

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO



Sault College

COURSE OUTLINE

COURSE TITLE: INTRODUCTION TO FISH & WILDLIFE
CODE NO. : NRT 110 **SEMESTER:** 1
PROGRAM: FISH & WILDLIFE TECHNICIAN
AUTHOR: VALERIE WALKER
DATE: JULY 2007 **PREVIOUS OUTLINE DATED:** JUNE 2006
APPROVED:

DEAN **DATE**
TOTAL CREDITS: 3
PREREQUISITE(S): NONE
HOURS/WEEK: 3

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*For additional information, please contact Colin Kirkwood, Dean
School of Technology, Skilled Trades & Natural Resources*

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I. COURSE DESCRIPTION:

This practical course will introduce the student to field procedures to assess wildlife habitat and relative abundance of animal populations. Collection techniques, preparation, display and identification of important aquatic and terrestrial invertebrates will be practiced. Field data will be recorded, analyzed and summarized in report format. In addition employment opportunities will be discussed and several guest speakers will address specific opportunities in the Fish and Wildlife field.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

Upon successful completion of this course, the student will demonstrate the ability to:

1. Conduct field surveys to assess habitat and relative abundance of wildlife populations

Potential Elements of the Performance:

- execute field procedures as instructed
- assess local Canada goose population numbers using a droppings survey
- determine stream discharge using floatation method, current meter and computer software
- assess chemical parameters of stream water
- correctly calibrate and operate field equipment (compass, GPS, current meter, HACH kit, surber sampler)
- collect aquatic invertebrates to assess water quality using biotic and diversity indices
- construct an appropriate bird feeder for the College woodlot and monitor local bird feeding activity
- participate in the annual Deer Check Station on St. Joseph's Island during the fall hunt

This learning outcome will constitute approximately 10% of the course's grade

2. **Collect and identify animal specimens for interpretation and display**

Potential Elements of the Performance:

- correctly use nets, traps and various collection techniques for both aquatic invertebrates and terrestrial insects
- properly kill, pin and label 25 terrestrial insect species for invertebrate collection
- recognize common terrestrial insect and aquatic invertebrate orders given key characteristics
- demonstrate effective use of a bifurcated (dichotomous) key for identification
- recognize important sports and commercial fish species of Ontario based on key characteristics
- identify local woodlot bird species by sight and vocalizations
- observe and record bird species of Sault Ste. Marie using the Sault Naturalists Checklist

This learning outcome will constitute approximately 40% of the course's grade

3. **Record, analyze and present field data**

Potential Elements of the Performance:

- complete field forms neatly and accurately
- present data in organized tables, graphs and figures
- use appropriate software to analyze and interpret data
- summarize objectives, methodologies, results and discussion of results in an organized technical report format

This learning outcome will constitute approximately 40% of the course's grade

4. Evaluate career opportunities in Fish & Wildlife

Potential Elements of the Performance:

- summarize career opportunities in Fish and Wildlife
- examine entrepreneurial opportunities in Fish and Wildlife

This learning outcome will constitute approximately 10% of the course's grade

III. TOPICS:

1. Terrestrial Insect Collection, Killing, Pinning and ID
2. Stream Discharge Determination
3. Basic Water Analysis and Aquatic Invertebrate Collection
4. Introduction to Aquatic Invertebrates, Key Use & Interpretation
5. Wildlife Population Estimate
6. Local Woodlot Bird Identification (sight & vocalizations)
7. Identification of Important Fish Species of Ontario
8. Employment Opportunities

IV. REQUIRED RESOURCES/ TEXTS/ MATERIALS:

Hubbs, Carl L., Karl F. Lagler and G.R. Smith. 2004. Fishes of the Great Lakes Region. University of Michigan Press. Michigan.

Peterson, Roger Tory. 1980. Eastern Birds. A Field Guide to the Birds. 4th Edition. Houghton Mifflin Co., Boston.

Walker, V. 2007. Intro to Fish & Wildlife Lab Manual – ON LINE. Sault College, Sault Ste Marie.

Birds of Sault Ste. Marie [Check List](#)

Dissection kit

Waders (Cabela or equivalent)

Insect Display Box, pins and pinning block

ADDITIONAL RESOURCES:

Scott, W.B. and E.J. Crossman. 1973. *Freshwater Fishes of Canada*. Bulletin 184. Fisheries Research Board of Canada. Canadian Government Publishing Centre. Ottawa, Ontario. 966 pp.

V. EVALUATION PROCESS/GRADING SYSTEM:

Technical Reports (4)	40%
Insect Collection	15%
Fish Biology/Ecology	10%
Field Forms	10%
Quizzes	15%
Participation	<u>10%</u>
	100%

QUIZZES: There will be several quizzes based on terrestrial insect ID, aquatic invertebrate ID, fish ID, speaker presentations, valued at 15% total

PARTICIPATION: Student participation in the annual Deer Check Station on St. Joseph's Island or any other F&W volunteer project will be valued at 5% each, up to a maximum of 10% total.

BONUS: Wildlife scats (not including waterfowl) collected and in good condition with pertinent information included (ID, date, location, habitat found), will be awarded 1% per scat up to a **MAXIMUM** of 5% (for 5 different scats).

NOTE: Lab assignments and report values will be reduced at a rate of **10% per day** for late submissions for a period of 5 days after the due date. After 5 days and lab assignment/report value will be zero. All labs/assignments and reports must be submitted regardless of lateness to pass the course.

Attendance during field exercises is **MANDATORY**. Student missing field work without valid, documented reason will risk repeating the course.

NOTE: Students given the opportunity to submit a lab report associated with a **missed** field trip will receive a maximum grade of 60% for that report

The following semester grades will be assigned to students in postsecondary courses:

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 - 100%	4.00
A	80 - 89%	4.00
B	70 - 79%	3.00
C	60 - 69%	2.00
F (Fail)	59% and below	0.00
CR (Credit)	Credit for diploma requirements has been awarded.	
S	Satisfactory achievement in field /clinical placement or non-graded subject area.	
U	Unsatisfactory achievement in field/clinical placement or non-graded subject area.	
X	A temporary grade limited to situations with extenuating circumstances giving a student additional time to complete the requirements for a course.	
NR	Grade not reported to Registrar's office.	
W	Student has withdrawn from the course without academic penalty.	

VI. SPECIAL NOTES:

Special Needs:

If you are a student with special needs (e.g. physical limitations, visual impairments, hearing impairments, or learning disabilities), you are encouraged to discuss required accommodations with your instructor and/or the Special Needs office. Visit Room E1204 or call Extension 2493, 2717, or 2491 so that support services can be arranged for you.

Retention of course outlines:

It is the responsibility of the student to retain all course outlines for possible future use in acquiring advanced standing at other postsecondary institutions.

Plagiarism:

Students should refer to the definition of “academic dishonesty” in *Student Rights and Responsibilities*. Students who engage in “academic dishonesty” will receive an automatic failure for that submission and/or such other penalty, up to and including expulsion from the course/program, as may be decided by the professor/dean. In order to protect students from inadvertent plagiarism, to protect the copyright of the material referenced, and to credit the author of the material, it is the policy of the department to employ a documentation format for referencing source material.

Course outline amendments:

The Professor reserves the right to change the information contained in this course outline depending on the needs of the learner and the availability of resources.

Substitute course information is available in the Registrar's office.

VII. PRIOR LEARNING ASSESSMENT:

Students who wish to apply for advanced credit in the course should consult the professor. Credit for prior learning will be given upon successful completion of a challenge exam or portfolio.

VIII. DIRECT CREDIT TRANSFERS:

Students who wish to apply for direct credit transfer (advanced standing) should obtain a direct credit transfer form from the Dean’s secretary. Students will be required to provide a transcript and course outline related to the course in question.