

- I. **COURSE DESCRIPTION:** This course will explore the biological and ecological life requirements of important groups of birds of Canada. Topics will include avian anatomy and physiology, bird habits and behaviour, field identification of raptors, shore birds, game birds, and non-game species such as passerines by sight.

II. **LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:**

Upon successful completion of this course, the CICE student, with the assistance of an Educational Assistant will demonstrate a basic ability to:

1. ***Understand the suitability of various habitats to meet the needs of game and non-game bird species***

Potential Elements of the Performance:

- Research the biological and ecological requirements of bird species that exist in various ecosites
- Inventory several habitat types (Mature forests, cut-overs, burns, farmland, meadows, orchards) to determine what attributes are present or lacking
- Map out existing and desired features
- Prepare a management plan to enhance the habitat

This outcome constitutes approximately 15% of the final grade of this course

2. ***Describe how bird behaviour is unique in the animal kingdom.***

Potential Elements of the Performance:

- Research required readings and Internet to collect theories on bird behaviour
- Summarize different theories that explain activities such as :
 - Migration
 - Vocalization
 - Territoriality
 - Nest building
- Discuss in class the pro's and con's of each theory

This outcome constitutes approximately 10% of the final grade in this course

3. ***Inventory the principle game and non-game birds in the Sault area***

Potential Elements of the Performance:

- Identify about 40 common bird species and groups from study skins, slides video, Internet or field guides
- Learn how to use a Bird field guide effectively
- Have the necessary skill and knowledge to key out unidentified bird species
- Compile a “Check-list of birds in the Sault and area”
- Identify from in a slide test random birds at 50% accuracy
- Identify 10 species of waterfowl from wings collected from hunters at a check station.

This outcome constitutes approximately 55% of the final grade in this course

4. ***Describe the habitat requirements and potential methods of habitat improvement for all upland game birds, endangered or threatened non-game birds, and waterfowl.***

Potential Elements of the Performance:

- Research the habitat requirements of the above groups of birds
- Identify nesting structures of significant bird species

This outcome constitutes approximately 20% of the final grade in this course

III. TOPICS THAT C.I.C.E. STUDENT WILL OBTAIN A BASIC KNOWLEDGE OF:

1. Avian anatomy and physiology
2. Bird behaviour
3. Habitat requirements and mitigation
4. Identification of:
 - Raptors
 - Shore birds
 - Game birds
 - Upland game birds
 - Woodpeckers
 - Waterfowl
 - Waterfowl wings

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

1. Field Guide to Birds of Eastern North America -Bookstore
2. Sounds of the Northwoods -supplied by instructor
3. Ornithology Study Guide and Lab manual – Bookstore

V. EVALUATION PROCESS/GRADING SYSTEM:

Assignment due dates will be clearly indicated at the beginning of the semester. Penalties of 10% per day will apply to all late assignments. After ten days late the assignment will technically have a value of “0” but will still be required to complete the course successfully. A final grade will be derived from a combination of theory tests, practical tests and one or more written assignments. All assignments must be submitted with cover pages, and be word-processed.

Theory tests 2 of equal value/ quiz	Total	36 %
Practical tests (5)	Total	44 %
Assignments	Total	<u>20 %</u>
		100%

The following semester grades will be assigned to students in post-secondary courses:

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 – 100%	4.00
A	80 – 89%	3.00
B	70 - 79%	2.00
C	60 - 69%	1.00
D	50 – 59%	0.00
F (Fail)	49% and below	
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.

Note: For such reasons as program certification or program articulation, certain courses require minimums of greater than 50% and/or have mandatory components to achieve a passing grade.

It is also important to note, that the minimum overall GPA required in order to graduate from a Sault College program remains 2.0.

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 professor and/or the Special Needs office. Visit Room E1101 or call Extension 703 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.

CICE Modifications:**Preparation and Participation**

1. An Integrative Educational Assistant 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 Integrative Educational Assistant may not attend all classes with the student(s), support will always be available. When the Integrative Educational Assistant does attend classes he/she will remain as inconspicuous as possible.

CICE Modifications:**A. 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.

B. Tests will be written in the Learning Assistance Centre with assistance from an Integrative Educational Assistant.

The Integrative Educational Assistant 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.

C. 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 Integrative Educational Assistant 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

D. Evaluation:

Is reflective of modified learning outcomes.