

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

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### Section #1 General Course Information

**Department:** Sciences

**Submitter**

First Name: Jennifer

Last Name: Bown

Phone: 3348

Email: jenb

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

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**# Credits:** 3

**Contact hours**

Lecture (# of hours): 33

Lec/lab (# of hours):

Lab (# of hours):

Total course hours: 33

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 Oregon Coast

**Course Description:**

Explores the natural processes that form our Northwest coastal environment: geologic development, shoreline processes, oceanography, and environmental hazards. Topics include the ecology of marine mammals, birds, estuaries, tidepools, sand dunes, and coastal forests.

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**Type of Course:** Lower Division Collegiate

Is this class challengeable?

**Yes**

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?

**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?**

**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?

✓ **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. utilize the scientific method and use appropriate scientific tools and procedures to address scientific questions related to coastal processes, (SC1) (SC2) (SC3)
  2. evaluate existing scientific explanations for coastal processes in order to develop evidence-based decisions and apply those to environmental policies and laws that affect coastal development, (SC1) (SC2) (SC3)
  3. describe the geologic theories that have shaped coastlines and their features,
  4. evaluate the sources and effects of coastal environmental hazards including earthquakes and tsunamis,
  5. summarize aspects of oceanography that pertain to coastal regions,
  6. recognize estuaries and describe their geologic origins and both abiotic and biotic features,
  7. illustrate the variety of intertidal ecosystems and recognize their ecological factors,
  8. list the general features of coastal beaches and sand dunes and describe the general history of their disturbances,
  9. describe features of coastal old growth forests and recognize the symbiotic relationships within them,
  10. describe the strategies, distribution, and adaptations of marine mammals and marine birds to a life of living in a marine habitat.
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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**

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.
- P**
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:**

:

**Major Topic Outline:**

1. Coastal structure: plate tectonics, coastal morphology and geologic processes, historical geology of the northwest coast and coast range.
2. Environmental geology and hazards of the coast.
3. Oceanography: currents, stratification, upwelling, biologic structure of marine water.
4. Estuaries: structure, dynamics, ecological importance and degradation, Environmental problems: lake eutrophication, siltation, pollution, land development.
5. Tidepool ecology: structure, energy flow, basic life cycles, role of algae.
6. Tidepool ecology: ecological adaptations, distribution of organisms (zonation), dominant plant and animal communities.
7. Coastal dunes: dune structure and succession, forest types, structure and succession.
8. Forest ecology: structure and kinds, forest nutrients and cycling, bryophytes.
9. Coastal marine mammals: whales, pinnipeds, history, natural history and current status, adaptations.
10. Coastal birds: common birds, seasonal variation, nesting areas, sea bird community structure, nesting ecology, migration patterns, special adaptations, unique and rare bird status, birding areas.

**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)

BI-LDT, BI-120T

How does it transfer? (Check all that apply)

general elective

:

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

Other. Please explain.

Online Transfer tables

First term to be offered:

Next available term after approval

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