

I. COURSE DESCRIPTION:

The planning and implementation of recreational events is a key skill for Adventure Recreation and Parks students. Events are at the very fabric of communities, bringing people together for a variety of reasons including fun, fitness, education and competition. Events can also have an enormous financial impact by creating jobs, driving tourism and building sustainable infrastructure that can be used by future generations. This course will take students through the process of recreation event planning to prepare them for the opportunities that exist in their chosen field.

Recreation planning will be examined on two levels; the planning of recreation uses on public lands and private resorts, and the planning of special events. Through case studies, the CICE students, with assistance from a Learning Specialist, will discuss: ways to integrate land uses, anticipate and reconcile use conflicts, funding and staffing constraints, impact monitoring techniques, managements planning, etc.

Students will examine a number of case studies to grasp the scope and impact of recreational events. These lessons will then be translated into a practical component through hosting a number of community based events. Students will be involved in all aspects of goal setting, planning, organizing and operating. Careful consideration will be given to community participation, volunteerism, logistics, media relations, finances, promotion, evaluation and risk management.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

Upon successful completion of this course, the student will demonstrate the ability to:

- 1. Implement and evaluate event management planning procedures for an adventure based recreational event.**

- Potential Elements of the Performance:**
- **Report on their personal involvement in an event.**
 - **Recommend enhancements to the planning process based upon their volunteer experience**
 - **Identify key steps in the event planning process**
 - **Describe trends in volunteerism, fundraising, marketing, etc.**
 - **Attend planning meetings and report on meeting techniques**
 - **Understand the role of advisory boards and steering committees**
 - **Use event-planning tools (guidebooks, checklists, etc.)**
 - **Use relevant software**

2.

- 3. Engage with a variety of people through the process of event management.**

Potential Elements of the Performance:

- **Interact with event participants and other stakeholders (general public, volunteers, athletes, children, sponsors, officials, students etc.)**
- **Use a variety of communication techniques (written, oral, social media)**
- **Adhere to a professional code of conduct in speech and actions that is event appropriate.**

Describe, in a comprehensive manner, elements of recreation planning, which relate to the operation of private and /or municipal recreation facilities.

Potential Elements of the Performance:

- Describe some of the key elements of resort/facility management including scheduling, staffing, infrastructure, reporting, training, licensing, regulations, risk management.
- List various marketing devices, media and venues, etc.
- Access support services (research data, small business consulting, marketing, etc.) from government agencies, travel and trade associations.
- Understand specific issues related to the use of crown land by private companies offering recreation experiences (land use permits, fees, the remote tourism industry)
- Participate in field trips to local recreational facilities

4. Analyze and discuss the many management challenges related to adventure recreation planning on conservation lands.

Potential Elements of the Performance:

- Complete a case study summarizing recreation planning and an issues analysis for a municipal park or conservation area.
- Analyze the costs/benefits (financial and ecological) of recreational activities on conservation lands
- Recognize trends in recreation (i.e. mountain biking) and the implications for conservation land managers
- Examine ways to integrate multiple and sometimes conflicting uses
- Understand the role of stakeholder committees

III. TOPICS:

1. Event Planning Case Studies

Event Planning Processes:

Budgeting, scheduling, promotion, volunteerism, effective meetings, advisory boards and steering committees, training, liability, risk management, evaluation, etc.

2. Adventure Based Recreation Planning – Private/Civic Facilities
Resorts, camps, lodges, community centers, municipal parks

3. Recreation Planning - Conservation Lands
User group conflicts, Users Committee, Zoning, Enforcement, Fundraising (membership system), Management Plans, Impact Monitoring, Public consultation.

4. Recreation Planning - Protected Areas/Crown Land

User group conflicts, Zoning, Enforcement, Management Plans (Visitor Risk, Bear management, Heritage Resources Impact), Impact Monitoring, Quotas, Group size limits, Can and Bottle bans, Public consultation, Search/Rescue, greater park area land use conflicts.

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

Readings will be made available on LMS.

V.	50 %	Event Planning & implementation
30 %		Case studies and assignments
10%		Final test
10 %		Participation and teamwork
100%		

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.

Addendum:

Further modifications may be required as needed as the semester progresses based on individual student(s) abilities and must be discussed with and agreed upon by the instructor.

VII. COURSE OUTLINE ADDENDUM:

The provisions contained in the addendum located on the portal 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.