</strong></td>
<td><strong>Spring</strong></td>
</tr>
<tr>
<td>Sem 21: Roman, Christian, Med. Tht</td>
<td>Elective (upper division)</td>
</tr>
<tr>
<td>Psych 1: Introduction to Psychology</td>
<td>Minor (upper division)</td>
</tr>
<tr>
<td>Spanish 4 (Cont. Intermediate Span.)</td>
<td>L&amp;CS 123: Modern Global Issues</td>
</tr>
<tr>
<td></td>
<td>Fine/Performing Arts (studio) [.25]</td>
</tr>
<tr>
<td></td>
<td><strong>TAKE CSET II</strong></td>
</tr>
</tbody>
</table>

### SOPHOMORE YEAR

<table>
<thead>
<tr>
<th>Fall</th>
<th>Senior Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>L&amp;CS 121: Culture &amp; Civic Responsibility</td>
<td>Fall L&amp;CS 124: Assess. &amp; Portfolio [.25]</td>
</tr>
<tr>
<td>Theology &amp; Religious Studies 097</td>
<td>L&amp;CS 100: A &amp; P Interview [0]</td>
</tr>
<tr>
<td>Bio 50 + lab</td>
<td>Kinesiology</td>
</tr>
<tr>
<td>Math 01 or 27</td>
<td>Elective (upper division)</td>
</tr>
<tr>
<td></td>
<td><strong>TAKE CSET III</strong></td>
</tr>
<tr>
<td><strong>January Term</strong></td>
<td><strong>January Term</strong></td>
</tr>
<tr>
<td>Edu 122 Edu. Field Experience</td>
<td>Elective (upper division)</td>
</tr>
<tr>
<td></td>
<td><strong>TAKE CBEST</strong></td>
</tr>
<tr>
<td><strong>Spring</strong></td>
<td><strong>Spring</strong></td>
</tr>
<tr>
<td>L&amp;CS 122: Environ. Responsibility....</td>
<td>L&amp;CS 130: Democ&amp; Active Citizenship</td>
</tr>
<tr>
<td>Sem 122: Ren. 17th-18th C. Tht.</td>
<td>Theol &amp; Rel Studies (upper division)</td>
</tr>
<tr>
<td>Math 101</td>
<td>Minor (upper division; field-based)</td>
</tr>
<tr>
<td>Minor (lower division)</td>
<td>Elective (upper division)</td>
</tr>
<tr>
<td>LCS 127 (.25)</td>
<td>LCS 127 (.25)</td>
</tr>
</tbody>
</table>
# 3. Teachers for Tomorrow Track (5 year track)

## FRESHMAN YEAR

### Fall
- English 4: Composition
- Seminar 20: Greek Thought
- U.S. History
- Spanish 3: Intermediate Spanish
- EDUC 070: First Year Advising Cohort [.25]

### January Term
- Elective (Not Field Experience)

### Spring
- English 5: Argument & Research
- Sem 21: Roman, Christian, Psych 1: Intro. to Psychology
- Spanish 4: Continuing Intermediate
- *Educ 123: Urban Field Exp. [.25]

## JUNIOR YEAR

### Fall
- Physical Science+ lab
- Theol & Rel Studies (upper division)
- Fine/Performing Arts (history/aesthetics 1 full credit course)
- Minor (lower division)
- Fine/Performing Arts: Studio or Perf [.25]

### January Term
- Elective (upper division)

### Spring
- L&CS 123: Modern Global Issues
- *Educ 144: Cognitive Development
- Minor (upper div, diversity focus)
- Sem 123: 19th-20th Cen. Thought
- *L&CS 192: Text-Based Discussion in the Middle School [.25]

## SOPHOMORE YEAR

### Fall
- Theology & Religious Studies 097
- Biology 50 + 51
- Math 1 or Math 27

### January Term

### Spring
- *L&CS 122: Environ. Responsibility In a Global Community
- Sem 122: Renaiss. 17\textsuperscript{th}-18th C. Th.t.
- Mathematics 28 or 101
- Minor (lower division)

## SENIOR YEAR

### Fall
- L&CS 124: Assess. & Portfolio [.25]
- L&CS 100: A&P Interview [0]
- 2 Minor classes (upper division)
- Kinesiology 103: P.E. in Elem. Schls
- MSTE 345: C&I: Soc. St. & Hum.

### January Term
- Elective (upper division)

### Spring
- Minor (upper division)
- MSTE 253: Read. & Language Arts I
- *MSTE 349: C&I: Science Emphasis

---

*#Take CSET Exam-Mult. Subj. II
#Take Writing Proficiency Exam

---

*Take CSET Exam-Mult. Subj. I #

---

## Take CBEST Exam##
The following courses are usually only offered in the:

<table>
<thead>
<tr>
<th>Fall Term</th>
<th>January Term</th>
<th>Spring Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 1</td>
<td>Field Exp. in Educ.</td>
<td>MATH 101</td>
</tr>
<tr>
<td>BIO 50 &amp; 51</td>
<td></td>
<td>L&amp;CS 122</td>
</tr>
<tr>
<td>L&amp;CS 121</td>
<td></td>
<td>L&amp;CS 130</td>
</tr>
<tr>
<td>L&amp;CS 124 &amp; 100</td>
<td></td>
<td>L&amp;CS 131</td>
</tr>
<tr>
<td>MSTE 345</td>
<td></td>
<td>MSTE 349</td>
</tr>
<tr>
<td>KINES 103</td>
<td></td>
<td>MSTE 253</td>
</tr>
<tr>
<td></td>
<td></td>
<td>EDUC 123</td>
</tr>
<tr>
<td></td>
<td></td>
<td>EDUC 124</td>
</tr>
<tr>
<td></td>
<td></td>
<td>EDUC 144</td>
</tr>
</tbody>
</table>

More information for all tracks:

- All L&CS students need to be aware that 17 upper division course credits, including 4 in the minor subject area, are required for graduation.

- Taking a course for Pass/Fail is permissible only for electives, not for major or minor requirements.

- The maximum number of undergraduate units a student may take during one academic year without having to pay extra is 9.5.

- **Units:** One undergraduate (UG) unit = 3 graduate (G) units
  - .50 UG unit = 2 G units
  - .25 UG unit = 1 G unit

- All MATS (Master of Arts in Teaching) courses are reserved for students in the Masters of Arts Teaching program.

**TFT Track Students should note:**

- MSTE courses in the senior year fulfill preliminary multiple subject credential requirements but are counted as undergraduate course units, *not* graduate units.
## TEACHERS FOR TOMORROW – THE 5TH YEAR
### PROGRAM OF STUDY 2011 - 2012
(Subject to Change Based on State Credential Requirements)

<table>
<thead>
<tr>
<th>Name:</th>
<th>Start Term: Su 2011</th>
</tr>
</thead>
</table>

### SUMMER BETWEEN SENIOR AND 5TH YEAR (SUMMER SESSIONS) 6 units
- MSTE 275: Health & Physical Education (1)
- MSTE 317: Introduction to Field Experience (2)
- § MATS 501: Great Ideas in Education (3)

### FALL 2010 12 units
- MSTE 310: Supervised Teaching I (3)
- MSTE 318: Teaching Diverse Learners (3)
- MSTE 350: Curriculum & Instruction: Math (3)
- § MATS 530: Introduction to Classroom Research (3)

### JANUARY 2011 3 units
- MSTE 223: Technology in the Classroom (1)
- MSTE 240: PACT Practicum (2)

### SPRING 2011 12 units
- MSTE 254: Reading and Language Arts II (3)
- MSTE 314: Integrating Theory, Practice, and the Arts (3)
- MSTE 320: Student Teaching II (3)
- § MATS 531: Classroom Research (3)

### SUMMER AFTER 5TH YEAR 3 units
- § MATS 532: Classroom Research Projects and Presentations (3)
  - 36 units

§Optional course w/ research components to complete Masters of Arts in Teaching degree

Contact Susan Marston (smarston@stmarys-ca.edu) or Jenny Maguire (jsm1@stmarys-ca.edu) for details.

I understand that any changes in this program must be approved by my academic advisor.

___________________________________
Signature
Fingerprinting Protocol for Service/Field Experience in Mt. Diablo Unified School District

Student Service and Student Teachers in Mount Diablo Unified School District
For Mount Diablo School District, we now have two options for fingerprinting, one at their district office and one at the Contra Costa County Office of Education. TB tests can be done on SMC campus for $10, or students can obtain proof of TB clearance from their own doctors.

TB Tests: From the MDUSD Website: “Evidence of a negative tuberculosis test done within the last 60 days must be provided to the Personnel Office at the time of your scheduled fingerprint appointment. TB clearance remains valid for 4 years and fingerprints remain valid for the duration of your volunteering within the school district.”

Option 1:
Phone the MDUSD office at 682-8000 ext 4136 and make an appointment to come in for fingerprints; this is the least expensive option ($32; $25 less than going to the County Office), but often appointments need to be made way in advance.

Option 2:
Make an appointment at the Contra Costa County Office of Education by phoning 942-3387 between 8 am and 4pm (no walk-ins). Proceed to the MDUSD district personnel offices (no appt necessary) with a photo ID, TB test results, and a self-addressed stamped envelope. The MDUSD personnel office will give you a volunteer letter and the necessary paperwork to take to the County Office of Education to have your fingerprints taken and processed. Bring a cashiers’ check, money order, credit card, or cash (no personal checks) for $57 to the Contra Costa County Office of Education. They will forward your fingerprint documents to MDUSD.

Addresses:
MDUSD
1936 Carlotta Drive
Concord

Contra Costa County Office of Education
77 Santa Barbara Road
Pleasant Hill
IV. ADVISING AND PLANNING

A. Advising

1. The Liberal & Civic Studies Advisor

The Liberal & Civic Studies advisors are faculty members from various departments across campus who are committed to the Program and are specially trained to help L&CS students make all types of important academic decisions. Each L&CS student is assigned to one of these advisors. L&CS students are urged to check their plans for fulfilling their minor requirements with a faculty member in their minor department/program.

L&CS advisors are also members of the Governing Board of the L&CS Program. They meet regularly as a group to discuss advising procedures and provide input on the design and operation of the Program. They hold office hours and are available to meet with their advisees or talk with them by phone or email.

L&CS students are required to meet with their advisor at least once each semester, preferably early in the semester, to review their progress and discuss their proposed study list. Students are encouraged to schedule additional appointments to involve their advisor more fully in their academic decision making. If you are an L&CS student beyond the freshman year and do not have an L&CS advisor, please inform Monica Fitzgerald, Coordinator of L&CS (mdf1@stmarys-ca.edu).
# 2. Liberal & Civic Studies Advisors & Governing Board Members

<table>
<thead>
<tr>
<th>Member</th>
<th>Area</th>
<th>Office</th>
<th>Ph.</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jerry Brunetti</td>
<td>Grad Edu</td>
<td>FAH 227</td>
<td>X4029</td>
<td><a href="mailto:jbrunetti@stmarys-ca.edu">jbrunetti@stmarys-ca.edu</a></td>
</tr>
<tr>
<td>Patricia Chambers</td>
<td>Montessori Thought</td>
<td>FAH 273</td>
<td>X4036</td>
<td><a href="mailto:pchambers@stmarys-ca.edu">pchambers@stmarys-ca.edu</a></td>
</tr>
<tr>
<td>Nancy Dulberg</td>
<td>Grad Edu</td>
<td>FAH 249</td>
<td>X4487</td>
<td><a href="mailto:ndulberg@stmarys-ca.edu">ndulberg@stmarys-ca.edu</a></td>
</tr>
<tr>
<td>Monica Fitzgerald</td>
<td>L&amp;CS</td>
<td>Galileo 211B</td>
<td>X4605</td>
<td><a href="mailto:Mdf1@stmarys-ca.edu">Mdf1@stmarys-ca.edu</a></td>
</tr>
<tr>
<td>Peter Freund</td>
<td>Art &amp; Art History</td>
<td>Cornelius 2C</td>
<td>X4259</td>
<td><a href="mailto:Pjf2@stmarys-ca.edu">Pjf2@stmarys-ca.edu</a></td>
</tr>
<tr>
<td></td>
<td>(on sabbatical</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Spring 2012</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dana Herrera</td>
<td>Anthropology/Ethnic</td>
<td>GV 317</td>
<td>X8289</td>
<td><a href="mailto:dherrera@stmarys-ca.edu">dherrera@stmarys-ca.edu</a></td>
</tr>
<tr>
<td></td>
<td>Studies</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Br. Charles Hilken</td>
<td>History</td>
<td>Galileo 317</td>
<td>X4611</td>
<td><a href="mailto:chilken@stmarys-ca.edu">chilken@stmarys-ca.edu</a></td>
</tr>
<tr>
<td>Ynez Wilson Hirst</td>
<td>Soc./Ethnic Studies</td>
<td>GV 315</td>
<td>X4185</td>
<td><a href="mailto:yhirst@stmarys-ca.edu">yhirst@stmarys-ca.edu</a></td>
</tr>
<tr>
<td>Dan Leopard</td>
<td>Comm.</td>
<td>Sichel 105D</td>
<td>X8151</td>
<td><a href="mailto:Drl1@stmarys-ca.edu">Drl1@stmarys-ca.edu</a></td>
</tr>
<tr>
<td>Jenny Maguire</td>
<td>Grad Edu L&amp;CS</td>
<td>FAH 227</td>
<td>X4931</td>
<td><a href="mailto:jsm1@stmarys-ca.edu">jsm1@stmarys-ca.edu</a></td>
</tr>
<tr>
<td>Sue Marston</td>
<td>Grad Edu</td>
<td>FAH 279</td>
<td>X6284</td>
<td><a href="mailto:smarston@stmarys-ca.edu">smarston@stmarys-ca.edu</a></td>
</tr>
<tr>
<td>Rashaan Meneses</td>
<td>Seminar, Comp.</td>
<td>Sichel 107</td>
<td>X8142</td>
<td><a href="mailto:rm7@stmarys-ca.edu">rm7@stmarys-ca.edu</a></td>
</tr>
<tr>
<td>Keith Ogawa</td>
<td>Psych</td>
<td>Psych 8</td>
<td>X4046</td>
<td><a href="mailto:kogawa@stmarys-ca.edu">kogawa@stmarys-ca.edu</a></td>
</tr>
<tr>
<td>Ron Olowin</td>
<td>Physics &amp; Astronomy</td>
<td>Gal 103B</td>
<td>X4428</td>
<td><a href="mailto:rpolowin@stmarys-ca.edu">rpolowin@stmarys-ca.edu</a></td>
</tr>
<tr>
<td>Deepak Sawhney</td>
<td>L&amp;CS</td>
<td>Sichel 108</td>
<td>X8155</td>
<td><a href="mailto:dsawahney@stmarys-ca.edu">dsawahney@stmarys-ca.edu</a></td>
</tr>
<tr>
<td>Lori Spicher</td>
<td>Mod Lang</td>
<td>Dante 301</td>
<td>X4469</td>
<td><a href="mailto:lspicher@stmarys-ca.edu">lspicher@stmarys-ca.edu</a></td>
</tr>
</tbody>
</table>
B. Program Planning

1. Using the Four-Year (4YP) Planning & Self-Advisement (SA) Forms (see p. 33-34)

- It is essential to read and understand the pages of the Guide explaining the program requirements in detail.

- You should begin by filling in the courses you have already taken. On the SA form, indicate in the appropriate box the semester in which you took the course (e.g., F09) and, in the case of a transfer course, its number followed by T (e.g., Engl. 130T).

- If you do not need to take a particular course (for example, foreign language 1 and 2), put an X in that box to show that it is already taken care of. **Remember, however, that you still need 36 course credits to graduate; so it may be necessary to add electives to replace courses that have been waived.**

- Courses taken as part of the minor may also apply to satisfy other requirements. An L&CS requirement that is applied toward the minor, however, only counts as one course – not two – completed toward graduation.

- Now turn to the 4-Year Planning Form. In pencil, fill in the courses you still need to take over the remaining terms you have until graduation. Remember that some courses are offered only during the fall or spring term. Remember also that you need to take L&CS 130/131 during your senior year and that you must take L&CS 124/100 Assessment & Portfolio in the semester immediately preceding L&CS 130/131. If you are a junior transfer student, you need to take L&CS 121 in your first semester at SMC.

- Bring your completed forms and a current copy of your degree audit when you meet with your advisor. Your advisor will be able to answer your questions and perhaps suggest modifications in your plan. He or she will also want to copy the forms to keep in your file.
2. Four-Year Planning Form (4YP)
<table>
<thead>
<tr>
<th>FRESHMAN YEAR</th>
<th>JUNIOR YEAR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>Fall</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>January Term</th>
<th>January Term</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Spring</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Summer</th>
<th>Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SOPHOMORE YEAR</th>
<th>SENIOR YEAR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>Fall</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>January Term</th>
<th>January Term</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Spring</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Summer</th>
<th>Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
3. Self-Advisement (SA) Form
4. SELF-ASSESSMENT PROCESS

Assessment plays a central role in the L&CS Program. In addition to the graded evaluation that occurs as a part of every course, the Program includes an ongoing assessment of student progress. The sections below explain the assessment process in the Liberal and Civic Studies Program.

A. **The advisor's role in assessment:** The advisor helps the student plan his/her program and choose a minor based on the assessment of the student’s academic strengths and interests. Each term, the advisor assists the student in reviewing his/her academic progress and goals. The advisors also play a central role in the senior assessment process described below.

B. **L&CS 121 Culture and Civic Responsibility:** The course includes several assignments that involve self-assessment. These include class exercises and the final 4-5-page self-assessment for the semester. Students are required to save their self-assessments since they will be placed in the portfolios during Assessment & Portfolio.

C. **L&CS 122: Environmental Responsibility in a Global Community:** In this course, students develop a 5-6 page self-assessment in which they reflect on their intellectual development over the course of the semester. This self-assessment, too, must be kept by the student for placement in his or her portfolio.

D. **L&CS 124/L&CS 100: Assessment & Portfolio and Interview:** This course is taken during the semester before the student enrolls in L&CS 130/131. This intensive assessment and interview process involves developing a portfolio, writing a comprehensive self-assessment, and meeting with three faculty members from the L&CS Program, including the student's advisor. Each student is evaluated for her/his portfolio and the intellectual achievements it represents, for her/his assignments, including the two previous self-assessments from L&CS 121 and 122, the new 6-7 page assessment of her/his intellectual development in college, and her/his reflection on the insights gained in this process and during the assessment interview.

1. **Portfolio:** The portfolio that each student develops for the interview must include the following documents:

   a. **L&CS 121** assessment
   b. **L&CS 122** assessment
   c. **L&CS 124** assessment
   d. One paper from any Collegiate Seminar course at SMC, with a
one-paragraph explanation (Apologia) as to why she/he chose this paper to be included in the portfolio.

e. One paper from a course in her/his minor, with a one-paragraph explanation (Apologia) as to why she/he chose this paper to be included in the portfolio.

f. One research paper from L&CS 121, 122, or 123, with a one-paragraph explanation (Apologia) as to why she/he chose this paper to be included in the portfolio.

g. A confidential letter from a professor in the student's minor area reporting on the student's progress.

h. Academic record at SMC (i.e., a copy of the student’s current academic evaluation (from GaelXpress).

i. For EDUC and TFT students, a copy of their results of the CBEST exam.

j. Students may also include one or two letters of appreciation, honors, awards, etc.

Since the portfolio contains items from previous classes and experiences, it behooves the L&CS student to begin planning his/her portfolio long before the Assessment & Portfolio class begins (e.g., by filing self-assessments and essays in a safe place, taking the CBEST early, identifying minor professors who might best evaluate the student, etc.).

2. **Process:** Students scheduled for the Senior Assessment will proceed as follows:

a. Enroll in L&CS 124: *Assessment & Portfolio* and L&CS 100: *A&P Interview*

b. Early in the semester, students will submit to the *Assessment & Portfolio* instructor or Susan Parr (GAL 211A) the name(s) of the instructor(s) from their minor subject area whom they have asked to write an evaluative statement for them. These statements will be confidential and will not be shared with students.

c. Students will provide Susan Parr (GAL 211A) with a schedule identifying the days and hours when they are available for their senior assessment interview. A form will be provided for this purpose. Interviews will be held after the sixth class meeting; students should check the interview schedule posted
on the door of Galileo 211A for the exact time and place designated for their interview. The interview takes approximately one hour to complete in most cases.

d. By the deadline specified by the A&P instructor, students must submit the weblink to their portfolio to Susan Parr and their advisor, who will make sure your committee receives the link. You need to make sure you make your link public, or allow committee members to view it. Students who have questions about their portfolio may discuss these with the Assessment & Portfolio instructor or their advisor who will be one of the faculty members at the interview.

e. Students should appear at the interview site at least 5 minutes before the scheduled time, appropriately attired and prepared to discuss their intellectual development since entering college, their goals, accomplishments, and performance.

3. **The Interview:** The student will be interviewed by three L&CS faculty members, including her/his own advisor. The student will be introduced to the other faculty by her/his advisor and will then be asked to speak for 5-7 minutes on her/his work at Saint Mary's College to date, including academic and personal achievements and goals for the future. The review panel will ask questions based on the student's oral presentation and the material in the portfolio. The question/answer period occupies 13-15 minutes. The entire interview (oral presentation and question/answer period) requires 20 minutes. At the end of this time, the student will be asked to wait outside the room for approximately 10 minutes, allowing the faculty panel to confer. When the faculty panel has reached a decision, the advisor will ask the student to return to the room and will inform him/her of the grade awarded (Pass, Not Pass) for the interview. The panel will offer the student their observations and recommendations for future action. The student will note these recommendations and will bring these to the final class. Honors designations will be announced at the senior awards banquet.

4. **Reflection:** At a later date, usually one week following the final interview, students will meet as a class to discuss and reflect on what they have learned from the assessment process.

5. **Grading:** Students earn two grades for the class. The class grade is based on the student’s performance in the Assessment & Portfolio course. The interview grade is determined by the three faculty on the interview committee based on the student’s performance over the entire assessment process, with particular attention to the
quality of her/his portfolio and interview. This grade--**Honors, Pass, and Not Pass**--will be recorded on the student's transcript. Students who receive a Not Pass must repeat and pass the senior assessment to be admitted to L&CS 130/131.

6. **Standards for Pass/Not Pass:** During and immediately following the interview, the faculty members assess a combination of factors related to the overall development of the candidate. These standards include but are not limited to the following:

   **A. Competent Written and Verbal Communication Skills**
   -- Expresses him/herself in vivid and articulate spoken English
   -- Writes in fluent and error-free English

   **B. Significant Intellectual Development**
   -- Meaningfully integrates knowledge across academic disciplines
   -- Thoughtfully reflects on the themes of the L&CS Program
   -- Demonstrates special competency in area of minor study

   **C. Mature Self-Evaluation**
   -- Evaluates self with objectivity and insight academic strengths and limitations & future goals and potential
   -- Weighs personal actions and options in the context of the larger community

   **D. Authentic Self-Expression**
   -- Presents himself/herself with poise, honesty, and self-awareness
   -- Engages in real conversation with faculty as fellow thinkers

   At the end of the interview, the faculty panel assigns the student one of two grade designations: either a PASS, indicating that the student's overall development is satisfactory or better in all four areas, or NOT-PASS, meaning that the student's intellectual development and skills are unsatisfactory in one or more of these areas.

   **Honors Designation**
   Unlike other honors bestowed by the Liberal and Civic Studies Program, the Honors designation for the Assessment and Portfolio is the only Program recognition given by the advisors themselves. It is neither a grade nor a prize for specific achievement (for example, for a high GPA or exemplary service). The Honors designation serves to recognize the rare
student whose overall development, as evidenced by a combination of intellectual and personal qualities, has made him/her truly stand out from his/her peers during the interview process. The Honors designation is awarded by unanimous declaration of the interviewing faculty panel, and is announced with the other Program prizes and honors at the L&CS senior banquet held at the end of the spring semester.

E. **L&CS 130/131:** At the end of DAC/EDAC, students in these courses will be asked to review and evaluate their college experience and preparation for the future.

### 5. L&CS PROGRAM AND THE TEACHING CREDENTIAL

Students who want to teach in California should earn a teaching credential. The credential is required for teaching in public schools and is desirable for private schools.

To earn a teaching credential, students must complete one full year of study beyond the Bachelor's degree. Saint Mary's College Graduate School of Education offers an outstanding program leading to the Multiple Subject Teaching Credential for working in elementary schools.

To enter Saint Mary's College or any other California teacher education program, students must pass the California Basic Education Skills Test (CBEST), which tests basic reading, writing, and mathematics skills. The test is administered six times a year at locations throughout the state. **Liberal and Civic Studies students in the Education or TFT Track are required to take this exam and receive their results prior to their interview for Assessment and Portfolio.** Students must subsequently repeat any parts of the test they did not pass in order to complete a teacher education program. Students can access the CBEST booklet, which explains the test and includes an application form, at the CBEST website: www.cbest.nesinc.com/.

In addition to passing the CBEST exam, students must validate their subject matter preparation for the credential by passing the California Subject Examinations for Teachers (CSET) before their 5th year. Information and registration forms are available in Galileo 211A and at the CSET web-site: www.cset.nesinc.com/.

**Please note:** Those who wish to teach at the secondary-school level must earn a Single Subject credential. To do so they must first establish subject-matter preparation, which they can do through a state-approved departmental major (e.g., in Spanish, English, social studies, etc.) or by passing the CSET examination. The Liberal & Civic Studies Program does not fulfill subject matter preparation for a Single Subject credential;
however, Saint Mary's College does offer subject matter preparation in several Single Subject fields, as well as an excellent graduate credential program. In some cases, an L&CS student may be able to expand his/her minor into a full departmental major and thus graduate prepared for both elementary and secondary school teaching possibilities.

6. APPENDICES

Appendix A: Service-Learning

All students in L&CS 121, 122, and 130/131 must commit to provide a specified number of hours of service on a service-learning project of their choice for each of these classes. Guidelines and advice for choosing a meaningful service-learning project will be given in the first week of each of the courses. Students should discuss service-learning possibilities with their instructor.

Students may want to contact the CILSA Community Partnership Coordinator or the CILSA website: cilsa.stmarys-ca.edu for guidance in choosing a project.

We require that students select service projects for these courses outside the Lamorinda area and in a non-affluent area.

Students may receive .25 credit for these service-learning projects by enrolling in one of the .25 credit Praxis courses, offered by the L&CS Program.

- After selecting 3 or 4 of the approved organizations, the student should contact the staff member who coordinates volunteers in each organization to schedule an interview.

- At the meeting with the organization’s staff person, a student should decide whether the tasks and responsibilities that the organization can offer are appropriate and of interest. One question that the student should ask at the meeting is whether the service organization can help him/her gain experience that will serve the learning goals of the L&CS course. Project sites at which the main portion of the student’s work consists of filing documents would obviously not meet objectives and goals of the course or Program.

- After a service organization or school is chosen, the student needs to schedule a time with a staff member to review the various responsibilities and site procedures, meet the supervisor, and clarify his/her expectations. This person should be someone who will be
familiar with the student's service-learning work, since she/he will be writing an evaluation letter at the end of the semester. The student should fill out the *Clarification Form* at this time.

- It is recommended that if students serve in a "high-risk" community, they should:
  a. obtain advice about safety from their service supervisor
  b. possibly serve with another student in the class
  c. discuss their safety concerns with the instructor

### Appendix B: Checklist for L&CS Students

**Have you:**

- Read this Guide carefully from cover to cover?
- Joined the L&CS Facebook Page?
- Visited our website and viewed our library page?
- Officially declared L&CS as your program of study? If not, go to
  
  http://www.stmarys-ca.edu/academics/undergraduate/academic_resources/office_of_the_registrar/forms/

  and choose the *Declaration of Major* form and print it. Complete form and turn it in at the Registrar’s Office in Filippi Hall. Please declare a minor subject and indicate which L&CS track you have chosen.

- Met with your advisor for at least a half-hour appointment in order to plan your program and discuss your progress? If you do not have an L&CS advisor, get in touch with L&CS Coordinator, Monica Fitzgerald (GAL 221B) at mdf1@stmarys-ca.edu or 925-631-4605

- Declared a minor and spoken with your advisor and the minor department chairperson about requirements? Use the bottom half of the *Declaration of Major* form. **L&CS requires 4 full-credit upper division courses in the minor.**

- Reviewed your program plan carefully to be sure you will have enough courses, including upper division courses, to graduate on schedule?

- Signed up to take the CBEST if you are an Education or TFT Track student, or you are planning to become an elementary school teacher and will be enrolling in L&CS 124: *Assessment & Portfolio*?
All EDUC and TFT students must take the CBEST and receive their results before the A&P interview.

- Saved your self-assessments, Collegiate Seminar essays, selected papers you have written for your minor courses and L&CS 121, 122, and 123, and other items for Assessment and Portfolio?
- Planned to enroll in Assessment & Portfolio (L&CS 124 and 100) the semester before you enroll in L&CS 130/131: DAC/EDAC?

Appendix C: SKILL DEVELOPMENT IN THE L&CS PROGRAM

<table>
<thead>
<tr>
<th>SKILLS</th>
<th>L&amp;CS 121</th>
<th>L&amp;CS 122</th>
<th>L&amp;CS 123</th>
<th>A&amp;P</th>
<th>L&amp;CS 130/131</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical Thinking</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Textual Analysis</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Synthesis: Experience/Ideas</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Conceptualizing: Defining</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Conceptualizing: Abstracting</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Synthesis: Across Texts</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Synthesis: Across Disciplines</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Evaluation: Argument</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Content Analysis</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Local Issues (USA)</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Global Issues</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Research Skills</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>News Search</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Library/Internet Resources</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Source Evaluation</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Research Presentation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Technology Skills</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Computer/email Use</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>On-Line Resources</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Presentational Media</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>SELF-ASSESSMENT</td>
<td>X</td>
<td>X</td>
<td></td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>
Appendix D: GRADING STANDARDS FOR WRITING