

EVSP330

STUDENT WARNING: This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.

Course Summary

Course : EVSP330 **Title :** Fish and Wildlife Policies, Programs, and Issues

Length of Course : 8

Prerequisites : N/A **Credit Hours :** 3

Description

Course Description: This course focuses on national fish and wildlife policy, programs, and contemporary issues. Topics addressed in the course include historical and contemporary fish and wildlife policy; major fish and wildlife federal, state, and local programs; economic incentives and disincentives associated with fish and wildlife; and non-U.S. approaches to fish and wildlife issues.

Course Scope:

This course will explore fish and wildlife policy, programs and issues in the United States. The student will learn fundamentals, including relevant terminology, case studies and current events in fish and wildlife issues. The student will be challenged to assess their individual philosophies of fish and wildlife policy and programs. No prior experience in the field is necessary, although enthusiasm for the subject matter is expected.

Objectives

After successfully completing this course, you will be able to

- LO-1. Describe the history and philosophy of fisheries and wildlife use in the United States prior to the early 20th century.
 - LO-2. Demonstrate knowledge of the legal authorities of Federal fisheries and wildlife management in the United States.
 - LO-3. Compare public and private interests in fisheries and wildlife management.
 - LO-4. Analyze the key components of various management approaches for fisheries and wildlife conservation.
 - LO-5. Discuss incentives used for wildlife and fisheries conservation and habitat management.
 - LO-6. Summarize the protection of species and wildlife habitat via Environmental Impact Assessments and the Endangered Species Act.
-

Outline

Week 1: Introduction to Fish and Wildlife Issues

Course Objectives

LO-1 Describe the history and philosophy of fisheries and wildlife use in the United States prior to the early 20th century.

Readings and Other Resources

Identified in the Lessons

Assignments

Forum 1

Week 2: Legal and Administrative Aspects of U.S. Fish and Wildlife Management

Course Objectives

LO-2 Demonstrate knowledge of the legal authorities of Federal fisheries and wildlife management in the United States.

Readings and Other Resources

Identified in the Lessons

Assignments

Forum 2

Homework 1

Week 3: Social Considerations of Fish and Wildlife Policies

Course Objectives

LO-3 Compare public and private interests in fisheries and wildlife management.

Readings and Other Resources

Identified in the Lessons

Assignments

Forum 3

Homework 2

Week 4: The Importance of Science

Course Objectives

LO-4 Analyze the key components of various management approaches for fisheries and wildlife conservation.

Readings and Other Resources

Identified in the Lessons

Assignments

Forum 4

Homework 3

Week 5: Fish and Wildlife Resource Management Principles

Course Objectives

LO-4 Analyze the key components of various management approaches for fisheries and wildlife conservation.

Readings and Other Resources

Identified in the Lessons

Assignments

Forum 5

Homework 4

Quiz (Optional)

Week 6: Special Considerations in Resource Management

Course Objectives

LO-5 Discuss incentives used for wildlife and fisheries conservation and habitat management.

Readings and Other Resources

Identified in the Lessons

Assignments

Forum 6

Homework 5

Week 7: Protecting Species and Habitats

Course Objectives

LO-6 Summarize the protection of species and wildlife habitat via Environmental Impact Assessments and the Endangered Species Act.

Readings and Other Resources

Identified in the Lessons

Assignments

Forum 7

PowerPoint Presentation

Quiz (Optional)

Week 8: International Comparisons and Future Trends

Course Objectives

LO-4 Analyze the key components of various management approaches for fisheries and wildlife conservation.

Readings and Other Resources

Identified in the Lessons

Assignments

Forum 8

Homework 6

Evaluation

Grading:

Name	Grade %
Forums	24.00 %
Forum 1	3.00 %
Forum 2	3.00 %
Forum 3	3.00 %
Forum 4	3.00 %
Forum 5	3.00 %
Forum 6	3.00 %
Forum 7	3.00 %
Forum 8	3.00 %
Homework	60.00 %
Homework 1 (Wk 2)	10.00 %
Homework 2 (Wk 3)	10.00 %
Homework 3 (Wk 4)	10.00 %
Homework 4 (Wk 5)	10.00 %
Homework 5 (Wk 6)	10.00 %
Homework 6 (Wk 8)	10.00 %
Final Project	16.00 %
PowerPoint Project - Due Week 7	16.00 %

Materials

Book Title: Fishing Grounds: Defining a New Era for American Fisheries Management - eBook available via the APUS Online Library

Author: John Heinz Ctr

Publication Info: Island Press

ISBN: 9781559638043

Book Title: Philosophy and Practice of Wildlife Management, 3rd ed

Author: Gilbert, F

Publication Info: Krieger Publishing Company

ISBN: 9781575240510

Book Title: To find the library e-book(s) req'd for your course, please visit <http://apus.libguides.com/er.php> to locate the eReserve by course #. You must be logged in to eCampus first to access the links.

Author: N/A

Publication Info: N/A

ISBN: N/A

Required Readings

Mark, J. 2009. Mission Impossible. Earth Island Journal. Winter, 2009.

Mervis, J. and C. Holden. Great Expectations on the Job Front. Science, Volume 304. 18 June 2004.

Additional Resources

Web Sites

In addition to the required course texts, the following public domain web sites are useful. Please abide by the university's academic honesty policy when using Internet sources as well. Note web site addresses are subject to change.

NOAA Fish Watch: http://www.fishwatch.gov/wild_seafood/what_is_a_fishery.htm

Aldo Leopold Foundation: <http://www.aldoleopold.org/AldoLeopold/LandEthic.pdf>

NOAA Fisheries Office of Sustainable Fisheries: <http://www.nmfs.noaa.gov/sfa/index.htm>

USFWS Endangered Species: <http://www.fws.gov/endangered/>

IUCN 2012. *The IUCN Red List of Threatened Species. Version 2012.2:* <http://www.iucnredlist.org>.

The Nature Conservancy: <http://www.nature.org>

Worldwide Fund For Animals: <http://wwf.org>

National Wildfire Coordinating Group: http://www.nwccg.gov/branches/ppm/fpc/archives/fire_policy/

NOAA. National Marine Fisheries Service. 2012. Status of Stocks 2012:
http://www.nmfs.noaa.gov/sfa/statusoffisheries/2012/2012_SOS_RTC.pdf

IUCN 2012. *The IUCN Red List of Threatened Species. Version 2012.2:* <http://www.iucnredlist.org>

Course Guidelines

Citation and Reference Style

- Attention Please: Students will follow the APA Format as the sole citation and reference style used in written work submitted as part of coursework to the University. Assignments completed in a narrative essay or composition format must follow the citation style cited in the APA Format.

Tutoring

- [Tutor.com](https://www.tutor.com) offers online homework help and learning resources by connecting students to certified tutors for one-on-one help. AMU and APU students are eligible for 10 free hours* of tutoring provided by APUS. Tutors are available 24/7 unless otherwise noted. Tutor.com also has a SkillCenter Resource Library offering educational resources, worksheets, videos, websites and career help. Accessing these resources does not count against tutoring hours and is also available 24/7. Please visit the APUS Library and search for 'Tutor' to create an account.

Late Assignments

- Students are expected to submit classroom assignments by the posted due date and to complete the course according to the published class schedule. The due date for each assignment is listed under each Assignment.
- Generally speaking, late work may result in a deduction up to 15% of the grade for each day late, not to exceed 5 days.
- As a working adult I know your time is limited and often out of your control. Faculty may be more flexible if they know ahead of time of any potential late assignments.

Turn It In

- Faculty may require assignments be submitted to Turnitin.com. Turnitin.com will analyze a paper and report instances of potential plagiarism for the student to edit before submitting it for a grade. In some cases professors may require students to use Turnitin.com. This is automatically processed through the Assignments area of the course.

Academic Dishonesty

- Academic Dishonesty incorporates more than plagiarism, which is using the work of others without citation. Academic dishonesty includes any use of content purchased or retrieved from web services such as CourseHero.com. Additionally, allowing your work to be placed on such web services is academic dishonesty, as it is enabling the dishonesty of others. The copy and pasting of content from any web page, without citation as a direct quote, is academic dishonesty. When in doubt, do not copy/paste, and always cite.

Submission Guidelines

- Some assignments may have very specific requirements for formatting (such as font, margins, etc) and submission file type (such as .docx, .pdf, etc) See the assignment instructions for details. In general, standard file types such as those associated with Microsoft Office are preferred, unless otherwise specified.

Disclaimer Statement

- Course content may vary from the outline to meet the needs of this particular group.

Communicating on the Forum

- Forums are the heart of the interaction in this course. The more engaged and lively the exchanges, the

more interesting and fun the course will be. Only substantive comments will receive credit. Although there is a final posting time after which the instructor will grade comments, it is not sufficient to wait until the last day to contribute your comments/questions on the forum. The purpose of the forums is to actively participate in an on-going discussion about the assigned content.

- “Substantive” means comments that contribute something new and hopefully important to the discussion. Thus a message that simply says “I agree” is not substantive. A substantive comment contributes a new idea or perspective, a good follow-up question to a point made, offers a response to a question, provides an example or illustration of a key point, points out an inconsistency in an argument, etc.
 - As a class, if we run into conflicting view points, we must respect each individual's own opinion. Hateful and hurtful comments towards other individuals, students, groups, peoples, and/or societies will not be tolerated.
-

University Policies

[Student Handbook](#)

- [Drop/Withdrawal policy](#)
- [Extension Requests](#)
- [Academic Probation](#)
- [Appeals](#)
- [Disability Accommodations](#)

The mission of American Public University System is to provide high quality higher education with emphasis on educating the nation’s military and public service communities by offering respected, relevant, accessible, affordable, and student-focused online programs that prepare students for service and leadership in a diverse, global society.

STUDENT WARNING: This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.