

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
- Review 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: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.

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.

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.

It is the departmental policy that once the classroom door has been closed, the learning process has begun. Late arrivers will generally not be granted admission to the room. This is out of respect for the other students and the professor. The usage of cell phones during class session is prohibited; please respect the learning environment by turning them off.

VII. COURSE OUTLINE ADDENDUM:

The provisions contained in the addendum located on the portal form part of this course outline.