

**Clackamas Community College**  
Online Course/Outline Submission System

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### Section #1 General Course Information

**Department:** Sciences

**Submitter**

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Last Name: Bown

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**Course Prefix and Number:** BI - 165D

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**# Credits:** 4

**Contact hours**

Lecture (# of hours): 33

Lec/lab (# of hours):

Lab (# of hours): 33

Total course hours: 66

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.

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**Course Title:** Natural History of the Western Deserts

**Course Description:**

A lecture and lab course studying plants, animals, geology, ecology and environmental issues of western deserts. This intensive nine-day field course travels through western desert regions.

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**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?

**Yes**

**Check which General Education requirement:**

**✓ 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?

**Yes**

**Recommendations:** One term of college-level science.

**Requirements:** Instructor consent

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?**

**No**

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?

✓ **Spring**

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. design and run scientific field experiments, analyze and interpret the results and apply them to broader desert ecological topics; (SC1) (SC2) (SC3)
  2. through observation and journaling, explore various desert ecosystems and evaluate their fragile nature; (SC1) (SC2) (SC3)
  3. collaboratively compare and discuss strategies for plant and animal survival in desert ecosystems,
  4. observe geologic features, apply observations to fundamental geologic principles and formulate hypothesis on processes that formed the landscape;
  5. collect and analyze field data to understand the relationship between geology and biology of the region, including hydrology and soil development,
  6. describe the history of humans in the region and evaluate their impacts on deserts, (SC3)
  7. create scientifically accurate field journals, using correct taxonomic language, to document field observations, experiments, and hypothesis. (SC1) (SC2)
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**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**

- P**
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**

- P**
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.
  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:**

✓ **General Examination**

✓ **Writing Assignments**

✓ **Presentations**

✓ **Thesis/Research Project**

✓ **Journal Writing**

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**Major Topic Outline:**

1. Fundamental geographic and ecological differences between desert ecosystems found in North America.
2. Introduction and examination of basic plants and animal communities of the Great Basin, Sonoran and Mojave deserts.
3. Survival strategies of plants and animals living in desert regions.
4. Geologic identification and formation of common desert features.
5. Geological history of western deserts including mining's impacts both environmentally and economically.
6. History of humans in western desert regions and their impact on those desert communities.
7. Evaluation of non-native species and their impact on desert ecosystems.

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

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

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)**

**PSU (Portland State University)**

**OSU (Oregon State University)**  **UO (University of Oregon)**

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

UO (BI 1AAT), OSU (BI LDT)

How does it transfer? (Check all that apply)

**general elective**

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

**Other. Please explain.**

Website and published course equivalency tables

First term to be offered:

**Next available term after approval**

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