

PARK OPERATIONS

Course Name

NRT111

Code No.

I COURSE DESCRIPTION:

Park Operations introduces the students to how the major park systems in Ontario operate and are managed using local examples and field trips. All lab/lectures provide detailed coverage of what activities are involved with operating and managing the different park systems with emphasis on local parks and protected areas. Park operations in other provinces and international park systems are briefly reviewed. The labs and local field trips focus on preparing students for seasonal and eventually full-time employment in the various park operation positions. Park management objectives and current issues in park operations will also be discussed. Field trips scheduled throughout the semester will complement classroom learning and provide practical park operation experience where possible, including the seasonal shut down of a park.

II. 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.

This learning outcome will constitute approx. 25% of the course.

2. Differentiate the various major park systems in Ontario and their different management strategies and operational techniques.

Potential Elements of the Performance:

- Describe from field knowledge the set up, operation and management 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 within the Algoma region.

This learning outcome will constitute approx. 15% 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 that 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 Ontario's 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 strategies and operational techniques used from past to present to future in each of Ontario's 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 park operations and management strategies in 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. Discuss and demonstrate knowledge of local park operations, management, and key issues based on field trips to various local and regional parks for a variety of park systems.

Potential Elements of the Performance:

- Describe from experience the various field operational strategies in running and maintaining local and regional parks, in a variety of park systems
- Perform important park operations duties in the field, and demonstrate basic season shut down procedures of a local park
- Describe the training system for certification of water treatment operators in seasonal resorts and parks
- Describe the importance of customer service skills as they relate to customer satisfaction in local parks.

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

III. TOPICS:

1. Introduction to Park Operations and Park Management
2. Park Operations in Canada's National Park System
3. Park Operations in Ontario's Provincial Park System
4. Operations in Ontario's Conservation Authorities and Municipal Parks
5. Operations in Ontario Commission Parks and Private Parks \ Campgrounds
6. Park Operations in B.C. , Alberta, Park Systems
7. International Park Systems
8. Park Operations and Management: Past, Present, and Future
9. Park Operations Employment Opportunities
10. Employment Experience Programs
11. Local Field Trips: Park Operations, Issues and Management

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- 12. Customer Service & Satisfaction Surveys in Park Operations
- 13. OIT –Water Treatment Certification

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

Dearden & Rollins. Parks& Protected Areas in Canada. 2nd Edition
Oxford University Press. ISBN 0-19-541601-5. 2002.

Hard hat, steel-toed boots, and reflective vests must be worn on all field trips.

V. EVALUATION PROCESS/GRADING SYSTEM:

Park Investigative Report and Presentation	25%
Field Trip Participation and Quizzes	20%
Customer Satisfaction Survey	15%
Classroom Tests	20%
Final Exam	20%
	100% Total

Course Breakdown: 50% practical, 50% theory.

(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%	4.00
B	70 - 79%	3.00
C	60 - 69%	2.00
D	50 - 59%	1.00
F (Fail)	49% 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	

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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 E1101 or call Extension 2703, 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.

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 the “*Student Code of Conduct*”. Students who engage in “academic dishonesty” will receive an automatic failure for that submission and/or such other penalty, up to and including expulsion from the course, as may be decided by the professor/dean. 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.

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.

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. These trips are a **mandatory** component of this course, and attendance is required in order to pass. Hard hats, steel-toed boots, and reflective vests must be worn on all trips. Students showing up without proper safety equipment will not be allowed to participate.

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VII. 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.

Credit for prior learning will also be given upon successful completion of a challenge exam or portfolio.