# TABLE OF CONTENTS

**General Program Information** 3  
  Program Mission Statement and Goals 3  
  Accreditation 3  
  Administrative Staff 4  
  Board of Directors 4  
  Program Learning Outcomes 6  
  Required Courses for the Associate of Arts in General Studies 7  
  Required Courses for Junior Transfer Eligibility to a 4-year State University 8  
  College Preparatory Program 9  
  Academic Advising 9  
  Student Support 9  
  Study hall 10

**Enrollment and Registration** 11  
  Course Calendar 11  
  Admissions 11  
  New Student Orientation 11  
  Assessments 11  
  Registration Procedures and Information 12  
  Transferring Credits 14  
  Requesting Transcripts or Letters Confirming Enrollment 14  
  Petitioning to Graduate 15

**Program Policies and Expectations** 16  
  Attendance and Tardiness 16  
  Grading 16  
  Textbooks and Course Materials 16  
  Academic Honesty Policy 17  
  Code of Conduct 18  
  Student Complaints 19  
  Academic Freedom 19

**Courses** 21  
  Course Numbers and Titles 21
GENERAL PROGRAM INFORMATION

PROGRAM MISSION STATEMENT AND GOALS

Our Mission
The mission of the College Program at San Quentin 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 the College Program at San Quentin are to educate 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 the College Program at San Quentin, as well as other education and outreach activities, the Prison University Project 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
The Prison University Project 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

Patten University
Our AA Degree program at San Quentin State Prison has been an extension site of Patten University—our accredited university partner—since the founding of the program. Students enrolled in credit courses are registered at Patten just as if they were enrolled at its main campus, in Oakland. The Prison University Project takes primary responsibility for teacher training and program administration at the San Quentin extension site.
In July of 2018, our students were informed that Patten University would close. Patten has since entered a "teach-out" period to allow a smooth transition for enrolled students. In part as a result of the planned closure of Patten, our program is in the process of applying for independent accreditation.

Our Next Steps
At its February 2, 2019 meeting, the Accrediting Commission for Community and Junior Colleges (ACCJC), Western Association of Schools and Colleges reviewed and accepted the Eligibility Report submitted by the College Program at San Quentin. Under Commission rules, acceptance of an Eligibility Report does not establish a formal relationship between the Commission and the college. Inquiries about accreditation should be made to the Commission office: ACCJC, 10 Commercial Blvd., Suite 204, Novato, CA 94949, (415) 506-0234.

ADMINISTRATIVE STAFF

David Cowan, Operations Manager
Reed Goertler, Chief Operations Officer
Lauren Hall, Development Director
Amy Jamgochian, Academic Program Director
Derrius Jones, Student Affairs Assistant
Deirdre Judge, College Preparatory Writing Program Coordinator
James King, Clerk
Jody Lewen, Executive Director
Allison Lopez, Learning Specialist
Corey MacNeil, Clerk
Sharyl McGrew, Grants Officer
Dmitriy Orlov, Office Manager
Wendy Quezada, Executive Assistant
Jared Rothenberg, Development Associate
Neil Terpkosh, STEM Program Coordinator
Timothy Thompson, Program Assistant
Student Affairs Director

BOARD OF DIRECTORS

Patrice Berry; Director of College Track, East Palo Alto. Former Director of the Student Success Center at the Netter Center for Community Partnerships at the University of Pennsylvania.
James Dyett; Enterprise Sales at Stripe and Instructor for the Prison University Project. Previously worked at the White House on economic policy and led a non-profit for five years focused on increasing access to clean drinking water and sanitation in Africa.

Jeff Feinman, MNA; Bay Area Executive Director of Springboard Collaborative, former Executive Director of Mission Graduates, and Founder of The DJ Project. Previous board experience includes CollegeWorks, Mission Promise Neighborhood, and EPACenter Arts.

Lilly Fu, Treasurer; Currently serves as the Senior Director, Finance & Administration at the George Lucas Educational Foundation. She also serves on the Board of Next Generation Scholars and on the advisory board of the Global Fund for Women.

Sia Henry, JD; Senior Program Associate with the National Prison Rape Elimination Act (PREA) Resource Center. Former attorney at the Prison Law Office and Program Associate with Impact Justice's Restorative Justice Project.

Connie Krosney, EdD; Retired professor of Education, and Prison University Project writing tutor. Previous board service includes Burlington Housing Authority, Spectrum Youth and Family Services, Vermont Council of Teacher Educators.

Elana Leoni, MBA; Founder and CEO of Leoni Consulting Group LLC. Former Director of Social Media Strategy and Marketing at Edutopia / The George Lucas Educational Foundation.

Haley Pollack, PhD; Principal of College and Career Pathways at Five Keys Schools and Programs. Former Prison University Project instructor and writing tutor.

Kathy Richards, JD; Retired from solo law practice focused on family and dependency law. Instructor for PUP and coach for PUP Ethics Bowl. Also serves as treasurer on the Board of Directors of the Sonoma Speakers Series and as an attorney coach for the Sonoma Valley High School Mock Trial team.

Theresa Roeder, PhD; Professor of Decision Sciences in the College of Business, San Francisco State, occasional adjunct professor department of IEOR at UC Berkeley, Prison University Project math tutor and business/communications instructor. Previously served on the Board of Directors of the Oakland Symphony Chorus.

Maddy Russell-Shapiro, EdM, Board Chair; Independent radio producer and education consultant. Also serves on advisory board of Garden for the Environment.

Aly Tamboura; Software engineer and Manager of Technology & Program Delivery at the Chan Zuckerberg Initiative. Prison University Project graduate.
PROGRAM LEARNING OUTCOMES

**Written and Oral Communication:** Students will be able to communicate clearly and effectively in written and oral forms in a broad array of social, professional, academic, and civic contexts.

**Quantitative Reasoning:** Students will be able to use a variety of quantitative methods, including arithmetical, algebraic, geometric and statistical methods, to understand and solve problems.

**Research and Information Competency:** Students will be able to locate, evaluate, analyze, interpret, and synthesize a broad range of source materials.

**Critical Thinking:** Students will be able to think independently and creatively, to develop self- and other-awareness, including the ability to see the world through multiple perspectives, and to integrate these skills into daily life.

**Values:** Students will be able to articulate and to critically reflect upon their own values and the values of others. They will be able to identify ethical concepts and principles, and to use them in reasoning.

**Global Awareness:** Students will be able to demonstrate an awareness of a complex and interdependent world beyond their own surroundings and communities, and an understanding of their identities and actions as part of and related to that world.
REQUIRED COURSES FOR THE ASSOCIATE OF ARTS IN GENERAL STUDIES

There are 20 courses required for a total of 61 units. All courses are worth 3 units with the exception of science with lab, which is worth 4 units. However, 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:

- ENG 99A: Developmental English I
- ENG 99B: Developmental English II
- MTH 50A: Developmental Math I
- MTH 50B: Developmental Math II
- MTH 115: Elementary Algebra

The required credit courses for the degree are:

**English**

Course: ENG 101A: Reading and Composition  
Prerequisite: By placement or ENG 99B

Course: ENG 101B: Critical Thinking, Reading, and Writing  
Prerequisite: ENG 101A

Course: ENG 102: Introduction to Literature  
Prerequisite: ENG 101B

Course: ENG 204: Interdisciplinary Reading, Writing, and Research  
Prerequisite: ENG 101B

Course: COM 146: Communication  
Prerequisite: ENG 101B

**Math/Science**

Course: MTH 115: Intermediate Algebra  
Prerequisite: By placement or MTH 99

Course: Science with Lab (e.g. Biology, Chemistry, Physics)  
Prerequisite: MTH 115 and ENG 101B

Course: Non-lab science (e.g. Neuroscience, Public Health)  
Prerequisite: MTH 115 and ENG 101B

**History/Social Sciences**

Course: US History (e.g. U.S. History I, U.S. History II)  
Prerequisite: ENG 204

Course: POL 241: American Government  
Prerequisite: ENG 204

Course: SOC 230: Sociology  
Prerequisite: ENG 204

Course: Psychology (e.g. General Psychology, Social Psychology)  
Prerequisite: ENG 204

August 2019
**Humanities**

**Course:**
- SSC 202: Comparative Religion
- PHL 270: Ethics
- Art History and Appreciation (e.g. Introduction to Film, Theatre Improvisation)
- PHL 271: Introduction to Philosophy

**Prerequisite:**
- ENG 204

**Electives**

Students are required to take four elective courses in addition to the courses required for the core curriculum. The following courses are encouraged because they allow students to fulfill requirements for transfer to UC and Cal State schools:

**Course:**
- SPA 101: Elementary Spanish I
- SPA 102: Elementary Spanish II
- MTH: 135: Statistics
- MTH 220: Pre-Calculus I
- MTH 221: Pre-Calculus II
- COM 210: Journalism

**Prerequisite:**
- ENG 101A
- SPA 101
- MTH 115
- MTH 220
- ENG 204

Other possible electives are courses that students haven’t taken before that fulfill a requirement they have already fulfilled. 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 Cal State 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.

**NOTE:** Students must earn a “C” or better in any course in order to transfer credit.

All courses required for the A.A. degree plus:
**Math/Science:**
- MTH 135: Statistics
- MTH 220: Pre-Calculus I
- MTH 221: Pre-Calculus II

**Humanities:**
- SPA 101 (Elementary Spanish I)
- SPA 102 (Elementary Spanish II)

**COLLEGE PREPARATORY PROGRAM**

The majority of students begin the program by taking college preparatory math and writing courses to develop or brush up on their basic skills before taking for-credit courses. The college prep courses also help new students to adjust to the class schedule and workload without having to worry about receiving a grade. After attending the New Student Orientation, all prospective students are required to take both a math and a writing assessment. While some students do place directly into for-credit courses, the majority begin in the college prep classes and as a result tend to do better in their studies later on.

The college prep courses do not count as credit towards the A.A. degree. All students who fully participate in the courses receive an institutional note of recognition for participation, and a written evaluation from their instructor that informs them whether they have passed the course or will have to repeat.

**ACADEMIC ADVISING**

Program administrators hold academic advising sessions with students at two points as they progress through the degree: while students are in English 204 and when students have completed at least 34 units. Students are also invited to request academic advising conferences as needed. Students preparing to parole are particularly encouraged to conference with a program administrator.

**STUDENT SUPPORT**

Any student seeking learning support may access the following resources:

- the College Program’s library, from which students may borrow books and request materials;
- research materials from research databases through the Article Request Form available from the Program Clerks;
- weekly designated tutors in study hall for College Preparatory Math and English courses, as well as for Intermediate Algebra, English 101 A & B, English 204 (Research), and other credit courses;
• math study groups in Study Hall;
• conferencing with the Learning Specialist, Allison Lopez, who provides intensive, individualized support;
• on-demand conferences with Program Team staff to help students with strategies for learning and studying, concerns about coursework or attendance, and planning for future terms and graduation;
• regular workshops on writing, grades, study skills, reading strategies, and time-management;
• access to student Teaching Assistants in some classes, who can offer peer tutoring and support to students outside of class;
• individualized student accommodations, including specialized materials, extended time on tests, and one-on-one proctoring.

STUDY HALL

Study hall is offered six times per week when courses are in session: 6-8PM on Sundays, Mondays, Wednesdays, Thursdays, and Fridays and 9:15AM-12PM on Fridays. Study hall begins one week after the start of each semester. Students can sign up for study hall during the first week of classes, or at any point over the course of the semester. Students may use the space to study on their own or can sign up to meet with a math and/or writing tutor. Tutoring is offered on a drop-in, first-come, first-served basis. Students are highly encouraged to take advantage of study hall.
ENROLLMENT AND REGISTRATION

COURSE CALENDAR

The College Program at San Quentin runs three thirteen-week terms per year, starting in January, May, and September. Holidays accord to California state holidays, as observed by the Department of Corrections and Rehabilitation. Semesters are 13 weeks long, but the College Program reserves 15 weeks in case classes need to be rescheduled due to institutional interruptions.

ADMISSIONS

All mainline San Quentin inmates with a GED or high school diploma are admitted to the program. We enroll new students at the beginning of each semester. If prospective students are interested in enrolling, they should speak with a program coordinator in Education. Alternatively, they may send a note with their name and CDC# to “Prison University Project, Education Dept.” Once we receive a prospective student’s information, we will add the student to our waitlist send a letter indicating that the student has been added. 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.

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 program, and assisted in completing enrollment paperwork. All students must complete an Application for Admission and a GED Transcript or High School Diploma Request Form.

ASSESSMENTS

All new students are required to take math and English assessments after attending an orientation. These assessments are not graded, but rather are a means for students to show their skills so that they are placed in the class that best addresses their needs. Please note that students are required to take both assessments. Students will be notified of the results of their assessments by mail.
REGISTRATION PROCEDURES AND INFORMATION

REGISTRATION FORMS
All students must complete and submit a registration form by the registration deadline every semester they wish to participate in courses.

EARNING CREDITS
Academic credit is awarded based on the Carnegie unit. To receive one trimester 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).

REQUESTING TO AUDIT
Students may elect to “audit” a course, meaning that they must comply with the attendance regulation of the instructor, but are relieved of completing written work (assignments, tests, and examinations) associated with the course. To audit a course, complete the registration form by writing “audit” in the section marked “credits.” 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/DROP PERIOD
There is an “add/drop” period at the beginning of each semester. Courses dropped during the “add/drop” period will not appear on the student’s transcript. Students must submit a completed add/drop form in the Education office by the add/drop deadline in order to successfully drop a course.

COURSE WITHDRAWAL
Students may withdraw from a course after the “add/drop” period is over. They must complete and submit the withdrawal form in the Education office by the withdrawal deadline in order to officially withdraw. A grade of “W” will be recorded on the student’s transcript. Please note that students are highly encouraged to consult with instructors and/or program coordinators prior to withdrawing from a course.
**ADMINISTRATIVE DROPS**
In rare cases, a course may be removed from a student’s record after the add/drop period if the student is unable to attend. Administrative drops are given when a student is prevented from attending classes for institutional reasons beyond the student’s control. Reasons for removal include involuntary transfer away from San Quentin, parole, segregation for safety or discipline, and quarantine or lockdown of students’ housing unit for a significant period during the semester.

**INCOMPLETES**
An “I” may be given to a student doing acceptable work who has been unable to complete course requirements on time due to extreme illness or a verifiable interruption such as going to ad-seg, surgery, or being out at court. Students are only eligible for an incomplete in a course in which they have five or fewer absences and have successfully completed 80% of the work required for the course. An “incomplete” incurred in any semester MUST be made up within 45 days of the last day of the semester, though an extension may be granted on the original 45-day period for justifiable reasons. Arrangements for an “incomplete” grade are made between the faculty member and the student. A form must be submitted to program administrators at the time final grades are due. An “incomplete” not made up within the allotted time will be automatically converted to a final grade of “F.”

**REPEATING COURSES**
Students may repeat a course previously taken in an attempt to improve a grade if the grade is lower than a “C.” All grades, including the grade for the repeated course, will appear on the student’s transcripts. No additional credit may be earned if the previous grade was a “C” or better.

**PETITIONING FOR A GRADE CHANGE**
Students should submit a note in writing to program administrators as soon as possible if there is concern about a grade received.
TRANSFERRING CREDITS

Students may transfer a maximum of 5 classes from accredited colleges and universities that fulfill comparable degree requirements for the College Program at San Quentin AA degree. However, students are required to complete the core English and math courses and science with lab through the College Program at San Quentin, so cannot fulfill those requirements with transfer credits. Students may request to transfer credits after completing English 204.

Students who have earned credit from a college or university attended previously and wish to transfer credits to the College Program at San Quentin should complete and submit a “Transcript Request Form,” which is available in the office in Education. 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 applicable to the student’s program at The College Program at San Quentin. Transfer courses and grades are not placed on the College Program transcript.

REQUESTING TRANSCRIPTS OR LETTERS CONFIRMING ENROLLMENT

Students who completed credits through Patten University and who have left San Quentin can write to the JFKU Registrar to obtain a copy of their Patten transcript, or to have it sent to whatever institution they plan to enroll at next. JFKU’s address is:

John F. Kennedy University
Office of the Registrar
100 Ellinwood Way
Pleasant Hill, CA 94523-4817

As long as students are at San Quentin, they may continue to rely on College Program staff for any Patten University transcript requests.

Students requesting to have their transcripts within the College Program sent out or students requesting a letter confirming their enrollment in the College Program must fill out a “Student Request Form,” which can be obtained from a program administrator or program clerk. The form should be submitted at least 6 weeks prior to the date when the requested materials are needed.
PETITIONING TO GRADUATE

Once a student has completed all coursework required for graduation, the student must fill out a “Diploma Request Form,” which can be obtained from a program administrator. Once the paperwork is completed and submitted, it can take up to three months for the diploma to arrive and be presented to the student.
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 will receive an F 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 5 class meetings will fail the class.

In the event of a lockdown, quarantine, or other event that restricts student attendance, Prison University Project staff will attempt to bring assignments to students, who will be expected to complete assignments by the time they return to class. Otherwise, all due dates and tests will be pushed back to accommodate for the interruption, and students will not be penalized for work missed. The College Program will make every effort to reschedule cancelled classes.

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 upon precisely what basis students’ work will be evaluated, and how grades will be calculated.

For English 101A, 101B and 204 AND Intermediate Algebra, The College Program requires a student to earn a minimum final grade of C- if the course is 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 program funds. They are loaned to students, and must be returned at the end of each semester. The Prison University Project pays $50.00 on average for each textbook.
Academic dishonesty is a serious offense that undermines the bonds of trust between members of the community and betrays those who depend upon the community’s standard of integrity and academic excellence.

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.

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.

**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 Academic Program Director, the STEM Program Coordinator, or the College Preparatory Writing Program Coordinator. 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 disposition form describing the resolution is filed in the student’s file with the Prison University Project 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 the college program. Penalties will be decided on the basis of severity of the incident and/or repetition of incidences. Students suspended from the program may be welcomed back into the program at a later date, but may be asked to repeat courses or retake placement exams.

**CODE OF CONDUCT**

The Prison University Project is committed to creating and maintaining an intellectual community in the prison in which all persons who participate in university 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 the college program is strongly opposed to harassment and that such behavior is prohibited by law and by program 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 the College Program at San Quentin.

Any behavior that is disruptive of learning is prohibited and may result in temporary or permanent suspension from the college program. Examples of such non-academic misconduct include, but are not limited to: theft, misuse or destruction of college program property; or any behavior towards a student, faculty, staff, or other community member that violates the personal boundaries of that person (e.g., threats or intimidation, unwelcome physical contact; or sexual comments, jokes, innuendos, or advances.) In order to safeguard the stability of the college program and the welfare of the college program 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 the program.

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

The College Program at San Quentin has policies and procedures to resolve students' academic complaints (e.g. grade disputes) and non-academic complaints. Please see any Coordinator in Education to receive our written complaint forms and policies.

ACADEMIC FREEDOM

Because the College Program at San Quentin 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 the College Program, the College Program fully respects and supports the freedom of all members of the college community “to discuss any problem that presents itself.”

Of course, the ideas of different members of the college community will often and quite naturally conflict. But it is not the proper role of the College Program to attempt to shield individuals from ideas and opinions they find unwelcome, disagreeable, or even deeply offensive. Although the College Program 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, of course, mean that individuals may say whatever they wish, wherever they wish. The College Program at San Quentin 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 the College Program. In addition, the College Program may reasonably regulate the time, place, and manner of expression to ensure that it does not disrupt the ordinary activities of the College Program. 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 the College Program’s commitment to a completely free and open discussion of ideas.

In a word, the College Program’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 the College Program 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 the College Program's educational mission.

As a corollary to the College Program at San Quentin'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, the College Program at San Quentin 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. The original report is available in full at https://provost.uchicago.edu/sites/default/files/documents/reports/FOECommitteeReport.pdf
## COURSES

### Course Numbers and Titles

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>ANT 220</td>
<td>Cultural Anthropology (SOC)</td>
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<tr>
<td>ART 117A</td>
<td>Introduction to Dramatic Arts (ART)</td>
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<tr>
<td>ART 117B</td>
<td>Theatre Improvisation (ART)</td>
</tr>
<tr>
<td>ART 210</td>
<td>History of Photography (ART)</td>
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<tr>
<td>ART 211</td>
<td>Art History &amp; Appreciation (ART)</td>
</tr>
<tr>
<td>ART 220</td>
<td>Introduction to Film (ART)</td>
</tr>
<tr>
<td>AST 217</td>
<td>Astronomy (Non-lab SCI)</td>
</tr>
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<td>BIO 141</td>
<td>Anatomy and Physiology w/Lab (SCI)</td>
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<td>Biology I (Non-Lab SCI)</td>
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<td>Biology I w/Lab (SCI)</td>
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<td>General Chemistry w/Lab (SCI)</td>
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<td>Introduction to Mass Communication (COMM)</td>
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<td>COM 146</td>
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<td>COM 201</td>
<td>Journalism (ELECT)</td>
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<td>CIS 101</td>
<td>Computer Literacy (ELECT)</td>
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<td>ENG 098</td>
<td>Strategies for College Reading (Non-credit)</td>
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<td>ENG 099A</td>
<td>Developmental English I (Non-credit)</td>
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