

Clackamas Community College
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Section #1 General Course Information

Department:Sciences

Submitter

First Name: Jennifer

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Course Prefix and Number:BI - 163

Credits:1

Contact hours

Lecture (# of hours): 11

Lec/lab (# of hours):

Lab (# of hours):

Total course hours: 11

For each credit, the student will be expected to spend, on average, 3 hours per week in combination of in-class and out-of-class activity.

Course Title:Malheur Field Trip

Course Description:

Four day field trip. Study of plants, animals, geology, and history of the Northern Basin and Range ecoregion at the Malheur Environmental Field Station in southeast Oregon. Field trip required.

Type of Course:Lower Division Collegiate

Is this class challengeable?

No

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

No

Does this course map to any general education outcome(s)?

Yes

Check which General Education requirement:

✓ Writing

✓ Science & Computer Science

Is this course part of an AAS or related certificate of completion?

No

Are there prerequisites to this course?

No

Are there corequisites to this course?

No

Are there any requirements or recommendations for students taken this course?

No

Are there similar courses existing in other programs or disciplines at CCC?

No

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

Yes (A 'Yes' certifies you have talked with the librarian and have received approval.)*

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit:Yes

When do you plan to offer this course?

✓ **Not every year**

Is this course equivalent to another?

If yes, they must have the same description and outcomes.

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

Upon successful completion of this course, students should be able to:

1. describe the scientific method and the tools and procedures used in solving scientific questions as they pertain to eastern Oregon and the Northern Basin and range ecoregion, (SC1) (SC2) (SC3)
 2. collect and analyze resulting data on soil and hydrology experiments and compare to historical and current data, (SC1) (SC2) (SC3)
 3. describe the geology of eastern Oregon, the Basin and Range region, and the Malheur region in essay form;
 4. evaluate the issues in range management of the Basin and Range ecoregion and the nation's largest Federal wildlife refuge,(SC3)
 5. describe the fragile nature of deserts and their cryptobiotic soils and discuss human impacts, (SC3)
 6. list the strategies for plant and animal survival in the Great Basin desert,
 7. identify different desert soil types using scientific equipment and correlate with plant species present in each,
 8. describe the native people and the movement of Europeans into the Northern Great Basin and the resulting human impact on the area, (SC3)
 9. recognize and key-out significant animal and plant species using field guides and plant keys,
 10. compile surveys of the wildlife present on the refuge during this season,
 11. organize and utilize appropriate scientifically formatted journals to document field observations and taxonomic language used in scientific studies. (SC1) (SC3)
-

**AAOT/ASOT GENERAL EDUCATION OUTCOMES
COURSE OUTLINE MAPPING CHART**

Mark outcomes addressed by the course:

- Mark "C" if this course completely addresses the outcome. Students who successfully complete this course are likely to have attained this learning outcome.
- Mark "S" if this course substantially addresses the outcome. More than one course is required for the outcome to be completely addressed. Students who successfully complete all of the required courses are likely to have attained this learning outcome.
- Mark "P" if this course partially addresses the outcome. Students will have been exposed to the outcome as part of the class, but the class is not a primary means for attaining the outcome and assessment for general education purposes may not be necessary.

As a result of completing the AAOT/ASOT general education requirements, students will be able to:

WR: Writing Outcomes

- P**
1. Read actively, think critically, and write purposefully and capably for academic and, in some cases, professional audiences.
 2. Locate, evaluate, and ethically utilize information to communicate effectively.
 3. Demonstrate appropriate reasoning in response to complex issues.

SP: Speech/Oral Communication Outcomes

1. Engage in ethical communication processes that accomplish goals.
2. Respond to the needs of diverse audiences and contexts.
3. Build and manage relationships.

MA: Mathematics Outcomes:

1. Use appropriate mathematics to solve problems.
2. Recognize which mathematical concepts are applicable to a scenario, apply appropriate mathematics and technology in its analysis, and then accurately interpret, validate, and communicate the results.

AL: Arts and Letters Outcomes

1. Interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life.
2. Critically analyze values and ethics within range of human experience and expression to engage more fully in local and global issues.

SS: Social Science Outcomes

1. Apply analytical skills to social phenomena in order to understand human behavior.
2. Apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live.

SC: Science or Computer Science Outcomes

- S**
1. Gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions.
- S**
2. Apply scientific and technical modes of inquiry, individually, and collaboratively, to critically examine the influence of scientific and technical knowledge on human society and the environment.

- S** 3. Assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment.

CL: Cultural Literacy Outcome

1. Identify and analyze complex practices, values, and beliefs and the culturally and historically defined meanings of difference.

Outcomes Assessment Strategies:

✓ Projects

✓ Thesis/Research Project

✓ Journal Writing

:

Major Topic Outline:

1. Geology of eastern Oregon and the Basin and Range ecoregion.
2. Geology of local (Malheur County) topography.
3. Geology of geothermal springs, basaltic lavas and ash flow tuffs.
4. Desert soils and hydrology (experiments and lectures).
5. Soil dynamics and impact on plant and animal distribution.
6. Survival strategies of animals and plants to the Great Basin desert.
7. Ecology and conservation of cryptobiotic soils, and the discussion of human impacts.
8. Native people of the Northern Great Basin ecoregion.
9. Early European settlement and the influence of the cattle industry on the environment and in particular wildlife refuges.
10. Understand range management of the nation's largest Federal wildlife refuge and issues related.
11. Use of field guides and plant keys in identifying animals and plants.
12. Wildlife surveys: Mammals, Reptiles, Amphibians, Arthropods, and Bird identification.
13. Scientific journals: correct format, data collected and Latin usage.

Does the content of this class relate to job skills in any of the following areas:

- | | |
|--------------------------------------|-----------|
| 1. Increased energy efficiency | No |
| 2. Produce renewable energy | No |
| 3. Prevent environmental degradation | No |
| 4. Clean up natural environment | No |
| 5. Supports green services | No |

Percent of course:0%

Section #2 Course Transferability

Concern over students taking many courses that do not have a high transfer value has led to increasing attention to the transferability of LDC courses. The state currently requires us to certify that at least one OUS school will accept a new LDC course in transfer. Faculty should communicate with colleagues at one or more OUS schools to ascertain how the course will transfer by answering these questions.

1. Is there an equivalent lower division course at the University?
2. Will a department accept the course for its major or minor requirements?
3. Will the course be accepted as part of the University's distribution requirements?

If a course transfers as an elective only, it may still be accepted or approved as an LDC course, depending on the nature of the course, though it will likely not be eligible for Gen Ed status.

Which OUS schools will the course transfer to? (Check all that apply)

OSU (Oregon State University)

Identify comparable course(s) at OUS school(s)

How does it transfer? (Check all that apply)

general elective

:

Provide evidence of transferability: (minimum one, more preferred)

Other. Please explain.

course is included in OSU articulation table

First term to be offered:

Specify term: Spring 2015
