

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO



COURSE OUTLINE

COURSE TITLE:	PARK OPERATIONS		
CODE NO. :	NRT111-4	SEMESTER:	1
PROGRAM:	ADVENTURE RECREATION & PARKS		
AUTHOR:	John Clement / Brian Stewart		
DATE:	May, 2015	PREVIOUS OUTLINE DATED:	May/14
APPROVED:	“Colin Kirkwood”		May/15
	_____		_____
	Dean		DATE
TOTAL CREDITS:	4		
PREREQUISITE(S):	None		
HOUR/WEEK	4		

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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 park system found in Ontario.

Potential Elements of the Performance:

- Describe the emphasis of “protection” versus “public use” in the different park systems.
- 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.

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

4. Describe the variety of seasonal and full-time employment opportunities within each park system found in Ontario.

Potential Elements of the Performance:

- Identify a minimum of five (5) traditional park seasonal employment opportunities.
- 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 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
12. Customer Service & Satisfaction Surveys in Park Operations

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Course Name

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Code No.

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

Dearden & Rollins. Parks & Protected Areas in Canada Planning and Management. 3rd Edition
Oxford University Press.

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	20%
Field Trip Reflection Assignments	20%
Customer Satisfaction Survey	10%
Classroom Tests	20%
Readings	10%
Final Exam	20%
Total	100%

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 circumstances giving a student additional time to complete the requirements for a course (see <i>Policies & Procedures Manual - Deferred Grades and Make-up</i>).	

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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. *It is the departmental policy that once the classroom door has been closed, the learning process has begun. Late arrivers will not be granted admission to the room.*

VII. COURSE OUTLINE ADDENDUM:

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