

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ON



COURSE OUTLINE

COURSE TITLE: PARKS & RECREATION AREAS MANAGEMENT

CODE NO.: FOR310 **SEMESTER:** 6

PROGRAM: INTEGRATED RESOURCE MANAGEMENT

AUTHOR: JASON VANSLACK

DATE: JAN 1999 **PREVIOUS OUTLINE DATED:** JAN 1998

APPROVED:


DEAN


DATE

TOTAL CREDITS 4
PREREQUISITE(S): None
LENGTH OF COURSE: 3 hrs/week x 16 weeks
TOTAL CREDIT HOURS: 48

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*For additional information, please contact Joe Fruchter, Dean,
School of Business & Hospitality and Natural Resources Programs,
(705) 759-2554, Ext. 688.*

PARKS & RECREATION AREAS MANAGEMENT

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FOR310-4

Code No.

I. COURSE DESCRIPTION:

Specific park management training and outdoor recreation skills are useful to the technologist for gaining employment. This course will introduce students to a variety of lectures and outdoor sessions in the parks and outdoor recreation field. In the first part of the semester, students will learn about park planning and management of wilderness areas, and employment opportunities in the field. In the alternate part of the semester, topics to be covered which pertain to outdoor recreation may include: Nordic and alpine skiing, snowshoeing, rock climbing, winter camping and wilderness survival. Outdoor clothing and gear selection for recreational activities will also be discussed, along with other recreation-related subjects if time permits.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

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

- 1. Describe the various major park systems in Canada, and their different management techniques.**

Potential Elements of the Performance:

- Explain the organizational structure of a variety of park systems
- Identify the different management issues facing protected areas in Canada
- Compare the operational and management strategies used in large wilderness parks in the Algoma region
- Describe internal and external stresses on a park's ecological integrity, and suggest possible initiatives to deal with these forces

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

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2. **Describe the distinct goals, objectives, policies and planning strategies 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 in Ontario
- Explain the difference between “conservation” versus “preservation” when discussing park protection
- Describe and compare other major park systems outside Ontario, where potential employment opportunities lie
- Describe the role and classification of provincial and national parks in the greater context of their system plan

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

3. **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 – 150 years
- Describe the shift of emphasis in management style in some park systems from public use to protection

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

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4. **List and describe a variety of skills useful for gaining employment in the outdoor recreation field.**

Potential Elements of the Performance:

- Demonstrate basic skill proficiency in areas of outdoor recreation such as nordic skiing, alpine skiing, snowshoeing and winter camping
- Identify a minimum of five traditional employment opportunities within the different park systems of Canada
- Demonstrate essential outdoor safety and survival techniques required for travelling in remote wilderness areas
- Explain the variety of quality outdoor clothing and recreational equipment currently on the market

This learning outcome will constitute approximately 40% of the course.

III. TOPICS:

1. Introduction to Parks and Recreation Areas
2. Canada's National Park System
3. Ontario's Provincial Park System
4. Additional Park Systems in Ontario
5. BC and Alberta's Provincial Park System
6. Outdoor Gear and Equipment Selection
7. Nordic Skiing
8. Alpine Skiing
9. Wilderness Survival
10. Employment Opportunities in Parks and Recreation Areas

VI. REQUIRED RESOURCES/TEXTS/MATERIALS:

Hummel, M. 1995. *Protecting Canada's Endangered Spaces: An Owner's Manual*. Key Porter Books Ltd. Toronto, Ontario. 251 pp. ISBN#: 1-55013-710-7

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V. EVALUATION PROCESS/GRADING SYSTEM

Protecting Canada's Endangered Spaces Book Report	30%
Outdoor Recreation Investigative Report	30%
Field Trip Participation and Quizzes	20%
Final Exam	<u>20%</u>
	100% Total

<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 – limited to situations with extenuating circumstances giving a student additional time to complete the requirements for a course (see Policies & Procedures Manual – Deferred Grades and Make-up).	
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.	

VI. SPECIAL NOTES:

- Special Needs

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

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- 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 post-secondary institutions.
- Course Modification
The instructor reserves the right to modify the course as deemed necessary to meet the needs of students.
- Disclaimer for Meeting the Needs of the Learners
- Substitute Course Information is available at the Registrar's Office.
- Any Other Special Notes appropriate to your course.

VII. 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:

VIII. COURSE POLICIES

1. Students missing field trip quizzes or the exam will receive a grade of zero unless reasons for missing are acceptable to the instructor and arrangements are made **prior to the test**.
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 field trips to a variety of parks and recreational facilities will take place. **Quizzes will be given at the end of each trip**.
4. Assignments must be word processed, double-spaced and **saved on a disc**. Students are responsible for ensuring that their assignments are received by the instructor.