

MODULE WLD3060: WILDLIFE MANAGEMENT 2 (APPLICATIONS)**Level:** Advanced**Theme:** Management and Conservation**Prerequisite:** WLD3050 Wildlife Management 1 (Basic Principles)**Module Description:** Students develop and present a plan for managing a wildlife space or species.**Module Parameters:** Access to government and community agencies responsible for the sustainable management of spaces and species.**Note:** It is recommended that students focus attention on a common theme (i.e., a space or species of particular relevance) throughout WLD3040, WLD3050 and WLD3060.**Curriculum and Assessment Standards**

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> explain the basic principles of wildlife management 	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> explaining the general objectives of wildlife management. <p><i>Assessment Tool</i> <i>Knowledge/Application Assessment: Principles of Wildlife Management, WLD3060–1</i></p> <p><i>Standard</i> <i>Respond to a standard of 3 on the rating scale</i> the results of an interview with a wildlife manager regarding wildlife management principles. <p><i>Assessment Tool</i> <i>Interview Techniques: Wildlife Manager, WLD3060–2</i></p> <p><i>Standard</i> <i>Apply interview techniques to a standard of 3 on the rating scale</i></p> </p>	20
<ul style="list-style-type: none"> develop and present a wildlife management plan 	<ul style="list-style-type: none"> a summary and analysis of critical components included in an existing plan for managing a wildlife space or species. Summary and analysis to address: <ul style="list-style-type: none"> data collection and research techniques management strategies/tools in use outcomes/results and suggested revisions. <p><i>Assessment Tool</i> <i>Summary and Analysis: A Wildlife Management Plan, WLD3060–3</i></p> <p><i>Standard</i> <i>Complete summary and analysis to a standard of 3 on the rating scale</i></p>	80

MODULE WLD3060: WILDLIFE MANAGEMENT 2 (APPLICATIONS) (continued)

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> demonstrate basic competencies. 	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> developing and presenting a plan for managing a wildlife space or species. Management plan to address: <ul style="list-style-type: none"> the concerns of three or more stakeholder groups management goals and priorities research strategies/actions maps and monitoring strategies. <p><i>Assessment Tool</i> <i>Assessment Criteria: Developing a Wildlife Management Plan, WLD3060–4</i> <i>Presentations/Reports: Advanced Level, WLDPRE–3</i></p> <p><i>Standard</i> <i>Develop and present the plan to a standard of 3 on the rating scale</i></p> <ul style="list-style-type: none"> observations of individual effort and interpersonal interaction during the learning process. <p><i>Assessment Tools</i> <i>Basic Competencies Reference Guide and any assessment tools noted above</i></p>	<p>Integrated throughout</p>

Concept	Specific Learner Expectations	Notes
<p>Basic Principles</p>	<p><i>The student should:</i></p> <ul style="list-style-type: none"> explain sustainable management within the context of wildlife spaces and species explain how decisions involving wildlife in Canada are made by local, provincial and federal government agencies and private landowners identify local opportunities for consultation and public involvement in wildlife management decisions. 	<p>Suggested resources include:</p> <ul style="list-style-type: none"> <i>A Wildlife Policy for Canada</i> <i>The Status of Alberta Wildlife</i> <i>Project Wild Activity Guide</i> <i>Alberta Conservation and Hunter Education.</i> <p>Field studies. Interviews. Oral Presentations.</p>

COURSE WLD3060: WILDLIFE MANAGEMENT 2 (APPLICATIONS) (continued)

Concept	Specific Outcomes	Notes
<p>Planning Process</p>	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • identify short- and long-term goals for the management of a wildlife space or species • identify scientific, economic and social factors that need to be addressed through the management plan • describe the views of different stakeholders and resolve conflicts that may arise; e.g.: <ul style="list-style-type: none"> – recreational – environmental – aboriginal – commercial • show that consultation with other resource users and public involvement has been incorporated into the planning process • identify alternative means of achieving the management goals, and select preferred alternatives • describe permits, licences or other legal agreements that may be required • devise a set of actions and present the management plan; e.g.: <ul style="list-style-type: none"> – a general description and background – long-term management objectives – short-term management objectives – proposed standards and guidelines – a schedule of short-term management activities • prepare a map to accompany and elaborate upon the management plan; e.g.: <ul style="list-style-type: none"> – boundaries – land cover and other resources in the area – physical features – history of past development – road access – proposed development activities • describe techniques for monitoring the management plan to ensure that goals are being achieved. 	<p>See sample management plans described in:</p> <ul style="list-style-type: none"> • <i>North American Waterfowl Management Plan</i> • <i>Prairie Conservation: A Landowner's Guide.</i> <p>Consider species that are at risk <u>OR</u> problem wildlife.</p> <p>Discuss management tools required to increase or decrease a population:</p> <ul style="list-style-type: none"> • environmental manipulation • direct population control. <p>Examine concerns regarding biological management tools:</p> <ul style="list-style-type: none"> • B.t.k. treatments for spruce budworm • specific insects that eat purple loosestrife. <p>Tables and graphs.</p> <p>Diagrams.</p> <p>Webbing (mind maps).</p> <p>Display boards.</p> <p>Oral presentations.</p> <p>Evaluation.</p> <p>Forecasting.</p>