

**SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY**

**SAULT STE. MARIE, ONTARIO**



Sault College

**COURSE OUTLINE**

**COURSE TITLE:** PARK OPERATIONS

**CODE NO. :** NRT111 **SEMESTER:** 1

**PROGRAM:** PARKS & OUTDOOR RECREATION TECHNICIAN

**AUTHOR:** JASON VANSLACK

**DATE:** JUNE 2000 **PREVIOUS OUTLINE DATED:** AUG 99

**APPROVED:**

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DEAN

\_\_\_\_\_  
DATE

**TOTAL CREDITS:** 4

**PREREQUISITE(S):** None

**LENGTH OF COURSE:** 4 hrs/week **TOTAL CREDIT HOURS:** 64

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Course Name

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Code No.**I COURSE DESCRIPTION:**

As one of the core background courses in the Parks & Outdoor Recreation program, students will be introduced to a number of major park systems where employment opportunities are found. All 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 a practical exercise, students will learn and complete, in the field, important park maintenance duties and be involved with the season shut down of a local park.

**II.****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.

**III. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:**

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 approx. 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 approx. 20% of the course.*

**3. Describe the distinct goals, objectives, policies, and management issues of each of Ontario's 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 approx. 15% of the course.*

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

Potential Elements of the Performance:

- Identify a minimum of five (5) 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.

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*This learning outcome will constitute approx. 15% of the course.*

- 5. 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 approx. 15% of the course.*

- 6. Complete several all-day field trips to various regional parks from a variety of park systems, to learn \ perform park maintenance and other operational duties.**

Potential Elements of the Performance:

- Describe from experience the various field operational strategies in running and maintaining a park, in a variety of park systems
- Perform important park maintenance duties in the field, and demonstrate basic season shut down procedures of a local park

*This learning outcome will constitute approx. 15% of the course.*

#### **IV. TOPICS:**

1. Parks and Their Importance
2. Canada's National Park System
3. Ontario's Provincial Park System
4. Ontario's Conservation Authorities and Municipal Parks
5. Ontario Commission Parks and Private Parks \ Campgrounds
6. B.C. and Alberta's Provincial Parks System
7. Parks and the Future
8. Traditional Park Employment Opportunities
9. Employment Experience Programs
10. All-Day Field Trips (4): Park Maintenance & Other Field Operational Learning Sessions

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**V. REQUIRED RESOURCES/TEXTS/MATERIALS:**

Lompart, C. and J. Riley. 1997. Provincial Park Planning in Ontario.  
 Federation of Ontario Naturalists. Don Mills, Ontario. 44pp.  
 ISBN 1-896059-05-8

**VI. EVALUATION PROCESS/GRADING SYSTEM:**

Assignment (Park Investigative Report)	25%
Field Trip Participation and Quizzes	20% (4 X 5%)
Classroom Quizzes	20% (4 X 5%)
Book Report Summary	10%
Final Exam	25%

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

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%	3.75
B	70 - 79%	3.00
C	60 - 69%	2.00
R (Repeat)	59% or below	0.00
CR (Credit)	Credit for diploma requirements has been awarded.	
S	Satisfactory achievement in field placement or non-graded subject areas.	
X	A temporary grade. This is used in limited situations with extenuating circumstances giving a student additional time to complete the requirements for a course (see <i>Policies &amp; Procedures Manual - Deferred Grades and Make-up</i> ).	
NR	Grade not reported to Registrar's office. This is used to facilitate transcript preparation when, for extenuating circumstances, it has been impossible for the faculty member to report grades.	

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Code No.**VII. 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 different parks and park agencies must be attended. A reduction of 5% of the student's total mark will apply for each missed field trip \ quiz.
4. Assignments must be word processed, double-spaced with one inch margins and 12 point font, professionally bound, 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.

**VIII. SPECIAL NOTES:**Special Needs:

If you are a student with special needs (e.g. physical limitations, visual impairments, hearing impairments, or learning disabilities), you are encouraged to discuss required accommodations with your instructor and/or the Special Needs office. Visit Room E1204 or call Extension 493, 717, or 491 so that support services can be arranged for you.

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.

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.

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

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.

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**IX. PRIOR LEARNING ASSESSMENT:**

Students who wish to apply for advanced credit in the course should consult the instructor. Credit for prior learning will be given upon successful completion of the following:

**X. 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.