University of Hawaii Community Colleges
Proposal to Initiate, Modify or Delete a Course

1. Type of Action
   - A. Addition
   - B. Deletion
   - C. Modification:
     - in credits
     - in title
     - in number or alpha
     - in prerequisites or co-requisites
     - Other

2. New Alpha, Number and Title

3. Credits

4. Old Alpha, Number and Title
   - BIOL 171 General Biology I

5. Credits
   - 3 credits

6. New Catalog Description

7. Select box and type specific information in text box.
   - Prerequisites
   - Corequisites
   - Recommended Preparation
   - High school chemistry or college chemistry and concurrent enrollment in BIOL 171L

8. Student Contact Hours Per Week
   - Lecture 3
   - Lecture/Lab
   - Lab
   - Other

9. Proposed Date of First Offering
   - Semester Fall
   - Year 2008

10. This course □ is proposed for the * Program. 
    □ can fulfill Nat Sci: Biological 
    If Other, specify

11. This course Makes No Difference in the number of credits required for the program/core.

12. Equivalent or similar courses offered in the UH System:

<table>
<thead>
<tr>
<th>Campus</th>
<th>Alpha, Number, Title</th>
<th>Campus</th>
<th>Alpha, Number, Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>UH Manoa</td>
<td>BIOL 171 General Biology I</td>
<td>UH Hilo</td>
<td>BIOL 175 Introductory Biology I</td>
</tr>
<tr>
<td>KapiolaniCC</td>
<td>BIOL 171 General Biology I</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HonoluluCC</td>
<td>BIOL 171 Introductory Biology I</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LeewardCC</td>
<td>BIOL 171 Introduction to Biology I</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MauiCC</td>
<td>BIOL 171 Introductory Biology</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

13. This course is (check one and click in appropriate textbox and provide details):
   - □ Already articulated with Courses listed above.
   - Provide details of existing or desired articulation (date, college(s), purposes, pre-major, etc.) in this space:
     See courses above; Biology 171 fulfills General Education Core (Nat. Sci., Biology) at all campuses; Biology 171 is required for the baccalaureate program in Biology at UHM.
   - □ Appropriate for Articulation
   - Provide details of existing or desired articulation (date, college(s), purposes, pre-major or major, etc.) in this space:
   - □ Not yet appropriate for Articulation.

14. Reason for Initiating, Modifying or Deleting Courses or Other Pertinent Comment:
   - Change prerequisites & corequisites to recommended preparation. The primary reason for this change involves simplifying the online registration process.

Requested by: 

Approved by: 

Date

CCC#6100 (Amended for WCC use October 2002)
University of Hawaii Community Colleges
Proposal to Initiate, Modify or Delete a Course

Levels of Review of Course Proposal at Windward Community College

Course Alpha, Number, and Title: BIOL 171 General Biology I

Signatures

1. Department Area (more than one departmental instructor's signature required)

[Signatures]

2. Department

[Signature]

Department Chairperson

Was this course discussed in a department meeting? ☑ Yes ☐ No

3. Division

[Signature]

4. Curriculum Committee Review

☑ Approved ☐ Disapproved

Reason:

[Signature]

Curriculum Committee Chairperson

Dates

10/18/07 10/18/07 10/18/07

10/23/2007

November 13, 2007

CCCM #6100 (Amended for WCC use October 2002)
University of Hawaii Community Colleges  
Proposal to Initiate, Modify or Delete a Course  
Course Modification Form — Go to next page for Articulation Form

WCC Form for Course Modifications

Course BIOL 171 General Biology I  
Submitted by David Krupp  
Date September 5, 2007

1. What change is proposed in the course? Provide specific information comparing both the “new” and “old” course.

   Change in prerequisites and corequisites to recommended preparation.

2. What is the rationale for the change?

   Because this class sometimes involves distance delivery to neighbor islands students often need waivers on taking the specific chemistry prerequisite and the companion laboratory class.

3. Is the change substantive enough to require a change in course identification? If so, explain thoroughly.

   No. The course content would not change from what is currently taught.

4. Is the course articulated with any 4-year program? Yes

   If yes, give details of the agreement(s) and explain any impact the proposed modifications may have on articulation.

   Should have no impact. No, the requested changes in prerequisites and corequisites reflect what is required at KapCC for BIOL 171. These changes would be similar to prerequisites and corequisites for the comparable course at UHH. KapCC’s class transfers easily to UHM without articulation problems.

5. Provide details of any additional staff, equipment, facilities, library/media material, faculty preparation and other financial considerations that would be required to implement this course modification. What has been done to provide for these additional costs? Who will teach the course? Is additional preparation needed?

   No additional resources. Dr. David Krupp will teach the course.

6. Will this course modification result in any alterations in the number of hours required to attain a certificate or degree? No. If yes, provide details and justification for these alterations.

7. If the course is renumbered to 100 or above, does it meet the criteria for transfer level courses? (Go to next page for transfer course criteria.) *

   CCCM #6100 (Amended for WCC use September 2002)
   Original dated WCC 9/91
Proposal to Initiate, Modify or Delete a Course
Articulation with 4-year UH Campus Form

WCC Form for Transfer Courses
(To be completed for articulation with any 4-year UH campus)
(This sheet was originally blue.)

Course Alpha and Number BIOL 171 General Biology I

Submitted by David Krupp

Date September 5, 2007

1. List the counterpart to this course on any 4-year UH campus. Describe the relationship between the course any related baccalaureate program area.

UHM: BIOL 171. This class is essentially identical to BIOL 171 as it is offered at UHM. This course is required for a baccalaureate degree in Biology at UHM.
UHH: BIOL 175. Class is similar as the first semester of freshman biology for biology majors.

2. Is this course taught or accepted by major accredited colleges or universities? Give one or two examples.

This course is equivalent to one half of a year of freshman Biology as it is taught at many other colleges and universities (e.g., BIOL 2050 Hawai‘i Pacific University).

3. Please attach a complete course outline if you have not done so already. Your course outline should address all the items listed in the Guidelines for Course Outlines.
Proposal to Initiate, Modify or Delete a Course
Articulation with 4-year UH Campus Form

COURSE ARTICULATION FORM (GENERAL EDUCATION CORE)

ORIGINATING CAMPUS: Windward Community College DATESubmitted: September 5, 2007

COURSE ALPHA & NUMBER: BIOL 171 SEMESTER CREDITS: 3

COURSE TITLE: General Biology I

DATE OF OUTLINE: September 5, 2007 Year 2007

(** Representative outline, no multiple syllabi, please.)

1. Articulation committee to review this course:

   Standing Committees
   Written Communication ☒
   Mathematical & Logical Thinking ☐
   World Civilizations ☐
   Languages ☐
   Arts & Humanities ☐
   Natural Science ☒
   Social Science ☐

2. The information in this item is required by the reviewing committee so that it has a starting point for reviewing the course. It is the responsibility of the submitting campus to do the necessary research to provide this information.

In the opinion of the originating campus, this course is equivalent to the following and/or meets the criteria for the indicated core categories. Every core category space, except your own campus, must be filled in (can include ‘none’). An equivalent course, if known, may be helpful to committee members but is not required.

<table>
<thead>
<tr>
<th>Receiving Campus</th>
<th>Equivalent Course (Alpha and Number)</th>
<th>Core Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>UH Hilo</td>
<td>BIOL 175</td>
<td>Nat Sci (Biology)</td>
</tr>
<tr>
<td>UH Manoa</td>
<td>BIOL 171</td>
<td>DB</td>
</tr>
<tr>
<td>UH West Oahu</td>
<td></td>
<td>Nat Sci (Biology)</td>
</tr>
<tr>
<td>Hawaii CC</td>
<td></td>
<td>NS1</td>
</tr>
<tr>
<td>Honolulu CC</td>
<td>BIOL 171</td>
<td>DB</td>
</tr>
<tr>
<td>Kapiolani CC</td>
<td>BIOL 171</td>
<td>DB</td>
</tr>
<tr>
<td>Kauai CC</td>
<td></td>
<td>NS1</td>
</tr>
<tr>
<td>Leeward CC</td>
<td>BIOL 171</td>
<td>DB</td>
</tr>
<tr>
<td>Maui CC</td>
<td>BIOL 171</td>
<td>Nat Sci</td>
</tr>
<tr>
<td>Windward CC</td>
<td>BIOL 171</td>
<td>DB</td>
</tr>
</tbody>
</table>

3. If submitted electronically, I understand that this outline will be posted to a publicly accessible web site to enable open access for reviewing committees and campuses. The outline will be taken off the site upon completion of the review.

Typed Name or Signature

Note: If possible submit coversheet and course outline electronically as e-mail attachments (preferably in ‘pdf’ format). If submitting in printed form, 20 copies of coversheet and course outline are required for distribution for appropriate review.

Note: UCA Clearinghouse
John Muth, Office of the Chancellor for Community Colleges, is acting as staff to the University Council on Articulation and is responsible for tracking all courses submitted for articulation.

Revised 1/29/2001
<table>
<thead>
<tr>
<th>Campus</th>
<th>BIOL 171</th>
<th>BIOL 171L</th>
<th>BIOL 171</th>
<th>BIOL 171L</th>
<th>BIOL 171</th>
<th>BIOL 171L</th>
</tr>
</thead>
<tbody>
<tr>
<td>UHM</td>
<td>none</td>
<td>none</td>
<td>CHEM 151 (or concurrent) or 151 (or concurrent) or CHEM 181A (or concurrent), or consent</td>
<td>CHEM 151 (or concurrent) or 161 (or concurrent) or CHEM 181A (or concurrent), or consent</td>
<td>BIOL 171L</td>
<td>BIOL 171</td>
</tr>
<tr>
<td>UHH*</td>
<td>none</td>
<td>Concurrent enrollment in BIOL 175</td>
<td>none</td>
<td>none</td>
<td>none</td>
<td>none</td>
</tr>
<tr>
<td>HPU**</td>
<td>none</td>
<td>none</td>
<td>grade of 'C' or better in WRI 1100 and a grade of 'C' or better in MATH 1150 or higher</td>
<td>none</td>
<td>none</td>
<td>BIOL 2050</td>
</tr>
<tr>
<td>HawCC***</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HonCC</td>
<td>High School Biology</td>
<td>High School Biology</td>
<td>CHEM 151 (or concurrent) or CHEM 161 (or concurrent) or Instructor Approval</td>
<td>CHEM 151L (or concurrent) or CHEM 161L (or concurrent) or Instructor Approval</td>
<td>BIOL 171L</td>
<td>BIOL 171 or Instructor Approval</td>
</tr>
<tr>
<td>KapCC</td>
<td>BIOC 241, CHEM 100, CHEM 151 or CHEM 161</td>
<td>none</td>
<td>none</td>
<td>Credit or concurrent enrollment in BIOL 171</td>
<td>none</td>
<td>none</td>
</tr>
<tr>
<td>KauCC***</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LeeCC</td>
<td>none</td>
<td>none</td>
<td>Completion of or concurrent enrollment or their equivalents: CHEM 161, ENG 100 and MATH 135, or consent</td>
<td>Completion of or concurrent enrollment in the following courses or their equivalents: CHEM 161, ENG 100,</td>
<td>BIOL 171L</td>
<td>BIOL 171</td>
</tr>
<tr>
<td>MauCC</td>
<td>none</td>
<td>none</td>
<td>CHEM 151 or CHEM 161 (or concurrent), or consent</td>
<td>CHEM 151 or CHEM 161 (or concurrent), or consent</td>
<td>BIOL 171L</td>
<td>BIOL 171</td>
</tr>
<tr>
<td>WinCC</td>
<td>High school biology</td>
<td>High school biology</td>
<td>Credit for or registration in CHEM 151L or 161L or equivalent preparation or consent</td>
<td>Credit for or registration in CHEM 151L or 161L or equivalent preparation or consent of instructor</td>
<td>BIOL 171L or consent of instructor</td>
<td>BIOL 171 or consent of instructor</td>
</tr>
</tbody>
</table>

* comparable course = BIOL 175/175L
** comparable course = BIOL 2050/2051
*** no comparable course offered
BIOL 171 General Biology I
03 Credits

INSTRUCTOR:
OFFICE:
OFFICE HOURS:
TELEPHONE:
EMAIL:
EFFECTIVE DATE: Fall 2008
COURSE WEBSITE:
WebCT URL:

WINDWARD COMMUNITY COLLEGE MISSION STATEMENT

Windward Community College is committed to excellence in the liberal arts and career development; we support and challenge individuals to develop skills, fulfill their potential, enrich their lives, and become contributing, culturally aware members of our community.

CATALOG DESCRIPTION

Introductory biology for all life science majors. Cell structure and chemistry; growth, reproduction, genetics, evolution, viruses, bacteria, and simple eukaryotes. (3 hrs. lect.)

RECOMMENDED PREPARATION

• High school chemistry or college chemistry (e.g., CHEM 151).
• The student is strongly urged to take BIOL 171L, CHEM 161, & CHEM 161L concurrently as delays in taking these classes may delay the student’s ability to register for higher-level biology classes in a timely fashion.

STUDENT LEARNING OUTCOMES

By the end of this class, the student should be able to

1. Explain the process and philosophical basis of scientific inquiry;
2. Distinguish between living things and inanimate objects.
3. Describe the classification of living things, the kinds of criteria used to classify them, and the formal protocol in naming them.
4. Describe the chemical architecture of living things and the functions of the major groups of biological molecules.
5. Describe the parts, their structure and functions, of cells, diversity of cell types, cell metabolism, cell communication, and cell division processes (mitosis and meiosis).
6. Solve problems in Mendelian genetics.
7. Describe the processes whereby genes are expressed as the characteristics of the whole organism.
8. Describe evolution as the unifying principle of biological science; and present the evidence supporting evolution and natural selection.
9. Discuss current hypotheses/theories regarding the evolutionary process and the origins of life, eukaryotic cells, sexuality, and multicellularity.
10. Describe the characteristics, systematics, and biology of viruses, prokaryotes, protists, and fungi.
COURSE CONTENT

Course Content and Topics

1. The philosophy and characteristics of science and the scientific method;
2. The difference between hypotheses, theories and laws in science;
3. The definition of life and how living things differ from inanimate objects;
4. How living things are classified and named; the characteristics used to classify living things;
5. The chemical architecture of living things and the functions of the major groups of biological molecules;
6. The parts, their structures and functions, of cells and how prokaryotic cells differ from eukaryotic cells;
7. Cell metabolism including specific anabolic and catabolic processes;
8. Cell growth and division processes, mitosis and meiosis;
9. How genetic information is passed from parents to offspring and how this genetic information is expressed by cells;
10. Evolution as the unifying principle of biological science; and the evidence supporting evolution and natural selection.
11. The characteristics and biology of viruses, prokaryotes, protists, and fungi.

COURSE TASKS, ASSESSMENT AND GRADING

QUIZZES. The student will take a minimum of ten quizzes (15 points each; 150 points total) administered through the Internet (WebCT) during specified time periods (but not during class sessions). These quizzes will address the detailed content and major concepts presented in the lectures, lecture outlines, text readings, and study guide activities. If the student takes more than ten quizzes, only the best ten quiz scores will be used in calculating the student's total points. Since these quizzes may be taken using home computers connected to the Internet, students may refer to instructional resources (text, study guide, lecture notes, etc.) while taking the quizzes. However, the quizzes will be timed, the student having only 20 minutes to complete each quiz.

EXAMINATIONS. The student will take two non-cumulative midterm examinations (100 points each) and a cumulative final examination (150 points) to demonstrate understanding of information presented primarily during lectures. The first midterm examination will cover information presented during the first third of the course. The second midterm examination will cover information presented during the second third of the course. Two thirds of the final examination will emphasize the final third of the course, while one third of the final will draw on information covered during the first and second thirds of the course. The closed-book, proctored examinations will be administered through the Internet using WebCT at your campus' Learning Center. NO RETESTS will be given. A student missing an exam because of a documented illness or emergency may be allowed to take a make-up exam. In such a circumstance, the student should make every reasonable attempt to contact the instructor before the exam is administered to the class (or as soon as possible). While make-up exams will cover the same content area as a missed exam, the exam format and specific questions may be different.
The assignment of points will be according to the following protocol:

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quizzes</td>
<td>150</td>
</tr>
<tr>
<td>Midterm Examinations</td>
<td>200</td>
</tr>
<tr>
<td>Final Examination</td>
<td>150</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>500</strong></td>
</tr>
</tbody>
</table>

Letter grades will be assigned as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90% or above in total points and not missing more than one scheduled laboratory activity.</td>
</tr>
<tr>
<td>B</td>
<td>80-89.9% of total points and not missing more than one scheduled laboratory activity.</td>
</tr>
<tr>
<td>C</td>
<td>65-79.9% of total points and not missing more than one scheduled laboratory activity.</td>
</tr>
<tr>
<td>D</td>
<td>55-64.9% of total points and not missing more than one scheduled laboratory activity.</td>
</tr>
<tr>
<td>F</td>
<td>Below 55% of total points or informal or incomplete official withdrawal from course, or if a student misses more than one scheduled laboratory activity for reasons other than documented illness or emergency.</td>
</tr>
<tr>
<td>I</td>
<td>Incomplete; given at the INSTRUCTOR'S OPTION when student is unable to complete a small part of the course because of circumstances beyond his or her control. It is the STUDENT'S responsibility to make up incomplete work. Failure to satisfactorily make up incomplete work within the appropriate time period will result in a grade change for &quot;I&quot; to the contingency grade identified by the instructor (see catalog); may be issued if documented serious illness or emergency forces a student to miss more than one scheduled laboratory activity.</td>
</tr>
<tr>
<td>CR</td>
<td>65% or above in total points; the student must indicate the intent to take the course as CR/NC in writing by the end of the 10th week of classes (see catalog).</td>
</tr>
<tr>
<td>NC</td>
<td>Below 65% of total points; this grade only available under the CR/NC option (see above and see catalog).</td>
</tr>
<tr>
<td>N</td>
<td>NOT GIVEN BY THIS INSTRUCTOR EXCEPT UNDER EXTREMELY RARE CIRCUMSTANCES (e.g., documented serious illness or emergency that prevents the student from officially withdrawing from the course); may be issued if documented serious illness or emergency forces a student to miss more than one scheduled laboratory activity; never used as an alternative for an &quot;F&quot; grade.</td>
</tr>
<tr>
<td>W</td>
<td>Official withdrawal from the course after the third week and prior to the end of the 10th week of classes (see catalog).</td>
</tr>
</tbody>
</table>

Waiver of minimum requirements for specific grades may be given only in unique situations at the instructor's discretion.

Students involved in academic dishonesty will receive an "F" grade for the course. Academic dishonesty is defined in WCC's college catalog.
LEARNING RESOURCES

Lecture outlines, PowerPoint slides, and other resources will be made available at the course WebCT site.

STUDENT RESPONSIBILITIES

The student is expected to attend and actively participate in all course lectures and activities, and complete all quizzes and examinations on time.

The student is expected to be prepared in advance before the class sessions. Being prepared includes the following: having read text materials (e.g., textbook readings, and lecture outlines) assigned for that day's activities and bringing required work materials (e.g., textbook, handouts, writing supplies, etc.) to the session.

Any changes in the course schedule, such as examination dates, deadlines, etc., will be announced ahead of time in class or on the course WebCT site (WebCT Bulletin Board for BIOL 171). It is the student's responsibility to be informed of these changes. Students should visit the course WebCT at least twice per week.

It is the student's responsibility to be informed about deadlines critical to making registration changes (e.g., last day of erase period and last day for making an official withdrawal).

The student should understand that "INTRODUCTORY" DOES NOT MEAN "EASY". Students should expect a level of difficulty comparable to other 100-level science classes intended for majors in the discipline. When difficult concepts and detailed information are presented, it is the student's responsibility to take the appropriate steps to learn and understand these concepts and information.

Science courses at W.C.C. generally require two to three hours of independent private study time for each hour in class. However, because of the nature of the material presented in BIOL 171, more study time may be required (depends upon the student's science/biology background). It is the student's responsibility to allocate the appropriate time needed for study in an environment conducive to quality study. The student must budget time efficiently and be realistic about all personal and professional commitments that consume time.

HOW TO SUCCEED IN THIS CLASS

Understanding biological science involves understanding many difficult concepts and vocabulary, not just knowing facts. The student should know that the details to these concepts are important. In addition, the student will be introduced to hundreds of new words. In some cases, words that are familiar in a context other than biology will be introduced in the context of biology. The student will need to understand and use these terms in a biological science context.

While the student will have lecture outlines (downloadable from the WebCT site), the student will not succeed in this class without taking careful lecture notes and reading the corresponding material in the textbook. The lecture outlines are not to be used in place of the student's own note taking. As soon as possible (best if done on the same day), the student should copy over these lecture notes filling in gaps and missing information by referring to the lecture outlines and textbook. The student should carefully review these rewritten lecture notes as often as possible.
In addition to reviewing these notes before an exam, it would be useful for the student to try to rewrite these notes from memory.

In addition to copying over lecture notes, study activities should include drawing labeled diagrams or graphs that illustrate important biological phenomena (e.g., the internal structure of the cell, the stages of cell division, or the anatomy of the heart). These diagrams need not be works of art, but should clearly illustrate significant information. Before an exam, it would be useful to redraw these labeled diagrams and graphs from memory.

The student should make flashcards for each new vocabulary word presented (refer to lecture outlines for a list of required terms). On one side of the card, write the word. On the other side, write the appropriate biological science definition for the word. The student should use these cards for self-testing as often as possible. The student should also practice using the words to explain biological concepts.

The student should do all of the recommended study guide activities and review all of the Internet resource materials provided.

The textbook and the lecture outlines include useful study questions. The student should write out answers to all of these questions as though they were required assignments. Students could exchange these answers and provide constructive feedback to each other.

The student should read the textbook materials corresponding to a particular lecture before and after that lecture.

Students are recommended to establish study groups and study together. The students in these groups may test each other’s knowledge and understanding of the information. They may also take turns teaching each other.

The student should ask the instructor to explain the things that the student does not understand.

**DISABILITIES ACCOMMODATION STATEMENT**

*If you have a physical, sensory, health, cognitive, or mental health disability that could limit your ability to fully participate in this class, you are encouraged to contact the Disability Specialist Counselor to discuss reasonable accommodations that will help you succeed in this class. Ann Lemke can be reached at 235-7448, lemke@hawaii.edu, or you may stop by Hale ‘Akoakoa 213 for more information.*
### Biology 171 - General Biology I
#### Lecture Schedule
#### Fall 2007

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Session Number</th>
<th>Topic</th>
<th>Text Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>20-Aug</td>
<td>M</td>
<td>1</td>
<td>Course Introduction</td>
<td></td>
</tr>
<tr>
<td>22-Aug</td>
<td>W</td>
<td>2</td>
<td>Science as a Way of Knowing</td>
<td>19-26</td>
</tr>
<tr>
<td>27-Aug</td>
<td>M</td>
<td>3</td>
<td>The Characteristics of Living Things Part 1</td>
<td>2-19</td>
</tr>
<tr>
<td>29-Aug</td>
<td>W</td>
<td>4</td>
<td>The Characteristics of Living Things Part 2</td>
<td>2-19</td>
</tr>
<tr>
<td>3-Sep</td>
<td>M</td>
<td></td>
<td>No Broadcast</td>
<td>30-45, 48</td>
</tr>
<tr>
<td>5-Sep</td>
<td>W</td>
<td>5</td>
<td>The Chemistry of Life: Chemical Principles</td>
<td>30-45, 48</td>
</tr>
<tr>
<td>10-Sep</td>
<td>M</td>
<td>6</td>
<td>The Chemistry of Life: Water</td>
<td>41, 47-56</td>
</tr>
<tr>
<td>12-Sep</td>
<td>W</td>
<td>7</td>
<td>The Chemistry of Life: Biological Molecules Part 1</td>
<td>58-89</td>
</tr>
<tr>
<td>17-Sep</td>
<td>M</td>
<td>8</td>
<td>The Chemistry of Life: Biological Molecules Part 2</td>
<td>58-89, 148</td>
</tr>
<tr>
<td>19-Sep</td>
<td>W</td>
<td>9</td>
<td>The Cell as the Fundamental Unit of Life: The Structure and Function of Cellular Organelles</td>
<td>94-121</td>
</tr>
<tr>
<td>24-Sep</td>
<td>M</td>
<td>10</td>
<td>The Cell as the Unit of Life: Cell Membrane Transport Processes</td>
<td>124-138</td>
</tr>
<tr>
<td>26-Sep</td>
<td>W</td>
<td>11</td>
<td>Energy and Life: Introduction to Cell Metabolism Part 1</td>
<td>141-149</td>
</tr>
<tr>
<td>1-Oct</td>
<td>M</td>
<td>12</td>
<td>Energy and Life: Introduction to Cell Metabolism Part 2</td>
<td>149-157</td>
</tr>
<tr>
<td>3-Oct</td>
<td>W</td>
<td>13</td>
<td>Cellular Respiration: Harvesting Cellular Respiration Part 1</td>
<td>160-170</td>
</tr>
<tr>
<td>8-Oct</td>
<td>M</td>
<td>14</td>
<td>Cellular Respiration: Harvesting Cellular Respiration Part 2</td>
<td>170-178</td>
</tr>
<tr>
<td>10-Oct</td>
<td>W</td>
<td>15</td>
<td>Photosynthesis</td>
<td>181-198</td>
</tr>
<tr>
<td>17-Oct</td>
<td>W</td>
<td>17</td>
<td>Reproduction of Cells</td>
<td>218-228; 240-241; 361</td>
</tr>
<tr>
<td>22-Oct</td>
<td>M</td>
<td>18</td>
<td>Control of the Cell Cycle; Meiosis and Sexual Life Cycles</td>
<td>228-233; 238-249</td>
</tr>
<tr>
<td>24-Oct</td>
<td>W</td>
<td>19</td>
<td>Mendelian Genetics</td>
<td>251-260</td>
</tr>
<tr>
<td>29-Oct</td>
<td>M</td>
<td>20</td>
<td>Beyond Mendel</td>
<td>260-263, 274-290</td>
</tr>
<tr>
<td>31-Oct</td>
<td>W</td>
<td>21</td>
<td>Beyond Mendel Continued;</td>
<td>260-263; 274-290</td>
</tr>
</tbody>
</table>

[link to webpage]
<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Lecture Title</th>
<th>Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>31-Oct</td>
<td>W</td>
<td>The Molecular Basis for Inheritance: Part I</td>
<td>87; 293-298</td>
</tr>
<tr>
<td>5-Nov</td>
<td>M</td>
<td>The Molecular Basis for Inheritance: Part II</td>
<td>299-307; 335-339</td>
</tr>
<tr>
<td>7-Nov</td>
<td>W</td>
<td>The Molecular Basis for Inheritance: Part III</td>
<td>309-331; 368</td>
</tr>
<tr>
<td>12-Nov</td>
<td>M</td>
<td>Control of Gene Expression</td>
<td>352-356; 359-381</td>
</tr>
<tr>
<td>14-Nov</td>
<td>W</td>
<td>Molecular Genetics of Viruses and Bacteria</td>
<td>98; 227; 334-352</td>
</tr>
<tr>
<td>19-Nov</td>
<td>M</td>
<td>Charles Darwin's Evolutionary Paradigm</td>
<td>438-451</td>
</tr>
<tr>
<td>21-Nov</td>
<td>W</td>
<td>Charles Darwin's Evolution Paradigm continued</td>
<td>438-451</td>
</tr>
<tr>
<td>26-Nov</td>
<td>T</td>
<td>Microevolution: The Evolution of Populations continued</td>
<td>454-470</td>
</tr>
<tr>
<td>28-Nov</td>
<td>R</td>
<td>Microevolution: The Evolution of Populations continued</td>
<td>454-470</td>
</tr>
<tr>
<td>26-Nov</td>
<td>T</td>
<td>Macroevolution: The Origin of Species and Major Evolution Change</td>
<td>472-488</td>
</tr>
<tr>
<td>28-Nov</td>
<td>R</td>
<td>Macroevolution: The Origin of Species and Major Evolution Change continued</td>
<td>472-488</td>
</tr>
<tr>
<td>3-Dec</td>
<td>T</td>
<td>The Tree of Life: An Introduction to Biological Diversity</td>
<td>512-531</td>
</tr>
<tr>
<td>5-Dec</td>
<td>R</td>
<td>The Tree of Life: An Introduction to Biological Diversity</td>
<td>512-531</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The Diversity of Life: Prokaryotes and Protozoan Protists</td>
<td>534-559</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The Diversity of Life: Prokaryotes and Protozoan Protists continued</td>
<td>534-559</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The Diversity of Life: Algae and Fungi</td>
<td>559-569; 608-623</td>
</tr>
</tbody>
</table>

Page last updated August 19, 2007

Dave Krupp
MEMORANDUM

To: Dave Krupp, Windward CC Chair of Natural Sciences

From: Sherwood Maynard, Director

Subject: Change of Pre-/Co-requisites for WCC BIOL 171

Your proposal to eliminate the chemistry pre-/co-requisite has been reviewed by the UHM Biology Program Steering Committee and the faculty who instruct our BIOL 171-172 sequence. The decision is to continue to accept BIOL 171 from WCC and KapCC as equivalent to the UHM BIOL 171, even though chemistry is no longer required. That said, we strongly urge that community college students who will be transferring to baccalaureate programs, especially those at UHM, be advised that if they have not taken the chemistry, they will be delayed in taking more advanced core courses which have strictly enforced organic chemistry pre-requisites. Please advise when your changes have been approved.

Xc: E. Ashley, WCC Interim Dean of Instruction ✓
    L. Pagotto, KapCC Acting VC Academic Affairs
    J. Goodman, LCC Interim Asst Dean, A&S
    J. Menor, UHM Biology Program Advisor
    UHM Admissions and Records