

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO



CICE COURSE OUTLINE

COURSE TITLE: Adventure Recreation

CODE NO. : NRT210 **SEMESTER:** Winter
MODIFIED CODE: NRT026

PROGRAM: Adventure Recreation & Parks Technician

AUTHOR: Lawrence Foster
MODIFIED BY: Karen Lapointe, Learning Specialist CICE Program

DATE: Jan. 2011 **PREVIOUS OUTLINE DATED:** Jan. 2010

APPROVED: "Angelique Lemay" Jan. 2011

	CHAIR, COMMUNITY SERVICES	DATE
TOTAL CREDITS:	3	
PREREQUISITE(S):		
HOURS/WEEK:	3	

Copyright © 2011 The Sault College of Applied Arts & Technology
Reproduction of this document by any means, in whole or in part, without prior written permission of Sault College of Applied Arts & Technology is prohibited.
For additional information, please contact Angelique Lemay,
Chair, School of Community Services
(705) 759-2554, Ext. 2737

I. COURSE DESCRIPTION:

This course will examine the significance of outdoor recreational activities and how they impact on the Ontario tourism industry as well as investigate how to grow the Sault Ste. Marie region to become a world class destination for Outdoor Adventure Recreation. Weather, climate change, population distribution, travel patterns and topography, as they impact the Ontario tourism industry will be discussed. This is a specific skills-oriented course, where students will be trained to work as outdoor recreation programmers for work with a variety of different employers including: parks, outdoor education centers, children's camps, recreational resorts, and a host of other related facilities.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

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

1. Explain the significance of outdoor recreation activities on Ontario's tourism industry.Potential Elements of the Performance

- Produce a list of outdoor recreational activities in the province.
- Understand the impact of outdoor recreation from a past and present perspective.
- Have a basic understanding of the impact of outdoor recreation on the future of Ontario's tourism industry.
- Have a basic understanding of how outdoor recreational programming fits into the adventure travel and ecotourism business.

This learning outcome will constitute 10% of the course's grade.

2. Describe weather, climate change and geography as they impact on outdoor recreation and tourism in Ontario.Potential Elements of the Performance:

- Describe the paths taken by cyclones (lows) in winter and summer.
- Generally set out on an Ontario map areas with the greatest snowfall and explain why the Great Lakes are the major reason for this
- Identify and access local weather information

- Using familiar signs make reasonable predictions about the weather to be expected in the ensuing 24 hours
- Describe weather conditions in winter and summer that may develop into potentially dangerous conditions for recreational activities including remote touring
- Be familiar with early travel patterns by explorers in the Great Lakes region and how these influenced the locating of towns and cities
- Have a basic understanding of the role of railways and canals in opening up the hinterland.
- Have a basic understanding of how resource extraction activities have contributed to the opening up of the northland
- Be familiar with existing land travel patterns in the Great Lakes region and how these influence the tourism market in the region
- Describe the limitations of air travel in accessing the Northern Ontario region.

This learning outcome will constitute 20% of the course's grade.

3. Investigate and report on an outdoor recreation business or organization that you would like to work for.

Potential Elements of the Performance:

- Research and produce a slideshow presentation of outdoor recreation establishments and facilities in the region
- Research employment opportunities at these outdoor recreation establishments
- Identify potential certification required for various positions.
- Research costs and logistics of the certifications.
- Identify the major operational components of local ski resorts, and the different types of activities that can occur at these facilities
- Demonstrate an understanding of the operations of a variety of outdoor recreation businesses as experienced on scheduled field trips

This learning activity will constitute 70% of the course grade.

III. TOPICS:

The following topics may be included in the course:

Introduction to Outdoor Recreation

Climate Change/Meteorology and tourism in Ontario

Ontario geography and tourism

Employment Opportunities in Outdoor Recreation

Rock & Ice climbing

Dog Sledding
 Snowmobiling
 Snowshoeing
 Nordic Skiing
 Alpine skiing
 Organizing and running a workshop
 Snow Boarding

IV. REQUIRED RESOURCES/TEXTS/MATERIALS: None.

Recommended Resources

RESOURCES will be put on reserve in the library as required.

Cole, F.W. 1980. Introduction to Meteorology. Toronto, John Wiley & Sons. 505 pp.(on reserve)

Drake, J., and A. Love. 1996. The Kids Campfire Book. Toronto, Kids Can Press. 128 pp.

Government of Canada and United States Environmental Protection Agency 1995. The Great Lakes, An Environmental Atlas and Resource Book, 3rd Edition. Toronto, Government of Canada and Chicago, U.S. Environmental Protection Agency. 46 pp. (available in reference section).

Meteorological Branch, Department of Transport, Canada. 1968.

Weather Ways, Ottawa, Queen's Printer. 145 pp. (in reference section)

Several other weather books are available in the library in Section QC 600.

V. EVALUATION PROCESS/GRADING SYSTEM:

Weather Portfolio	20%
Field Trips Attendance and Participation	35%
Certification Presentation	15%
Handout and test development	10%
Adventure Journal	<u>20%</u>
	100%

1. All field trips occurring during this course are **mandatory**. Students missing a field trip without prior consent of the instructor or without good reason will be **penalized 5%** of their overall course mark per trip.
2. Assignments will be handed in on time, or be **penalized 10% of the reports overall mark per school day**. Assignments more than 10 days late will not be accepted and the student will receive a mark of 0 for the assignment.

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

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 – 100%	4.00
A	80 – 89%	3.00
B	70 - 79%	2.00
C	60 - 69%	1.00
D	50 – 59%	0.00
F (Fail)	49% and below	
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. 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 *March* 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.

Updates and Inclement Weather

Students are expected to check LMS for updates and changes to classes and field trips or prior to any outing.

VII. PRIOR LEARNING ASSESSMENT:

Students who wish to apply for advanced credit in the course should consult the professor. Credit for prior learning will be given upon successful completion of a challenge exam or portfolio.

VIII. DIRECT CREDIT TRANSFERS:

Students who wish to apply for direct credit transfer (advanced standing) should obtain a direct credit transfer form from the Dean's secretary. Students will be required to provide a transcript and course outline related to the course in question.

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.