

SAULT COLLEGE OF APPLIED ARTS & TECHNOLOGY
SAULT STE MARIE, ON



COURSE OUTLINE

Course Title: PARK OPERATIONS

Code No.: NRT111-4 Semester:

Program: Parks & Outdoor Recreation

Author: Jason VanSiack

Date: August 1998

Previous Date: August 1997

Approved:

A handwritten signature in black ink, appearing to read 'Brian Punch', written over a horizontal line.

Dean, Natural Resources
Programs

Date

Total Credits: 4 Prerequisite(s): None
Length of Course: 4 Hrs/Wk Total Credit Hours: 52

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For additional information, please contact Brian Punch, Dean, Natural Resources Programs,
(705) 759-2554, Ext. 688.

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I. COURSE DESCRIPTION

As one of the core background courses in the parks program, students will be introduced to a number of major park systems where employment opportunities are found. The lectures provide a systematic review of the agencies that manage parks and protected areas in Canada. In addition, the labs focus on preparing students for seasonal and full-time employment through coverage of traditional park positions. Park management objectives and current issues in parks will also be discussed, and studied through practical exercises such as the Park Investigative Report. There will be many day-long field trips scheduled throughout the term to complement classroom learning. As part of this course, students will be able to obtain formal customer service training and certification through the Ontario SuperHost Program.

n. AIM AND COURSE OBJECTIVE

To prepare students for seasonal employment opportunities in the parks and outdoor recreation field, which could lead to full-time employment.

m. LEARNING OUTCOMES

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

1. Describe how a selected park operates, and explain potential employment opportunities at a chosen investigated site.

Potential Elements of the Performance:

- Describe a Provincial or National Park where employment opportunities are found, outlining the purpose and objective for its establishment.
- Describe the role and classification of a chosen park in the greater context of its system plan.
- Outline the specific operational and management strategies used within an investigated park, along with information on existing facilities and services.
- Describe one employment opportunity within a chosen park, outlining the education and training needed to apply.
- Describe the internal and external stresses on a park's ecological integrity, and explain present management initiatives to deal with these forces.

This learning outcome will constitute approximately 20% of the course.

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2. **Differentiate the various major park systems in Ontario, and their different management techniques.**

Potential Elements of the Performance:

- Describe from field knowledge, the set up and operation of a variety of local parks.
- Identify the different management issues facing specific sites visited.
- Describe the facilities, services, and natural and cultural features which make each visited site unique.
- Compare the different operational and management strategies used in parks in the Algoma region.

This learning outcome will constitute approximately 20% of the course.

3. **Describe the distinct goals, objectives, policies, and management issues of each of the park systems.**

Potential Elements of the Performance:

- Describe the emphasis of "protection" versus "public use" in the different major park systems of Ontario.
- Explain the difference between "conservation" versus "preservation" when discussing park protection.
- Explain the variety of internal and external stresses on park environments, which park managers must deal with.
- Describe and compare other major park systems outside Ontario, where employment opportunities lie.

This learning outcome will constitute approximately 20% of the course.

4. Describe the variety of seasonal and full-time employment opportunities within each of the park systems.

Potential Elements of the Performance:

- Identify a minimum of five traditional park seasonal employment opportunities within the different Ontario park systems.
- Describe other career paths in the outdoor recreation field, where seasonal and full-time employment is found.
- Explain the function and role of traditional park positions, in the context of park operations.
- Describe the education, training, and background needed to apply for such positions.

This learning outcome will constitute approximately 15% of the course.

Describe the evolution of management techniques used from past to present in each of the park systems.

Potential Elements of the Performance:

- Describe how the parks movement began in North America.
- Compare how the different park systems were established from their infancy.
- Explain how each park system evolved over the past 100 years.
- Describe the shift of emphasis in management style in some park systems, from public use to protection.

This learning outcome will constitute approximately 15% of the course.

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6. Obtain formal customer service training for handling park visitors, through the Ontario SuperHost Program.

Potential Elements of the Performance:

- Demonstrate an understanding of the importance of excellent customer service skills.
- Describe the communication process, and the skills required to make your communication effective.
- Demonstrate how to listen to park visitors in a way that shows you care about them and their needs.
- Describe the value of parks and tourism to Ontario.
- Explain the five key Ontario SuperHost fundamental commitments that assist you in "going the extra mile".

This learning outcome will constitute approximately 10% of the course.

W TOPICS TO BE COVERED

1. Parks and Their Importance
2. Canada's National Park System
3. Ontario's Provincial Park System
4. Ontario Conservation Authorities and Municipal Parks
5. Ontario Commission Parks and Private Parks/Campgrounds
6. Ontario Outdoor Education Centres and Children's Camps
7. B.C. and Alberta Provincial Parks System
8. American and International Parks Systems
9. Parks and the Future
10. Traditional Park Employment Opportunities
11. Employment Experience Programs
12. Ontario SuperHost Customer Service Training and Certification

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V REQUIRED STUDENT RESOURCES/TEXTS:**TEXTBOOK**

Ontario Tourism Education Corporation/Ontario Chamber of Commerce/Tourism British Columbia. 1997. Ontario SuperHost Participant Workbook. Ontario Tourism Education Corporation. Toronto, Ontario. 36pp.

VI EVALUATION PROCESS/GRADING SYSTEM:

Assignment (Park Investigation Report)	25%
Field Trip Participation and Quizzes	20% (4 x 5%)
Classroom Quizzes	30% (6 x 5%)
Final Exam	25%

(The percentages shown may vary slightly if circumstances warrant.)

GRADING SYSTEM

A+		90 - 100%
A		80 - 89%
B		70 - 79%
C		60 - 69%
R	Repeat	Less than 60%
X	Incomplete	

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Vn COURSE POLICIES:

1. Persons missing a quiz will receive a grade of zero unless reasons for missing are acceptable to the instructor and arrangements are made with the instructor prior to the quiz.
2. All assignments must be submitted on time to pass the course, or be penalized 10% of the total mark per day including weekends. Check each assignment for the due date and time. Anything handed in past this time is late.
3. A number of mandatory field trips to a variety of parks and outdoor recreational agencies must be attended. A reduction of 5% of the students total mark will apply for each missed field trip/quiz.
4. Assignments must be word processed, double-spaced and stapled, and saved on a disc. Students are responsible for ensuring that their assignments are received by the instructor.
5. Students should refer to Sault College's policy regarding academic behaviour, integrity and regulations in their student handbook.

Vm SPECIAL NOTES:

Special Needs

Students with special needs (eg. physical limitations, visual or hearing impairments, or learning disabilities) are encouraged to discuss any required accommodations confidentially with the instructor and/or contact the Special Needs Office so that support services can be arranged.

Course Modifications

Your instructor reserves the right to make reasonable modifications to the course as deemed necessary to meet the needs of students or take advantage of new or different learning opportunities.

Field Trips

Scheduled classes will often involve full-day field trips commencing early in the morning, in order to take advantage of practical hands-on learning opportunities.

