SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO

COURSE OUTLINE

COURSE TITLE:	**ADVENTURE ECOTOURISM**
CODE NO. :	**NRT 213** **SEMESTER:** **3**
PROGRAM:	**PARKS & OUTDOOR RECREATION**
AUTHOR:	**Lawrence Foster**
DATE:	**May 2010** **PREVIOUS OUTLINE DATED:** **Sept 2009**
APPROVED:	"B.Punch"
	_____ _____
	Chair **DATE**
TOTAL CREDITS:	**4**
PREREQUISITE(S):	**NONE**
HOURS/WEEK:	**4 HRS/WEEK X 15 WEEKS**

I.   COURSE DESCRIPTION:

This introductory course provides the student with an overview of the variety and scope of ecotourism opportunities. Students will be given an opportunity to research topics in natural and human history of the Algoma District and apply their knowledge by conducting day-long guided ecotours in the field. Logistical and safety issues will be experienced and considered in the design of these day tours.

II.   LEARNING OUTCOMES:

A.   Upon successful completion, the student will demonstrate the ability to do the following:
1. Describe and apply the criteria that qualify tourism experiences as ecotourism and as adventure travel.
2. Describe the skills and abilities necessary for a person to be successful in the tourism business.
3. Describe and identify from selected criteria the types of communities where ecotourism experiences are likely to be successful.
4. Identify the categories of source materials available to develop knowledge of local history and culture and use these resources to research the local history component of an ecotourism experience.
5. Apply ideas from an instructor-led presentation on the various aspects of an ecotourism experience in an outdoor setting to your ecotourism experience.
6. List and apply the elements of being "hospitable" as related to a tourism experience.
7. Prepare a plan for a daylong expedition.
8. Prepare a brochure/flyer promoting and informing guests of the tour being operated in conjunction with the Computer Applications course.
9. Identify appropriate actions/cautions to take to minimize and control risk.
10. Operate tours in an environmentally responsible manner.
11. Conduct a group ecotour of approximately five hours duration.
12. Lead the group ecotour for an equivalent period with your co-tour operators.
13. Explain scenarios in which the dynamics of a tour group are important to the well being/survival of the group.
14. Explain the concept of visitor activity management programming and relate to tourism client groups.
15. Describe value-added business opportunities in the tourism field.
16. Describe the challenges of setting up and operating a small business as seen through the eyes of guest speakers.

B. **Learning Outcomes and elements of the Performance:**

1. **Describe and apply the criteria that qualify tourism experiences as ecotourism and as adventure travel.**

Potential elements:
- explain criteria necessary for an experience to be deemed ecotourism
- state necessary components for an ecotourism experience
- define adventure travel
- discuss the combination of education and adventure travel.

This learning outcome will constitute 2% of the course's grade.

2. **Describe the skills and abilities necessary for a person to be successful in the tourism business.**

Potential elements:

- discuss the skills required of a graduate of the college's proposed Ecotourism program
- identify those skills and abilities that are critical to success in ecotourism and adventure travel.
- demonstrate to the best of the individual's ability, the skills/abilities identified during class time and during tours

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

3. **Describe and identify from selected criteria the types of communities where ecotourism experiences are likely to be successful.**

Potential elements:

- discuss criteria of a community that would be a successful host for ecotourism activity
- discuss selected Northern Ontario communities and their potential as host communities.
- explain how the needs of an adventure travel business may be different.

This learning outcome will constitute 3% of the course's grade.

4. **Identify the categories of resource materials available to develop knowledge of local history and culture and use these resources to research the local history component of an ecotourism experience.**

Potential elements:

- list the types of libraries most useful in providing resource materials.
  - visit local library and listen to librarian explain sources and sections with information on local history and culture.
  - do the research necessary to relate local history to the tour site for the student's group tour.
  - Use knowledge of local history and culture in ecotourism tour conducted by your group.

  This learning outcome will constitute 5% of the course's grade.

5. **Apply ideas from an instructor-led presentation on the various aspects of an ecotourism experience in an outdoor setting to student-led ecotours.**

   Potential elements:

   - experience one or more tours in outdoor settings to observe how others would educate tour guests about that area
   - record ideas from this tour that can be applied to your group's tour area
   - research these ideas as related to your area
   - apply these ideas to your group tour

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

6. **List and apply the elements of being "hospitable" as related to a tourism experience.**

   Potential Elements:

   - define hospitality
   - discuss what are the right things to do and the wrong things to do in tourism
   - to the best of individual ability, use these skills/abilities in the ecotourism experiences.
   - demonstrate a professional image throughout the course and particularly during all tours.

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

7.   **Prepare a plan for a daylong expedition.**

        Potential Elements:

        - scout out and establish a suitable area for a group ecotour from sites provided
        - inventory the area for points of interest geologically and biologically
        - prepare a route that is timed and incorporates the important sites and points of interest
        - develop a detailed script for the tour which incorporates elements of biology/ecology including impact of abiotic factors such as fire and weather, geology, European history, and native culture
        - prepare a brochure which promotes the tour and your company in conjunction with the Computer Applications course
        - prepare a lunch plan, which takes advantage of the tour's theme(s).

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

8.   **Identify appropriate actions/cautions to take to minimize and control physical and financial risk.**

        Potential Elements:

        - examine various potential risk situations that could be encountered in ecotourism and adventure travel
        - through role-playing, act out scenarios to address these risky situations to avert disaster.
        - research strategies employed to control liability in adventure travel.
        - discuss the need for insurance and waiver forms to minimize risk
        - discuss how the forming of partnerships can reduce and spread the risk of cancellation or non-payment by clients

        This learning outcome will constitute 3% of the course's grade.

9.   **Operate tours in an environmentally responsible manner.**

        Potential Elements:

        - list and describe practices in tourism that maintain environmental quality and ensure the quality of the experience
        - apply these practices where appropriate, in the group ecotours

        This learning outcome will constitute 3% of the course's grade.

10.   Conduct a group ecotour of approximately five hours duration.

Potential Elements:

- conduct a five hour group ecotour on a pre-selected date using the itinerary and subject script prepared previously
- transfer the tour lead to all group members for a equal period of time
- plan for and implement transportation logistics, timing of the tour route, luncheon for the guests and a full slate of interesting points both educational and recreational
- advise guests of details of departure & return and information on what to bring
- incorporate suitable ways to ensure enjoyment of guests
- ensure guests are treated in a hospitable manner & are kept busy during the tour
- employ appropriate safety and risk control measures
- employ suitable environmental responsibility measures
- critique tours conducted by classmates

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

11.   Explain scenarios in which the dynamics of a tour group are important to the well-being/survival of the group.

Potential Elements:
- discuss situations which would lead to division in a tour group
- implement strategies to ameliorate these situations through role-playing and discussion
- discuss necessary planning prior to adventure travel tours.

This learning outcome will constitute 5% of the course's grade.

12.   Explain the concept of visitor activity management programming and relate to tourism client groups.

Potential Elements:
- discuss what visitor activity management programming is
- discuss potential areas of interest that may exist in an ecotourism client group
- develop activity plans for client groups that would ensure desired varied experiences and suitable activities for rain-out days

This learning outcome will constitute 3% of the course's grade.

13.   Describe value-added business opportunities in the tourism field.

Potential Elements:
- define and describe the variety of value-added business opportunities that are available/necessary to support tourism ventures
- describe how to encourage/establish these support services

This learning outcome will constitute 2% of the course's grade

14.   Describe the challenges of setting up and operating a small business as seen through the eyes of guest speakers.

Potential Elements:
- listen to guest speaker(s) with small business interests talk about their experiences
- list challenges/pitfalls in establishing and running small businesses
- state the opportunities for tourism businesses
- describe how establishing partnerships in tourism can make opportunities happen

This learning outcome will constitute 5% of the course's grade.

III.   TOPICS*:   APPROXIMATE TIME FRAMES

Topic	Time
1. Introduction to the course	1 hr
2. Scope and nature of ecotourism and adventure travel	3 hrs
3. Community Requirements	1 hr
4. Area/topic research	3 hrs
5. Hospitality	1 hr
6. Expedition Planning	4 hrs
7. Environmental/Risk Management	4 hrs
8. Group Dynamics/Visitor Activity Management	4 hrs
9. Tour Experiences	20 hrs
10. Business Opportunities -Guest Speaker	4 hrs
11. Tourism Operation -Guest Speakers	4 hrs

* SUBJECT TO CHANGE

IV.   REQUIRED RESOURCES/TEXTS/MATERIALS:

Course outline
Students may need steel-toed boots and/or hardhats depending on tour routes selected.
Balance of resources will be provided during course delivery.

ADDITIONAL RESOURCE MATERIALS AVAILABLE IN THE COLLEGE LIBRARY:

Students in 3rd semester are expected to use the Sault College, Public Library and other area libraries to full advantage without being provided with a listing of resources. The instructor has some additional resources to which you will be referred. Consideration should also be given to Internet sources.
The following will be put **on reserve in the library** for your use:

Andrews, R.J. 1973. The Great Northern Road. Presentation to Sault Ste. Marie Historical Society, May 1973. np.

Canadian Heritage, Parks Canada. 1997. Draft for Public Review, Sault Ste. Marie National Historic Site, Management Plan - September 1997. Sault Ste Marie (ON), Canadian Heritage, Parks Canada. 49 pp. 3 maps.

Conway, T. 1981. Archeology in Northeastern Ontario, Searching for our Past. Ontario Min. Culture & Recreation, Toronto. 56 pp.

Crawford, C. 1997 (approx.). The St. Marys River Heritage Water Trail. Friends of the St. Marys River, Sault Ste. Marie (ON). np.

Czerwinski, E. 1995. A Birder's Guide to the Sault Ste. Marie Borber Area., Sault Ste. Marie (ON), Sault Naturalists of Ontario and Michigan. 30 pp.

Environment Canada et al. 1988. The Great Lakes, An Environmental Atlas and Resource Book. Toronto, Environment Canada, USEPA, Brock Univ. and Northwestern Univ. 44 pp.

Gutsche, A., B. Chisholm and R. Floren. 1997. The North Channel and St. Mary's River, a Guide to the History. Toronto, Lynx Images Inc. 296 pp.

Harrington, C.J. 1996. Background Study for the Nomination of St. Mary's River to the Canadian Heritage Rivers System. Unpublished report. 125 pages, maps, appendices.

Huck, B. 2000. Exploring the Fur Trade Routes of North America. Heartland Assoc., Winnipeg. 265 pp.

Knight, R. K. 1998. I Remember When, Sault Ste. Marie, 1896-1978. Markdale (ON), Phyllis E. Armstrong. 69 pp.

Lynx Images. 1999. "Superior, Under the Shadow of the Gods", video. 72 min.

May, G. S. 1962. War 1812. Mackinac Island (MI), Mackinac State Historic Parks. 50 pp.

Marles. R.J. et al. 2000. Aboriginal Plant Use in Canada's Northwest Boreal Forest. Vancouver, UBC Press. 368 pp.

MCTV. approx. 1996. "Our Town, St. Joseph Island/Bruce Mines", video.

Mohamed, G. H. 1999. Non-Timber Forest Products in Ontario: An Overview. Sault Ste. Marie, Ontario Forest Research Inst., For. Res. Info. Pap. 145: 64 pp.

Pollett, F. C. 2003. Ontario II: Sault Ste. Marie to Midland, Trans Canada Ecotours. Ottawa, Canadian Geographic Enterprises. 109 pp.

Pope, R. 1998. Superior Illusions. Natural Heritage/Natural History Inc., Toronto. 126 pp.

Rains, J.R. and E. H. Mole. 1988. St. Joseph Island, A Tour and Historical Guide. privately published, St. Joseph Is., 66 pp.

Tourism Canada. 1995. Adventure Travel in Canada: An Overview of Product, Market and Business Potential. Tourism Canada, Canada Directorate (Ottawa) 106 pp, biblio.

Waycik, J. 1998. The Sault Ste. Marie Canal National Historic Site, Ontario, Canada. Friends of the Sault Canal and Canadian Heritage, Parks Canada, Sault Ste. Marie (ON). 32 pp.

Please refer to your Regional Geology course outline for pertinent Geology references.

There are three Resource binders with leaflets and articles on reserve in the library.

V.   EVALUATION PROCESS/GRADING SYSTEM:

Term Test -	30%
Ecotourism Experience*****- Plan	15%
- Brochure	10%
- Guided Ecotour Presentation	30%
Liability Waiver Report	5%
Attendance/Participation/Cooperation	10%

NOTES: Students **must complete each** of the following to receive credit in this course:

1.   Successfully complete the **individual** component of the tour.
2.   Attend at least **four** (4) group tours.

TOUR EXPERIENCES*

Components to be Included and Evaluated

A Interim Plan of Tour (15%)

- Names of tour leaders
- Topics to be covered by each student and anticipated amount of time needed for each of these topics. Note: Each student should have an equal opportunity to participate.
- A map of the route to be traveled with stops for presentations, **topics to be discussed at each stop, by whom and the arrival/departure times for each stage** of the tour
- **Identify** safety equipment required by all participants as per department policy based on conditions of the route selected
- Proposed **menu for lunches/refreshments**, cost estimates.
- List of references read, other materials used, and persons contacted and from whom information was obtained

B Brochure (10%)
- Information flyer/brochure to promote and inform visitors on the tour. It is to be prepared using the software you have learned to use in the Computer Applications for Outroor Rec course. It is to include:
  - your company name – come up with a novel idea
  - description of the tour including what the guest will see and learn
  - what is included and what the guest needs to bring with them including any safety equipment
  - date and timing, start location
  - the way this is written up and illustrated should clearly convey your intended theme and therefore attract interested clients who will not be disappointed with the outcome

<u>Tour Experience Itself</u>

<u>Individual (16%)</u>

- **professionalism**
- ease and confidence
- appropriate languages
  -verbal and body
- **enthusiasm and attitude**
- **clarity**
- **knowledge of subjects**

<u>Group Overall (14%)</u>

- **group cooperation/harmony**
- equalness of individual participation
- **overall theme, hospitality, caring attitude** towards guests
- smoothness of transfers
- timing of trip
- food and refreshments, quality,

covered   **related to theme**
                                               - environmental responsibility
                                               - completeness of experience (i.e. subjects
                                                  covered
                                               -    ability to handle unplanned events

The following semester grades will be assigned to students:

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.   COURSE OUTLINE ADDENDUM:

The provisions contained in the addendum located on the portal form part of this course outline.

Plagiarism:
Students should refer to the definition of "academic dishonesty" in *Student Rights and Responsibilities*. 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/program, 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.