

1. General Information

1a. Submitted by the College of: AGRICULTURE, FOOD AND ENVIRONMENT

Date Submitted: 11/16/2015

1b. Department/Division: Forestry

1c. Contact Person

Name: Laura R. Lhotka

Email: laura.lhotka@uky.edu

Phone: 859-257-8718

Responsible Faculty ID (if different from Contact)

Name: John Cox

Email: jjcox@uky.edu

Phone: 859-257-9507

1d. Requested Effective Date: Semester following approval

1e. Should this course be a UK Core Course? No

2. Designation and Description of Proposed Course

2a. Will this course also be offered through Distance Learning?: No

2b. Prefix and Number: FOR 365

2c. Full Title: Wildlife Assessment

2d. Transcript Title: Wildlife Assessment

2e. Cross-listing:

2f. Meeting Patterns

PRACTICUM: 40

2g. Grading System: Letter (A, B, C, etc.)

2h. Number of credit hours: 2

2i. Is this course repeatable for additional credit? No

If Yes: Maximum number of credit hours:

If Yes: Will this course allow multiple registrations during the same semester?

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2j. **Course Description for Bulletin:** An experiential learning opportunity designed to introduce students to basic concepts of forest wildlife management. Become familiar with common techniques to determine wildlife presence and relative abundance. Learn how forest management practices can directly and indirectly impact many wildlife species and their habitats in Kentucky. Understand how forestry and wildlife professionals manipulate forests to meet wildlife management and biodiversity conservation objectives at various spatial scales. Learn the direct and indirect impacts of some wildlife species on forest management.

2k. **Prerequisites, if any:** FOR 219, FOR 250, FOR 330, FOR 340, FOR 350, FOR 370, and PLS 366, or consent of the field semester coordinator.

2l. **Supplementary Teaching Component:**

3. **Will this course taught off campus?** No

If YES, enter the off campus address:

4. **Frequency of Course Offering:** Spring,

Will the course be offered every year?: Yes

If No, explain:

5. **Are facilities and personnel necessary for the proposed new course available?:** Yes

If No, explain:

6. **What enrollment (per section per semester) may reasonably be expected?:** 20

7. **Anticipated Student Demand**

Will this course serve students primarily within the degree program?: Yes

Will it be of interest to a significant number of students outside the degree pgm?: No

If Yes, explain:

8. **Check the category most applicable to this course:** Traditional – Offered in Corresponding Departments at Universities Elsewhere,

If No, explain:

9. **Course Relationship to Program(s).**

a. **Is this course part of a proposed new program?:** No

If YES, name the proposed new program:

b. **Will this course be a new requirement for ANY program?:** Yes

If YES, list affected programs: Bachelor of Science in Forestry

10. **Information to be Placed on Syllabus.**

a. **Is the course 400G or 500?:** No

b. The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from 10.a above) are attached: Yes

Distance Learning Form

Instructor Name:

Instructor Email:

Internet/Web-based: No

Interactive Video: No

Hybrid: No

1. How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations?

2. How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc.

3. How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc.

4. Will offering this course via DL result in at least 25% or at least 50% (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above?

If yes, which percentage, and which program(s)?

5. How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting?

6. How do course requirements ensure that students make appropriate use of learning resources?

7. Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.

8. How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Information Technology Customer Service Center (<http://www.uky.edu/UKIT/>)?

9. Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)? NO

If no, explain how student enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology.

10. Does the syllabus contain all the required components? NO

11. I, the instructor of record, have read and understood all of the university-level statements regarding DL.

Instructor Name:

SIGNATURE|TTBA225|Terrell T Baker|FOR 365 NEW Dept Review|20150302

SIGNATURE|LGRABAU|Larry J Grabau|FOR 365 NEW College Review|20150716

SIGNATURE|JMETT2|Joanie Ett-Mims|FOR 365 NEW Undergrad Council Review|20160408

New Course Form

<https://myuk.uky.edu/sap/bc/soap/rfc?services=>

[Open in full window to print or save](#)

Generate F

Attachments:

Upload File

| | ID | Attachment |
|--------|------|-----------------------------------|
| Delete | 5243 | FOR 365 UGC Review Checklist.docx |
| Delete | 5764 | FOR365Syllabus111615_revised.pdf |

1

(*denotes required fields)

1. General Information

- a. * Submitted by the College of: Submission Date:
- b. * Department/Division:
- c.
- * Contact Person Name: Email: Phone:
- * Responsible Faculty ID (if different from Contact): Email: Phone:
- d. * Requested Effective Date: Semester following approval OR Specific Term/Year
- e.
- Should this course be a UK Core Course? Yes No
- If YES, check the areas that apply:
- Inquiry - Arts & Creativity Composition & Communications - II
- Inquiry - Humanities Quantitative Foundations
- Inquiry - Nat/Math/Phys Sci Statistical Inferential Reasoning
- Inquiry - Social Sciences U.S. Citizenship, Community, Diversity
- Composition & Communications - I Global Dynamics

2. Designation and Description of Proposed Course.

- a. * Will this course also be offered through Distance Learning? Yes No
- b. * Prefix and Number:
- c. * Full Title:
- d. Transcript Title (if full title is more than 40 characters):
- e. To be Cross-Listed ² with (Prefix and Number):
- f. * Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours³ for each meeting pattern type.
- | | | | |
|---------------------------------------|--|-------------------------------------|---|
| <input type="checkbox"/> Lecture | <input type="checkbox"/> Laboratory ¹ | <input type="checkbox"/> Recitation | <input type="checkbox"/> Discussion |
| <input type="checkbox"/> Indep. Study | <input type="checkbox"/> Clinical | <input type="checkbox"/> Colloquium | <input type="text" value="40"/> Practicum |
| <input type="checkbox"/> Research | <input type="checkbox"/> Residency | <input type="checkbox"/> Seminar | <input type="checkbox"/> Studio |
| <input type="checkbox"/> Other | If Other, Please explain: <input type="text"/> | | |
- g. * Identify a grading system:
- Letter (A, B, C, etc.)
- Pass/Fail
- Medicine Numeric Grade (Non-medical students will receive a letter grade)
- Graduate School Grade Scale
- h. * Number of credits:
- i. * Is this course repeatable for additional credit? Yes No
- If YES: Maximum number of credit hours:
- If YES: Will this course allow multiple registrations during the same semester? Yes No

j. * Course Description for Bulletin:

An experiential learning opportunity designed to introduce students to basic concepts of forest wildlife management. Become familiar with common techniques to determine wildlife presence and relative abundance. Learn how forest management practices can directly and indirectly impact many wildlife species and their habitats in Kentucky. Understand how forestry and wildlife professionals manipulate forests to meet wildlife management and biodiversity conservation objectives at various spatial scales. Learn the direct and indirect impacts of some wildlife species on forest management.

k. Prerequisites, if any:

FOR 219, FOR 250, FOR 330, FOR 340, FOR 350, FOR 370, and PLS 366, or consent of the field semester coordinator.

l. Supplementary teaching component, if any: Community-Based Experience Service Learning Both3. * Will this course be taught off campus? Yes No

If YES, enter the off campus address:

4. Frequency of Course Offering.

a. * Course will be offered (check all that apply): Fall Spring Summer Winter

b. * Will the course be offered every year? Yes No

If No, explain:

5. * Are facilities and personnel necessary for the proposed new course available? Yes No

If No, explain:

6. * What enrollment (per section per semester) may reasonably be expected? 20

7. Anticipated Student Demand.

a. * Will this course serve students primarily within the degree program? Yes No

b. * Will it be of interest to a significant number of students outside the degree pgm? Yes No

If YES, explain:

8. * Check the category most applicable to this course:

- Traditional – Offered in Corresponding Departments at Universities Elsewhere
 Relatively New – Now Being Widely Established
 Not Yet Found in Many (or Any) Other Universities

9. Course Relationship to Program(s).

a. * Is this course part of a proposed new program? Yes No

If YES, name the proposed new program:

b. * Will this course be a new requirement ^a for ANY program? Yes No

If YES ^a, list affected programs::

Bachelor of Science in Forestry

10. Information to be Placed on Syllabus.

a. * Is the course 400G or 500? Yes No

If YES, the *differentiation for undergraduate and graduate students must be included* in the information required in 10.b. You must include: (i) identify additional assignments by the graduate students; and/or (ii) establishment of different grading criteria in the course for graduate students. (See SR

b. * The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable 10.a above) are attached.

^a Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.
^b The chair of the cross-listing department must sign off on the Signature Routing Log.

Ⓒ In general, undergraduate courses are developed on the principle that one semester hour of credit represents one hour of classroom meeting per week for a semester, exclusive of any laboratory meeting. Laboratory meeting, generally, require two hours per week for a semester for one credit hour. (from SR 5.2.1)

Ⓓ You must also submit the Distance Learning Form in order for the proposed course to be considered for DL delivery.

Ⓔ In order to change a program, a program change form must also be submitted.

Rev 8/09

General Course Information

- Full and accurate title of the course
- Departmental and college prefix
- Course prefix, number and section number
- Scheduled meeting day(s), time and place

Instructor Contact Information (if specific details are unknown, "TBA" is acceptable for one or more fields)

- Instructor name
- Contact information for teaching/graduate assistant, etc.
- Preferred method for reaching instructor
- Office phone number
- Office address
- UK email address
- Times of regularly scheduled office hours and if prior appointment is required

Course Description

- Reasonably detailed overview of the course (course description should match on syllabus and eCATS form)
- Prerequisites, if any (should match on syllabus and eCATS form)
- Student learning outcomes
- Course goals/objectives
- Required materials (textbook, lab materials, etc.)
- Outline of the content, which must conform to the Bulletin description
- Summary description of the components that contribute to the determination of course grade
- Tentative course schedule that clarifies topics, specifies assignment due dates, examination date(s)
- Final examination information: date, time, duration and location
- For 100-, 200-, 300-, 400-, 400G- and 500-level courses, numerical grading scale and relationship to letter grades for undergraduate students
- For 400G-, 500-, 600- and 700-level courses, numerical grading scale and relationship to letter grades for graduate students. (Graduate students cannot receive a "D" grade.)
- Relative value given to each activity in the calculation of course grades (Midterm=30%; Term Project=20%, etc.)
- Note that undergraduate students will be provided with a Midterm Evaluation (by the midterm date) of course performance based on criteria in syllabus
- Policy on academic accommodations due to disability. Standard language is below:
 If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, email address jkarnes@email.uky.edu) for coordination of campus disability services available to students with disabilities.

Course Policies

- Attendance
- Excused absences
- Make-up opportunities
- Verification of absences
- Submission of assignments
- Academic integrity, cheating & plagiarism
- Classroom behavior, decorum and civility
- Professional preparations
- Group work & student collaboration

| |
|---|
| <p>UGE Review ()</p> <p><input checked="" type="checkbox"/> Add prerequisites to syllabus</p> <p><input checked="" type="checkbox"/> Add boilerplate Excused Absences, Verification of Absences, and Academic Integrity policies to syllabus</p> |
| <p>Committee Review ()</p> <p>Comments</p> |

WILDLIFE ASSESSMENT

FOR 365 (2 hrs) COURSE SYLLABUS SPRING 2017



Instructors: Dr. John J. Cox; 102 T.P. Cooper Bldg.; 257-9507; jjcox@uky.edu
Webpage: <http://www.ca.uky.edu/forestry/cox.php>

Dr. Steven Price; 208A T.P. Cooper Bldg.; 257-7610
steven.price@uky.edu; Webpage: <http://www2.ca.uky.edu/forestry/price.php>

Office Hours: After regular camp hours at Faculty Cabin at Camp Robinson

Scheduled Class:

Practicum (Spring Field Semester): 40 hours per week for 2 weeks of Spring Field Semester.

Prerequisites:

FOR 219, FOR 250, FOR 330, FOR 340, FOR 350, FOR 370, and PLS 366, or consent of the field semester coordinator.

Course Description from Course Bulletin: An experiential learning opportunity designed to introduce students to basic concepts of forest wildlife management. Become familiar with common techniques to determine wildlife presence and relative abundance. Learn how forest management practices can directly and indirectly impact many wildlife species and their habitats in Kentucky. Understand how forestry and wildlife professionals manipulate forests to meet wildlife management and biodiversity conservation objectives at various spatial scales. Learn the direct and indirect impacts of some wildlife species on forest management.

Required Texts: None. Please take good notes. Some reference materials will be placed in the Classroom or distributed by professors.

Other Needs: A basic scientific calculator will come in handy for some in class problem-solving and exams.

Student Learning Outcomes: At the end of this course students will be able to:

1. Identify basic physical signs of select wildlife species and determine relative abundance.
 2. Identify some common forest animal species by sight and sound.
 3. Become familiar with basic survey techniques for select wildlife species in forests and adjacent lands.
 4. Understand how forest management practices impact select wildlife (animal) species, their habitats, and biodiversity at-large.
 5. Understand the direct and indirect impacts of some animal species on forests.
 6. Become familiar with common wildlife considerations and concerns of forest land managers.
 7. Understand how common forest metrics and other data can be used to manage habitat for select wildlife species and ecological communities.
 8. Calculate and compare biodiversity between communities.
-

Course Evaluation (Grades):

Evaluation (your grade) in this course is based on the cumulative points (100 total possible) you receive for the listed assignments below:

| | |
|--|----------------|
| Field Trip and Activity Participation | 10 pts |
| Field Journal | 40 pts |
| Comprehensive Final Exam | 50 pts |
| Total Points | 100 pts |

A = 90-100 pts. B = 80-89 pts. C = 70-79 pts. D = 60-69 pts. E = < 60 pts.

Classroom/Fieldtrip Activities: In class activities will include field trips and associated activities, some lecture and classroom discussions, problem-solving, worksheets, and guest speaker presentations/interactions.

Class Lectures/Course Website: In-class activities, including material presented on or activities conducted during field trips, will be the source of material for the exam.

Participation Points: This part of your grade is based on the instructor's evaluation of your participation in field activities, assignments, and classroom discussions. If you are not on time to depart for field trips or at lectures and discussions you will not receive points for time missed. The 10 points used to assess participation are as follows: Attendance at all field trips = 5 points; Instructor's subjective assessment of your participation and engagement in the field trip and classroom activities = 5 points (e.g. Did the student ask questions in the field and class or sit silent or do non-class related things (e.g. play on cell phone, sleep)? Did the student help with activity set-up, implementation, or participate in other ways during official course activities, or was the student unengaged and uninterested with little participation?). Unexcused absences from field trips will reduce the student's final grade by 1% up to a maximum 5%.

Field Journal: Here you will be evaluated based on a daily field journal (bound notebook or a series of stapled papers) about *what you did, when you did it, why you did it* (in the context of forest wildlife management), *what you learned*, and *how this knowledge can be applied as a practicing forester in public or private employment*. You must answer each of those questions with sufficient detail and effort in your journal for every day of the course to receive full credit.

Exam: The final exam will consist of questions of various formats; multiple choice, fill in the blank, short answer, and essay are typical. It will include a practical portion that will test skills learned during the week. The final exam is comprehensive in that it will include questions about material covered during the entire course. A missed exam cannot be made up without a valid excuse (see attendance). Sharing notes, studying in small groups, and asking questions are important strategies to perform well on exams; studying the night before the exam usually is not. The final exam is on Friday, April 17th at 1:30 pm.

Field Trips: Field trips are designed to provide you with opportunities to visit places where you will learn about wildlife, habitat, and hear from professionals that manage these, and graduate students studying them. A list of planned field trips and the daily itinerary is at the end of the syllabus. Keep in mind that the schedule is weather-dependent and is subject to change.

- Field trips will depart at the scheduled time. If you miss the van, you will be considered absent and lose participation points for that day.
- You must adhere to the UK drug and tobacco policy on all field trips and at camp.

- PDAs can be used during transit times or non-class hours at camp and to our destinations but not during class activities.

Mid-Term Grades:

Mid-term grades for undergraduates will be posted in myUK by the deadline established in the Academic Calendar (<http://www.uky.edu/Registrar/AcademicCalendar.htm>).

Classroom Policy, Expectations, and Professionalism:

Academic Integrity:

Per University policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the University may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website:

<http://www.uky.edu/Ombud>. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

Senate Rules 6.3.1 (see <http://www.uky.edu/Faculty/Senate/> for the current set of *Senate Rules*) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about a question of plagiarism involving their work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording, or content from another source without appropriate acknowledgment of the fact, the students are guilty of plagiarism.

Plagiarism includes reproducing someone else's work (including, but not limited to a published article, a book, a website, computer code, or a paper from a friend) without clear attribution. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work, which a student submits as his/her own, whoever that other person may be. Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone.

When a student's assignment involves research in outside sources or information, the student must carefully acknowledge exactly what, where and how he/she has employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content, and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas, which are so generally and freely circulated as to be a part of the public domain.

Please note: Any assignment you turn in may be submitted to an electronic database to check for plagiarism.

Mindfulness: In this course, we ask that you release yourself (and distracted others) from the “tyranny of the immediate”. As such, during class activities you must temporarily disconnect yourself from your personal electronic media and connect yourself to the *present* moment.

- Cell/smart phones and all other types of devices are *prohibited devices* during class lectures and class-related activities, including field trips, unless using an electronic field guide such as I-Bird. However, you may use such devices during breaks and in the van when class activities are not occurring.
- Sleeping in class is a distraction to other students. Excessive distractive behavior in this regard will result in loss of participation points.
- Please give field leaders your full attention and respect. Sleeping, inappropriate, and/or rude behavior during their visit will cost you participation points.

Attendance: As with any employment, you will be expected to be in class, thus attendance is taken during every class and field trip and is a component of your participation grade.

- Excused absences include illness, death of family member, and others officially listed in UK regulations.
- Please provide Dr. Cox with advanced notice if you are going to miss class and legitimate documentation to support your excused absence when you return.
- Repeatedly showing up more than 10 minutes late will result in a warning, and if continued, you will be counted absent each day it occurs afterwards and at minimum lose participation points.
- If you are absent it will be your responsibility to collect materials and become aware of any assignments missed during your absence.

Per Senate Rule 5.2.4.2, students missing any graded work due to an excused absence are responsible: for informing the Instructor of Record about their excused absence within one week following the period of the excused absence (except where prior notification is required); and for making up the missed work. The professor must give the student an opportunity to make up the work and/or the exams missed due to an excused absence, and shall do so, if feasible, during the semester in which the absence occurred.

Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day in the semester to add a class. Two weeks prior to the absence is reasonable, but should not be given any later. Information regarding major religious holidays may be obtained through the Ombud (859-257-3737, http://www.uky.edu/Ombud/ForStudents_ExcusedAbsences.php).

Punctuality/Due Dates: The field journal will be due at the end of the class period on the last day of class. We will leave at designated times for field trips. Don't be late!

Civility/In Class Discussion and Participation: During classroom discussions and activities please treat everyone with respect and as you would want to be treated. That doesn't mean discussions won't become lively, but we can debate and respectfully disagree with each other in a civilized manner during our discourse.

Students with Disabilities: If you have a documented disability that requires academic accommodations, please see Dr. Cox as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide Dr. Cox with a Letter of Accommodation from the Disability Resource Center (DRC). The DRC coordinates campus disability services available to students with disabilities. It is located on the corner of Rose Street and Huguelet Drive in the Multidisciplinary Science Building, Suite 407. You can reach them via phone at (859) 257-2754

and via email at drc@uky.edu. Their web address is <http://www.uky.edu/StudentAffairs/DisabilityResourceCenter/>.

Emergency Situations: If an emergency arises in this classroom, building or vicinity, your instructor will advise you of actions to follow to enhance your safety. If a situation requires emergency shelter (i.e., during a severe weather event), the nearest shelter location is the basement. If building evacuation occurs (i.e., fire alarm), follow posted evacuation routes and assemble on the sidewalk outside the front of the building so the instructor can help ensure their students have evacuated the building safely and they are not hindering emergency personnel access to the building. If you may require assistance during an emergency, notify the instructor at the beginning of the semester. In order to prepare for emergencies while on campus please continue to the below links for detailed emergency response guidelines: the UK Division of Crisis Management & Preparedness website (<http://www.uky.edu/EM/emergency-response-guide.html>) and the College of Agriculture, Food and Environment (<http://www.ca.uky.edu/>). To receive emergency messages, sign up for UK Alert (<http://www.uky.edu/EM/UKAlert>). Always turn cellular phones to silent mode when entering the classroom. If you observe or receive an emergency alert, immediately and calmly inform your instructor.

Spring Field Semester - Students will be given an emergency procedures packet at the beginning of the Spring Field Semester. This packet covers the general procedures and emergencies procedures for both on and off campus during the Spring Field Semester.

Field Conditions: The bear den will be the most demanding hike (2-6 hrs in and out), but other days we will as well be on steep slopes with uneven often rocky ground, and usually slippery even when it feels dry. Temperatures may range from below freezing to 60+F. The 5 most important safety items to consider on this trek are to: a) stay warm, b) stay hydrated, c) stay together, d) stop the instructors or other field leader if you need a break, and e) listen and follow our instruction at all times, particularly when the instructor or other field leader is handling or approaching animals. The instructors will hold a mission debriefing the night before we depart for our first field outing.

Required Field Gear:

- 1) Hiking boots - are extremely important. You need footwear that has gripping, sturdy soles, and ideally is waterproof.
- 2) Water bottle – at least one liter. The dry winter air will quickly zap you of your fluids.
- 3) Reasonably warm clothes – ideally you want to wear layers that you can shed if you start to overheat, or add if you get cold.
- 4) Small field pack or backpack
- 5) Field notebook or journal
- 6) Other as needed from field equipment stockpile

Recommended Field Gear:

- 1) Wool or wicking socks
- 2) Outer layer clothes with a waterproof coating such as Gore-tex; the quieter the material the better
- 3) Small food item to recharge energy
- 4) Small camera/phone camera
- 5) Flashlight/headlamp

CLASS SCHEDULE (subject to change depending on weather, and prior activity success)

SESSION I (March)

Mon 3/3: General Considerations for Wildlife Management in Forest Ecosystems (Cox): Some early morning lecture, in-class assignments, and discussion; animal detection, reading sign, and tracking. Animal trap discussion and set-ups. Debriefing of the following week.

Field Schedule: Late afternoon animal tracking, scat surveys, trail camera set-up, small mammal trap set up near camp; mesocarnivore trap set up near camp; dinner.

Tue 3/4: Small to Mid-size Mammals; Mesocarnivores, Rodents, Lagomorphs, and Bats (Cox): Species in these diverse groups can have major impacts on forest ecosystems by providing ecological services in the form of herbivory, seed dispersal, fertilization, top-down predation, and ecological engineering. Some species are important zoonotic disease vectors that impact human health and livelihoods.

Field Schedule: Early morning check small mammal and mesocarnivore traps. If larger animals are captured we will briefly cover animal immobilization, disease surveillance. Evaluating tree snag classes and value. Evaluating coarse woody debris and other basic wildlife habitat metrics.

Wed 3/5: Elk and Deer Ecology and Habitat Management (Cox): Ungulates (hooved animals) such as white-tailed deer and elk can shape the composition and structure of forests through herbivory of young trees, and consumption of acorns and other mast that limits recruitment of many species. The eastern U.S. and some parts of the Great Plains have well-studied examples of overbrowsed plant communities, and even some of our own departmental researchers have had studies severely impacted by herbivory!

After a successful reintroduction in KY, elk have grown to an estimated 10,000-12,000 individuals, which is now the largest population east of the Rocky Mountains. You will learn about the ecological and economic importance of this species, how and why they are studied, how to identify elk sign, and typical management strategies. For this to work, it will be critically important for you to adhere to instructions while in the field.

Field Schedule: We will take an early morning (TBD time) field trip to Paul Van Booven WMA and/or surrounding areas to observe elk and hopefully participate in the capture and research processing (collaring, measuring, etc.) of one or more individuals. Time permitting, we may home in on an existing collared elk using ground telemetry. We will measure ungulate herbivory and other related herbivore impacts on mine site and demonstrate pellet count surveys and how to estimate ungulate numbers using this method. We will return to camp in time for lunch.

Brief lecture and discussion in the afternoon, and if the morning field trip didn't pan out, we will take an evening trip to Redbird Ranger District, Daniel Boone National Forest to investigate deer ecology project and potentially participate in deer capture.

Thur 3/6: Black Bear Ecology and Habitat Management (Cox):

Black bears are an increasingly common forest obligate species that has recently returned to Kentucky. You will learn about the ecological and economic importance of this species, how and why they are studied, how to identify bear sign, and typical management strategies.

Field Schedule: After early 7 AM breakfast, overview of course and syllabus, followed by debriefing of the following two field days. Weather permitting, we will depart Robinson by 8:30 AM to drive

down to far southeastern Kentucky (Cumberland) and use ground telemetry to track and locate at least one dened female black bear, possibly changing out her collar, and counting and determining the gender of any cubs. Sack lunches will be provided. We will try to get back to RF by dinner time but we can't guarantee it, as most dens are a 4-6 hour trek. If there is sufficient time upon return that evening, we may watch a video or two about black bears. For this to work, it will be critically important for you to adhere to instructions while in the field. We want to minimize leaving a lot of scent at the den site, therefore do not wear perfume or cologne or excessively odorous clothing on this trip; deodorant is fine.

Fri 3/7: At Cooper Bldg (Cox). Review course material if necessary one-on-one with instructor; update journals; complete and submit any due assignments.

SESSION II (April)

Monday 4/13: Birds (Cox): Forest management can have profound impacts on the many bird species that live in this habitat during various times of the year. The relationship between forest management for some species is well known, but not for many others. Understanding and being able to predict typical bird community responses to timber harvest or lack thereof is therefore important, particularly where threatened and endangered species occur. We will conduct bird point counts within two watersheds in Robinson Forest and compare these data afterwards. To do bird counts, you must be able to identify species by sight and sound. By the end of the week, you should be able to identify approximately 25-30 species of birds in this community by sight and song.

Field Schedule: 7AM lecture and debriefing, breakfast, 8AM-noon field trip in RF, survey for birds; 2pm, afternoon lecture, problem-solving, and discussion; afternoon survey for grassland/wintering birds and waterfowl.

Tuesday 4/14: Herpetofauna (Amphibians, Lizards, and Snakes). An often overlooked wildlife component of forest management are the animals collectively called herpetofauna or "herps". Because of their moist skin and susceptibility to dehydration, sensitivity to siltation/pollution in streams, and general dependency on water, amphibians are in particular vulnerable to timber harvest and the fragmentation at different scales it causes. Others, such as some species of snakes and lizards, may actually benefit from post-logging increases in coarse woody debris that harbors prey, and that provides more ambush, denning and basking sites.

Classroom schedule: Some morning lecture (beginning mid-morning), live and dead amphibian and reptile specimen examination/species descriptions

Field Schedule: Lunch at camp; 1-5pm trap set-up and herp surveys (streams, wetlands, etc.), dinner; Note that if it rains and is warm, we may cruise the roads at RF for herps and/or conduct anuran calling surveys on Robinson Forest and/or nearby areas. We may also hike along the main forest road at night, looking for salamanders in some of the rock outcrops. Please bring flashlights/headlamps for night hikes.

Wednesday 4/15

Classroom schedule: Some morning lecture, live and dead amphibian and reptile specimen examination; discussion of habitat associations and survey techniques for amphibians.

Field Schedule: Lunch at camp; 1-5pm check artificial cover and traps set previous day, dinner; Note that if it rains, we may cruise the roads at RF for herps and/or conduct anuran calling surveys on

Robinson Forest and/or nearby areas. We may also hike along the main forest road at night, looking for salamanders in some of the rock outcrops. Please bring flashlights/headlamps for night hikes.

Thursday 4/16 (Price):

Classroom schedule: Some morning review of species encountered, their preferred habitats and specimens, discussion of habitat associations and survey techniques for reptiles.

Field Schedule: lunch at camp; 1-5pm continue herp surveys and pull up traps, dinner

Friday 4/17: Review and Exam on Campus (Cox and Price): 8AM-noon review as needed (TBD if group or individual-based), catch-up on journals; afternoon final exam at 1:30pm, and submit journals in Room TBD of Cooper. Class dismissed at least by 3pm.