

# Glendale College

## Course Outline of Record Report

Course ID 005351  
Cyclical Review - May 2025

### BIOL131 : Regional Natural History

#### General Information

Author:	<ul style="list-style-type: none"> <li>Karoline Rostamiani</li> </ul>
Course Code (CB01) :	BIOL131
Course Title (CB02) :	Regional Natural History
Department:	BIOL
Proposal Start:	Spring 2026
TOP Code (CB03) :	(0302.00) Environmental Studies
CIP Code:	(03.0103) Environmental Studies.
SAM Code (CB09) :	E - Non-Occupational
Distance Education Approved:	No
Will this course be taught asynchronously?:	No
Course Control Number (CB00) :	CCC000607059
Curriculum Committee Approval Date:	05/28/2025
Board of Trustees Approval Date:	07/08/2025
Last Cyclical Review Date:	05/28/2025
Course Description and Course Note:	<p>BIOL 131 offers individual and group investigation of the biological environment and the impact of human activities upon it. Students examine the inter-relationship between living organisms and their habitats by special projects. Library research, a scientific paper, and/or an oral presentation may be a part of the course. In field studies, students will investigate a variety of world localities. When taught in Baja California, Mexico, the field portion of the course is based at the Glendale College Field Station in Bahia de los Angeles. Note: A material/lab fee may be required for this course.</p>
Justification:	Mandatory Revision
Academic Career:	<ul style="list-style-type: none"> <li>Credit</li> </ul>
Mode of Delivery:	<ul style="list-style-type: none"> <li>In-Person</li> </ul>
Author:	<ul style="list-style-type: none"> <li>Karoline Rostamiani</li> </ul>
Course Family:	No value

#### Academic Senate Discipline

Primary Discipline:	<ul style="list-style-type: none"> <li>Biological Sciences</li> </ul>
Alternate Discipline:	<ul style="list-style-type: none"> <li>Ecology</li> </ul>
Alternate Discipline:	No value

## Last Course Offering

### When was this course last offered (term and year)?

No Value

## Course Development

### Basic Skill Status (CB08)

Course is not a basic skills course.

Allow Students to Gain Credit by Exam/Challenge

### Course Special Class Status (CB13)

Course is not a special class.

### Pre-Collegiate Level (CB21)

Not applicable.

### Grading Basis

- Grade with Pass / No-Pass Option

### Course Support Course Status (CB26)

Course is not a support course

## General Education and C-ID

### General Education Status (CB25)

Not Applicable

### Transferability

Transferable to CSU only

### Transferability Status

Approved

## Units and Hours

### Summary

<b>Minimum Credit Units (CB07)</b>	3
<b>Maximum Credit Units (CB06)</b>	3
<b>Total Course In-Class (Contact) Hours</b>	90
<b>Total Course Out-of-Class Hours</b>	72
<b>Total Student Learning Hours</b>	162

### Credit / Non-Credit Options

#### Course Type (CB04)

Credit - Degree Applicable

#### Noncredit Course Category (CB22)

Credit Course.

#### Noncredit Special Characteristics

No Value

#### Course Classification Code (CB11)

Credit Course.

#### Funding Agency Category (CB23)

Not Applicable.

Cooperative Work Experience Education Status (CB10)

Variable Credit Course

**Weekly Student Hours**

	In Class	Out of Class
Lecture Hours	2	4
Laboratory Hours	3	0
Studio Hours	0	0

**Course Student Hours**

<b>Course Duration (Weeks)</b>	18
<b>Hours per unit divisor</b>	0
<b>Course In-Class (Contact) Hours</b>	
Lecture	36
Laboratory	54
Studio	0
<b>Total</b>	90
<b>Course Out-of-Class Hours</b>	
Lecture	72
Laboratory	0
Studio	0
<b>Total</b>	72

**Time Commitment Notes for Students**

No value

**Units and Hours - Weekly Specialty Hours**

Activity Name	Type	In Class	Out of Class
No Value	No Value	No Value	No Value

**Prerequisites, Corequisites, Recommended Corequisites, and Recommended Preparation**

**Advisory**

A biology or ecology course in high school or college.

**AND**

**Advisory**

ENGLC1000 - Academic Reading and Writing

**Objectives**

- Read analytically to understand and respond to diverse academic texts.
- Demonstrate strategies for planning, outlining, drafting, revising, editing, and proofreading written work.
- Write timed, in-class essays exhibiting acceptable college-level control of mechanics, organization, development, and coherence.
- Integrate the ideas of others through paraphrasing, summarizing, and quoting without plagiarism.
- Find, evaluate, analyze, and interpret primary and secondary sources, incorporating them into written essays using appropriate documentation format.

OR

**Advisory**

## ENGLC1000E - Academic Reading and Writing

**Objectives**

- Read analytically to understand and respond to diverse academic texts.
- Demonstrate strategies for planning, outlining, drafting, revising, editing, and proofreading written work.
- Write timed, in-class essays exhibiting acceptable college-level control of mechanics, organization, development, and coherence.
- Integrate the ideas of others through paraphrasing, summarizing, and quoting without plagiarism.
- Find, evaluate, analyze, and interpret primary and secondary sources, incorporating them into written essays using appropriate documentation format.

OR

**Advisory**

## ENGLC1000H - Academic Reading and Writing - Honors

**Objectives**

- Read analytically to understand and respond to diverse academic texts.
- Demonstrate strategies for planning, outlining, drafting, revising, editing, and proofreading written work.
- Write timed, in-class essays exhibiting acceptable college-level control of mechanics, organization, development, and coherence.
- Integrate the ideas of others through paraphrasing, summarizing, and quoting without plagiarism.
- Find, evaluate, analyze, and interpret primary and secondary sources, incorporating them into written essays using appropriate documentation format.

**Entry Standards**

Entry Standards	Description
Discuss general concepts in biology.	No Value
Provide a fundamental description of evolutionary theory as the central paradigm of the biological sciences.	No Value

**Course Limitations**

Cross Listed or Equivalent Course	Description
No value	No value

## Requisite Validation

### Upload Statistical Validation and/or other documents (if necessary)

No Value

## Specifications

### Methods of Instruction

Methods of Instruction                      Lecture

Methods of Instruction                      Laboratory

Methods of Instruction                      Discussion

Methods of Instruction                      Multimedia

Methods of Instruction                      Collaborative Learning

Methods of Instruction                      Demonstrations

Methods of Instruction                      Field Activities (Trips)

Methods of Instruction                      Guest Speakers

Methods of Instruction                      Presentations

### Out of Class Assignments

- Daily notations in a field journal
- Preparation of a 10-minute presentation summarizing a scientific paper

Methods of Evaluation	Rationale
Activity (answering journal prompt, group activity)	Active participation in laboratory activities, field trips, and discussions
Writing Assignment	Assessment of field journal
Exam/Quiz/Test	Field trip practical examinations
Exam/Quiz/Test	Lecture examinations

### Textbook Rationale

These are traditional textbooks, and newer versions are not published.

### Textbooks

Author	Title	Publisher	Date	ISBN
Dunn, J., et al.	National Geographic Guide to Birds of North America	National Geographic	2017	1426218354
Allen, S., et al.	Field Guide to Marine Mammals of the Pacific Coast	California Natural History Guide	2011	9780520947313
Humann, P.	Reef Fish Identification: Baja to Panama.	New World Publications	2004	1878348388

### Other Instructional Materials (i.e. OER, handouts)

No Value

## Learning Outcomes

### Course Objectives

Discuss the climate, geology and bio-geography of the study area.

Describe the predominant ecological characteristics of the major ecosystems visited by the class on field trips.

Identify and discuss the basic principles of ecology.

Describe some of the potential adaptations that allow organisms in the study area to survive and reproduce.

Identify the major phylogenetic groups of organisms in the study area and describe some of the evolutionary trends within them.

Identify human impacts on the study environment and current conservation efforts in the area.

**SLOs**

**Recognize and/or explain the main ecological characteristics of the particular location/ecosystems in which the class is taking place.**

Expected Outcome Performance: 70.0

<i>ILOs</i> Core ILOs	Analyze and solve problems using critical, logical, and creative thinking; ask questions, pursue a line of inquiry, and derive conclusions; cultivate creativity that leads to innovative ideas.
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<i>ILOs</i> General Education	apply reasoning to evaluate hypotheses and theories  examine causality or associations between or among variables of the natural world
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**Identify the major organisms of the particular location/ecosystems in which the class is taking place.**

Expected Outcome Performance: 70.0

<i>ILOs</i> Core ILOs	Analyze and solve problems using critical, logical, and creative thinking; ask questions, pursue a line of inquiry, and derive conclusions; cultivate creativity that leads to innovative ideas.
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<i>ILOs</i> Core ILOs	Communicate clearly, ethically, and creatively; listen actively and engage respectfully with others; consider situational, cultural, and personal contexts within or across multiple modes of communication.
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**Describe and/or explain the impact that humans have had on the location/ecosystems in which the class is taking place.**

Expected Outcome Performance: 70.0

<i>ILOs</i> Core ILOs	Analyze and solve problems using critical, logical, and creative thinking; ask questions, pursue a line of inquiry, and derive conclusions; cultivate creativity that leads to innovative ideas.
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<i>ILOs</i> Core ILOs	Communicate clearly, ethically, and creatively; listen actively and engage respectfully with others; consider situational, cultural, and personal contexts within or across multiple modes of communication.
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**Additional SLO Information**

**Does this proposal include revisions that might improve student attainment of course learning outcomes?**

No

**Is this proposal submitted in response to learning outcomes assessment data?**

No

**If yes was selected in either of the above questions for learning outcomes, explain and attach evidence of discussions about learning outcomes.**

No Value

**SLO Evidence**

No Value

## Course Content

### Lecture Content

#### Course Area Introduction (8 hours)

- The climate and biogeography of the study area
- The major plant communities of the study area
- The geologic history of the study area
- An introduction to food webs
- Trophic levels and transfer efficiency
- Productivity
- Population ecology
- Biological zonation
- Symbiosis

#### The Biology of Major Vertebrate Animal Groups In The Study Area (18 hours)

- Characteristics of the major vertebrate groups
- The evolutionary history of vertebrates
- Fish
- Reptiles
- Birds
- Mammals
- Island biogeography and evolutionary patterns of insular species

#### Human Impacts On The Environment (10 hours)

- Global climate change and ocean acidification
- Persistent organic pollutants in food webs
- Bio-magnification
- Habitat destruction
- Extinction and loss of biodiversity
- Conservation of resources

**Total hours: 36 hours**

### Laboratory/Studio Content

#### Field trips to complement topics in geology, ecology, biology and human impacts (29 hours)

#### Binocular and dissecting microscope use (5 hours)

#### Use of a dichotomous key and field guides (5 hours)

#### Creating biological drawings and a field journal (5 hours)

#### Reading a scientific paper for content and broader implications (10 hours)

**Total hours: 54**

## Additional Information

### Repeatability

Not Repeatable

### Justification (if repeatable was chosen above)

No Value

### Is it possible this course will have a material fee?

Yes

I have contacted my library liaison (<https://campusguides.glendale.edu/faculty/liaisons>):

No

What term(s) will this course be offered?

Summer/Winter

Will any additional resources be needed for this course? (Click all that apply)

- No

If additional resources are needed, add a brief description and cost in the box provided.

No Value