

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO



**SAULT
COLLEGE**

COURSE OUTLINE

COURSE TITLE: FISH & WILDLIFE STUDIES II

CODE NO. : NET105 **SEMESTER:** 2

PROGRAM: NET

AUTHOR: T.WINTER

DATE: JAN 2012 **PREVIOUS OUTLINE DATED:** N/A

APPROVED:
"B.Punch"

CHAIR

DATE

TOTAL CREDITS: 3

PREREQUISITE(S): NIL

HOURS/WEEK: 3

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For additional information, please contact Brian Punch, Chair,
School of Natural Environment/Outdoor Studies & Technology Programs
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I. COURSE DESCRIPTION:

This course continues with the further development of wildlife identification skills with particular reference to the biology and life history of featured species. Topics will include amphibians, reptiles 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 be investigated and important wildlife parasites and diseases will be discussed.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

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

- 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.**

Potential Elements of the Performance:

- Discuss the risk categories as defined by COSEWIC
- Research and report on species at risk in Ontario
- Outline the process of determining if a species is at risk
- Review protection legislation for Ontario species at risk
- Discuss species at risk topics addressed by guest speakers
- Outline the role of recovery plans, recovery teams and recovery action groups to improve the status of a species at risk

This learning outcome will constitute approximately 15% of the course.

2. Identify selected amphibians and reptiles and discuss their biology, life cycles, ecology and interpretive value.

Potential Elements of the Performance:

- Compare lifecycles and strategies for different groups of amphibians and reptiles
- Identify selected amphibian and reptile species in Ontario using images
- Summarize prominent environmental monitoring programs involving herptiles and their conservation in Ontario
- Relate the factors contributing to habitat loss and amphibian decline in Ontario

This learning outcome will constitute approximately 15% of the course

3. Identify common mammals in Ontario based on tracks and signs, scat, study furs, specimens and skulls.

Potential Elements of the Performance:

- Identify many Ontario mammal species using images, study furs and specimens
- Identify skulls of Ontario mammals using keys
- 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
- Discuss scat characteristics, track formula and trail patterns of common wildlife
- Investigate and document 20 wildlife tracks & signs

This learning outcome will constitute approximately 35% of the course

4. Discuss the biology, life cycles, ecology and interpretive value of many Ontario wildlife species.

Potential Elements of the Performance:

- Research and report on key biological and ecological features of selected orders/families of wildlife
- Relate the interpretative value of selected mammalian species
- Explain the lifecycles of parasites & diseases of Ontario fish and wildlife
- Identify select parasites & disease by their signs and symptoms, outlining the possible impact to human health.

This learning outcome will constitute approximately 15% of the course

5. Conduct field surveys to assess wildlife presence.Potential Elements of the Performance:

- Use tracks and signs in the field to survey wildlife species presence
- Discuss the presence or absence of certain species based on habitat type surveyed
- Discuss and demonstrate knowledge of various types of field surveys used to determine wildlife species presence.

This learning outcome will constitute approximately 20% of the course

III. TOPICS:

1. **Species at Risk in Ontario**
2. **Amphibians and Reptiles**
3. **Mammals**
4. **Wildlife Tracks & Signs**
5. **Fish & Wildlife Parasites and Diseases**

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

- Kurta, A. 1995. *Mammals of the Great Lakes Region*. Michigan Press.
- Rezendes, P. 1999. *Tracking & the Art of Seeing: How to Read Animal Tracks & Sign*. Camden House Publishing, Inc. Charlotte, Vermont.
- Lab coat
- Outdoor equipment – snowshoes, hardhat with liner, safety vest, compass, GPS.
- Printed class resources from LMS.

ADDITIONAL RESOURCES:

Ayles, H. 1970. *Common Parasites of Ontario Fishes*. Fisheries Inventory Unit, Fish and Wildlife Branch. Ontario Ministry of Natural Resources. 21 pp.

Behler, J. L. and F. W. King. 1979. *National Audubon Society - Field Guide to Reptiles and Amphibians*. Alfred A. Knopf Publishing, Inc. New York.

Gillingwater, S.D. 2004. Stewardship of the Spiny Softshell Turtle (*Apalone spinifera spinifera*). The Upper Thames River Conservation Authority, London, Ontario.

Sheldon, Ian. *Animal Tracks of Ontario*. 1998. Lone Pine Publishing. Edmonton, Alberta.

V. EVALUATION PROCESS/GRADING SYSTEM:

Tests and Assignments 90%
Participation 10%
100%

The following semester grades will be assigned to students:

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 – 100%	4.00
A	80 – 89%	
B	70 - 79%	3.00
C	60 - 69%	2.00
D	50 – 59%	1.00
F (Fail)	49% 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: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. *It is the departmental policy that once the classroom door has been enclosed, the learning process has begun. Late arrivers will not be granted admission to the room.*

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 *March* 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.