

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO



Sault College

COURSE OUTLINE

COURSE TITLE: Integrated Resource Management

CODE NO. : FOR234 **SEMESTER:** 4

PROGRAM: Aboriginal Resource Technician Program

AUTHOR: B. Currell

DATE: Dec. 1999 **PREVIOUS OUTLINE DATED:** Jan. 1999

APPROVED:

	_____	_____
	DEAN	DATE

TOTAL CREDITS: 4

PREREQUISITE(S): None

LENGTH OF COURSE: 3 Hours/Week **TOTAL CREDIT HOURS:** 48

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

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- I. **COURSE DESCRIPTION:** This course will explain the principles and practices involved in carrying out Sustainable Resource Management. The full range of values provided by forests will be described and methods of protecting, maintaining or enhancing those values will be presented. Forest, wildlife or recreation management practices which integrate the management of all forest values will be introduced.

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

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

1. Explain the principles of Sustainable Resource Management and describe the principles which must be followed if it is to be successfully carried out.

Potential Elements of the Performance:

- Distinguish between a forest use and a forest value
- List and discuss at least 10 uses and values provided by forests
- Describe the four types of diversity found in forested landscapes
- Explain the reasons that biodiversity is important
- Discuss ways that biodiversity can be maintained while carrying out forest management

This learning outcome will constitute 15% of the course's grade

2. Describe an old-growth forest, explain the values provided by these ecosystems, and explain Ontario's recent strategy for old-growth conservation

Potential Elements of the Performance:

- Describe a typical old-growth forest in terms of its age and disturbance history
- List and give examples of at least four types of values provided by old-growth forest ecosystems
- Discuss the age pattern of forests in Ontario and using age criteria for each forest type, evaluate how much old-growth of each forest type exists in this province
- Explain why the preservation of large areas of unmanaged forests is important
- Summarize the recommendations of Ontario's strategy for old-growth conservation

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

3. Explain the potential effects of resource development on wildlife and make suggestions of how management activities can be modified to provide adequate wildlife habitat.

Potential Elements of the Performance:

- Compare and describe the differences between the effects that logging and natural disturbances have on wildlife habitats
- Describe the habitat needs of major Ontario generalist and specialist wildlife species
- Explain the concepts of Featured Species and Endangered Species management and show how to apply these concepts

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

4. Evaluate the effectiveness of a co-management agreement in meeting sustainable resource management objectives

Potential Elements of the Performance:

- Distinguish between state management, self-management and co-management
- Describe the process for developing a co-management agreement
- Report on a co-management agreement and discuss how effectively it is working

This learning outcome will constitute 15% of the course's grade

5. Describe Ontario's system of protected areas and explain the values provided by these unmanaged spaces.

Potential Elements of the Performance:

- Describe at least 5 benefits that protected areas provide to our society
- List three types of protected area systems that occur in Ontario and explain how each is different
- Describe the objective of the National Park system and explain how the four types of National Parks fulfill this objective
- List the six classes of Provincial Park in Ontario, giving examples, and describe the goal of each park type

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- Explain provincial park zoning
- Summarize the highlights of the Ontario parks business plan

This learning outcome will make up 15% of the course's grade

6. Explain the current Crown land use strategy in Ontario and describe the contents of Ontario's Living Legacy program.

Potential Elements of the Performance:

- Describe the Lands for Life planning process
- List and describe five parts of the Living Legacy land use plan
- Explain how the Living Legacy trust will fund forestry and fish and wildlife opportunities
- Present informed opinions about current Crown land use planning

This learning outcome will make up 15% of the course's mark

III. TOPICS:

1. Maintaining Biodiversity – Uses and values provided by forests and principles to follow when practicing sustainable resource management are described. Diversity and its importance to forest ecosystems is explained.
2. Old Growth Forests – Criteria by which to identify Old Growth forests is presented and the values which they provide explained. Ontario's strategy to conserve Old Growth forests is introduced.
3. Protecting Wildlife Habitats – The habitat needs of selected game and non game wildlife species is described and the effects that resource management can have on these habitats is presented.
4. Co-management of Natural Resources – co-operative management, self management and state management will be introduced. A case study assignment examining individual co-management agreements will be carried out.
5. Protecting Forest Values – This module will introduce the process of forest management planning and describe how non timber values are identified and protected during resource management activities.

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6. Parks and Protected Areas – The role of parks and protected areas in Ontario will be examined and the types of protected areas in this province will be described. Park system mandates, classifications and park zoning will be introduced. The Ontario Parks business plan will be examined.
7. Ontario's Living Legacy - The 1999 Crown land use strategy will be examined and discussion will take place regarding implementation.

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

Integrated Resource Management Study Guide; 1999/2000 edition is essential

V. EVALUATION PROCESS/GRADING SYSTEM:

Tests – 3 tests worth 50%

Assignments– 50%; there will be 5 assignments throughout the course, as described in the study guide.

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.	
U	Unsatisfactory 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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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:

Assignments: Assignments received after 4 p.m. on the day they are due will receive a 10% mark deduction. For every day an assignment is late, 10% will be deducted.

Tests: Tests will be announced 1 week ahead of the date they are scheduled. It is the responsibility of the student to inform the instructor, ahead of time, if a test will be missed otherwise a mark of 0 will be assigned.

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.

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, as may be decided by the professor. 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.

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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.

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. 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.