COURSE OUTLINE: NET0105 - F&W STUDIES II

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Course Code: Title	NET0105: FISH & WILDLIFE STUDIES II
Program Number: Name	1120: COMMUNITY INTEGRATN
Department:	C.I.C.E.
Academic Year:	2022-2023
Course Description:	This course continues with the further development of fish and wildlife identification skills with particular reference to the biology and life history of featured species. Topics will include common fish and mammals of Ontario. Special emphasis will be placed on species at risk in Ontario and strategies for their protection and recovery. Wildlife tracks and sign will also be investigated and important wildlife parasites and diseases will be discussed.
Total Credits:	3
Hours/Week:	3
Total Hours:	42
Prerequisites:	There are no pre-requisites for this course.
Corequisites:	There are no co-requisites for this course.
Vocational Learning Outcomes (VLO's) addressed in this course: **Please refer to program web page for a complete listing of program outcomes where applicable.**	**1120 - COMMUNITY INTEGRATN** VLO 1 Integrate fully in academic, social and community activities. VLO 2 Develop and apply transferrable learning strategies to promote self-determination, life satisfaction, and lifelong learning. VLO 5 Further develop confidence, self-awareness, and self-advocacy skills related to independence, employment, and personal well-being.
Essential Employability Skills (EES) addressed in this course:	EES 1 Communicate clearly, concisely and correctly in the written, spoken, and visual form that fulfills the purpose and meets the needs of the audience. EES 2 Respond to written, spoken, or visual messages in a manner that ensures effective communication. EES 4 Apply a systematic approach to solve problems. EES 7 Analyze, evaluate, and apply relevant information from a variety of sources. EES 8 Show respect for the diverse opinions, values, belief systems, and contributions of others. EES 9 Interact with others in groups or teams that contribute to effective working relationships and the achievement of goals. EES 10 Manage the use of time and other resources to complete projects. EES 11 Take responsibility for ones own actions, decisions, and consequences.
Course Evaluation:	Passing Grade: 50%, D

	A minimum program GPA of 2.0 or higher where program specific standards exist is required for graduation.
Other Course Evaluation & Assessment Requirements:	Academic success is directly linked to attendance. Missing more than 1/3 of the course hours in a semester shall result in an `F` grade for the course.
Books and Required Resources:	Mammals of the Great Lakes Region by Kurta, A. Publisher: University of Michigan Press ISBN: 9780472064977 required Tracking & the Art of Seeing by Rezendes, P. Publisher: Harper Collins Publishers required The ROM Field Guide to Freshwater Fishes of Ontario by Holm Publisher: McClelland Edition: Holm Recommended
Course Outcomes and Learning Objectives:	Upon successful completion of this course, the CICE student, with the assistance of a Learning Specialist will acquire varying levels of skill development relevant to the following learning outcomes:

Course Outcome 1	**Learning Objectives for Course Outcome 1**
Outline the role of the National Committee on the Status of Endangered Wildlife in Canada (COSEWIC) and the Provincial Committee on the Status of Species at Risk in Ontario (COSSARO), as they pertain to species at risk.	1.1 Discuss the risk categories as defined by COSEWIC. 1.2 Research and report on species at risk in Ontario. 1.3 Outline the process of determining if a species is at risk. 1.4 Review protection legislation for Ontario species at risk. 1.5 Discuss species at risk topics addressed by guest speakers. 1.6 Outline the role of recovery plans, recovery teams and recovery action groups to improve the status of a species at risk.
Course Outcome 2	**Learning Objectives for Course Outcome 2**
Identify selected fish species and discuss their biology, life cycles, and ecological value.	2.1 Correctly identify both internal and external anatomical structures of fish and describe their purpose. 2.2 Demonstrate the effective use of bifurcated (dichotomous) keys in order to identify common Ontario fish species. 2.3 Discuss scientific techniques of determining fish age. 2.4 Discuss the ecology of fishes and their role as indicator species.
Course Outcome 3	**Learning Objectives for Course Outcome 3**
Identify common mammals in Ontario based on tracks and signs, scat, study furs, specimens and skulls.	3.1 Identify many Ontario mammal species using images, study furs and specimens. 3.2 Identify skulls of Ontario mammals using keys. 3.3 Distinguish between common species within an order based on tracks, movements, browsing, droppings, remains of food, method of kill, claw marks or antler scrapes, dens or nests.

	3.4 Discuss scat characteristics, track formula and trail patterns of common wildlife. 3.5 Investigate and document 20 wildlife tracks & signs.
Course Outcome 4	**Learning Objectives for Course Outcome 4**
Discuss the biology, life cycles, ecology and interpretive value of many Ontario wildlife species.	4.1 Research and report on key biological and ecological features of selected orders/families of wildlife. 4.2 Relate the interpretative value of selected mammalian species. 4.3 Explain the lifecycles of parasites & diseases of Ontario fish and wildlife. 4.4 Identify select parasites & disease by their signs and symptoms, outlining the possible impact to human health.
Course Outcome 5	**Learning Objectives for Course Outcome 5**
Conduct field surveys to assess wildlife presence.	5.1 Use tracks and signs in the field to survey wildlife species presence. 5.2 Discuss the presence or absence of certain species based on habitat type surveyed. 5.3 Discuss and demonstrate knowledge of various types of field surveys used to determine wildlife species presence.

Evaluation Process and Grading System:

Evaluation Type	Evaluation Weight
Major Assignments	30%
Minor Assignment	15%
Participation	10%
Tests	45%

CICE Modifications:

Preparation and Participation

1. A Learning Specialist will attend class with the student(s) to assist with inclusion in the class and to take notes.
2. Students will receive support in and outside of the classroom (i.e. tutoring, assistance with homework and assignments, preparation for exams, tests and quizzes.)
3. Study notes will be geared to test content and style which will match with modified learning outcomes.
4. Although the Learning Specialist may not attend all classes with the student(s), support will always be available. When the Learning Specialist does attend classes he/she will remain as inconspicuous as possible.

A. Further modifications may be required as needed as the semester progresses based on individual student(s) abilities and must be discussed with and agreed upon by the instructor.

B. Tests may be modified in the following ways:

1. Tests, which require essay answers, may be modified to short answers.
2. Short answer questions may be changed to multiple choice or the question may be simplified so the answer will reflect a basic understanding.
3. Tests, which use fill in the blank format, may be modified to include a few choices for each question, or a list of choices for all questions. This will allow the student to match or use visual

	clues. 4. Tests in the T/F or multiple choice format may be modified by rewording or clarifying statements into layman's or simplified terms. Multiple choice questions may have a reduced number of choices. **C. Tests will be written in CICE office with assistance from a Learning Specialist.** ***The Learning Specialist may:*** 1. Read the test question to the student. 2. Paraphrase the test question without revealing any key words or definitions. 3. Transcribe the student's verbal answer. 4. Test length may be reduced and time allowed to complete test may be increased. **D. Assignments may be modified in the following ways:** 1. Assignments may be modified by reducing the amount of information required while maintaining general concepts. 2. Some assignments may be eliminated depending on the number of assignments required in the particular course. ***The Learning Specialist may:*** 1. Use a question/answer format instead of essay/research format 2. Propose a reduction in the number of references required for an assignment 3. Assist with groups to ensure that student comprehends his/her role within the group 4. Require an extension on due dates due to the fact that some students may require additional time to process information 5. Formally summarize articles and assigned readings to isolate main points for the student 6. Use questioning techniques and paraphrasing to assist in student comprehension of an assignment **E. Evaluation:** Is reflective of modified learning outcomes. **NOTE:** Due to the possibility of documented medical issues, CICE students may require alternate methods of evaluation to be able to acquire and demonstrate the modified learning outcomes
Date:	December 19, 2022
Addendum:	Please refer to the course outline addendum on the Learning Management System for further information.