

I. COURSE DESCRIPTION:

This course will provide students with an end-of-the-semester review of important field skills related to their particular program. All students will participate in exercises related to field orientation, identification of forest plants and wildlife and preparation for their co-op work term. In addition, depending on their program of study, students may tour local forest industries, work in local parks, learn how to properly mix fuels, observe the spring migration of raptors and waterfowl and observe First Nations resource management systems.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

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

1. Traverse through a remote wooded area to pre-determined destinations.Potential Elements of the Performance:

- Orient a map to the ground
- Determine direction of travel with and without a compass
- Measure distances using scales
- Orienteer to find check points and best possible route
- Manually enter waypoints into a GPS
- Find a location on a GPS and save it as a waypoint
- Mark a waypoint directly in the field
- Navigate to a waypoint using the map screen and the compass screen
- Be able to create a track log of a traveled path
- Calculate the size of an area by walking its perimeter

3. Demonstrate how to mix gas and oil to specified ratios normally used with 2-cycle enginesPotential Elements of the Performance:

- Participate in lab mixing activities
- Calculate the amount of mix for the specified gas can sizes
- Use food colouring and water to mix specified proportions and compare to established controls

4. **Work in a team and actively participate in a Woodlot Scavenger Challenge**

Potential Elements of the Performance:

- Navigate using a compass to pre-determined locations
- Estimate distances between pre-determined locations
- Determine woody plant species richness at pre-determined locations
- Identify and retrieve samples of seeds, leaves and cones
- Identify wildlife sign (e.g., scat, feeding activity) at pre-determined locations

5. **Describe the requirements to successfully complete the CWF 100 Co-op course**

Potential Elements of the Performance:

- Attend a seminar describing co-op requirements
- Read the co-op manual
- Meet with the co-op coordinator, Suzanne Dunn

Program Specific Specialized Activities

1. **Spring Migration – Waterfowl and Raptors**
(F&W Conservation, Field Naturalist, Ecosystem Surveys)

Potential Elements of the Performance:

- Use binoculars, spotting scopes and appropriate field guides to identify waterfowl and raptor species
- Explain the mechanisms by which large raptors migrate, and why migrating raptors are associated with landscape elements such as ridges, lakeshores and points
- Explain habitat requirements associated with different families of waterfowl based on body morphology and food habits

2. **Park Opening**
(Adventure Recreation & Parks, Park Operations)

Potential Elements of the Performance:

- Describe how a selected park prepares to open and explain the steps involved
- Visit a local park and participate in the various operations involved with opening a park
- Review literature, research and write a paper that describes the steps involved with park opening

3. **Wood processing and Woodlot Management**
(Forest Conservation)

Potential Elements of the Performance:

- Explain how harvested wood is processed into forest products
Describe how wood is sorted into product types, graded and scaled in an industrial setting
- Tour the wood yard of Meakin Forest Products and hear an explanation of their operations
- Describe how a woodlot Stewardship Plan is prepared
- Listen to an introduction to the MFTIP program and hike through a woodlot for which a MFTIP plan has been prepared and identify forest compartments
- Complete a compartment inventory for a MFTIP plan

4. **Spring Migration – Waterfowl and Raptors First Nations Resource Management (NET)**

Potential Elements of the Performance:

- Use binoculars, spotting scopes and appropriate field guides to identify waterfowl and raptor species
- Explain the mechanisms by which large raptors migrate, and why migrating raptors are associated with landscape elements such as ridges, lakeshores and points
- Explain habitat requirements associated with different families of waterfowl based on body morphology and food habits
- Explore the concept of traditional ecological knowledge integrated into First Nations natural resource management
- Examine a First Nations reserve where a holistic approach to land stewardship is being practiced
- Discuss the process of combining elder consultation and modern technology to manage natural resources in a sustainable manner

III. **TOPICS:**

1. Field Orientation
2. Mixology and Coop
3. Woodlot Scavenger Challenge
4. Program Specialized Activity

IV. **REQUIRED RESOURCES/TEXTS/MATERIALS:**

See posting

V. **EVALUATION PROCESS/GRADING SYSTEM:**

The following semester grades will be assigned to students:

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:

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.

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.

Prior Learning Assessment:

Students who wish to apply for advance credit transfer (advanced standing) should obtain an Application for Advance Credit from the program coordinator (or the course coordinator regarding a general education transfer request) or academic assistant. Students will be required to provide an unofficial transcript and course outline related to the course in question. Please refer to the Student Academic Calendar of Events for the deadline date by which application must be made for advance standing.

Credit for prior learning will also be given upon successful completion of a challenge exam or portfolio.

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

Disability Services:

If you are a student with a disability (e.g. physical limitations, visual impairments, hearing impairments, or learning disabilities), you are encouraged to discuss required accommodations with your professor and/or the Disability Services office. Visit Room E1101 or call Extension 2703 so that support services can be arranged for you.

Communication:

The College considers **WebCT/LMS** as the primary channel of communication for each course. Regularly checking this software platform is critical as it will keep you directly connected with faculty and current course information. Success in this course may be directly related to your willingness to take advantage of the **Learning Management System** communication tool.

Plagiarism:

Students should refer to the definition of “academic dishonesty” in *Student Code of Conduct*. A professor/instructor may assign a sanction as defined below, or make recommendations to the Academic Chair for disposition of the matter. The professor/instructor may (i) issue a verbal reprimand, (ii) make an assignment of a lower grade with explanation, (iii) require additional academic assignments and issue a lower grade upon completion to the maximum grade “C”, (iv) make an automatic assignment of a failing grade, (v) recommend to the Chair dismissal from the course with the assignment of a failing grade. 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.

Student Portal:

The Sault College portal allows you to view all your student information in one place. **mysaultcollege** gives you personalized access to online resources seven days a week from your home or school computer. Single log-in access allows you to see your personal and financial information, timetable, grades, records of achievement, unofficial transcript, and outstanding obligations. Announcements, news, the academic calendar of events, class cancellations, your learning management system (LMS), and much more are also accessible through the student portal. Go to <https://my.saultcollege.ca>.

Electronic Devices in the Classroom:

Students who wish to use electronic devices in the classroom will seek permission of the faculty member before proceeding to record instruction. With the exception of issues related to accommodations of disability, the decision to approve or refuse the request is the responsibility of the faculty member. Recorded classroom instruction will be used only for personal use and will not be used for any other purpose. Recorded classroom instruction will be destroyed at the end of the course. To ensure this, the student is required to return all copies of recorded material to the faculty member by the last day of class in the semester. Where the use of an electronic device has been approved, the student agrees that materials recorded are for his/her use only, are not for distribution, and are the sole property of the College.

Attendance:

Sault College is committed to student success. There is a direct correlation between academic performance and class attendance; therefore, for the benefit of all its constituents, all students are encouraged to attend all of their scheduled learning and evaluation sessions. This implies arriving on time and remaining for the duration of the scheduled session.

Tuition Default:

Students who have defaulted on the payment of tuition (tuition has not been paid in full, payments were not deferred or payment plan not honoured) as of the first week of *<choose November, March, or June>* will be removed from placement and clinical activities. This may result in loss of mandatory hours or incomplete course work. Sault College will not be responsible for incomplete hours or outcomes that are not achieved or any other academic requirement not met as of the result of tuition default. Students are encouraged to communicate with Financial Services with regard to the status of their tuition prior to this deadline to ensure that their financial status does not interfere with academic progress.