– *Wildlife of Southern Forests – Habitat and Management*, edited by James G. Dickson ( ), *A Sand County Almanac* by Aldo Leopold ( ), *Research and Management Techniques for Wildlife and Habitats* by Theodore Bookout (*suggested*).

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: Midterm

Tentative Lecture Schedule for BIOL 3960/5960 – Wildlife Biology

Unit 1 – Introduction and History of Wildlife Biology
Unit 2 – Sampling Wildlife
Unit 3 – Wildlife Habitat Management
Unit 4 – Population Attributes

Unit 5 – Wildlife Physiology and Nutrition
Unit 6 – Wildlife Harvest
Unit 7 – Wildlife Diseases
Unit 8 – Wildlife Mortality
Unit 9 – Predators

Unit 10 – Wildlife Damage Management
Unit 11 – Non-Consumptive Use of Wildlife o.00c3 0 Td 0.007 Tw 0.3 Tc --19.Td( )TjEMC /P <MCID 6 >BDC -15.819 -1.217 T
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MANAGEMENT PLAN OUTLINE FOR WILDLIFE BIOLOGY

Title:

Authors:

This section states the purpose of your report, and lists the goals which you hope to accomplish. You should clearly state which specie or species you are managing for, and why you are managing for this specie(s). You should justify management for the species you select on biological, economic, and political grounds. That is, is it economically and politically feasible to manage for the species in question? Will some special interest group become upset? How will you convince this special interest group of the biological value of your species? Do you have enough money in your budget to carry out your management plan?

In this section you will present pertinent information regarding the life history of your species (behavior, ecological relationships, nutritional requirements, etc), using references at the library or from other sources. Concentrate your discussion on the factors (decimating and/or welfare) that tend to limit population size for your species, so that you can justify actions recommended in your "Schedule of Management Activities" section (described below).

Throughout the body of your paper (but especially in the Literature Review section) you

The fourth section of your management plan should have this heading. It will include one or more maps along with a written description of the study site (including the surrounding land) as it now exists.

You should indicate the size of the site in hectares (use the metric system throughout the paper). This map and other maps in the report should be labeled "Figure 1", "Figure 2", etc. so that you can refer to them in the body of the text. Look at a current volume of the Journal of Wildlife Management to see the proper method for labeling tables and figures. Make sure you include a fairly detailed description of existing vegetation, soil types, and topography (more than one map will probably be required). Soil types can be found in government soil survey books which are available for every county in the U.S.

The preceding section indicated what the current situation is at Plowden Field Station. The purpose of this section is to describe and JUSTIFY the specific activities which you will use to modify the management area. You can use a monthly or yearly schedule depending upon the species of interest. that you will take to modify the habitat, and provide a for each step in your outline that refers back to the Literature Review of Management Techniques. Your written narrative should refer the reader to a series of maps (figures) showing the appearance of the area after each major phase of your habitat manipulation process. See the sample management plans for examples.

. These estimates do not have to be extremely accurate, but I want you to have some idea what your management plan will cost not only in dollars but also in the number of person-hours of labor. Assume a maximum of $10,000. Estimate the size of the work crew necessary to carry out each aspect of the plan, and the equipment they will need. If you plan to do any burning, remember that you will need experienced work crew and safety equipment. At the end of this section, estimate the total cost of your management plan per unit time. For example, how much would it cost if it continued for 5 years? Ten years? (Remember, these estimates do not have to be very accurate. However, many well intentioned management plans have foundered for lack of money. DNR budgets are usually not large!) How often will your proscribed plan have to be repeated in the future? Any time that you set back plant succession, the plants will grow again, and this must be taken into consideration when formulating future plans.

This section should tie the rest of the paper together by discussing the potential impact of your management plan on your target species.

as a result of your activity.

This section will list references cited in your report alphabetically by the author's last name. For example:

Owen, M. 1975. Cutting and fertilizing grassland for winter goose management. Journal of Wildlife Management 39:163-167.

(Note that the year of publication is followed by the title, journal name, volume number and pages.)

Course Outcomes/Assessments

1. Know the history of wildlife biology in the United States.
2. Know the natural history of the principal game species of the southeastern United States.
3. Know how to assess habitat for particular game species and how to prepare a habitat management plan with budget.
4. Recognize and identify wildlife sign in the environment.
5. Know how to assess populations and recognize their health status.
6. Know how various factors, such as harvest, disease, and predators may affect wildlife populations.
7. Be familiar with special wildlife biology topics, such as exotics, urban wildlife, and endangered species.

Assessments for this course will include reading of scientific literature, preparation of a written wildlife habitat management plan, a collection of wildlife sign, written exams, and laboratory practical exams.

General Education Outcomes/Assessments

This course will help students achieve four of the general education outcomes for Valdosta State University:

3. Students will use computer and information technology when appropriate. They will demonstrate knowledge of computer concepts and terminology. They will possess basic working knowledge of a computer operating system. They will be able to use at least two software tools, such as word processors, spreadsheets, database management systems, or statistical packages. They will be able to find information using computer searching tools.

4. Students will express themselves clearly, logically. and precisely in writing and in speaking, and they will demonstrate competence in reading and listening. They will display the ability to write coherently in standard English; to speak well; to read, to understand, and to interpret the content of written materials in various disciplines; and to listen effectively and to understand different modes of communication.

5. Students will demonstrate knowledge of scientific and mathematical principles and proficiency in laboratory practices. They will understand the basic concepts and principles underlying scientific methodology and be able to collect, analyze, and interpret data. They will learn a body of scientific knowledge and be able to judge the merits of arguments about scientific issues. They will be able to perform basic algebraic manipulations and to use fundamental algebraic concepts to solve word problems and equations. They will be able to use basic knowledge of statistics to interpret and to analyze data. They will be able to evaluate arguments based on quantitative data.

7. Students will demonstrate the ability to analyze, to evaluate, and to make inferences from oral, written and visual materials. They will be skilled in inquiry, logical reasoning, and critical analysis. They will be able to acquire and evaluate relevant information, analyze arguments, synthesize facts and information, and offer logical arguments leading to creative solutions to problems.