# SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

## SAULT STE. MARIE, ONTARIO



SAULT COLLEGE

## CICE COURSE OUTLINE

**COURSE TITLE:**  Protecting Park Values

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| **CODE NO. :** | NRT139 | **SEMESTER:** | Fall |
| **MODIFIED CODE:** | NRT0139 | | |

**PROGRAM:**  Park Operation Skills, Adventure Recreation & Parks

**AUTHOR:**  John Clement
**MODIFIED BY:**  Hilda Bojko, Learning Specialist CICE Program

**DATE:**  Sept. 2010  **PREVIOUS OUTLINE DATED:**  Sept. 2009

**APPROVED:**  "Angelique Lemay"  Sept. 10

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**CHAIR, COMMUNITY SERVICES**  **DATE**

**TOTAL CREDITS:**  4

**PREREQUISITE(S):**  None

**HOURS/WEEK:**  3

## I.    COURSE DESCRIPTION:

The student will examine tree health, abiotic and biotic forest pathogens, forest insects, forest fires, and the impacts of recreation as they relate to the protection of ecological health objectives and safety in parks, recreational areas and protected areas. Numerous readings on Park Protection issues will be examined and discussed.  Individual tree health will be assessed. Life cycles of major native and introduced forest insects and diseases are examined. Integrated pest management, control and ecological impacts as they relate to park ecosystem health objectives will be studied. Fire ecology, fire suppression, fire protection, fire use (prescribed burning) and fire weather index are introduced.   Other park protection issues include; assessing the impacts of recreational activities on parks, invasive plant/animal species, restoration concepts, the concept of ecological carrying capacity will be discussed.

## II.    LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

Upon successful completion of this course, the CICE student, with the assistance of a Learning Specialist, will demonstrate the basic concepts related to the following:

1.    The CICE student will develop and emerging knowledge of the identification features and life cycles of six orders of forest insects including Lepidoptera, Coleoptera, Hymenoptera, Diptera, Hemiptera, and Homoptera found in park areas.

     Potential Elements of the Performance:
     -Recognize and label diagrams of various insect body parts and body regions.
     -Describe how forest insects are classified according  to  taxonomy, feeding location and host species.
     -Draw diagrams of the life cycles for the six orders.
     These outcomes will constitute approximately 10% of the course.

2.    The CICE student will acquire a basic knowledge of the ecological role and management of forest insects in park areas.

     Potential Elements of the Performance:
     -Recognize and identify signs and symptoms of insect damage.
     -Explain natural control methods including virus, bacteria, and introduced pests.
     -Explain environmental impacts on insect populations including temperature,   humidity, wind, precipitation, and fire.
     -Describe elements of integrated pest management

-Discuss the limitations and environmental implications of each type
of control method.
These outcomes will constitute approximately 10% of the course.

3.    The CICE student will be able to describe and identify some of the
      biotic and abiotic stressors of forest trees in park areas.

      Potential Elements of the Performance:
      -Classify forest tree diseases by taxonomic, biotic, abiotic, decline,
      host, part of   tree, parasitic / saprobic, and necrotic / atrophic /
      hypertrophic methods.
      -Recognize and identify signs and symptoms of forest disease.
      -Identify and describe abiotic stress factors that affect tree health.
      -Identify and describe biotic stress factors as agents of tree disease
      including fungi, bacteria, viruses and parasitic plants.
      -Collect and identify hard body fungus types for interpretive purposes.
      -Describe life cycles of mycorrhizae, fungi, rusts and decline
      diseases.
      These outcomes will constitute approximately 10% of the course.

4.    The CICE student will acquire basic knowledge of the ecological role
      and management of biotic and abiotic stressors of forest trees in park
      areas.

      Potential Elements of the Performance:
      -Recognize and identify signs and symptoms of forest tree diseases.-
      Explain environmental influences on forest tree diseases
      temperature, cultural damage, construction damage, humidity, wind,
      precipitation, and fire.
      -Complete a hazard tree assessment in a park development zone
      setting.
      -Describe park management strategies to protect tree health.
      These outcomes will constitute approximately 20% of the course.

5.    The CICE student will develop a general understanding of the
      ecological role and management of forest fires in park areas.

      Potential Elements of the Performance:
      -Describe the Canadian Forest Fire Weather Index.
      -Explain the role of forest fire in fire dependant ecosystems.
      -Operate forest fire suppression equipment (pumps, hand tools, etc.).
      -Describe fire use (prescribed burn) objectives and planning
      procedures.
      -Discuss the environmental implications of forest fire suppression vs.
      fire management in park areas.
      These outcomes will constitute approximately 20% of the course.

6.    The CICE student will gain a general understanding of commemorative protection measures and other park protection issues.

Potential Elements of the Performance:
-Name various park system plans, which guide park managers' efforts with respect to natural disturbances (The "Grey" Book, National Parks Act, State of the Park reports, etc.)
-Recognize 5 invasive plant species and describe impacts in park management .
-Define the concept of ecological integrity.
-Discuss the rationale for, and principles of, restoration activities.
These outcomes will constitute approximately 30% of the course.

## III.    TOPICS:

1.    Forest Entomology
2.    Forest Pathology.
3.    Forest Fire Management
4.    Park Protection Issues
5.    Commemorative Protection.

## IV.    REQUIRED RESOURCES/TEXTS/MATERIALS:

Barron, G. L., 1999. Mushrooms of Ontario and Eastern Canada. Lone Pine Publishing, Vancouver.

## V.    EVALUATION PROCESS/GRADING SYSTEM:

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| Insect ID Test | 10% |
| Entomology Test | 10% |
| Pathology Test | 10% |
| Hard Body Fungus Collection | 10% |
| Forest Fire Weather Ex. | 10% |
| Forest Fire Test | 10% |
| Park Protection Issues   Assignment/ Presentation | 20% |
| Commemorative Group Assignment | 10% |
| Final Exam | 10% |
| | Total100% |

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

| Grade | Definition | Grade Point Equivalent |
|-------|------------|------------------------|
| 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:

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.   *It is the departmental policy that once the classroom door has been closed, the learning process has begun.  Late arrivers will not be granted admission to the room.*

**NOTE:  Mid Term grades are provided in theory classes and clinical/field placement experiences. Students are notified that the midterm grade is an interim grade and is subject to change.**

## 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 *November for fall courses, March for winter courses, or June for summer courses* 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.

## VII. COURSE OUTLINE ADDENDUM:

The provisions contained in the addendum are located on the portal and form part of this course outline.

## CICE Modifications:
### Preparation and Participation

1. A Learning Specialist will attend class with the student(s) to assist with inclusion in the class and to take notes.
2. Students will receive support in and outside of the classroom (i.e. tutoring, assistance with homework and assignments, preparation for exams, tests and quizzes.)
3. Study notes will be geared to test content and style which will match with modified learning outcomes.
4. Although the Learning Specialist may not attend all classes with the student(s), support will always be available.  When the Learning Specialist does attend classes he/she will remain as inconspicuous as possible.

## A. Tests may be modified in the following ways:

1. Tests, which require essay answers, may be modified to short answers.
2. Short answer questions may be changed to multiple choice or the question may be simplified so the answer will reflect a basic understanding.
3. Tests, which use fill in the blank format, may be modified to include a few choices for each question, or a list of choices for all questions.  This will allow the student to match or use visual clues.
4. Tests in the T/F or multiple choice format may be modified by rewording or clarifying statements into layman's or simplified terms.  Multiple choice questions may have a reduced number of choices.

## B. Tests will be written in CICE office with assistance from a Learning Specialist.

### The Learning Specialist may:

1. Read the test question to the student.
2. Paraphrase the test question without revealing any key words or definitions.
3. Transcribe the student's verbal answer.
4. Test length may be reduced and time allowed to complete test may be increased.

## C. Assignments may be modified in the following ways:

1. Assignments may be modified by reducing the amount of information required while maintaining general concepts.
2. Some assignments may be eliminated depending on the number of assignments required in the particular course.

### The Learning Specialist may:

1. Use a question/answer format instead of essay/research format
2. Propose a reduction in the number of references required for an assignment
3. Assist with groups to ensure that student comprehends his/her role within the group
4. Require an extension on due dates due to the fact that some students may require additional time to process information
5. Formally summarize articles and assigned readings to isolate main points for the student
6. Use questioning techniques and paraphrasing to assist in student comprehension of an assignment

## D. Evaluation:

Is reflective of modified learning outcomes.