SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO

SAULT
COLLEGE

CICE COURSE OUTLINE

COURSE TITLE: Park Interpretation

CODE NO. :	NRT212	**SEMESTER:**	Fall
MODIFIED CODE:	NRT021		

PROGRAM: Adventure Recreation And Parks, Field Naturalist, Park Operation Skills

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MODIFIED BY: Velma Simon, 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: 3

PREREQUISITE(S):   None

HOURS/WEEK: 3

I. COURSE DESCRIPTION:

This hands-on course will provide students with the skills and knowledge required by front-line park interpreters and interpretive guides working in the ecotourism industry. Oral communication skills are stressed, as are skills in the use of computers and other related hardware. Students will experience natural heritage and technology interpretation first-hand in preparation for creating and delivering a full-scale 1.5-hour group presentation at Parks Canada's Sault Canal National Historic Site, and creating a multi-media interpretive eco-guide for outdoor adventurers.

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 ability to:

1.   Discuss the meaning of the term "park interpretation," and the role of interpretation in park settings.

     Potential Elements of the Performance:
     • Define heritage interpretation
     • Describe how interpretation works in the field
     • Describe two interpretation models used by interpreters recognize three reasons why agencies and individuals do interpretation

2.   Plan and deliver a basic but effective interpretive presentation, combining oral communication with other media.

     Potential Elements of the Performance:
     • Identify the audience
     • Write a clear, concise theme statement
     • Research the theme
     • Use brainstorming, or other means to find a fresh, creative approach to the theme
     • Structure the presentation
     • Set the stage for the presentation, including appropriate dress and demeanor
     • Deliver the presentation in a clear, confident, professional manner.

3. Develop and deliver a 45 minute interpretive program designed specifically for children, and work with the public in a professional, confident manner.

    Potential Elements of the Performance:
    - Identify the audience
    - Write a clear, concise theme statement
    - Search appropriate sources for games or other activities suited to the audience
    - Deliver as part of a group, a one to two hour presentation to school-aged children at the sault canal

4. Have an understanding of the National Heritage Interpreter Certification through the Canadian Tourism Human Resource Council (optional, at extra cost).

    Potential Elements of the Performance:
    - Read and understand the occupational standards set out in the "Heritage Interpreter's Participant Workbook"
    - Demonstrate a high level of competency in the preparation and delivery of interpretive programs.
    - Successfully complete the Heritage Interpreter National Certification Test

5. Research, design and prepare a basic multi-media "eco-guide" for self-guided adventure travelers or ecotourists at a specific natural or historic site.

    Potential Elements of the Performance:
    - Choose an appropriate topic and theme
    - Storyboard an effective and creative final product for a mature (i.e. adult) audience
    - Use text, graphics and charts to create an effective product that engages the audience and encourages a heightened sense of awareness (environmental, historical, etc.)

III.   TOPICS:

1.   Interpretation: Magic or Method?
2.   Communication: A Meeting of Minds
3.   Resourceful Relationships: Knowing Your Topic
4.   Choosing and Using Interpretive Tools
5.   The Holistic Approach: Planning Your Program
6.   Program Presentation: Delivering the Goods
7.   Program Evaluation: Did it Work
8.   Being a Professional: The Whole Job
9.   Interpretation for children
10. Cross-cultural Awareness
11. Storytelling

IV.   REQUIRED RESOURCES/TEXTS/MATERIALS:

1. In partnership with Parks Canada, copies of the <u>Heritage Interpreter Participant Workbook</u> will be made available for borrowing. No other text books are required.
2. Students may find it necessary to supply inexpensive props and other materials in support of their interpretive presentations

V.   EVALUATION PROCESS/GRADING SYSTEM:

Lake Superior Provincial Park Assignment	5%
Job Shadowing Report	10%
Quiz #1	5%
Quiz #2	10%
Children's Presentation Planning	10%
Children's Presentation Delivery	30%
Multi-media Eco-guide	20%
Final Test	10%

* See Assignments and Late Policy (below) for a description of due date rules.

The following semester grades will be assigned to students:

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:

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, in addition to announcements, news, academic calendar of events, class cancellations, your learning management system (LMS), and much more. 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 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.

Borrowing Textbooks:
The text for the course is:
Canadian Tourism Human Resource Council. 1998. *Heritage Interpreter Participant Workbook.* Canadian Tourism Human Resource Council. Ottawa, Ontario. 232 pp.
Parks Canada has generously donated a set of 10 books for student use. Textbooks will be signed out early in the semester, and must be returned in good condition. Failure to return a textbook at the end of the semester will result in the student being charged the replacement value.
Depending on class size, most students will be required to share a textbook with a classmate.
Students wishing to order their own textbook should contact emerit at www.emerit.ca or 1 800 486 9158

Oral Presentations:
All oral presentations are a mandatory component of this course. Students who fail to show up and deliver one scheduled presentation will lose the marks posted for the assignment. Any subsequent presentations missed by the student will result in an automatic failure of the course, and the assignment of an "F" grade.

Assignments and Late Policy:
Assignments are expected to be handed in on their due dates. Failure to hand in assignments on time (without appropriate medical, etc. documentation) will result in the deduction of 10% per day late.

Substitute course information is available in the Registrar's office.

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.