

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO



Sault College

CICE COURSE OUTLINE

COURSE TITLE: Wildlife Surveys

CODE NO. : NRT247
MODIFIED CODE: NRT0247

SEMESTER: Winter

PROGRAM: Fish and Wildlife Technician

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MODIFIED BY: Velma Simon, Learning Specialist CICE Program

DATE: January 2007 **PREVIOUS OUTLINE DATED:** January 2006

APPROVED:

DEAN

DATE

TOTAL CREDITS: 4

PREREQUISITE(S): none

HOURS/WEEK: 4

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I. COURSE DESCRIPTION:

This course is aimed at the understanding and performance of various techniques essential for wildlife management. Topics include: Field note taking, data recording and retrieval; literature searches; food habit analysis; habitat evaluation techniques; population estimation; criteria for sexing and aging game birds and mammals; methods of capture, handling and marking wild animals; evaluation of wildlife damage.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

Upon successful completion of this course, the CICE student, with the assistance of a Learning Specialist will demonstrate the ability to:

1. Perform a scientific literature search based on a selected wildlife species

Potential Elements of the Performance:

- Select a common wildlife species from Ontario
- Identify and retrieve all significant recent written material on that species using the Internet, scientific publications, related journals or books.
- Prepare a bibliography and an indexed abstract file on topics related to wildlife surveys for that species

(This outcome will constitute 5% of the course's grade)

2. Solve problems related to wildlife management scenarios using approved scientific problem-solving techniques

Potential Elements of the Performance:

- Select a wildlife management problem from a prescribed list of candidate problems.
- Develop several hypotheses to test related to your scenario.
- Attempt to follow through to the solution of that problem, using a flow chart of suggested activities.

(This outcome will constitute 5% of the course's grade)

3. Observe and participate in a complete necropsy and food habit study on a deceased wildlife species.

Potential Elements of the Performance:

- Examine external and internal features of a dead mammal or bird to determine normalcy and potential causes of death.
- Dissect out the internal organs according to correct procedure.
- Examine and record the state of all physiological indicators that may be use to predict the health state of the species prior to its demise
- Write up a necropsy report that completely describes the specimen, its condition, age etc. and necropsy results.
- Identify the components of the alimentary tract and its associated organs.
- Perform a comprehensive food habit investigation and write a report based on your results.

(This outcome will constitute 10% of the course's grade)

4. Perform habitat analysis techniques to evaluate food presence and availability: Food utilization; Cover availability and utilization

Potential Elements of the Performance:

- Investigate field techniques that might be used to measure the habitat parameters that are required.
- Select a survey or surveys or design a survey that will allow collection of the required data.
- Perform a variety of survey types to assess food and cover, and write up a report that assesses total habitat carrying capacity, present utilization and management suggestions for the future.
- Perform the necessary sampling procedures to lay out and analyze data from sample plots that will be statistically meaningful.

(This outcome will constitute 20% of the course's grade)

5. Perform a basic field investigation and subsequent analysis of population estimation techniques.

Potential Elements of the Performance:

- Explain the major types of population census, and their strengths and weaknesses
- Describe some inventory methods under the following headings:
 - Total counts
 - Sample census
 - Mark- recapture methods
 - Indices of populations

- Demonstrate the basic ability to perform the field surveys and the calculations for techniques such as :
 - King strip census
 - Peterson Index
 - Aerial surveys for Moose
 - Pellet group counts for deer

(This outcome will constitute 15% of the course's grade)

6. Analyze population structure in wildlife populations based on sex and age determination techniques.

Potential Elements of the Performance:

- Explain the importance of sex and age ratios
- Correctly sex and age :
 - Common waterfowl from entire specimen or wings only
 - Common fur-bearers
 - Big game and small game mammals
 - Game birds

(This outcome will constitute 20% of the course's grade)

7. Have the ability to identify and assess wildlife damage, and design a control program for nuisance species where required.

Potential Elements of the Performance:

- Determine whether wildlife is responsible for specific livestock or wildlife predation by collecting and analyzing direct and indirect evidence of predation
- Identify wildlife predators and nuisance species by tracks, signs and method of kill.
- Assess extent of wildlife damage and suggest humane and efficient methods of control

(This outcome will constitute 15% of the course's grade)

8. Perform the basic techniques of capturing, handling and marking any wild animals, humanely and safely.

Potential Elements of the Performance:

- Demonstrate the ability to set up live traps or kill traps as required to capture the following groups of wildlife:
 - Nuisance birds or mammals
 - Fur-bearer control
 - Big game species
 - Small game mammals or birds

- Describe proper methods for handling any wildlife species to ensure safety of the handler and the wildlife species
- Explain the relative merits and drawbacks of marking by tagging, colouration or mutilation.
- Demonstrate the ability to utilize chemical immobilization equipment properly.

(This outcome will constitute 10% of the course's grade)

III. TOPICS:

1. Introduction , problem solving and Literature searches
2. Necropsy procedures and physiological indicators
3. Food habit analysis
4. Habitat evaluation techniques
5. Population analysis and estimation
6. Criteria of sex and age
7. Methods of capture, handling and marking wild animals
8. Evaluation of wildlife damage
9. Recent tools in wildlife research.

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

1. Wildlife surveys (NRT247) lab manual
2. Dissecting kit and larger knife
3. Laboratory coat
4. Snowshoes, hard hat, compass for field trips
5. Recommended TEXT : **Bookhout, R.A.** 1996 . *Techniques for Research for Wildlife and Habitats*. The Wildlife Society.
6. **Rezendes, P.** 1999 . *Tracking and the art of Seeing*. Firefly Books.
7. Other readings as assigned from the LRC or internet

V. EVALUATION PROCESS/GRADING SYSTEM:

Students will be evaluated on the basis of achievement of learning outcomes. These will be determined by:

1. **Assignments** -
 - * Problem solving – 5 %
 - * Literature search- 5 %
 - * Necropsy report – 5 %
 - * Tracks and signs – 10 %
 - * Write-up on habitat survey – 5 % **Total value 30%**

2. **Practical tests**
 - * Moose jaw aging test (6 %)
 - * Waterfowl wing sexing and aging test (6 %)
 - * Deer, moose, beaver and bear tooth sections (6 %)
 - * Cause of death test (6%)
 - * Tracks and signs test (6%) **Total value 30%**

3. **Theory tests**
 - * Test 1 based on Topics 1-4 **(20%)**
 - * Test 2 based on Topics 5-9 **(20%)**

All assignments must be submitted to pass the course. Late assignments will be penalized -10% per school day late. Students who miss tests will not have an opportunity to rewrite without valid excuse.

Attendance is mandatory at all labs and field trips. In the event of an excused absence, students will be required to make up an alternate lab on their own time. Failure to attend two labs and/or field trips will result in an immediate "F" grade.

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%	
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:

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 2493 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 the *Student Code of Conduct*. 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. A Learning Specialist 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 Learning Specialist may not attend all classes with the student(s), support will always be available. When the Learning Specialist does attend classes he/she will remain as inconspicuous as possible.

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 CICE office with assistance from a Learning Specialist.***The Learning Specialist 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 Learning Specialist 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.