

**SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY**

**SAULT STE. MARIE, ONTARIO**



**COURSE OUTLINE**

**COURSE TITLE:** WILDLIFE IDENTIFICATION (ANIMAL GROUP 2)

**CODE NO. :** NRT 137 **SEMESTER:** 2

**PROGRAM:** PARKS & OUTDOOR RECREATION TECHNICIAN  
PARK OPERATION SKILLS  
FIELD NATURALISTS  
ECOSYSTEM SURVEY – FIELD SKILLS

**AUTHOR:** VALERIE WALKER

**DATE:** JAN 2010 **PREVIOUS OUTLINE DATED:** JAN 2008

**APPROVED:**

“B. Punch”

	_____ CHAIR	_____ DATE
<b>TOTAL CREDITS:</b>	2	
<b>PREREQUISITE(S):</b>	None	
<b>HOURS/WEEK:</b>	2	

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*For additional information, please contact Brian Punch, Chair  
School of Natural Environment/Outdoor Studies & Technology Programs  
(705) 759-2554, Ext. 2681*

**I. COURSE DESCRIPTION:**

This course continues with the further development of wildlife field identification skills with particular reference to the ecology and interpretive value of featured species. Topics will include amphibians and their songs, reptiles and mammals of Ontario. In addition, wildlife tracks and sign will be investigated as well as important wildlife parasites and diseases encountered in Ontario. Special emphasis will be placed on species at risk in Ontario and strategies for their protection and recovery.

**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 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
- List those species at risk both provincially and nationally
- Outline the process of determining if a species is at risk
- Review protection legislation for Ontario species at risk
- 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:

- Define the characteristics of each of the 5 wetland classes and discuss their ecological importance
- Relate the factors contributing to wetland loss and amphibian decline on Ontario
- List Ontario legislation which provides protection to wetlands
- Summarize prominent environmental monitoring programs involving herptiles and their conservation in Ontario

- Identify amphibians common to Ontario using images and vocalizations
- Discuss the ecological/interpretative importance of amphibians
- Identify common turtles and snakes of Ontario using images
- Discuss ecological/interpretative importance of reptiles

*This learning outcome will constitute approximately 25% 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 common Ontario mammal species using images, study skins and field guides
- Identify skulls of Ontario mammals using keys
- Distinguish scat characteristics of common wildlife orders
- Identify common wildlife orders using track formula and trail patterns
- Determine the presence of common wildlife species based on tracks, browsing, droppings, scrapes and rubs, dens and nests, as well as other sign
- Investigate and document 20 wildlife tracks & sign in a power point presentation
- Conduct field studies to assess wildlife presence

*This learning outcome will constitute approximately 30% of the course.*

4. **Discuss the biology, life cycles, ecology and interpretive value of common Ontario mammals.**

Potential Elements of the Performance:

- Discuss the basic biology and ecology of important wildlife species
- Relate the interpretative value of selected mammalian species

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

5. **Recognize the danger posed by diseases and parasites associated with wildlife and fish, and describe the specialized organisms responsible.**

Potential Elements of the Performance:

- Outline the taxonomy of selected wildlife disease agents and parasites
- Explain the complex life cycles of organisms responsible for parasitism and disease in Ontario fish & wildlife
- Recognize the signs and symptoms of common wildlife diseases in Ontario as well as their possible impact on human health
- Discuss the control and prevention of common wildlife diseases

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

**III. TOPICS:**

1. Species at Risk in Ontario
2. Amphibians and Reptiles
3. Wildlife Identification
4. Mammal Biology & Interpretative Values
5. Fish & Wildlife Parasites and Diseases

**IV. REQUIRED RESOURCES/TEXTS/MATERIALS:**

Eder, Tamara. 2002. *Mammals of Ontario*. Lone Pine Publishing. Edmonton, Alberta.

MacCulloch, Ross Douglas. 2002. *The ROM field guide to the amphibian and reptiles of Ontario*. Royal Ontario Museum and McClelland & Stewart Ltd. Toronto, Ontario. 168 pp.

VanSlack, J. 2006. *Animal Diversity (NRT137) - Study Guide*. Sault College of Applied Arts & Technology. Sault Ste. Marie, Ontario  
**(AVAILABLE ON LINE)**

**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.

Elliott, L. and T. Mack. 1990. *Wild Sounds of the Northwoods [Audio Tape]*. Lang NatureSound Studio. Ithaca, New York. (For identifying amphibians and birds)

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

Rezendes, P. 1992. *Tracking & the Art of Seeing: How to Read Animal Tracks & Sign*. Camden House Publishing, Inc. Charlotte, Vermont. 320 pp.

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

**V. EVALUATION PROCESS/GRADING SYSTEM:**

Tests and Assignments	90%
Participation	<u>10%</u>
	100%

**NOTE:** Lab assignments and report values will be reduced at a rate of **10% per day** for late submissions for a period of 5 days after the due date. After 5 days and lab assignment/report value will be zero. All labs/assignments and reports must be submitted regardless of lateness to pass the course.

Attendance during field exercises is **MANDATORY**. Student missing field work or guest presentations without valid, documented reason will risk repeating the course.

**NOTE:** Students given the opportunity to submit a lab report associated with a **missed** field trip will receive a maximum grade of 60% for that report

The following semester grades will be assigned to students in postsecondary courses:

<b>Grade</b>	<b>Definition</b>	<i>Grade Point Equivalent</i>
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.

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.