

GENERAL CATALOG 2025-2026

Mount Tamalpais College
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WELCOME FROM THE PRESIDENT

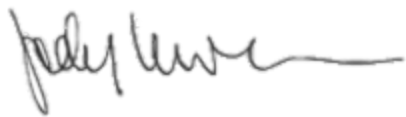
On behalf of Mount Tamalpais College, I would like to extend a sincere welcome to you.

Beyond our mission of providing excellent educational opportunities, we are deeply committed to fostering a campus environment in which all people feel included and supported.

MTC's General Catalog is intended as both an introduction and a reference guide to MTC's mission, policies, resources, and courses. We ask that you carefully review it, and keep it handy for future reference. Please feel free to speak to an MTC staff person at any time if you have any questions.

Again, welcome! We are so happy to have you as part of this extraordinary community.

Sincerely,

A handwritten signature in dark ink, appearing to read "Jody Lewen", with a long, sweeping horizontal line extending to the right.

Jody Lewen, PhD
President, Mount Tamalpais College



GENERAL INFORMATION

MISSION STATEMENT AND GOALS

Our Mission: The mission of Mount Tamalpais College is to provide an intellectually rigorous, inclusive Associate of Arts degree program and college preparatory program, free of charge, to people at San Quentin State Prison; to expand access to quality higher education for incarcerated people; and to foster the values of equity, civic engagement, independence of thought, and freedom of expression.

Our Goals: The central goals of Mount Tamalpais College are to provide educational opportunities to students and challenge students intellectually; to prepare them to lead thoughtful and productive lives inside and outside of prison; to provide them with skills needed to obtain meaningful employment and economic stability post-release; and to prepare them to become leaders and engaged citizens in their communities.

Through courses and other opportunities on campus, as well as other education and outreach activities, Mount Tamalpais College also aims to challenge popular myths and stereotypes about people in prison; to publicly raise fundamental questions about the practice of incarceration; and to incubate and disseminate alternative concepts of justice, both within and beyond the academy.

Nondiscrimination Policy: Mount Tamalpais College does not condone discrimination with regard to race, color, national origin, religion, sex, sexual orientation, age, disability or veteran status in enrollment or employment, nor in the educational programs or activities which it operates.

ACCREDITATION

Mount Tamalpais College is accredited by the Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges, 428 J Street, Suite 400, Sacramento, CA 95814, (415) 506-0234, an institutional accrediting body recognized by the Council for Higher Education Accreditation and the U.S. Department of Education. Additional information about accreditation, including the filing of complaints against member institutions, can be found at www.accjc.org.

From 1996 through February 2020, Mount Tamalpais College was an extension site of Patten University (formerly Patten College) under the name Patten College at San Quentin and later Patten University at San Quentin. Starting in 2003, the campus received administrative and financial support from the Prison University Project, which was created for that purpose. Patten University was accredited by the Western Association of Schools and Colleges from 1978 until its closure in 2020.

STAFF

Executive

Jody Lewen, PhD, President
Bekki Lee-Wendt, Chief of Staff

Operations

Sasha Morozoff, Chief Operating Officer
Volker Kirchharz, Finance and Human
Resources Manager

Advancement

Carolyn Salcido, Chief Development Officer
Denisse Manrique, Development and
Community Outreach Manager
Carson Temple, Development and
Communications Manager
Oriane Delfosse, Creative Director
Richard Richardson, Communications
Associate
Sam Waterstone, Communications Manager

Institutional Effectiveness and Research

Jen Juras, PhD, Chief of Institutional
Effectiveness and Research
Kirsten Pickering, PhD, Senior Researcher
for Policy and Practice

Academic and Student Affairs

Amy Jamgochian, PhD, Chief Academic Officer

College Administration

Douglas Pentland, Senior Program
Administrator
Mauricio Avello, Program Manager
Danny Ho, Academic and Student Affairs
Associate
Paul Ross, Clerk
Carrington Russelle, Clerk

Academic Affairs

Amy Shea, PhD, Writing Program Director
Zaw Htet, PhD, Math and Science Program
Director
Sarah Manley, Humanities and Social Sciences
Program Director

Student Services

Jacob Kernodle, Registrar and Director of
Advising
Avery Yu, Registrar Operations Manager
Corey McNeil, Alumni Affairs Associate
Frances Santiago, Learning Specialist

BOARD OF TRUSTEES

Theresa Roeder, PhD, Chair (I)	Will Bondurant	Meredith Levy
Lilly Fu, Treasurer	Zac Bookman	Larry Norton
Kelly Daggs, Secretary	Jeff Feinman	Puneet Singh
Izu Akamiro	Marc Greenberg	Sha Stepter

FACULTY

MTC's faculty provide instruction at MTC on a volunteer basis, and are experienced educators and experts drawn from Bay Area schools, colleges, universities, and professional settings.

COLLEGE-WIDE LEARNING OUTCOMES

Oral Communication: Students will be able to deliver clear and effective oral communication in a broad array of social, professional, academic, and civic contexts.

Written Communication: Students will be able to communicate clearly and effectively in written form in a broad array of contexts.

Quantitative Reasoning and Scientific Inquiry: Students will employ quantitative reasoning to identify, execute, and interpret problems; students will engage in scientific inquiry; students will recognize the role of societal context in shaping the process of scientific inquiry.

Information Competency: Students will be able to locate, evaluate, use, and synthesize a broad range of source materials, citing as appropriate.

Critical Thinking: Students will be able to use logical, independent, and creative thinking to identify and communicate meaningful implications of an argument or analysis.

Civic and Community Engagement: Students understand how their lived experience fits into larger community and civic contexts, how those contexts have been shaped, and how individuals may effect change.

PERSONAL ENRICHMENT OUTCOMES

Self-Advocacy: Students will develop and be able to demonstrate self-advocacy skills (including speaking up for themselves, knowing how to obtain information so that they can understand areas of interest to them, finding out who will support them in their journey, knowing their rights and responsibilities, problem solving, reaching out to others when they need help, etc.) as a result of participating in MTC.

Community Participation: Students will develop and be able to demonstrate skills that enable them to participate in their communities as a result of participating in MTC.

Positive Long-Term Outcomes: Students will experience positive life impacts as a result of participating in the MTC program.

REQUIRED COURSES FOR THE ASSOCIATE OF ARTS IN LIBERAL ARTS

There are 20 courses required for a total of 61 units. Most students start in non-credit English and/or math classes before moving on to the credit courses required for the degree.

The non-credit college preparatory courses are:

- LA 99: Introduction to College
- ENG 99A: Foundations of Reading and Writing I
- ENG 99B: Foundations of Reading and Writing II
- MTH 50A: Mathematics Foundations I
- MTH 50B: Mathematics Foundations II
- MTH 99: Elementary Algebra

The required credit courses for the degree are:

Course:

LA 99: Introduction to College

English

Course:

ENG 101A: Reading and Composition

ENG 101B: Critical Thinking, Reading, and Writing

ENG 204: Interdisciplinary Reading, Writing, and Research

One literature course (e.g., ENG 102: Introduction to Literature, Genres of Short Fiction, Shakespeare)

COM 146: Public Speaking

Prerequisite:

By placement or ENG 99B

ENG 101A

ENG 101B

Varies by course

ENG 101B

Math/Science

Course:

MTH 115: Intermediate Algebra

Two science courses, one with lab (e.g., Astronomy, Biology, Chemistry, Geology, Physics)

Prerequisite:

By placement or MTH 99

MTH 115 and ENG 99B

History/Social Sciences

Course:

HIS 101 or HIS 102 - US History I or US History II

POL 241: American Government

SOC 230: Sociology or ANT 220: Cultural Anthropology

One psychology course (e.g., General Psychology, Social Psychology)

Prerequisite:

ENG 204

ENG 204

ENG 204

ENG 204

Humanities

<u>Course:</u>	<u>Prerequisite:</u>
HUM 202: Comparative Religion or HUM 211: Religion in America	ENG 204
PHL 270: Social Ethics	ENG 204
One art appreciation course (e.g., Art History, Introduction to Film, Theater Improvisation)	ENG 204
PHL 271: Introduction to Philosophy	ENG 204

Electives

Students are required to take 12 units of elective courses in addition to the courses required for the core curriculum. Courses that students haven't taken before that fulfill a requirement they have already fulfilled may be used as electives. For example, if a student has already taken Introduction to Psychology to fulfill the Psychology requirement, Child Growth and Development counts as an elective.

REQUIRED COURSES FOR JUNIOR-TRANSFER ELIGIBILITY TO A 4-YEAR STATE UNIVERSITY

The credits students earn by gaining an Associate of Arts degree do not fulfill all of the requirements for transfer eligibility to a UC or CSU Bachelor of Arts program. The following is a list of courses that students must take in addition to the core requirements of the Associate of Arts degree in order to fulfill the requirements of transfer eligibility.

All courses required for the AA degree plus:

<u>Course:</u>	<u>Prerequisite:</u>	<u>Required by</u>
MTH 135: Statistics	MTH 115	UC and CSU
MTH 220: Pre-Calculus I	MTH 115	UC and CSU
One life science (e.g., Biology, Environmental Science)	MTH 99 & ENG 99B	UC and CSU
One physical science (e.g., Chemistry, Geology, Physics, Astronomy)	MTH 115 & ENG 99B	UC and CSU
Two semesters of a language course (e.g. SPA 101 & 102 or FRE 101 & 102)	ENG 101A	UC
COM 146: Public Speaking	ENG 101B	CSU
ETH 200: Ethnic Studies	ENG 204	CSU
One course in Lifelong Learning (e.g., Social Psychology, Child Growth and Development)	ENG 204	CSU

Note: Most colleges and universities require a C or higher in any course in order to accept transfer credit.

COLLEGE PREPARATORY PROGRAM

MTC's college preparatory courses are an important part of readiness for the rigor and intellectual challenge of MTC's credit program. These courses do not count as credits towards the AA degree and do not qualify for RAC or Milestone credits, but all students who fully participate in the courses receive a laudatory chrono for participation..

College Preparatory Writing and Mathematics

After attending the New Student Orientation, all prospective students are invited to take both a math and a writing assessment, or to self-place into the earliest math and writing courses in the sequence. The majority of students place into college preparatory math and writing courses, which help them develop or brush up on their basic skills before taking for-credit courses.

Introduction to College

New students are also required to take LA 99: Introduction to College, in their first semester at MTC. This course introduces students to skills that will help them successfully navigate their college experience and become active members of MTC's academic community. Although LA 99 is beneficial to all students, students with college experience may apply to waive the LA 99 requirement if they choose to. Students are eligible to waive LA 99 if they either: (1) have completed and passed a comparable introduction to college course at another college or university, or (2) have completed and passed with a C or better at least 9 units of college credit from another college or university.

ACADEMIC ADVISING, STUDENT SUPPORT, AND ALUMNI SUPPORT

Drop-in hours for the Registrar and Director of Advising, the Learning Specialist, and the Alumni Affairs Associate are posted throughout Education. Students are invited to drop in for support as needed, or to write a letter to make an appointment.

Advising: College staff provide academic advising, education planning, and transfer planning sessions on a drop-in basis for students as they progress through the degree.

Learning Support: Any student seeking learning support may access drop-in conferences with MTC's Learning Specialist for strategies for learning and studying, as well as for individualized student accommodations, including specialized materials, extended time on tests, and one-on-one proctoring.

Alumni and Parole Support: MTC's Alumni Associate connects alumni with the MTC alumni network as well as a broad array of organizations, services, and resources. Students preparing to parole are particularly encouraged to fill out an **Alumni Network form**.

THE STUDENT LEARNING CENTER

MTC's Student Learning Center includes writing and math tutors, math study groups, the computer lab, and Mount Tamalpais College's library, from which students may borrow books and request materials.

Tutoring: Tutoring and study groups are offered Sundays through Fridays, 3-5 pm and 6-8 pm and Fridays 9:15 am-12 pm (slots vary from semester to semester). Tutoring begins one week after the start of each semester. Students can sign up to work with a tutor at any point over the course of the semester. Students may use the space to study on their own or can meet with a tutor for help in any topic. Tutoring is offered on a drop-in, first-come, first-served basis. Students are highly encouraged to take advantage of tutoring services.

Computer Lab: Students may drop in to the computer lab to use a laptop or print coursework any time the lab is open, which varies from semester to semester. MTC also offers computer literacy workshops throughout the semester and self-paced computer training any time the lab is open.

Workshops and Events: MTC regularly hosts extracurricular workshops and events on a variety of topics, including writing, grades, study skills, reading strategies, and time-management.

ENROLLMENT AND REGISTRATION

2025-2026 ACADEMIC CALENDAR

Semesters are 13 weeks long, but Mount Tamalpais College reserves 15 weeks in case classes need to be rescheduled due to institutional interruptions. *Please note that dates are subject to change, if unanticipated interruptions occur.*

Fall 2025

First Day of Instruction	Tuesday, September 2, 2025
Student Learning Center & Computer Lab Begin	Tuesday, September 9, 2025
Add deadline	Monday, September 15, 2025
Drop deadline (9-week courses)	Monday, October 6, 2025
Drop deadline (13-week courses)	Monday, October 20, 2025
Withdrawal deadline	Before the last two weeks of class begins
San Quentin Family Night	Thursday, September 25, 2025
Veterans Day Holiday	Tuesday, November 11, 2025
Thanksgiving Holiday	Thursday to Friday, November 27-28, 2025
Last possible day of instruction	Wednesday, December 17, 2025

Spring 2026

First Day of Instruction	Tuesday, January 6, 2026
Student Learning Center & Computer Lab Begin	Tuesday, January 13, 2026
Add deadline	Tuesday, January 20, 2026
Drop deadline (9-week courses)	Monday, February 9, 2026
Drop deadline (13-week courses)	Monday, February 23, 2026
Withdrawal deadline	Before the last two weeks of class begins
Martin Luther King Day Holiday	Monday, January 19, 2026
Presidents' Day Holiday	Monday, February 16, 2026
Cesar Chavez Day Holiday	Tuesday, March 31, 2026
Last possible day of instruction	Wednesday, April 22, 2026

Summer 2026

First Day of Instruction	Tuesday, May 5, 2026
Student Learning Center & Computer Lab Begin	Tuesday, May 12, 2026
Add deadline	Monday, May 18, 2026
Drop deadline (9-week courses)	Monday, June 8, 2026
Drop deadline (13-week courses)	Monday, June 22, 2026
Withdrawal deadline	Before the last two weeks of class begins

Memorial Day holiday
Independence Day holiday
Last possible day of instruction

Monday, May 25, 2026
Friday, July 3, 2026 (pending confirmation)
Wednesday, August 19, 2026

ADMISSIONS

*All incarcerated people at San Quentin who can access the mainline Education area and who have a high school diploma or high school equivalency are eligible to be admitted to the college. Anyone interested in enrolling should fill out a **Request to Join the Mount Tamalpais College Waitlist form**. Once we receive a prospective student's information and verify high school completion or high school equivalency, we will send a letter indicating that the student has been added to our waitlist. When we have space to enroll the student in classes, we will invite the student to attend a New Student Orientation, in the order of waitlist signup request.*

NEW STUDENT ORIENTATION

All new students must attend a New Student Orientation, where they will be introduced to the history, policies, expectations, and offerings of the college, and assisted in completing enrollment paperwork. All students must complete a **New Student Application for College Admission form** before or at the Orientation.

ASSESSMENTS

All new students are invited to take math and writing assessments after attending an orientation. These assessments are not graded, but rather are a means for students to demonstrate their current knowledge and skills so that they may be placed in the class that best addresses their needs. Please note that students may opt to be placed in the earliest math and writing classes rather than taking assessments. Students will be notified of the results of their assessments by mail. Students who wish to retake an assessment may request to do so one time per semester. The retake results will be used for enrollment in the following semester.

REGISTRATION PROCEDURES AND INFORMATION

Registration Forms

To register for classes, students complete and submit a registration form by the registration deadline for every semester during which they wish to participate in courses.

Earning Credits

Academic credit is awarded based on the "Carnegie unit": to receive one unit of credit, a student spends fifteen hours in class during a term. For each hour of time in class, students are expected

to complete approximately two hours of out-of-class work related to classroom learning (e.g., homework). Semester units are awarded three terms per academic year: fall, spring, and summer.

Requesting to Audit

Auditing a course means to take it for no credit. Students may elect to audit any course that they meet the prerequisite for, if there is room in the class, with permission of the instructor.

Auditors must comply with the attendance and other regulations of the course, but are relieved of completing written work (assignments, tests, and examinations) associated with the course, and may not receive feedback on written work. Audited courses cannot be used to satisfy graduation requirements and do not appear on transcripts. *Note that requests to audit courses are dependent on enrollment numbers, and priority will be given to students taking the course for credit.*

Add and Drop Periods

The “add” period lasts from when registration opens through the second week of classes. The “drop” period lasts through the end of the seventh week of classes. A course that a student stops attending during the “drop” period will be dropped from the student’s schedule and will not appear on the student’s transcript. To drop courses, students should submit a completed add/drop form in the Education office by the drop deadline.

Prerequisites

Most of MTC’s courses have prerequisite requirements, sometimes in cases where other colleges do not. MTC is committed to high quality education and high student achievement, which prerequisites help to ensure. In order for advanced courses to challenge students as much as possible and help students achieve the maximum possible level of learning, it is critical that students in advanced courses have already built the skills and abilities necessary to succeed in them. These skills and abilities are developed in each course’s prerequisite courses. Students who believe they qualify for an exception may fill out the **Prerequisite Waiver Request Form**.

Course Withdrawal

If a student attends a course after the “drop” period is over and wishes to drop the course, the student may opt to withdraw from the course up until the last two weeks of class. Withdrawal in this period will result in a grade of “W” on the student’s transcript, unless the Incompletes or Administrative Drops policies apply. *Please note that students are highly encouraged to consult with instructors and/or MTC administrators prior to withdrawing from a course.*

Incompletes

An Incomplete may be given to a student doing acceptable work who has been unable to complete course requirements on time. Students are only eligible for an Incomplete if the class has met for at least 10 weeks and the student is currently receiving a passing grade (“Pass” for Pass/No Pass courses; a C- or above for credit courses). Arrangements for an Incomplete grade

need to be made between the faculty member, the student, and the relevant MTC Academic Program Director, and documented via an Incomplete form. If an Incomplete is not made up within the allotted time (no longer than 45 days recommended), the final grade will be calculated based on the coursework submitted and not submitted.

Administrative Drops

In rare cases, a course may be removed from a student's record after the drop period if the student is unable to attend. Administrative drops are given when a student is prevented from attending classes for reasons beyond the student's control, for example, involuntary transfer away from San Quentin, parole, segregation for safety or discipline, and quarantine or lockdown of students' housing units for a significant period during the semester.

Automatic Drops

Students who are absent from three or more consecutive class meetings may be automatically dropped from the class.

Repeating Courses

Students may repeat non-credit courses as needed for stronger understanding of the content, if space allows. Students may repeat credit courses previously taken in an attempt to improve a grade if the grade is "C-" or lower. All grades, including the grade for the repeated course, will appear on the student's transcripts. Only the highest grade achieved is taken into the overall GPA. No additional credit may be earned if the previous grade was a "C" or better.

Petitioning for a Grade Change

Students should submit a **Grade Appeal Form** in Education as soon as possible if there is concern about a grade received.

TRANSFERRING CREDITS

Students may transfer a *maximum of 16 units* from accredited colleges and universities of courses that fulfill degree requirements comparable to Mount Tamalpais College's AA degree. Students may *not* transfer in ENG 101A, ENG 101B, ENG 204, or MTH 115 from other colleges, but they may request to take advanced writing and/or math assessments to start in later courses.

Students who have earned credit from a college or university attended previously and wish to transfer credits to Mount Tamalpais College should complete and submit a **College Transcript Request form**. On the basis of an evaluation of the transcripts, appropriate transfer credit will be awarded. Full transfer credit will be given for courses that carry a grade of "C" or above and are comparable to courses in Mount Tamalpais College's catalog. Transfer courses and course credits are placed on the Mount Tamalpais College transcript, but not grades.

Students who have left San Quentin may petition for a reverse transfer of credits earned after they leave MTC, up to the 16 unit transfer cap, in order to complete their MTC AA degree. Students should contact MTC before taking courses for reverse transfer, to make sure the courses in question will be transferable.

MTC will consider petitions for added courses to be reverse transferred on a case-by-case basis, determined by an ad-hoc committee of faculty and MTC staff.

REQUESTING TRANSCRIPTS

Currently incarcerated students who need unofficial or official MTC or Patten transcripts should request them using an **Academic Record Request form**. Alumni who have been released may request MTC/Patten transcripts by email at academics@mttamcollege.edu. All requests should be submitted at least six weeks prior to the date when the requested materials are needed.

GRADUATION

Once a student has successfully completed all degree requirements required for the AA degree and has a cumulative GPA of 2.0 or above, MTC will process the student's graduation and degree. Graduates are invited to participate in the summer commencement ceremony for graduating within the same academic year: fall, spring, summer.

PROGRAM POLICIES AND EXPECTATIONS

ATTENDANCE AND TARDINESS

Students are expected to attend every class meeting offered in the given semester. Students will be informed in writing of the instructor's attendance and tardiness policies and the role attendance plays in grading policy at the start of classes and will be required to adhere to those guidelines. Students are not permitted to enroll in courses with conflicting class meetings. Students may receive a failing grade in any course in which they miss more than 20% of course hours, regardless of the reason. For instance, for classes that meet twice a week, students who miss more than five class meetings may fail the class.

If students are ill, or if a housing unit goes into quarantine/lockdown, students will be asked to follow the "Instructions for students who are unable to attend in person due to illness/quarantine/ lockdown" that instructors provide in each class syllabus. Students are requested not to mail their assignments until they get a letter from MTC indicating how/when their work will be collected.

CORRESPONDENCE COURSEWORK POLICY

MTC's policy for institutional disruptions to classes is that faculty may supplement missed classes with up to 3 weeks of correspondence coursework (25% of the course). Put differently, students must attend at least 10 weeks of class in person, assuming the other 3 will be conducted by correspondence.

GRADING

Faculty members have the right and responsibility to judge and grade the academic performance of students. Students have the right to be fairly and competently evaluated and graded. Punitive grading is not acceptable except in cases of cheating or plagiarism.

All course syllabi detail on precisely what basis students' work will be evaluated, and how grades will be calculated.

Mount Tamalpais College requires students to earn a minimum final grade of C- for courses to count toward graduation requirements. In addition, because students who earn a final grade lower than a C have generally not mastered the course content, we strongly recommend that such students be directed to retake the course.

TEXTBOOKS AND COURSE MATERIALS

All textbooks supplied to students are donated by publishers or purchased using MTC funds. They are loaned to students, and must be returned at the end of each semester. Please respect all course materials and return books in good condition at the end of the semester. Students should notify MTC staff immediately if course materials are lost or damaged.

ACADEMIC DISHONESTY POLICY

Academic dishonesty is a serious offense that undermines the bonds of trust between members of the community. To plagiarize is to knowingly represent as one's own work another person's ideas, data, or language in any academic endeavor without specific and proper acknowledgment. Thus, in order to avoid plagiarism one must always specifically acknowledge one's indebtedness to the words, ideas or data of another, whether these are quoted, paraphrased, summarized, or otherwise borrowed.

Any work that a student produces as part of progress toward a degree or certificate must be the student's own, unless the given instructor specifies otherwise. Such work includes examinations, whether oral or written; papers, oral presentations or reports; weekly homework assignments; research papers; and other written work. In all work other than examinations, students must clearly indicate the sources of information, ideas, opinions, and quotations that are not their own. While instructors should specify (and teach) the citation format they require, the minimum citation required should be a statement in parenthesis of Author, Title, and Page or Line Number, for any and all cited information.

The most common forms of academic dishonesty are cheating and plagiarism. To cheat means deliberately to use or to attempt to use deception or dishonesty in the completion of any type of academic endeavor or exercise, for example, homework, quizzes, examinations, or written assignments.

Procedures for a Charge of Academic Dishonesty

If an instructor suspects a student of engaging in an act of academic dishonesty, the instructor will promptly bring the matter to the attention of the MTC administration. If the instructor and administrator agree that an act of academic dishonesty may have occurred, the instructor will meet with the student, explain the problem, and listen to the student's explanation. When the matter has been resolved, a record is added to the student's file with Mount Tamalpais College and *not with San Quentin*; it does not go on the student's prison record.

Penalties

Possible penalties for academic dishonesty are: that the student retake the exam or re-submit the paper; failure on the assignment or test; failure in the course; and suspension from Mount Tamalpais College. Penalties will be decided on the basis of severity of the incident and/or repetition of incidences. Students suspended from MTC may be welcomed back at a later date, but may be asked to repeat courses or retake placement exams.

CODE OF CONDUCT

Mount Tamalpais College is committed to creating and maintaining an intellectual community in the prison in which all persons who participate in college programs and activities can work together in an atmosphere free of all forms of harassment, exploitation, or intimidation, including sexual. Each member of the university community should be aware that Mount Tamalpais College is strongly opposed to harassment and that such behavior is prohibited by law and by MTC policy. This code of conduct is independent of and separate from any rules of San Quentin Prison, while acknowledging those rules and the rules of Mount Tamalpais College.

Any behavior that is disruptive of learning is prohibited and may result in temporary or permanent suspension from Mount Tamalpais College. Examples of such non-academic misconduct include, but are not limited to: theft, misuse or destruction of college property; or any behavior towards a student, faculty, staff, or other community member that is unwelcome and harmful, such as threats or intimidation, unwelcome physical contact; or sexual comments, jokes, innuendos, or advances. In order to safeguard the stability of Mount Tamalpais College and the welfare of the college community, any other behavior that violates the prisons' rules (e.g., related to unauthorized communication, contraband, proper attire, or movement within the institution) is also grounds for removal from MTC.

Faculty have the authority to define appropriate conduct in their classes. After a warning for violating standards set by the faculty, the faculty may remove a student from class.

STUDENT COMPLAINTS

Mount Tamalpais College is committed to providing a prompt and equitable means of resolving student complaints. Accordingly, MTC maintains procedures for student complaints about policies and procedures and grades. Whenever possible, we address complaints with the goal of restoring relationships, repairing harm, and strengthening our community. *Please speak with an MTC administrator if you have any questions about how to proceed with a complaint.*

Complaints about College Policies and Procedures

Students who are dissatisfied with a campus policy or procedure, or with the conduct of MTC staff are entitled to file a complaint. Students may file complaints against actions by MTC employees in areas including, but not limited to, the exercise of rights of free expression, violation of published MTC rules, or violation of administrative regulations. There will be no adverse consequences for your status in MTC if you file a complaint.

*For complaints about college policies and procedures, students should fill out the **Policies and Procedures Complaint Form**.*

Complaints about Grades

MTC is committed to fairness and transparency in grading practices and takes student concerns very seriously. Students are entitled to advocate for clarity on grades and reconsideration of any grade given. There will be no consequences for students' grades or status in MTC if they choose to request further review of a grade.

*For complaints about grades, students should fill out the **Grade Appeal Form**.*

Complaints to External Bodies

Most complaints should be resolved through our internal complaint review and resolution process, which is initiated when a student fills out one of the complaint forms listed above. If your complaint is not resolved through this process and you would like to pursue it further, you may submit a complaint to the Accrediting Commission for Community and Junior Colleges (ACCJC) or to the California Department of Corrections and Rehabilitation (CDCR).

ACADEMIC FREEDOM

Because Mount Tamalpais College is dedicated to free and open inquiry in all matters, it is committed to the broadest possible latitude to speak, write, listen, challenge, and learn among all members of the college community. Except insofar as limitations on that freedom are necessary to the functioning of Mount Tamalpais College, Mount Tamalpais College fully respects and supports the freedom of all members of the college community "to discuss any problem that presents itself."

The ideas of different members of the college community will often and quite naturally conflict. But it is not the proper role of Mount Tamalpais College to attempt to shield individuals from ideas and opinions they find unwelcome, disagreeable, or even deeply offensive. Although Mount Tamalpais College greatly values civility, and although all members of the college community share in the responsibility for maintaining a climate of mutual respect, concerns about civility and mutual respect can never be used as a justification for closing off discussion of

ideas, however offensive or disagreeable those ideas may be to some members of our community.

The freedom to debate and discuss the merits of competing ideas does not mean that individuals may say whatever they wish, wherever they wish. Mount Tamalpais College may restrict expression that violates the law, that falsely defames a specific individual, that constitutes a genuine threat or harassment, that unjustifiably invades substantial privacy or confidentiality interests, or that is otherwise directly incompatible with the functioning of Mount Tamalpais College. In addition, Mount Tamalpais College may reasonably regulate the time, place, and manner of expression to ensure that it does not disrupt the ordinary activities of the College. But these are narrow exceptions to the general principle of freedom of expression, and it is vitally important that these exceptions never be used in a manner that is inconsistent with Mount Tamalpais College's commitment to a completely free and open discussion of ideas.

In short, Mount Tamalpais College's fundamental commitment is to the principle that debate or deliberation may not be suppressed because the ideas put forth are thought by some or even by most members of the college community to be offensive, unwise, immoral, or wrong-headed. It is for the individual members of the college community, not for Mount Tamalpais College as an institution, to make those judgments for themselves, and to act on those judgments not by seeking to suppress speech, but by openly and vigorously contesting the ideas that they oppose. Indeed, fostering the ability of members of the college community to engage in such debate and deliberation in an effective and responsible manner is an essential part of Mount Tamalpais College's educational mission.

As a corollary to Mount Tamalpais College's commitment to protect and promote free expression, members of the college community must also act in conformity with the principle of free expression. Although members of the college community are free to criticize and contest the views expressed on campus, and to criticize and contest speakers who are invited to express their views on campus, they may not obstruct or otherwise interfere with the freedom of others to express views they reject or even loathe. To this end, Mount Tamalpais College has a solemn responsibility not only to promote a lively and fearless freedom of debate and deliberation, but also to protect that freedom when others attempt to restrict it.

This resolution is adapted and excerpted from the "Report of the Committee on Freedom of Expression" at the University of Chicago, and approved by the Mount Tamalpais College Board of Trustees. The original report is available in full at

<https://provost.uchicago.edu/sites/default/files/documents/reports/FOECommitteeReport.pdf>

COURSES

Course Numbers and Titles

CN	Title	Units	Prerequisite
ANT 220	Cultural Anthropology (SOC)	3	ENG 204
ART 117	Introduction to Dramatic Arts (ART)	3	ENG 204
ART 118	Theater Improvisation (ART)	3	ENG 204
ART 210	History of Photography (ART)	3	ENG 204
ART 211	Art History & Appreciation (ART)	3	ENG 204
ART 220	Introduction to Film (ART)	3	ENG 204
AST 217	Astronomy (Non-lab SCI)	3	ENG 99B, MTH 115
BIO 151	Biology I (Non-Lab SCI)	3	ENG 99B, MTH 99
BIO 152	Introductory Biology with Lab (SCI)	4	ENG 99B, MTH 99
BIO 153	Anatomy and Physiology with Lab (SCI)	4	ENG 99B, MTH 99
BIO 206	Introduction to Neuroscience (Non-Lab SCI)	3	ENG 99B, MTH 99
BIO 207	Introduction to Neuroscience with Lab (SCI)	4	ENG 99B, MTH 99
BUS 101	Introduction to Business (ELECT)	3	ENG 204, MTH 115
BUS 220	Microeconomics (ELECT)	3	ENG 101B, MTH 115
BUS 221	Macroeconomics (ELECT)	3	ENG 101B, MTH 115
CHM 111	Introductory Chemistry with Lab (SCI)	4	ENG 99B, MTH 115
COM 110	Introduction to Mass Communication (ELECT)	3	ENG 204
COM 146	Public Speaking (COMM)	3	ENG 101B
COM 201	Journalism (ELECT)	3	ENG 204
CIS 101	Computer Literacy (ELECT)	3	None
EDU 210	Workshop Design and Facilitation	1	ENG 204
ENG 98	Strategies for College Reading (Non-credit)	Non-credit	None
ENG 99A	Foundations of Reading and Writing I (Non-credit)	Non-credit	Placement
ENG 99B	Foundations of Reading and Writing II (Non-credit)	Non-credit	99A or placement
ENG 101A	Reading and Composition (COMP)	3	99B or placement
ENG 101B	Critical Thinking, Reading, and Writing (CRIT THINK)	3	101A or placement
ENG 102	Introduction to Literature (LIT)	3	ENG 101B
ENG 110	Introduction to Screenwriting (LIT)	3	ENG 204
ENG 204	Interdisciplinary Reading, Writing and Research (COMP)	3	101B or placement
ENG 210	Creative Writing (ELECT)	3	ENG 204
ENG 211	Creative Writing: The Personal Essay (ELECT)	3	ENG 204
ENG 220	Modern World Literature (LIT)	3	ENG 204
ENG 234	Genres of Short Fiction (LIT)	3	ENG 204
ENG 243	Critical Thinking (CRIT THINK)	3	ENG 204

ENG 248	Modern American Literature (LIT)	3	ENG 204
ENG 249	American Literature: Romanticism to the 20 th Century (LIT)	3	ENG 204
ENG 251	Chicano Literature (LIT)	3	ENG 204
ENG 273	Shakespeare (LIT)	3	ENG 204
ENG 284	Multicultural Literature (LIT)	3	ENG 204
EST 204	Environmental Science (Non-lab SCI)	3	ENG 99B, MTH 99
ETH 200	Ethnic Studies (ELECT)	3	ENG 204
FRE 101	Elementary French (ELECT)	4-5	ENG 101A
FRE 102	Elementary French (ELECT)	4-5	ENG 101A, FRE 101
GEO 215	Introduction to Geology (Non-lab SCI)	3	ENG 99B, MTH 99
GEO 216	Introduction to Geology with Lab (SCI)	4	ENG 99B, MTH 99
HED 220	Introduction to Public Health (Non-lab SCI)	3	ENG 99B, MTH 99
HIS 101	U.S. History I (HIS)	3	ENG 204
HIS 102	U.S. History II (HIS)	3	ENG 204
HIS 103	European History (ELECT)	3	ENG 204
HIS 127	Latin American History (ELECT)	3	ENG 204
HIS 130	Modern African History (ELECT)	3	ENG 204
HIS 131	South African History (ELECT)	3	ENG 204
HIS 213	Human Civilization I (ELECT)	3	ENG 204
HIS 214	Human Civilization II (ELECT)	3	ENG 204
HIS 220	California History (ELECT)	3	ENG 204
HIS 223	Ancient Egyptian History (ELECT)	3	ENG 204
HIS 224	Asian History (ELECT)	3	ENG 204
HIS 225	The American Experience (ELECT)	3	ENG 204
HIS 226	Ancient African History (ELECT)	3	ENG 204
HIS 227	Ancient World History (ELECT)	3	ENG 204
HIS 228	Mexican History (ELECT)	3	ENG 204
HIS 229	History of India: 19 th & 20 th Centuries (ELECT)	3	ENG 204
HIS 230	Early Latin American History (ELECT)	3	ENG 204
HIS 233	African-American History (ELECT)	3	ENG 204
HIS 240	World History (ELECT)	3	ENG 204
HUM 202	Comparative Religion (HUM)	3	ENG 204
HUM 211	Religion in America (HUM)	3	ENG 204
LA 99	Introduction to College	Non-credit	None
MTH 50A	Mathematics Foundations I	Non-credit	Placement
MTH 50B	Mathematics Foundations II	Non-credit	MTH 50A or placement
MTH 99	Elementary Algebra	Non-credit	MTH 50B or placement
MTH 110	Business Math (MTH)	3	MTH 50B
MTH 115	Intermediate Algebra (MTH)	3	MTH 99 or placement
MTH 125	Geometry (MTH)	3	MTH 115
MTH 135	Statistics (MTH)	3	MTH 115
MTH 220	Pre-Calculus I (MTH)	3	MTH 115

MTH 221	Pre-Calculus II (MTH)	3	MTH 220
MTH 226	Pre-Calculus with Analytical Geometry (MTH)	3	MTH 220
MTH 230	Calculus I (MTH)	3	MTH 221
MTH 231	Calculus II (MTH)	3	MTH 230
MTH 232	Calculus III (MTH)	3	MTH 231
MTH 243	Calculus IV (MTH)	3	MTH 232
MTH 252	Discrete Mathematics (MTH)	3	MTH 230
MTH 260	Differential Equations (MTH)	3	MTH 243
MTH 287	Linear Algebra (MTH)	3	MTH 231
MUS 212	Music Appreciation (ART)	3	ENG 204
PHL 165	Applied Ethics: Ethics Bowl (ELECT)	1-3	ENG 101B
PHL 270	Social Ethics (ETHIC)	3	ENG 204
PHL 271	Introduction to Philosophy (PHIL)	3	ENG 204
PHL 274	Introduction to Eastern Philosophy and Buddhism (ELECT)	3	ENG 204
PHY 154	Introductory Physics with Lab (SCI)	4	ENG 99B, MTH 115
POL 241	American Government (AM GOV)	3	ENG 204
PSY 121	Social Psychology (PSY)	3	ENG 204
PSY 122	Psychology of Family (PSY)	3	ENG 204
PSY 160	Psychology of Trauma (PSY)	3	ENG 204
PSY 211	Abnormal Psychology (PSY)	3	ENG 204
PSY 221	General Psychology (PSY)	3	ENG 204
PSY 255	Child Growth and Development (PSY)	3	ENG 204
SOC 230	Sociology (SOC)	3	ENG 204
SPA 101	Elementary Spanish I (ELECT)	4-5	ENG 101A
SPA 102	Elementary Spanish II (ELECT)	4-5	ENG 101A, SPA 101
SPA 211	Intermediate Spanish I (ELECT)	4-5	ENG 101A, SPA 102
SPA 212	Intermediate Spanish II (ELECT)	4-5	ENG 101A, SPA 211
SPA 221	Introduction to Spanish Literature (ELECT)	3	ENG 204
[subj.] 170	Early College Seminar (ELECT)	1	None
[subj.] 180	Special Topic (ELECT)	1-4	ENG 204
[subj.] 280	Special Topic (ELECT)	1-4	ENG 204

Course Descriptions and Course Learning Outcomes

ANT 220 Cultural Anthropology (3)

This course aims to demonstrate how the basic concepts and techniques developed by cultural anthropologists help us to understand diverse societies, including our own. We will consider topics such as language and symbols, kinship, gender, ethnicity, economics, politics, religion, and social change in a broad comparative framework. Major goals are an increased awareness of the social and cultural dimensions of human experience: the diversity and flexibility of human cultures; and processes of intercultural communication and conflict.

Course Learning Outcomes

Students who complete the course will be able to:

1. Explain how anthropologists study the native point of view (emic) but also construct an analytical view (etic) of other cultures;
2. Understand the nature of culture: that it is adaptive, learned, differentially shared, transmitted through language, a system of interdependent parts, and gives meaning to reality;
3. Critically evaluate their own culture using the tools of cultural relativism and holism and their knowledge of the concept of culture;
4. Understand the broad correlations between a culture's subsistence practices and other aspects of culture, including economic, social, political organization; status and gender relations; level of conflict; and belief systems.

ART 117 Introduction to Dramatic Arts (3)

An introduction to the basics of the craft of acting. The focus of this course is on the aesthetic, communicative, collaborative, and performative elements of the theatrical process.

Course Learning Outcomes

Students who complete the course will be able to:

1. Effectively communicate using the terminology of acting and the language of theater;
2. Demonstrate the fundamental skills necessary to analyze and perform a scene.

ART 118 Introduction to Theater Improvisation (3)

This class teaches the fundamentals of creative exploration, group collaboration and problem solving in the context of improvisational theater and the creative arts.

Course Learning Outcomes

Students who complete the course will be able to:

1. Move and perform pantomime theater scenes with confidence
2. Understand the fundamentals of theatrical performance
3. Form a complete story with conflict, resolution and characters

ART 210 History of Photography

This course is an overview of the history of photography from its origins to the present day with an emphasis on major photographers and their work. It focuses on the development and history of photography as an art form and the impact this medium has had on art, culture and society.

Course Learning Outcomes

Students who complete the course will be able to:

1. Demonstrate their historical knowledge and critical understanding of the significance of photography;
2. Analyze and think critically about photography;
3. Identify and connect important social and personal themes explored through photography;
4. Discuss and interpret images and other work, both verbally and in writing.

ART 211 Art History and Appreciation (3)

This course provides students with conceptual knowledge and fundamental experience with the elements and principles of design in the visual arts. It also provides a selective overview of the arts from different cultures and periods, and focuses on the vocabulary and various medias of art.

Course Learning Outcomes

Students who complete the course will be able to:

1. Define art history as a discipline;
2. Observe and analyze the visual elements of works of art and visual culture, incorporating the vocabulary used in arts communities;
3. Compare and contrast a variety of visual expressions;
4. Demonstrate an understanding of the relationship between the art-work and its socio-historical context;
5. Express their own ideas in response to works of art in verbal and written form.

ART 220 Introduction to Film (3)

This course is designed to acquaint students with the history and the theories of film within the larger context of visual culture in the 20th century. It introduces students to the study of film not only in terms of its artistic and entertainment purposes, but also in its capacity to shape how a community, a region, a nation or a culture may be visualized, represented, or constructed, and thus to make our social, political, and cultural lives.

Course Learning Outcomes

Students who complete the course will be able to:

1. Outline the history of cinema and the major technological advancements in film;

2. Differentiate the defining characteristics of common film genres;
3. Analyze films using selected critical methodologies;
4. Discuss changes in the socio-political significance of film throughout history.

AST 217 Astronomy (3)

Astronomy is the study of celestial objects and phenomena. By studying this subject, we learn about our universe; what we know about where we are, how we got here, and where we're going. This course will introduce students to the subject of Astronomy and how we use it to understand the world(s) around us. We will discuss the tools and techniques used in astronomy, the origin and structure of our own solar system, and how stars and galaxies evolve. We will also touch on unsolved problems in astrophysics.

Course Learning Outcomes

Students who complete the course will be able to:

1. Utilize mathematical reasoning and interpret physical characteristics and data to solve astronomical problems, such as the distance scale of the solar system and the electromagnetic spectrum.
2. Apply the scientific method to form and test hypotheses and understand uncertainty in measurements.
3. Apply scientific concepts and theories to answer questions about the solar system (such as the seasons and the phases of the moon), the formation of galaxies (including dark matter), and the life cycle of stars.
4. Evaluate articles for possible answers to currently unsolved questions in astrophysics.
5. Evaluate the role of social context in shaping astronomy. Look at examples in the lives of notable and diverse figures in astronomy.

BIO 151 Biology I – No Lab (3)

An introduction to biology that investigates life on earth at the molecular, organismal, and ecosystem scales. This course will explore how molecules (DNA, RNA, and proteins) and many types of cells function as parts of living systems, investigate topics in ecology and evolution, and discuss new biotechnologies.

Course Learning Outcomes

Students who complete the course will be able to:

1. Articulate how molecules and molecular processes provide mechanisms to store and transmit biological information.
2. Apply a fundamental understanding of genes and gene products to examine how genetic variation can affect individuals and populations and evolve over time.
3. Develop an appreciation of the natural world through direct observation of microscopic samples and local ecosystems.
4. Recognize that life sciences research in the past and present is shaped by and can solidify

inequities in the society in which it occurs.

BIO 152 Introductory Biology with Lab (4)

An introduction to biology that investigates life on earth at the molecular, organismal, and ecosystem scales. This course will explore how molecules (DNA, RNA, and proteins) and many types of cells function as parts of living systems, investigate topics in ecology and evolution, and discuss new biotechnologies.

Course Learning Outcomes

Students who complete the course will be able to:

1. Articulate how molecules and molecular processes provide mechanisms to store and transmit biological information.
2. Apply a fundamental understanding of genes and gene products to examine how genetic variation can affect individuals and populations and evolve over time.
3. Develop an appreciation of the natural world through direct observation of microscopic specimens and local ecosystems.
4. Recognize that life sciences research in the past and present is shaped by and can solidify inequities in the society in which it occurs.
5. Interpret experimental data that forms the foundation of our understanding of the living world.

BIO 153 Anatomy & Physiology with Lab (4)

In this course “form underlying function” is emphasized through an integrative approach to human anatomy and physiology. The relations of cells and tissues to organ systems are dealt with in detail. Medical language is introduced and current research and advances are discussed when applicable. Laboratory includes histological and gross anatomical studies of mammalian examples compared to human models, and simple physiological experiments. Laboratory participation is a requirement.

Course Learning Outcomes

Students who complete the course will be able to:

1. Use anatomical terms to describe various parts of the human body;
2. Describe the characteristics of different types of tissues that make up the organ systems;
3. Explain the functions carried out by each body system;
4. Describe how the malfunctions of any single body system can have detrimental effects on the whole body;
5. Discuss some clinical cases associated with body system malfunctioning.

BIO 206 Introduction to Neuroscience (3)

This is an introductory level course in neuroscience, with an emphasis on how brain structure and function relate to human behavior. The brain and nervous system mediate many complex behaviors ranging from seeing and hearing, to decision-making, emotional processing, attention, and learning and memory. We will examine these behaviors from the perspectives of molecular and cellular neuroscience (the underlying biology of brain cells, a.k.a. neurons), systems neuroscience (the study of neural circuits), and cognitive neuroscience (explores brain function as it relates to higher-level cognitive processes).

Course Learning Outcomes

Students who complete the course will be able to:

1. Explain the basic structure and elements of the nervous system at the chemical, cellular, and circuit levels.
2. Describe the basic ways the brain processes and stores information and apply this knowledge to everyday phenomena such as perception, learning, etc.
3. Critically evaluate scientific experiments, observations and claims about brain function, mental disease, and drugs that affect behavior.
4. Recognize and analyze ethical issues in neuroscience, including those related to experiments on humans and other animals and to the application of discoveries in neuroscience.

BIO 207: Introduction to Neuroscience with Lab (4)

This is an introductory level course in neuroscience, with an emphasis on how brain structure and function relate to human behavior. The brain and nervous system mediate many complex behaviors ranging from seeing and hearing, to decision-making, emotional processing, attention, and learning and memory. We will examine these behaviors from the perspectives of molecular and cellular neuroscience (the underlying biology of brain cells, a.k.a. neurons), systems neuroscience (the study of neural circuits), and cognitive neuroscience (explores brain function as it relates to higher-level cognitive processes).

Course Learning Outcomes

Students who complete the course will be able to:

1. Explain the basic structure and elements of the nervous system at the chemical, cellular, and circuit levels.
2. Describe the basic ways the brain processes and stores information and apply this knowledge to everyday phenomena such as perception, learning, etc.
3. Critically evaluate scientific experiments, observations and claims about brain function, mental disease, and drugs that affect behavior.
4. Recognize and analyze ethical issues in neuroscience, including those related to experiments on humans and other animals and to the application of discoveries in neuroscience.

5. Carefully obtain and record laboratory measurements and observations and carry out qualitative and quantitative analyses of these data.

BUS 101 Introduction to Business (3)

This course is a comprehensive study and analysis of the principles of business. The course introduces students to contemporary business principles, practices, and terminology. Students will gain an understanding and appreciation of the private enterprise system, and how the functional areas of business work and interrelate.

Course Learning Outcomes

Students who complete the course will be able to:

1. Explain the concepts, principles, and operation of the private enterprise system or capitalism, as an economic system and then compare and contrast it to other economic systems;
2. Compare and analyze the legal forms of business ownership and evaluate their implications in terms of risk and capital formation;
3. Analyze and evaluate concepts and processes involved in business operations, including production, marketing, human resources, finance, and accounting;
4. Evaluate or judge the importance of human, capital, and physical resources in a business and the manager's role in selection, placement, development, and utilization of these resources.

BUS 220 Microeconomics (3)

General introduction to microeconomic systems. An examination of general microeconomics theory with an emphasis on supply and demand, opportunity cost, consumer choice, the firm, market structure(s) and regulation, allocation of resources, capital, interest, profit, labor unions, income analysis, energy, natural resource economics, and public policy.

Course Learning Outcomes

Students who complete the course will be able to:

1. Define microeconomic terms and concepts;
2. Assess the outcomes of supply and demand forces from a microeconomic perspective;
3. Analyze the market outcomes of essential microeconomic indicators;
4. Evaluate consumer behavior in terms of utility maximization.

BUS 221 Macroeconomics (3)

This course is an introduction to economic theory and analysis with emphasis on monetary and fiscal policy. Topics include: gross domestic product, business cycles, inflation, recession, the Keynesian model on unemployment, on money and the Federal Reserve System. In this broad introductory survey, special attention is given to the role of economic principles in analyzing

and understanding current economic problems. Emphasis is placed on examining the functioning of the economy and on dealing with such matters as unemployment, inflation and recession.

Course Learning Outcomes

Students who complete the course will be able to:

1. Demonstrate an understanding of basic economic concepts such as: scarcity, resources, production possibilities, circular flow, supply and demand, gross domestic product, unemployment, and inflation;
2. Understand and explain the essential differences that separate and distinguish the Classical and Keynesian Schools in macroeconomics;
3. Understand and explain the concepts, tools, and implementation of fiscal policy;
4. Interpret, evaluate, or assess the health of the current US economy based on current macroeconomic statistics.

CHM 111 Introductory Chemistry with Lab (4)

This course is an introduction to inorganic chemistry, including chemical reactions, stoichiometry, thermochemistry, gasses and their behavior and the structure of the atom.

Course Learning Outcomes

Students who complete the course will be able to:

1. Apply models relating to atomic theory, chemical bonding, solutions and gasses to analyze problems involving chemical systems.
2. Utilize problem solving tools such as mathematical formulas and dimensional analysis to solve chemical problems.
3. Carefully obtain and record laboratory measurements and observations and carry out qualitative and quantitative analyses of these data.
4. Evaluate scholarly work to recognize the role of chemistry in societal issues.

COM 110 Introduction to Mass Communication (3)

An overview of the role of print and electronic media in the dissemination of information to a mass audience.

Course Learning Outcomes

Students who complete the course will be able to:

1. Critically assess the history, structure, and function of dominant mass media forms;
2. Demonstrate oral and written competence of the evolution of mass media as a result of emerging technologies, cultural conditions, and human ingenuity;
3. Trace the influences of mass media forms on major cultural practices and social formations;
4. Identify examples of the ways mass media affect contemporary social, political, and cultural climates.

COM 146 Public Speaking (3)

A course designed to help students communicate more effectively through a study of the terms, concepts and current theories in the field of communication. Several levels of communication are examined: intrapersonal, interpersonal, nonverbal, small group, intercultural and mass media. Through speech and writing assignments, students have an opportunity to develop their verbal and written communication skills.

Course Learning Outcomes

Students who complete the course will be able to:

1. Demonstrate an understanding of the fundamental principles of effective communication;
2. Understand ethical obligations in the communication process;
3. Present organized ideas in a systematic outline form;
4. Design various types of speeches (e.g., to inform, to persuade).
5. Give thoughtful, constructive feedback on peer speeches.

COM 201 Journalism (3)

This course teaches the theory and practice of writing news stories for the media. The student learns effective writing and interviewing strategies, common story structures, grammar and style rules, libel, and privacy laws.

Course Learning Outcomes

Students who complete the course will be able to:

1. Conduct reporting and prepare it for presentation;
2. Recognize the differences between fact-based and opinion-based media style;
3. Conduct in-depth interviews with sources;
4. Analyze the legal and ethical dilemmas faced by professionals in mass media.

CIS 101 Computer Literacy (3)

Introduction to basic computer theory, basic word processing, spreadsheets, and databases.

Course Learning Outcomes

Students who complete the course will be able to:

1. Apply basic computer concepts and terms;
2. Understand theory of internet browsers;
3. Create documents, spreadsheets, and databases using desktop software;
4. Integrate data between desktop applications;
5. Demonstrate safe and ethical use of electronic materials.

EDU 210 Workshop Design and Facilitation (1)

This course will train students in workshop development and facilitation. Students will learn how to write meaningful course descriptions, learning outcomes, curriculum outlines and lesson plans. They will also learn a variety of classroom facilitation methods, including peer learning assessment. Successful completion of this course is required for future student facilitators of extracurricular activities at MTC.

Course Learning Outcomes

Students who complete the course will be able to:

1. Facilitate workshops with their peers;
2. Write lesson plans;
3. Design a curriculum outline that maps to learning outcomes;
4. Write skillful course descriptions and learning outcomes.

ENG 98 Strategies for College Reading (non-credit)

This is a non-credit course designed to give students added practice in reading, thinking, and writing in a fun and low pressure environment. Reading ease and comprehension are vital for college success, and different readers require different strategies. This course offers the chance to read texts similar to those encountered later in college and learn different ways of approaching them and thinking about them. Strategies will be introduced and built upon each week. Topics include pre-reading, active reading, guided annotation, note-taking, using visual structures and graphic organizers, question generation, self-assessment, oral reading, and close reading for analysis.

Course Learning Outcomes

Students who complete the course will be able to:

1. Read with improved concentration, vocabulary, and comprehension.
2. Reading with purpose and planning their own guided annotation.
3. Extract useful information from the text as they plan for discussion.
4. Refer back to the text during discussions to support the point they are making.

ENG 99A Foundations of Reading and Writing I (Non credit)

The purpose of this course is to develop effective study habits as well as critical reading, writing, and thinking skills to use in college and beyond. Texts include literacy narratives, longform journalism, and interdisciplinary texts for students to practice reflecting and analyzing different genres of writing. Writing assignments include short reading responses, free-writes,

mechanics and conventions exercises, and two formal essays. Students also reflect on the benefits and drawbacks of the five-paragraph structure.

Course Learning Outcomes

Students who complete the course will be able to:

1. By the end of the course, the student will be able to:
2. Demonstrate an introductory understanding of argument and audience in academic essays.
3. Read and understand introductory college texts and generate thoughtful written and verbal responses to them.
4. Be aware of conventions and styles appropriate to different audiences, genres and contexts.
5. Demonstrate an introductory understanding of the use of evidence to support an argument.
6. Be aware of grammar, punctuation, and spelling expected in academic essays.
7. Recognize ways of organizing ideas in a logical, cohesive, and clear manner.
8. Demonstrate an introductory understanding of critical thinking skills through summarizing, paraphrasing, and identifying their assumptions about course reading.

ENG 99B Foundations of Reading and Writing II (Non credit)

The purpose of this course is to build critical reading, writing, and thinking skills through discussions and analytical writing assignments. Texts include longform journalism, speeches and letters, poetry and short fiction, and other interdisciplinary texts. The course helps students develop their thinking and writing process through thesis development and evidence-gathering activities and by drafting through all stages three formal essays with different purposes. The writing assignments in this class require students to move beyond the five-paragraph structure and to develop essay structures that reflect the organization of their argument.

Course Learning Outcomes

Students who complete the course will be able to:

1. Recognize arguments consistent with assignment and audience in academic essays.
2. Read and understand more challenging introductory college texts and generate thoughtful written and verbal responses to them.
3. Be aware of conventions and styles appropriate to different audiences, genres and contexts.
4. Use evidence to support an argument.
5. Use grammar, punctuation, and spelling expected in academic essays.
6. Organize simple ideas in a logical, cohesive, and clear manner.
7. Paraphrase and respond to other writers' ideas and styles to support an argument.
8. Apply critical thinking skills through practicing summarizing, paraphrasing, and identifying their assumptions about course reading; show an introductory understanding of the practice of noticing different argumentative moves.

ENG 101A Reading and Composition (3)

This course focuses on reading and analyzing a variety of narrative and expository texts including academic essays, fiction and journalism. Students compose a sequence of expository essays. Instruction emphasizes reading and writing, with a focus on thesis formation, sentence and paragraph structure, and essay development.

Course Learning Outcomes

Students who complete the course will be able to:

1. Articulate a clear argument consistent with the assignment and audience.
2. Read and understand college-level texts and generate thoughtful written and verbal responses to them.
3. Engage with conventions and styles appropriate to different audiences, genres and contexts.
4. Gather, evaluate, and analyze evidence from one or two texts to support an argument.
5. Employ grammar, punctuation, and spelling appropriate to the intended audience to convey meaning clearly.
6. Organize and structure ideas in a logical, cohesive, and clear manner.
7. Paraphrase and respond to other writers' ideas and styles to support their argument.
8. Apply critical thinking tools to identify and evaluate strategies of argument and persuasion.

ENG 101B Critical Thinking, Reading, and Writing (3)

Reading and writing to analyze, evaluate and form rational arguments. This course develops the skills of reasoning, argumentation, drawing conclusions from evidence, and inductive and deductive thinking.

Course Learning Outcomes

Students who complete the course will be able to:

1. Articulate a clear and complex argument consistent with the assignment and audience.
2. Read and understand more complex college-level texts and generate critical written and verbal responses to them.
3. Engage critically with conventions and styles appropriate to different audiences, genres and contexts.
4. Gather, evaluate, and analyze evidence from multiple texts to support an argument.
5. Employ grammar, punctuation, and spelling appropriate to the intended audience to convey meaning clearly.
6. Organize and structure complex ideas in a logical, cohesive, and clear manner.
7. Analyze other writers' ideas and styles to shape, support, and complicate their argument.
8. Demonstrate strengthened critical thinking skills to identify and evaluate strategies of argument and persuasion..

9. Demonstrate an introductory understanding of annotated bibliographies and literature reviews.

ENG 102 Introduction to Literature (3)

This course provides an introduction to the four major genres of literature: novel, short story, drama, and poetry.

Course Learning Outcomes

Students who complete the course will be able to:

1. Read and understand literary works of multiple genres and generate thoughtful written and verbal responses to them.
2. Proficiently articulate a complex literary analysis consistent with the assignment and audience.
3. Engage with a variety of genres, and critically analyze works of literature to develop a multi-faceted understanding of literary elements.
4. Use appropriate and relevant evidence from literary texts to conduct literary analyses.
5. Organize and structure ideas in a logical, cohesive, and clear manner to support a literary analysis.
6. Engage with (paraphrase, analyze, and respond to) other writers' ideas and styles to support their literary analysis.
7. Use critical thinking skills to consider how the author communicates a larger theme or message within a text.

ENG 110 Introduction to Screenwriting (3)

This course is an introduction to and overview of the elements of structure, theme, plot, character, and dialogue in writing for film. Students will critically analyze professional scripts, view model examples of film writing, and work on their own screenplay. Students will have the opportunity to read and critique one another's screenplays in a workshop setting.

Course Learning Outcomes

Students who complete the course will be able to:

1. Understand the differences of visual and prose storytelling;
2. Develop workable short script premises with clear, vivid, dimensional and active characters;
3. Learn 3-part story structure (set-up, rising action, resolution) while crafting effective loglines and write outlines;
4. Build scenes into sequences using conflict and tension;
5. Write dialogue with a strong point of view and larger thematic purpose;
6. Give and receive constructive, targeted feedback for revising and clarifying.

ENG 204 Interdisciplinary Reading, Writing and Research (3)

This course is a portal course to upper division coursework, designed to refine skills in reading, writing and critical thinking and to develop new skills in research across the disciplines.

Course Learning Outcomes

Students who complete the course will be able to:

1. Proficiently articulate a complex argument consistent with the assignment and audience.
2. Review research literature and generate thoughtful written and verbal responses to them.
3. Demonstrate a developed engagement with conventions and styles appropriate to a research essay in the humanities.
4. Select and integrate credible, relevant evidence to develop an argument in a longer research essay
5. Demonstrate the ability to choose a well-developed structure that logically and coherently supports a research essay.
6. Engage in a layered and complex manner with other writers' ideas and styles to support their own purpose or argument.
7. Demonstrate critical thinking skills through using logical, independent, and creative thinking to identify and communicate meaningful implications of a complex research-based argument or analysis.
8. Demonstrate an introductory understanding of locating, evaluating, using, and synthesizing a broad range of source materials, citing as appropriate.

ENG 210 Creative Writing (3)

This course explores literature from the writer's point of view, attending to the ways in which each author develops voice, music, character, story, and situation. We will study and experiment in writing in a variety of genres, including poetry, drama, fiction, and memoir.

Course Learning Outcomes

Students who complete the course will be able to:

1. Understand and use a range of literary tools and techniques, including rhyme, metaphor, allusion, conflict, dialogue, theme, flashback, foreshadowing, and point of view;
2. Draft paragraphs, scenes, stories in response to instructor- and student-generated prompts;
3. Read and respond critically to peer work;
4. Comfortably submit stories for publication.

ENG 211 Creative Writing: The Personal Essay (3)

This course teaches students techniques for developing narrative essays that reflect personal

points of view, experiences, inquiries and analyses.

Course Learning Outcomes

Students who complete the course will be able to:

1. Compose a personal essay that communicates clearly and effectively to their audience;
2. Identify and use the vocabulary of creative writing critique.
3. Participate effectively in writing workshops in which they both present their own work to their peers, and provide feedback to others on their work.

ENG 220 Modern World Literature (3)

This course is a comparative introductory study of literature from a variety of genres, cultures, societies, and traditions across the 19th-, 20th- and 21st- centuries.

Course Learning Outcomes

Students who complete the course will be able to:

1. Analyze works of literature using literary critical concepts;
2. Actively participate in classroom discussions focused on the close reading of literary texts;
3. Write a well-organized, grammatically correct essay with a clear, focused thesis on a literary topic.

ENG 234 Genres of Short Fiction (3)

This course offers an introduction to the distinctive literary forms of the short story. Literary works read are by authors of diverse cultures.

Course Learning Outcomes

Students who complete the course will be able to:

1. Analyze works of literature using literary critical concepts;
2. Actively participate in classroom discussions focused on the close reading of short literary texts;
3. Write a well-organized, grammatically correct essay with a clear, focused thesis on a literary topic.

ENG 243 Critical Thinking (3)

This course strengthens students' ability to understand and evaluate arguments – both stated and implied. Through reading and critically analyzing an array of texts, students learn to identify buried assumptions in their own and others' writing; recognize, evaluate, make and support inferences; and master the elements of strong written argument: accurate, clear, coherent and fluent prose.

Course Learning Outcomes

Students who complete the course will be able to:

1. Understand and evaluate arguments, including both what is stated and what is implied;
2. Examine ideas as social constructs rather than absolute truths;
3. Identify buried assumptions in their own writing and in the writing of others;
4. Demonstrate mastery of the elements of written argument, that is, of accurate, clear, coherent, and fluent prose.

ENG 248 Modern American Literature (3)

A seminar on works of selected American authors of the 20th century.

Course Learning Outcomes

Students who complete the course will be able to:

1. Become familiar with significant modern American literary texts;
2. Critically analyze works of literature from the field of modern American literature;
3. Write a grammatically correct, well-organized essay with a well-developed argument on a literary-critical topic related to modern American literature.

ENG 249 American Literature: Romanticism to the 20th Century (3)

An in-depth examination of selected literary works of American authors from the late nineteenth century through the twentieth century. Through an array of writing assignments of varying lengths, students will further develop their skills in literary interpretation and critical analysis, as well as essay writing and revision.

Course Learning Outcomes

Students who complete the course will be able to:

1. Become familiar with significant American literary texts of this period;
2. Critically analyze works of literature from the field;
3. Write a grammatically correct, well-organized essay with a well-developed argument on a literary-critical topic related to American literature.

ENG 251 Chicano Literature (3)

This course is an introduction to contemporary and traditional literature created by Chicanas/os, including an exploration of its political, social, cultural, historical, and psychological context.

Course Learning Outcomes

Students who complete the course will be able to:

1. Demonstrate knowledge of the field of Chicano literature;
2. Critically analyze works of literature from within this tradition, applying literary critical concepts;
3. Write a grammatically correct, well-organized essay with a well-developed argument on

a literary-critical topic.

ENG 273 Shakespeare (3)

This course is an introduction to Shakespearean drama and poetry through a study of representative comedies, histories, tragedies, and sonnets.

Course Learning Outcomes

Students who complete the course will be able to:

1. Demonstrate an understanding of Shakespeare's life and times and evaluate their influence on his works;
2. Demonstrate an understanding of the major elements central to the plays of William Shakespeare studied in the course;
3. Demonstrate knowledge of the dramatic principles of comedy, history, and tragedy in Shakespearean drama.

ENG 284 Multicultural Literature (3)

This course is a study of representative literature by various American multicultural writers.

Course Learning Outcomes

Students who complete the course will be able to:

1. Demonstrate knowledge of the literary contributions of multicultural writers in the United States;
2. Demonstrate the ability to analyze themes, styles, and literary conventions of literary works;
3. Write a grammatically correct, well-organized essay with a well-developed argument on a literary-critical topic.

EST 204 Environmental Science (3)

This course introduces the field of environmental science and surveys current environmental issues, including pollution, climate change, energy, conservation, and agriculture. We will investigate environmental justice, the study of how social inequities shape the interaction of humans with their environment, and we will look at environmental law, philosophy, and ethics. These complex issues will require students to practice rigorous scientific and social analysis.

Course Learning Outcomes

Students who complete the course will be able to:

1. Describe the scientific methodologies used in environmental science and what questions they can answer;
2. Propose scientifically grounded solutions to environmental issues and critically analyze other solutions;
3. Analyze complex environmental issues from scientific, ethical, and policy perspectives;

4. Explore an environmental issue of interest and learn how to research and weigh evidence.

ETH 200 Ethnic Studies (3)

This course introduces key concepts, theoretical frameworks, and questions that animate the interdisciplinary field of ethnic studies. Particular attention is given to the historical and contemporary processes by which race is socially constructed, as well as ways race interacts with other axes of difference such as class, gender, ability/disability, and nation. Any of the following histories, experiences, perspectives, cultures, and histories and forms of activism may be analyzed: Native American, African American, Latina/o American, Asian American, and/or Middle Eastern American.

Course Learning Outcomes

Students who complete the course will be able to:

1. Analyze how race is socially constructed in different contexts and in relation to other categories of difference, including but not limited to class, gender, sexuality, ability/disability, immigration status, and nation;
2. Articulate key terms and concepts in the field of Ethnic Studies and demonstrate familiarity with significant debates that have shaped the field;
3. Apply theory and knowledge produced by Native American, African American, Asian American, Latina/o American, and/or Middle Eastern American communities to describe the critical events, histories, cultures, intellectual traditions, contributions, lived-experiences and social struggles of those groups with a particular emphasis on agency and group-affirmation;
4. Think critically about the relationships between identity, identification, and power in society.

FRE 101 Elementary French (4-5)

This class introduces students to engaging in basic written and oral interactions in the French language, such as asking and answering questions, providing information, and expressing feelings and emotions on basic topics such as family, daily routines and leisure time as well as survival situations, such as ordering meals, buying things, etc.

Course Learning Outcomes

Students who complete the course will be able to:

1. Functionally express themselves using the French language through verbal and written communication;
2. Demonstrate reading comprehension of the French language utilizing relatively short writings of both a formal and an informal nature;
3. Communicate through reading and writing in the French language at the novice-low to novice-intermediate level;
4. Communicate through speaking and listening in the French language at the novice-low

- to novice-intermediate level;
5. Compare and contrast U.S. culture and culture(s) of the French language and Francophone world.

FRE 102 Elementary French (4-5)

The second semester, first year of French will expand and consolidate control of basic grammatical structures and vocabulary focusing on all four language skills: speaking, listening, reading, and writing.

Course Learning Outcomes

Students who complete the course will be able to:

1. Functionally express themselves using the French language through verbal and written communication;
2. Demonstrate reading comprehension of the French language utilizing relatively short writings of both a formal and an informal nature;
3. Communicate through reading and writing in the French language at the intermediate-mid level;
4. Communicate through speaking and listening in the French language at the intermediate-mid level;
5. Compare and contrast U.S. culture and culture(s) of the French language.

GEO 215 Introduction to Geology (3)

This course is an introduction to the fundamental concepts of geology, including the origin and composition of the Earth, plate tectonics, the three rock types, the rock cycle, common landforms, soil formation, atmosphere and the water cycle. The students will gain a thorough understanding of the scientific process as it applies to the study of Geology and will understand the way in which geological phenomena shape modern human societies.

Course Learning Outcomes

Students who complete the course will be able to:

1. Explain the formation of Earth and various geological structures;
2. Describe the three types of rocks found on Earth and explain how they are linked to one another through the rock cycle;
3. Discuss how plate tectonics has shaped the surface of our planet;
4. Evaluate scholarly work to understand how geological processes impact our daily lives and societal issues.

GEO 216 Introduction to Geology with Lab (4)

This course is an introduction to the fundamental concepts of geology, including the origin and composition of the Earth, plate tectonics, the three rock types, the rock cycle, common

landforms, soil formation, atmosphere and the water cycle. The students will gain a thorough understanding of the scientific process as it applies to the study of Geology and will understand the way in which geological phenomena shape modern human societies. In the accompanying lab, students will learn to identify and describe the properties of major rocks, minerals, and fossils, as well as interpret geologic maps, stratigraphic columns, and rock outcrops.

Course Learning Outcomes

Students who complete the course will be able to:

1. Explain the formation of Earth and various geological structures;
2. Describe the three types of rocks found on Earth and explain how they are linked to one another through the rock cycle;
3. Discuss how plate tectonics has shaped the surface of our planet;
4. Evaluate scholarly work to understand how geological processes impact our daily lives and societal issues;
5. Distinguish between major types of rocks, minerals, and fossils; and interpret geological diagrams and experimental data.

HED 220 Introduction to Public Health (3)

This course introduces public health concepts and issues through an examination of public health's history, core functions and implementation. We will investigate the factors that shape health and wellness in populations, focusing on health disparities, prevention, and social and behavioral factors. Students will analyze complex public health policy decisions using scientific, social, and ethical frameworks.

Course Learning Outcomes

Students who complete the course will be able to:

1. Describe and compare different public health research methods, including basic quantitative concepts for measuring risk and outcomes.
2. Analyze and apply strategies for disease control and prevention.
3. Evaluate how social factors influence health risk and disease outcomes, particularly with regard to health
4. Propose and analyze solutions to public health issues, considering scientific merit, ethical issues, policy-making considerations, and more.

HIS 101 U.S. History I (3)

United States history from pre-Columbian period to 1865, with particular attention to the themes of politics, economics, geography, race, gender and culture. Students are introduced to the discipline of history and to the skill of reading and interpreting primary sources from a variety of text forms.

Course Learning Outcomes

Students who complete the course will be able to:

1. Identify and describe significant persons, events, and institutions in American history through 1865;
2. Identify major themes in the development of American culture, society, and politics through 1865;
3. Write a well-organized essay with an original thesis on a significant historical question that draws on multiple primary and/or secondary sources.

HIS 102 U.S. History II (3)

This course is a survey of United States history from 1865 to date, with particular attention to the themes of politics, economics, geography, race, gender and culture. Students are introduced to the discipline of history and to the skill of reading and interpreting primary sources from a variety of text forms.

Course Learning Outcomes

Students who complete the course will be able to:

1. Identify and describe significant persons, events, and institutions in American history from 1865 to the present;
2. Identify major themes in the development of American culture, society, and politics from 1865 to the present;
3. Write a well-organized essay with an original thesis on a significant historical question that draws on multiple primary and/or secondary sources.

HIS 103 European History (3)

A chronological survey of the development of European civilizations from the pre-history era to the period of European colonialism. The study of historical events and developments are contextualized in changing social, political, economic, religious and geographic developments.

Course Learning Outcomes

Students who complete the course will be able to:

1. Describe broadly the political development of the European continent;
2. Explain the most significant political, economic, and cultural events that have shaped the European continent;
3. Conduct research analyzing both primary and secondary sources related to European history.

HIS 127 Latin American History I (3)

This course covers the heritage and development of Latin America from its indigenous beginnings through European exploration and colonialism to the modern states. The course emphasizes the economic, social, cultural and political forces that shaped these states.

Course Learning Outcomes

Students who complete the course will be able to:

1. Demonstrate a working knowledge of key social, cultural, political and economic developments in Latin American history;
2. Be able to identify the geography of the region including countries, major cities, and important geographic features;
3. Develop well-organized and supported theses and argumentative essays on a topic in Latin American history.

HIS 130 Modern African History (3)

This course will examine pre-colonial African communities and societal organization; African ways of knowing; the Trans-Atlantic Slave Trade; the Berlin Conference and the onset of colonialism; African responses to colonialism; the growth of African nationalism; independence struggles; democracy; structural adjustment; civil society, gender; development; and globalization.

Course Learning Outcomes

Students who complete the course will be able to:

1. Demonstrate an understanding of African social organization, ways of knowing and economic life;
2. Demonstrate knowledge of the major developments, events, themes and systems characterizing the history of Africa;
3. Read analytically, draw conclusions and construct arguments verbally and in writing concerning topics in African History.

HIS 131 South African History (3)

This course will introduce students to the social and political history of South Africa from pre-colonial times to the post-apartheid years, starting with an examination of the region's early African societies, and moving to European contact and subsequent settlement and colonization patterns on the subcontinent.

Course Learning Outcomes

Students who complete the course will be able to:

1. Demonstrate an understanding of key events, figures, places and themes in South African history;
2. Demonstrate critical knowledge of the major social, cultural, economic and political forces that have shaped the history of South Africa;
3. Write a well-organized, cogent essay with an original thesis concerning a topic in South African History.

HIS 213 Human Civilization I (3)

This course examines the political, social, cultural and economic history of human civilization

from its beginnings to about 1715. The major focus will be on near Eastern, Mediterranean, and European developments. The student will also be introduced to Asian, African, and pre-Columbian American civilizations.

Course Learning Outcomes

Students who complete the course will be able to:

1. Demonstrate a broad general understanding of the sweep of human history and the roles of individuals, peoples, and cultures in establishing civilization as we know it;
2. Describe human events, ideas, and accomplishments generally recognized to be formative and fundamental to the history of civilization;
3. Analyze and discuss representative cultural works that have helped establish idealized relationships of humankind to the divine, to one another, and to nature—and that have attempted to define and explain beauty as necessary to the well being of the individual soul as well as of the larger society.

HIS 214 Human Civilization II (3)

This course examines the political, social, cultural and economic history of human civilization from about the Middle Ages to the present. The major focus will be on social, economic, political, and intellectual developments during the period under consideration. Prerequisite: HIS 213.

Course Learning Outcomes

Students who complete the course will be able to:

1. Demonstrate a broad general understanding of the sweep of human history;
2. Describe key human events, ideas, and accomplishments that have been formative and fundamental to the history of civilization;
3. Analyze and discuss representative historical cultural works that are considered fundamental to modern society.

HIS 220 California History (3)

This course examines the social, cultural and historical development of California from before the 16th century to the present.

Course Learning Outcomes

Students who complete the course will be able to:

1. Describe the location and culture of California's indigenous peoples;
2. Compare and contrast the defining characteristics of the Spanish, Mexican, and American geographic exploration, settlement, and governing of California;
3. Analyze and describe California's political, social, and economic impact on the country and the world.

HIS 224 Asian History (3)

This course provides an overview of the geographic, political, economic, religious and social structures of the civilizations of China, Japan and Korea from the Middle Ages to early modern times.

Course Learning Outcomes

Students who complete the course will be able to:

1. Demonstrate an understanding of key events, figures, places and themes in Asian history;
2. Demonstrate critical knowledge of the major social, cultural, economic and political forces that have shaped the history of Asia;
3. Write a well-organized, cogent essay with an original thesis concerning a topic in Asian History.

HIS 225 The American Experience (3)

This course explores an array of historical, geographical, economic and cultural perspectives on the settling and development of the United States. Includes consideration of native inhabitants and the various communities that have migrated to the North American continent from the time of Columbus to the present.

Course Learning Outcomes

Students who complete the course will be able to:

1. Identify major themes and issues related to the ways Americans have historically expressed, institutionalized and contested identity;
2. Assess how struggles over American identity often cross disciplinary boundaries, simultaneously engaging visual and material culture, literature, history, politics, and popular culture;
3. Appreciate the cultural diversity of the American experience, especially in terms of class, ethnicity, gender, and race.

HIS 226 Ancient African History (3)

This course is intended to convey the range and diversity of people, events, objects and places in Ancient Africa from 2.5 million years ago until the 19th century. It begins with an investigation of the origins of civilization, the growth of farming and cities, and European interest in Africa, in order to gain an understanding both of the African past and the way in which African culture has influenced and been influenced by other cultures.

Course Learning Outcomes

Students who complete the course will be able to:

1. Demonstrate an understanding of key events, figures, places and themes in Ancient African history;

2. Demonstrate critical knowledge of the major social, cultural, economic and political forces that shaped the history of Ancient Africa;
3. Write a well-organized, cogent essay with an original thesis concerning a topic in Ancient African History.

HIS 227 Ancient World History (3)

This course provides an introduction to the peoples of the ancient world. Students investigate various aspects of ancient world cultures including geography, politics, history, art, literature and religion.

Course Learning Outcomes

Students who complete the course will be able to:

1. Think historically about the world in terms of patterns and trends in human experience;
2. Acquire a broad understanding of the ancient world from a variety of perspectives, including: religion, industry, literature, history, geography, education, customs, law, and philosophy;
3. Appreciate and utilize primary texts (in translation);
4. Write a well-organized, cogent essay with an original thesis concerning a topic in Ancient World History.

HIS 228 Mexican History (3)

This course explores the development of modern Mexico, including the pre-Columbian Native American peoples, Spanish influences, 19th century Mexican independence and 20th century revolution, contemporary issues, relations with the U.S. and Mexican and Mexican-American culture.

Course Learning Outcomes

Students who complete the course will be able to:

1. Demonstrate an understanding of key events, figures, places and themes in Mexican history;
2. Demonstrate critical knowledge of the major social, cultural, economic and political forces that have shaped the history of Mexico;
3. Write a well-organized, cogent essay with an original thesis concerning a topic in Mexican History.

HIS 229 History of India: 19th and 20th Centuries (3)

This course will focus on the history of India during the nineteenth and twentieth centuries. Students will learn, in particular, about British rule in India and the development of Indian nationalism. Some of the broader themes explored in this course are religion and politics, the nature and scope of imperialism in India, and the formation of national identity.

Course Learning Outcomes

Students who complete the course will be able to:

1. Demonstrate an understanding of key events, figures, places and themes in Indian history;
2. Demonstrate critical knowledge of the major social, cultural, economic and political forces that have shaped the history of India;
3. Write a well-organized, cogent essay with an original thesis concerning a topic in Indian History.

HIS 230 Early Latin American History (3)

This course examines the social, political, economic, and cultural foundations of Latin America from pre-colonial to the Conquest in the fifteenth century to independence in the early nineteenth century.

Course Learning Outcomes

Students who complete the course will be able to:

1. Describe the location and culture of the indigenous people of Mesoamerica and South America;
2. Compare and contrast the social, political, and economic dynamics of colonization based on primary and secondary sources;
3. Analyze and explain the principal forces that contributed to continuity and change in Latin American cultures as a result of conquest and colonization;
4. Describe the issues of race, ethnicity, class, and gender in shaping Latin American cultures.

HIS 233 African-American History (3)

This course provides an analysis of the African American experience in the United States from the Colonial period to the present, including forced migration from Africa, slavery, emancipation, the Jim Crow laws, and the Civil Rights movements. Also studied are the social, economic and political effects brought about by urbanization and the significant political, scientific and cultural contributions of African Americans.

Course Learning Outcomes

Students who complete the course will be able to:

1. Analyze and explain the most significant political, economic, and cultural events that have shaped the lives of African Americans in the United States;
2. Compare and contrast the social and political conditions of African American experience according to gender, occupation, status, and region;
3. Explain the role that African American communities and individuals have played in shaping the United States.

HIS 240 World History (3)

This course is a survey of world history from Medieval to early modern times, tracing the developments of the geographic, religious, political and social, cultural and technological changes during the period AD 300-1789.

Course Learning Outcomes

Students who complete the course will be able to:

1. Demonstrate an ability to evaluate interpretations of historical events by analyzing secondary accounts and primary documents;
2. Demonstrate an understanding of the interplay of geographic factors, family patterns, religion, and military organization in the development of larger states in Afro-Eurasia, China, Europe, and India;
3. Describe the impact of the Scientific Revolution and the initial stages of industrialization on social groups;
4. Describe the impact of colonial expansion in the non-industrialized world and the social movements that were created in response to this colonial rule.

HIS 223 Ancient Egyptian History (3)

This course provides an overview of ancient Egyptian history from prehistory (4000 BCE) until the end of the Egyptian civilization and the Roman conquest of Egypt (30 BCE). Students will investigate ancient Egyptian culture, religion, literature, society, archaeology, and art. Students will also learn about the history of the modern discipline of Egyptology.

Course Learning Outcomes

Students who complete the course will be able to:

1. Demonstrate an understanding of key events, figures, places and themes in ancient Egyptian history;
2. Demonstrate critical knowledge of the major social, cultural, economic, and political forces that shaped the history of ancient Egypt;
3. Write a well-organized, cogent essay with an original thesis concerning a topic in ancient Egyptian history.

HUM 202 Comparative Religion (3)

An introductory course to the study of religion that includes a survey of the world's major religions, with an emphasis on primary sources. A comparative framework will be used to explore the fundamental themes, beliefs, texts, and rituals of the world's religions, including but not limited to Christianity, Islam, Judaism, Taoism, Confucianism, Buddhism, and Hinduism.

Course Learning Outcomes

Students who complete the course will be able to:

1. Learn the basic principles of the academic study of religion, and how these differ from

- other approaches (confessional, faith-based, anti-religious, polemical, etc.);
2. Learn about the history, sacred texts, rituals, and contemporary practice of major world religious traditions (Islam, Judaism, Christianity, Hinduism, Buddhism);
 3. Develop analytical skills that can be used to learn more about these and other religious traditions (Shinto, Sikhism, Jainism, Yoruba, atheism, etc.);
 4. Improve critical thinking and writing skills.

HUM 211 Religion in America (3)

This course studies the significant religious groups, leaders and trends from colonial times to the present. Attention will be given to the growth of religious liberty, relation of religion to social protest, religion and the courts, religious concerns of various ethnic and national groups. The course will analyze how current religious developments are impacting society.

Course Learning Outcomes

Students who complete the course will be able to:

1. Describe the specific groups, leaders and issues that have contributed significantly to the character of religion in America including the role of religious freedom, tolerance, and separation of church and state;
2. Articulate the situation and role of religion in American society today
3. Craft a research paper on religion in America that engages both primary and secondary sources.

LA 99 Introduction to College (Non credit)

This course introduces students to skills that will help them successfully navigate their college experience and become active members of MTC's academic community. In this course, we will focus on academic strategies and resources which will help students be successful as they pursue their education. By the end of the course, students will have a set of tools for college success, a greater understanding of their identity as a college student, and an academic pathway to reach their educational goals.

Course Learning Outcomes

Students who complete the course will be able to:

1. Learn an array of skills, strategies, and support systems to succeed in their college coursework and facilitate lifelong learning;
2. Identify why they are going to college by defining their own educational goals and academic pathways for achieving those goals;
3. Reflect on their own educational experiences and to become empowered by their own identities as college students.
4. Participate as engaged members of MTC's learning community in academic courses, extracurricular activities, and in the overall life of the college.

MTH 50A Mathematics Foundations I (Non credit)

The purpose of this course is to learn how to do arithmetic and apply it to daily life. Topics include addition, subtraction, multiplication and division of whole numbers, decimals, and fractions; order of operations; exponents and roots; and applications of these concepts. The course will reinforce multiplication tables and number sense and will introduce rates, ratios, and proportions.

Course Learning Outcomes

Students who complete the course will be able to:

1. Perform arithmetic operations on whole numbers by hand;
2. Perform arithmetic operations on fractions and mixed numbers;
3. Perform arithmetic operations on decimals and convert between fractions and decimals;
4. Simplify arithmetic expressions using the order of operations;
5. Solve problems involving rates, ratios and proportions;
6. Use arithmetic to solve word problems that model real-life applications.

MTH 50B Mathematics Foundations II (Non credit)

This course will cover fundamentals of math including ratios and proportions; signed numbers; introduction to variables; coordinate axes and graphing; and applications of these concepts. The course will build on the foundation of concepts from Math 50A and introduce more advanced topics in math in preparation for Elementary Algebra.

Course Learning Outcomes

Students who complete the course will be able to:

1. Perform calculations involving ratios, proportions and percentages;
2. Perform calculations involving negative and positive real numbers;
3. Solve word problems involving ratios, proportions, percentages, and signed numbers.
4. Solve linear equations in one variable;
5. Graph points and lines in the Cartesian coordinate system;
6. Read and interpret a variety of charts and graphs;
7. Use variables and algebraic methods to solve word problems.

MTH 99 Elementary Algebra (Non credit)

This course is an introduction to algebra, intended to prepare students for success in Intermediate Algebra. Elementary Algebra emphasizes conceptual understanding, procedural fluency, and problem solving. Topics include developing and using algebraic expressions and functions; solving linear equations; graphing linear functions; solving linear and compound inequalities; solving systems of linear equations and inequalities; evaluating and simplifying polynomial expressions and functions; and applying algebra skills to real world situations.

Course Learning Outcomes

Students who complete the course will be able to:

1. Interpret and analyze algebraic functions and use them to solve real-world word problems;
2. Solve linear equations and inequalities in one variable;
3. Graph linear equations in two variables in the Cartesian coordinate system;
4. Solve systems of linear equations in two variables;
5. Solve compound inequalities and systems of linear inequalities;
6. Simplify and perform algebraic operations on polynomial functions.

MTH 110 Business Math (3)

Business Math is an introduction to the fundamentals of financial concepts used within business enterprises. The development of skills in measurements by the use of fractions, cash and accrual methodology, taxation, payroll processing, cash controls, as well as understanding of basic business statistics.

Course Learning Outcomes:

Students who complete the course will be able to:

1. Demonstrate an understanding of the appropriate use of financial terminology when describing business processes;
2. Identify with fractions used through its use in equations as it applies to the business enterprises;
3. Define the elements of business financial statements and the proper use as it applies to business entities;
4. Apply the functions of the business math equations in processing payroll, and preparing governmental tax forms;
5. Demonstrate knowledge and understanding of the basic mathematical concepts and financial statements and their functions, and duplicate these in all homework assignments and partner projects.

MTH 115 Intermediate Algebra (3)

This course builds on the concepts from MTH 99, exploring more advanced topics in algebra. Topics include rational functions; radical functions; quadratic functions; quadratic formula; complex numbers; composite functions; inverse functions; exponential functions; and logarithmic functions. Emphasis is on understanding the patterns, properties and graphs of these functions as well as applying these functions to solve real world problems.

Course Learning Outcomes

Students who complete the course will be able to:

1. Interpret and analyze algebraic functions and use them to solve real-world word problems;
2. Solve polynomial equations in one variable by factoring;

3. Solve quadratic equations in one variable by quadratic formula;
4. Solve problems involving rational and radical functions;
5. Perform algebraic operations on functions and evaluate composite functions;
6. Solve problems involving logarithmic and exponential functions, and more generally, inverse functions;
7. Graph polynomial, radical, logarithmic and exponential functions;
8. Demonstrate proficiency on the MTC Math Signature Assignment.

MTH 125 Geometry (3)

Addresses basic geometry terms and concepts including: point, line, angles, general polygons, congruency, triangulation, similarity, area, circles, solid geometry, inequities and informal constructs. This course will teach concepts and theorems of Geometry as the study of size, shape and position of 2-dimensional shapes. We will learn about lines and angles, as well as perimeter, area and volume of common shapes.

Course Learning Outcomes

Students who complete the course will be able to:

1. Use geometric vocabulary accurately to identify and describe geometric objects and relationships;
2. Apply formulas for perimeter, area, volume, and surface area to solve practical geometric problems;
3. Use given information and valid logical reasoning to establish geometric relationships in proofs.

MTH 135 Statistics (3)

This class introduces statistical concepts and methods for understanding measurements and data. Topics include grouping of data, measures of central tendency and dispersion, probability concepts, sampling, statistical estimation, and statistical hypothesis testing.

Course Learning Outcomes

Students who complete the course will be able to:

1. Use graphs and numerical summaries effectively to understand sets of data;
2. Use probability to understand random events and apply probability to sampling;
3. Relate two different numerical or categorical variables;
4. Compute statistical measures, including for hypothesis testing, and interpret the significance of the result;
5. Apply statistical concepts to real-world applications;
6. Interpret and assess statistical measures presented by others;
7. Recognize potential biases in different types of variables, data, and studies.

MTH 220 Pre-Calculus I (3)

Preparation for calculus or other courses requiring depth in algebraic background. Topics include trigonometric functions and identities; vector geometry; polar coordinates; and applications of these topics.

Course Learning Outcomes

Students who complete the course will be able to:

1. Perform trigonometric calculations using the unit circle;
2. Graph parent trigonometric functions and their transformations;
3. Simplify expressions using trigonometric identities;
4. Prove trigonometric identities;
5. Perform operations on and between vectors;
6. Convert between rectangular and polar

MTH 221 Pre-Calculus II (3)

This course expands on the trigonometry covered in Pre-Calculus I and introduces students to additional topics required in Calculus and other advanced mathematics courses. Topics include systems of equations and matrix algebra; conic sections; polynomial and rational functions; sequences and series; and mathematical logic.

Course Learning Outcomes

Students who complete the course will be able to:

1. Solve systems of linear equations using matrix methods;
2. Identify conic sections and perform related computations;
3. Find complex, rational, and irrational roots of polynomials;
4. Identify arithmetic and geometric series, and perform related computations;
5. Prove mathematical statements using induction and/or the binomial theorem.

MTH 226 Pre-Calculus with Analytical Geometry (3)

Advanced algebra with analytic geometry. This course includes topics from college algebra; matrices, vectors, conic sections, transformations of coordinate axes, polar coordinates, lines and surfaces in space, quadric surfaces.

Course Learning Outcomes

Students who complete the course will be able to:

1. Simplify and perform algebraic operations on polynomial, rational, exponential, logarithmic, and trigonometric functions;
2. Identify, analyze and graph functions;
3. Use mathematics to model and solve real-world problems

MTH 230 Calculus I (3)

Differential calculus. This course covers the concepts of limits and continuity; exponential and logarithmic functions; techniques of differentiation and integration; applications of the derivative and the integral. Prerequisite: MTH 115, MTH 220, MTH 221.

Course Learning Outcomes

Students who complete the course will be able to:

1. State and apply basic definition, properties, and theorems of first semester calculus;
2. Calculate limits, derivatives, definite integrals, and indefinite integrals of algebraic and transcendental functions;
3. Model and solve application problems using derivatives and integrals of algebraic and transcendental functions.

MTH 231 Calculus II (3)

Integral calculus. This course covers the concepts of the indefinite integral, area, fundamental theorem of calculus, methods of integration; applications to volume and arc length, and physical problems.

Course Learning Outcomes

Students who complete the course will be able to:

1. Describe a region by boundaries or inequalities in x and y , draw a solid revolution, and set up an integral for the volume;
2. Analyze an integral to determine the correct method of integration;
3. Apply theorems to determine if a series converges or diverges.

MTH 232 Calculus III (3)

This course covers the concept and contribution of infinite series to the understanding of limits and thus the theoretical basis of derivatives and integrals. Topics also covered include: calculation of vectors and three-dimensional space, determination of directional derivatives and gradients, use of partial derivatives and the chain rule, comprehension of curves, surfaces, maxima and minima as well as evaluation of multiple integrals.

Course Learning Outcomes

Students who complete the course will be able to:

1. State and apply basic definitions, properties and theorems of multivariable calculus;
2. Compute and apply derivatives and multiple integrals of functions of two or more variables;
3. Compute and apply vector fields, line integrals, and surface integrals;
4. Analyze multivariable functions.

MTH 243 Calculus IV (3)

This course covers the study of line and surface integrals including Stoke's and Green's theorem,

point-set theory and the use of the Bolzano – Weierstrass theorem and the Heine – Borel theorem, as well as the fundamental theorems on continuous functions and the Intermediate-value theorem. The course will also include theory of integration including: Riemann's Double integrals, iterated integrals, Improper and Stieltjes Integrals. The later part of the course will involve improper integrals of the second and mixed type, the gamma function, and Stirling's formula, concluding with the study of Fourier series and integrals with emphasis on Fourier's Convergence Theorem and the graphical study of a Fourier Series.

Course Learning Outcomes

Students who complete the course will be able to:

1. Find extreme values of multivariable functions, with or without constraints;
2. Compute and apply double and triple integrals;
3. Change variables in multiple integrals, including changing from rectangular coordinates to polar, cylindrical, or spherical coordinates;
4. Use and compute line and surface integrals;
5. Apply Green's Theorem, Stokes' Theorem and the Divergence Theorem.

MTH 252 Discrete Mathematics (3)

Topics in discrete mathematics. This course covers the study of elementary logic, set theory and relations; methods of proof; induction, enumeration techniques, recurrence relations, trees and graphs; Boolean algebra, algorithm analysis; counting and combinatorics.

Course Learning Outcomes

Students who complete the course will be able to:

1. Apply principles of logic to analyze validity of arguments;
2. Apply mathematical induction to problems in sequences and series;
3. Write and analyze proofs.

MTH 260 Differential Equations (3)

This course will explore various strategies and methods to analyze and solve ordinary differential equations. This course will introduce partial differential equations as well as techniques and some applications of integral and differential calculus, transcendental functions, analytic geometry, sequences, series, and applications of differential equations.

Course Learning Outcomes

Students who complete the course will be able to:

1. Solve various science and engineering application problems using differential equations;
2. Solve non-homogeneous linear differential equations by the method of variation of parameters, and by either undetermined coefficients or inverse operators;
3. Solve first order differential equations by a variety of methods.

MTH 287 Linear Algebra (3)

Elementary theory of vector spaces. This course covers the study of linear independence, bases, dimension, linear maps and matrices, determinants, orthogonality, eigenvalues and eigenvectors.

Course Learning Outcomes

Students who complete the course will be able to:

1. Determine the number of solutions to a linear system. If there are an infinite number of solutions, then the student will be able to determine how many arbitrary parameters the solution has;
2. Identify a basis for a vector space;
3. Identify a vector space.

MUS 212 Music Appreciation (3)

A study of great music and great composers from medieval times through the 20th century. Includes basic elements of music and an introduction to the orchestra.

Course Learning Outcomes

Students who complete the course will be able to:

1. Aurally identify stylistic and historical developments in music;
2. Demonstrate an understanding of how the elements of music are based on music theories and structures;
3. Articulate in writing their aesthetic perceptions and responses to the art of music.

PHL 165 Applied Ethics: Ethics Bowl (1-3)

This course invites students to participate in the intensive application of ethics through discussion, dialogue, and debate. Students will develop and practice oral advocacy skills by applying critical ethical thinking to real world problems across a diverse range of issues.

Course Learning Outcomes

Students who complete the course will be able to:

1. Analyze, critically evaluate, and apply theories of ethics to moral problems;
2. Articulate central ethical concepts such as justice, happiness, the good, virtue, dignity, rights, and equality;
3. Argue persuasively about classic and contemporary moral issues.

PHL 270 Social Ethics (3)

This course is an introduction to the philosophical field of ethics. This involves understanding major philosophers' theories and arguments, some common philosophical terminology, as well as the tools of analysis that philosophers have honed for over two millennia.

Course Learning Outcomes

Students who complete the course will be able to:

1. Read, interpret and understand central methodological theories in ethics;
2. Apply philosophical theories to contemporary moral problems;
3. Understand and critically assess ethical viewpoints and issues;
4. Write critically about classic and contemporary moral issues.

PHL 271 Introduction to Philosophy (3)

This course is an introduction to the field of philosophy, which questions the foundations of thought, knowledge and behavior. Students consider the perspectives and worldviews of the great thinkers of the past, from Socrates to Sartre, including some non-Western voices. From their consideration of these thinkers, students will begin to develop and raise their own questions about the foundational issues of how and what we think, do, and know, and how these impact how we live and believe.

Course Learning Outcomes

Students who complete the course will be able to:

1. Interact with philosophical texts using critical thinking methodology, both in discussion and in writing;
2. Apply philosophical reasoning to modern issues and situations;
3. Write a well-organized analytical essay with a strong, original thesis.

PHL 274 Introduction to Eastern Philosophy and Buddhism (3)

This course examines the beliefs and practices of Buddhism in the context of Eastern religious/philosophical traditions. Studies include cultural expressions, history and the place of these traditions in the world.

Course Learning Outcomes

Students who complete the course will be able to:

1. Identify assumptions, concepts, and modes of reasoning found in a variety of Buddhist, Confucian, Daoist, Hindu, and other Eastern texts that utilize carefully crafted lines of

argumentation to address philosophical problems such as epistemology, metaphysics, and ethics;

2. Explain how particular lines of inquiry, argumentation, and reasoning have shaped Eastern worldviews and values;
3. Analyze and evaluate the assumptions and teachings found in various Eastern philosophical texts.

PHY 154 Introductory Physics with Lab (4)

Apply fundamental concepts of physics (such as motion, energy, fluids, waves, electricity, modern physics) to common real-world phenomena, using algebra-level math while emphasizing verbal logic, critical analysis and rational thought.

Course Learning Outcomes

Students who complete the course will be able to:

1. Solve basic problems using the basic principles of physics, together with logic and critical thinking.
2. Take physical measurements and analyze results to draw conclusions about a system under investigation, including whether data supports or refutes a given physical model.
3. Critically evaluate physical data and arguments encountered in modern life, including discussions in politics and the media.
4. Explain physical reasoning, both orally and in writing. Work effectively in groups on a common project.
5. Evaluate the role of social context in shaping physics. Look at examples in the lives of notable and diverse figures in physics.

POL 241 American Government (3)

A study of the principles and problems of American government, including the U.S. Constitution and the concept of Federalism, and the organization and functions of federal, state and local governments.

Course Learning Outcomes

Students who complete the course will be able to:

1. Identify essential elements of the United States political system, including the different branches of government and the United States Constitution;
2. Evaluate the key institutions and processes of democracy within the United States;
3. Think and write critically about varying perspectives and ideologies related to American politics.

PSY 121 Social Psychology (3)

The purpose of this course is to introduce students to the field of social psychology, with particular attention to the importance of social conditions in shaping behaviors, identities, beliefs, and perceptions.

Course Learning Outcomes

Students who complete the course will be able to:

1. Demonstrate a solid understanding of basic social psychological principles and methods;
2. Read, critique, and write about empirical research;
3. Design experimental studies to test their own ideas.

PSY 122 Psychology of Family (3)

This course is an overview of developmental and systematic theories of family functioning with emphasis on the impact of family on individual development.

Course Learning Outcomes

Students who complete the course will be able to:

1. Demonstrate familiarity of the major theories, concepts, terminology, and empirical findings involved in personal and family behaviors;
2. Analyze the psychology of the family structure related to marriage patterns, changes, social function, and cross-cultural differences in marriage and family;
3. Demonstrate an understanding of interactions between family relationships and a person's perception, expectations, attitudes, and behaviors.

PSY 160 Psychology of Trauma (3)

This course introduces students to a broad range of information on the psychology of trauma. Topics may include the consequences of trauma exposure, trauma-related disorders and treatments, resilience and post-traumatic growth, and current trends in trauma research.

Course Learning Outcomes

Students who complete the course will be able to:

1. Define psychological trauma, resilience, and post-traumatic growth.
2. Identify the symptoms, impact, types, and treatments of trauma.
3. Demonstrate an understanding of the risk and protective factors that increase or decrease trauma-related distress.
4. Describe evidence-based prevention and intervention efforts, including the use of a trauma-informed approach to care.

PSY 211 Abnormal Psychology (3)

This course is an overview of the major theories, concepts, issues, data and research methodologies of abnormal psychology. The emphasis of the course is on assessment, treatment

and prevention.

Course Learning Outcomes

Students who complete the course will be able to:

1. Apply critical thinking, skeptical inquiry, and when possible, the scientific approach to solve problems related to behavior and mental processes;
2. Demonstrate familiarity with primary symptoms of mental disorders and procedures used to diagnose and evaluate abnormal behavior;
3. Demonstrate familiarity with theoretical models of abnormal behavior and treatments based on these different theoretical orientations;
4. Examine basic research methods and design in abnormal psychology.

PSY 221 General Psychology (3)

Introduction to the principal areas, problems and concepts of psychology: perception, thinking, motivation, personality, and social behavior.

Course Learning Outcomes

Students who complete the course will be able to:

1. Identify basic research methods and ethical considerations in the study of behavior;
2. Distinguish varied theoretical orientations, processes, and concepts on behavior;
3. Examine human development across the lifespan;
4. Identify psychological disorders and treatments;
5. Apply key tenets of psychology to everyday life.

PSY 255 Child Growth and Development (3)

This course is an in-depth study of theory and research concerning the childhood period from conception through pre-adolescence. Genetic maturational factors along with their interaction with experiential factors will be examined as to their effect upon behavior. Both pathogenic and adaptive patterns will be addressed with a view to facilitating optimal development and socialization of children.

Course Learning Outcomes

Students who complete the course will be able to:

1. Demonstrate major concepts, terminology, and empirical findings in the field of child growth and development;
2. Demonstrate familiarity with and critically evaluate major theories and research in child growth and development;
3. Explain the structure and functioning of the brain and nervous system as relates to behavior and mental processes;
4. Demonstrate understanding of the types of development and the environmental influences that affect an individual from birth through adolescence.

SOC 230 Sociology (3)

This course provides an introduction to society, culture and personality. Major problem areas examined are the interaction of culture and personality, socialization, social change, prejudice, and large group behavior.

Course Learning Outcomes

Students who complete the course will be able to:

1. Explain the historical foundations and theoretical concepts of sociology;
2. Identify social trends, policies, and practices using sociological paradigms;
3. Describe the role of the individual within a social system and the impact social institutions have on individuals;
4. Analyze issues of social diversity from a sociological perspective.

SPA 101 Elementary Spanish I (4-5)

This class introduces students to engaging in basic written and oral interactions, such as asking and answering questions, providing information, and expressing feelings and emotions on basic topics such as family, daily routines and leisure time as well as survival situations, such as ordering meals, buying things, etc.

Course Learning Outcomes

Students who complete the course will be able to:

1. Functionally express themselves using the Spanish language through verbal and written communication;
2. Demonstrate reading comprehension of the Spanish language utilizing relatively short writings of both a formal and an informal nature;
3. Communicate through reading and writing in the Spanish language at the novice-high to intermediate-low level;
4. Communicate through speaking and listening in the Spanish language at the novice-high to intermediate-low level;
5. Compare and contrast U.S. culture and culture(s) of the Spanish language.

SPA 102 Elementary Spanish II (4-5)

The second semester, first year of Spanish will expand and consolidate control of basic grammatical structures and vocabulary focusing on all four language skills: speaking, listening, reading, and writing.

Course Learning Outcomes

Students who complete the course will be able to:

1. Functionally express themselves using the Spanish language through verbal and written communication;

2. Demonstrate reading comprehension of the Spanish language utilizing relatively short writings of both a formal and an informal nature;
3. Communicate through reading and writing in the Spanish language at the intermediate-mid level;
4. Communicate through speaking and listening in the Spanish language at the intermediate-mid level;
5. Compare and contrast U.S. culture and culture(s) of the Spanish language.

SPA 211 Intermediate Spanish I (4-5)

Second year Spanish will continue the development of proficiency in the language, expanding vocabulary and grammatical structures, in order to discuss topics from personal interests to current affairs. Functions will include present, past and future narrations, more detailed descriptions, and comparisons. Readings and audiovisual examples of authentic cultural material will lead to a deeper understanding of Hispanic culture.

Course Learning Outcomes

Students who complete the course will be able to:

1. Functionally express themselves using the Spanish language through verbal and written communication;
2. Demonstrate reading comprehension of the Spanish language utilizing relatively short writings of both a formal and an informal nature;
3. Communicate through reading and writing in the Spanish language at the intermediate-mid to intermediate-high level;
4. Communicate through speaking and listening in the Spanish language at the intermediate-mid to intermediate-high level;
5. Compare and contrast U.S. culture and culture(s) of the Spanish language.

SPA 212 Intermediate Spanish II (4-5)

This class will expand the existing knowledge of the language and the culture, integrating more aspects of traditions, customs, and artistic expressions from Spain and Latin America, with more extensive readings, audiovisual sources, in-class discussions, and compositions.

Course Learning Outcomes

Students who complete the course will be able to:

1. Functionally express themselves using the Spanish language through verbal and written communication;
2. Demonstrate reading comprehension of the Spanish language utilizing relatively short writings of both a formal and an informal nature;
3. Communicate through reading and writing in the Spanish language at the intermediate-high to advanced-low level;

4. Communicate through speaking and listening in the Spanish language at the intermediate-high to advanced-low level;
5. Compare and contrast U.S. culture and culture(s) of the Spanish language.

SPA 221 Introduction to Spanish Literature (3)

This course provides the student with an introduction to Spanish literature, including short stories, plays and poems. It aims to increase the student's ability to read, understand and interpret literature as well as improve written and spoken language skills. The course intends to strengthen the student's general familiarity with literary genres, themes and techniques. In addition, it uses the writings as a window to a range of cultures, histories and perspectives.

Course Learning Outcomes

Students who complete the course will be able to:

1. Understand the development of Spanish literature in its chronological sequence;
2. Discuss from a critical perspective the major literary works, authors and movements that have influenced the literature of Spanish speaking cultures;
3. Write critical essays in Spanish demonstrating skills in literary analysis.

[subj.] 170 Early College Seminar (1)

The one-unit early college seminar is a unique opportunity for early-career MTC students to dive deep into an advanced scholarly topic. The seminar introduces students to the kinds of scholarly dialogue that typically take place only at more advanced levels of academia. The seminar will meet once per week for 9 weeks. Course Learning Outcomes vary.

[subj.] 180 Special Topic (1-4)

This course covers a special topic. The subject varies depending on the course content. Course Learning Outcomes vary.

[subj.] 280 Special Topic (1-4)

This course covers a special topic. The subject varies depending on the course content. Course Learning Outcomes vary.