

SWTJC Master Template

WMGT 1310

Wildlife Identification (2-2-0-3)

Course Description

Animal, bird, and vegetation identification, and their importance in the ecosystem. Credit: Three semester credit hours. Two lecture and two laboratory hours per week. Associated Program: Wildlife Management TSI Requirement: M1; R2; W1. Prerequisite: None Lab Fee: \$24

Textbook and Readings

Burt, William H.. A Field Guide to Mammals, third ed. Houghton-Mifflin.
Roger Tory Peterson. A Field Guide to the Birds of Texas. Houghton-Mifflin.
Taylor, R. B., J. Rutledge, and J. G. Herrera. 1999. A Field Guide to Common South Texas Shrubs. Texas Parks and Wildlife Press. (Adopted 1/1/2000 ISBN: 0000000000)

Program Outcomes for "Wildlife Management"

The program outcomes noted with an asterisk (*) are addressed in this course.

1. Demonstrate the ability to define the importance, and address the implications of, wildlife management.
2. Produce appropriate management objectives for a range of wildlife habitats.
3. Apply GPS and GIS technologies in the development of a wildlife management plan.
4. Demonstrate the ability to identify native vegetation important to specific wildlife populations.
5. Communicate ideas and information effectively both verbally and in writing.
6. Demonstrate an understanding of professional and ethical responsibility.
7. Write a wildlife management plan.
8. Demonstrate the ability to work as a team, with fellow workers and landowners.

Course Outcomes

The following course outcomes will be addressed in this course:

1. Identify birds by genus and species.
2. Identify birds by vocalization.
3. Identify birds by physical features.
4. Identify birds by flight pattern.
5. Identify birds by habitat type.
6. Recognize mammals by genus and species.
7. Identify mammals by physical features.
8. Identify mammals by specific habitat type.
9. Identify predominant brush species important to the survival of all wildlife.

Course Evaluation

Field Quizzes (10) 400 points
Class Quizzes (5) 100 points
Written Exams (2) 200 points
Attendance 32 points
Total 732 points

The following point ranges will determine the final grade:

A= 659 or higher
B= 586 to 658
C= 513 to 585
D= 440 to 512
F= 439 or less

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Updated 01/13/15

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Revised: 5/10/2011 2:23:15 PM

Modified by: Joe Garcia

Department: Agriculture

Division: Business, Industrial, and Technical Services

SWTJC Master Template

RADR 1311

Basic Radiographic Procedures (2-4-0-3)

Course Description

An introduction to radiographic positioning terminology, the proper manipulation of equipment, positioning and alignment of the anatomical structure and equipment, and evaluation of images for proper demonstration of basic anatomy.

Content provides the knowledge base necessary to perform standard imaging procedures and special studies. Consideration is given to the evaluation of optimal diagnostic images.

Credit: Three semester credit hours. Two lecture and four laboratory hours per week. Associated Program: Radiologic Technology TSI Requirement: M3; R3; W2. Prerequisite: Admission to Radiologic Technology program. Lab Fee: \$24

Textbook and Readings

Bontrager and Lampignano. (2013). Textbook of Radiographic Positioning and Related Anatomy. Elsevier.

Bontrager and Lampignano. (2013). Workbook to Accompany Textbook of Radiographic Positioning and Related Anatomy. Elsevier.

Carrol and Bowman. (2014). Adaptive Radiography with Trauma, Image Critique and Critical Thinking. Delmar, Cengage Learning. (Adopted 1/1/2013 ISBN: 9780323083881; 9780323088329; 9781111541200)

Program Outcomes for "Radiologic Technology"

The program outcomes noted with an asterisk (*) are addressed in this course.

1. Communicate ideas and information effectively.
2. Demonstrate professional and ethical responsibility.
3. Apply knowledge of human anatomy and physiology.
4. Perform radiographic procedures correctly.
5. Properly operate radiographic equipment.
6. Apply radiation safety and protection practices.
7. Demonstrate critical thinking abilities

Course Outcomes

The following course outcomes will be addressed in this course:

1. Describe standard positioning terms.
2. Demonstrate proper use of positioning aids.
3. Discuss general procedural considerations for radiographic exams of the chest, abdomen, upper limb, humerus/shoulder girdle, and lower limb.
4. Identify methods and barriers of communication and describe how each may be used or overcome effectively during patient education.
5. Explain radiographic procedures to patients/family members.
6. Modify directions to patients with various communication problems.
7. Develop an awareness of cultural factors that necessitate adapting standard exam protocols.
8. Adapt general procedural considerations to specific clinical settings and special patient considerations.
9. Identify the structures demonstrated on routine radiographic images of the chest, abdomen, upper limb, humerus/shoulder girdle, and lower limb.
10. Simulate radiographic procedures of the chest, abdomen, upper limb, humerus/shoulder girdle, and lower limb on a person or phantom in the laboratory setting.
11. Evaluate images of the chest, abdomen, upper limb, humerus/shoulder girdle, and lower limb for positioning, centering, appropriate anatomy and overall image quality.
12. Discuss equipment and supplies necessary to complete basic radiographic procedures.
13. Explain routine and special positions/projections for chest, abdomen, upper limb, humerus/shoulder girdle, and lower limb procedures.
14. Describe the general purpose of radiographic studies of the chest, abdomen, upper limb, humerus/shoulder girdle, and lower limb.
15. Apply general radiation safety and protection practices associated with radiographic examinations.
16. Practice communication regarding radiographic examinations in the laboratory setting.
17. Identify skeletal anatomy of the chest, abdomen, upper limb, humerus/shoulder girdle, and lower limb in/on a variety of formats such as drawings, radiographs, and disarticulated skeletal bones.
18. Demonstrate safe body mechanics while performing radiographic procedures.
19. Demonstrate professional and ethical behavior while performing radiographic procedures.

Course Evaluation

Your final course grade will be calculated as follows:

Attendance: 10%
Assignments: 10%
Practical Exams: 20%
Exams: 30%
Final Exam: 30%

Attendance: Your attendance grade will begin at 100%. Every absence from class/lab (regardless of the excuse) will reduce your attendance grade by 5 points. Every incidence of tardiness or leaving class/lab early (regardless of the excuse) will reduce your attendance grade by 2.5 points.

Assignments: All assignments must be submitted on the due date when the instructor collects/checks the assignment. Late assignments will NOT be accepted and will receive a grade of zero. If you are absent on a day an assignment is due, you have until the next class date to hand it in. It is your responsibility to bring that assignment to the instructor. If you fail to do so,

you will receive a grade of zero. 20 points will be automatically deducted for any assignment not handed in on the due date.

Some assignments may be given but not graded; they will count for extra credit and/or bonus if completed. Instructor will notify students which assignments will count for a grade and which will count for extra credit/bonus when the assignment is given.

Practical Exams: Practical exams will be conducted utilizing the Rad Tech lab. Students will be expected to complete a "½simulated½ radiographic examination from start to finish, with the exception of taking the exposure. Considerations during the exam will include patient care and communication, positioning, radiation protection, equipment manipulation, and image analysis. Film display, anatomy labeling, and critical thinking will also be tested.

Exams: Exams will be given for each chapter covered during the semester. Exams may NOT be taken prior to the scheduled date/time. If you are absent on a day an exam is given, you have until the next class date to make it up. It is your responsibility to arrange taking the exam with the instructor. 20 points will be automatically deducted for any exam not taken on the scheduled date/time.

Any student that receives a grade of 80 or lower on a chapter exam covering procedures (i.e. chest, abdomen, upper limb, humerus/shoulder girdle) must complete remediation activities as prescribed by the instructor before he/she will receive green competency forms for the procedures covered in that chapter.

The original exam grade will stand and be recorded for grading and assessment purposes. There will be no grade issued for remediation activities; they are completed only to obtain the exam competency forms.

Final Exam: A comprehensive final exam will be given at the end of the semester.

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Revised: 8/20/2013 3:01:51 PM

Modified by: Bonnie Clinebell

Department: Radiologic Technology

Division: Allied Health and Human Services

SWTJC Master Template

CDEC 1321

The Infant and Toddler (3-0-0-3)

Course Description

A study of appropriate infant and toddler programs (birth to age 3), including an overview of development, quality routines, appropriate environments, materials and activities, and teaching/guidance techniques. Credit: Three semester credit hours. Three lecture hours per week. Associated Program: Child Development TSI Requirement: M1; R2; W1. Prerequisite: None

Textbook and Readings

Infants and Toddlers: Curriculum and Teaching, 8th Edition
Terri Swim
ISBN-10: 113360787X ISBN-13: 9781133607878 1/2 2014 (Adopted 8/1/2014 ISBN: 9781133607878)

Program Outcomes for "Child Development"

The program outcomes noted with an asterisk (*) are addressed in this course.

1. Identify characteristics of development.
2. Identify developmental domains.
3. Explain features of a developmentally appropriate program for children.
4. Describe types of early childhood programs.
5. Demonstrate professionalism as a teacher and children's advocate.
6. Discuss issues of confidentiality.
7. Apply strategies for building family and community relationships.

Course Outcomes

The following course outcomes will be addressed in this course:

1. Discuss theories of development as they apply to infants and toddlers.(a) Compare the impact of nature and nurture on the developing child(b) Practice authentic observations of infants and toddlers in relation to developmental milestones
2. Outline growth and development of children from birth to age 3(a) Describe principles of development(b) Explain the importance of brain research as it relates to growth and development of infants and toddlers(c) Describe physical, fine and gross motor and perceptual development(d) Describe cognitive development(e) Describe social development(f) Describe emotional development, including self-concept and self-esteem(g) Describe receptive and expressive language development(h) Describe literacy

- development (i) Define "at-risk" as it applies to infants and toddlers(j) Identify community resources available for early intervention
3. Analyze components of quality infant/toddler caregiving(a)Discuss characteristics of quality programs for infants and toddlers (b) Discuss social and cultural influences which impact infant/toddler care (c) Explain the importance of establishing and maintaining strong, positive communication and collaborative relationships with families (d)Explain principles of quality caregiving (e)Explain appropriate teacher roles and responsibilities for caregivers of children under three (f) Describe daily routines used in infant/toddler classrooms and their importance in meeting children's needs
 4. Analyze elements of appropriate indoor and outdoor environments (a) Describe developmentally appropriate indoor environment for infants and toddlers (b) Identify characteristics of effective room arrangements for infants and toddlers (c) Describe developmentally appropriate outdoor environments for infants and toddlers
 5. Provide developmentally appropriate materials and activities (a) Choose and/or make developmentally appropriate materials for use in infant/toddler classrooms (b) Plan and implement developmentally appropriate learning activities for infant/toddlers, including those with special needs
 6. Use developmentally appropriate teaching/guidance techniques (a) Apply principles of caregiving in a classroom with children under three (b) Use appropriate transitions with infants and toddlers (c) Use appropriate direct and indirect guidance techniques with infants and toddlers (d) Demonstrate appropriate procedures for feeding, diapering, toileting, dressing and sleeping (e) Demonstrate teamwork skills while working with colleagues in infant/toddler classrooms

Course Evaluation

COURSE EVALUATION:

There will be three major exams with 100 possible points each. There will be additional class assignments and quizzes with a total of 150 possible points. Class attendance and participation may receive up to 50 additional points. Five attendance grades will be given at random with each being worth 10 points. Students that do not comply with SWTJC attendance policies may be dropped from this class. Late work will be evaluated if the student notifies the instructor with an accepted excuse prior to the class period when the assignment is due. All make up tests will be given the last week of class and will be in the form of a comprehensive final.

GRADING SCALE

A 450-500
B 400-449
C 350-399
D 300-350
F 000-299

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Revised: 8/22/2014 11:34:31 AM

Modified by: Lorie Betty

Department: Human Services

Division: Allied Health and Human Services

SWTJC Master Template

BIOL 1306

Biology for Science Majors I (3-0-0-3)

Course Description

Fundamental principles of living organisms will be studied, including physical and chemical properties of life, organization, function, evolutionary adaptation, and classification. Concepts of cytology, reproduction, genetics, and scientific reasoning are included. BIOL 1306 includes the scientific method, the chemical basis of life, the organization and function of the cell, cellular reproduction, energy transformations, and genetics. Other concepts are included in BIOL 1407. BIOL 1306 and BIOL 1307 are two linked courses designed to be taken in consecutive semesters. Intended for science majors. BIOL 1306 and BIOL 1308 may not both be counted towards completion of graduation requirements. Students enrolling in BIOL 1306 should have one year of high school chemistry or one semester of college chemistry and a strong background in biology. Credit: Three semester credit hours. Three lecture hours per week. Associated Program: General Studies (2014 Core) Approval Code: 2601015103 TSI Requirement: M2; R3; W1. Prerequisite: None Co-requisite: BIOL 1106 Biology for Science Majors I Laboratory

Textbook and Readings

Campbell, Neil A. and Jane B. Reece. Campbell Biology with Mastering Biology and Inquiry in Action Interpreting Scientific Papers Package. 9th edition. Pearson Benjamin Cummings, 2011.

(Adopted 1/1/2000 ISBN: 0321558146)

General Education Core Outcomes

This course is part of the college's general education core curriculum. The outcomes noted with an asterisk (*) below are addressed in the course. To see assessment detail click [here](#).

- * 1. Demonstrate critical thinking skills (CT)
- * 2. Demonstrate communication skills (Comm)
- * 3. Demonstrate empirical and quantitative skills (E&Q)
- * 4. Work effectively in a team (Team)
- 5. Demonstrate personal responsibility (PR)
- 6. Demonstrate social responsibility (SR)

Core Assignments/Activities

Critical Thinking: Critical Thinking Opinion Paper, related to analysis of data and scenarios, suitable for evaluation using the Critical Thinking VALUE rubric.

Oral Communication: Video-recorded debate, related to contemporary topics in Biology, suitable for evaluation using the Oral Communications VALUE rubric.

Empirical & Quantitative Skills: A written assignment that includes graphs, charts, and other forms of data analysis, suitable for evaluation using the Quantitative Literacy VALUE rubric.

Teamwork: Written evaluations of team members, related to a team project on topical biological sciences, suitable for evaluation using the Teamwork VALUE rubric.

Course Outcomes

The following course outcomes will be addressed in this course:

1. Describe the characteristics of life.
2. Explain the methods of inquiry used by scientists.
3. Identify the basic requirements of life and the properties of the major molecules needed for life.
4. Compare and contrast the structures, reproduction, and characteristics of viruses, prokaryotic cells, and eukaryotic cells.
5. Describe the structure of cell membranes and the movement of molecules across a membrane.
6. Identify the substrates, products, and important chemical pathways in metabolism.
7. Identify the principles of inheritance and solve classical genetic problems.
8. Identify the chemical structures, synthesis, and regulation of nucleic acids and proteins.
9. Describe the unity and diversity of life and the evidence for evolution through natural selection.
10. Apply scientific method, and formulate hypothesis, about everyday situations.
11. Understand the importance of critical reading, critical thinking, and critical writing.
12. Learn how to effectively work in small groups to achieve established goals.
13. Draw conclusions based on interpreting data.

Course Evaluation

<u>Grade Component</u>	<u>Final Grade Weight</u>	<u>Core Objectives Addressed</u>
Lecture Exams 3 or more	40%	
Final Exam	20%	
Debate	10%	
Designated Class	5%	Comm, Team
Activities	10%	E&Q
Opinion Paper	15%	CT -
Instructor Choice		

Americans with Disabilities Act (ADA) Statement

Any student with a documented disability needing academic adjustments is requested to speak directly to the Counseling Department (see below) as early in the semester (preferable within the first week) as possible. All discussions will remain confidential.

Crystal City Krystal Silva Ballesteros (830/591-2908)

Del Rio Marilyn Casson (830 591-1560)
Eagle Pass Brenda Hoffman (830/591-4102)
Uvalde Krystal Silva Ballesteros (830/591-2908)

Academic Integrity Statement

Academic integrity is highly valued in our campus community. Academic integrity directly concerns ethical behaviors which affect both the academic environment and the civic community. Academic dishonesty seriously violates the integrity of the academic enterprise and will not be tolerated at Southwest Texas Junior College. Academic dishonesty is regarded as any act of deception, benign or malicious in nature, in the completion of any academic exercise. Examples of academic dishonesty include cheating, plagiarism, impersonation, misrepresentation of idea or fact for the purpose of defrauding, use of unauthorized aids or devices, falsifying attendance records, violation of testing protocol, inappropriate course assignment collaboration, and any other acts that are prohibited by the instructor of record.

Quality Enhancement Plan (QEP)

Southwest Texas Junior College is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). Accreditation is a peer-review evaluation process that SWTJC participates in every ten years. A Quality Enhancement Plan (QEP) is required as part of this process. The purpose of the QEP is to improve student learning through a systematic plan of action.

Use of Copyrighted Material

Copyright is a form of protection the law provides to the authors of original works of authorship for their intellectual works that are fixed in any tangible medium of expression, both published and unpublished (Title 17, United States Code). It is illegal to violate any of the rights provided by the law to the owner of a copyright. SWTJC respects the ownership of intellectual material governed by copyright laws. All users of the SWTJC resources shall comply with the copyright laws and the provisions of the licensing agreements that apply to software; printed and electronic materials, including documentation, graphics, photographs, multimedia, including musical works, video productions, sound recordings, and dramatic works; and all other technological resources licensed and/or purchased by SWTJC or accessible over network resources provided by SWTJC.

Mission Statement

Southwest Texas Junior College is a comprehensive, public college serving eleven counties in Southwest Texas. The College provides accessible, affordable, high-quality education that prepares students to successfully transfer to senior colleges and universities; enter the job market; pursue their professional and personal goals; and contribute to the economic growth of the region.

Southwest Texas Junior College Student Services Addendum to Course Syllabus

Admission and Registrar's		
Flores Student Services Building Admission/Registrar's Office	830.591.7255	http://www.swtjc.edu/pages//admissions/register-and-admissions admoffice@swtjc.edu
Advising and Counseling Services		
Flores Student Services Building Advising/Counseling Center	830.591.7271	http://www.swtjc.edu/pages//student-life/counseling-and-advising advising@swtjc.edu
Disability Support Services*	830.591.2908	http://www.swtjc.edu/pages//student-life/counseling-and-advising/disability-support-services
On-line Advising		advising@swtjc.edu
<p>*The College will make reasonable accommodations for students with documented disabilities. These students must contact our Disability Support Services Advisors before classroom accommodations can be provided.</p> <p>Qualified persons with disabilities may have support services available.</p>		
Assessment and Testing Center		
R.K. Miller Building Testing Schedule	830.591.2946	http://inet4.swtjc.cc.tx.us/testing/homepage.html Select the link to the different assessment/exams for times and dates.
Financial Aid		
Flores Student Services Building Financial Aid Office	830.591.7313	http://swtjc.edu/pages/academics/financial-aid finaid@swtjc.edu
Work-Study Program		http://swtjc.edu/pages/academics/financial-aid/paying-for-school/work-study
Payments/Refunds		
Flores Student Service Building Business Office	830.591.7365	http://www.swtjc.edu/pages/about-swjtc/facultystaff/business-office
Pre-College Programs/Dual Credit		
Joe Richarz Memorial Building 2nd Floor	830.591.2919	http://swtjc.edu/pages//academics/outreach/dual-credit dualcredit@swtjc.edu

Student Activities Office		
Matthews Student Center	830.591.7287	http://www.swtjc.edu/pages//student-life/activities-and-events
Tutoring Services		
Fly Memorial Building Student Success Center	830.591.4152	
TRIO-Student Support Services Writing Center	830.591.7295	http://swtjc.edu/pages//student-life/student-success-services
	830.591.2908	
Veterans Services and Hazelwood Benefits		
Flores Student Services Building Admission/Registrar's Office	830.591.7280	http://swtjc.edu/pages//student-life/counseling-and-advising/veteransmilitary-students

Updated 01/13/15

Additional information on Student Support Services can be found in the SWTJC Student Handbook. A link to the Handbook can be found on our SWTJC website under the “About SWTJC” tab. A hardcopy of the SWTJC Handbook can be obtained by contacting any Student Services office at any of our campus locations.

Revised: 8/22/2014 11:51:18 AM

Modified by: Robert Ayala

Department: Biology Department

Division: Arts and Sciences