

**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: MARK CROFTS**

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

**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**

Course Title

**FOR310-4**

Code No.

**I. COURSE DESCRIPTION:**

This course will introduce students to specific park management techniques and outdoor recreation skills. The history of the parks movement, modern park planning and management strategies, park classifications, etc. will be discussed. National, provincial, municipal and private park systems will be examined. Case studies will be used to examine current protected areas issues, including network design, trans-boundary issues, ecosystem based management, land trusts, etc. State of the Parks reports, and various park management plans will be referenced. Outdoor recreation skills (may include: nordic skiing, snowshoeing, winter camping and wilderness survival) will be introduced during field trips to protected areas in the region. Recreation-related issues (use impacts, multiple uses, non-conforming uses, carrying capacity, etc.) will be examined. Students will complete a major assignment which will contribute to an ecosystem management research need for a local protected area.

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

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

**1. Describe the evolution of management techniques in protected areas 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 systems have evolved over the past 100 – 150 years
- Name basic park resource inventory documents (Life Science Inventory, Resource Description and Analysis, etc.)
- Explain the difference between “conservation” versus “preservation”
- Describe the shift in some systems from recreation to preservation to ecosystem based management
- Recognize protected areas design processes (gap analysis, corridors, etc.)

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

**2. Describe the major parks systems in Canada**

Potential Elements of the Performance:

- Describe the role and classification of provincial and national parks in the greater context of their system plan
- Discuss the role of Conservation Authorities, Niagara Escarpment Commission, etc.
- Discuss the role of non-government stewardship initiatives (Land trusts, Nature Conservancy, Federation of Ontario Naturalists, etc.)
- Explain the organizational structure of a variety of park systems
- Examine the implications of the “Living Legacy” process in Ontario
- Describe and compare other major park systems outside Ontario

*This learning outcome will constitute approximately 30% of the course.*

**3. Describe the distinct goals, objectives, policies and planning strategies of each of the park systems.**

Potential Elements of the Performance:

- Describe the challenge of “protection” versus “public use” in the different major park systems in Ontario
- Describe management issues (fire use and fire suppression, overuse, greater park area impacts) 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 stresses
- Explain the role of major park management documents, State of the Park reporting, indicators of ecosystem health, etc.
- Complete a major project which assists with a park management goal (Prescribed burn plan, baseline inventory, data analysis, etc.)

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

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

Potential Elements of the Performance:

- Demonstrate basic proficiency in backcountry skills such as nordic skiing, snowshoeing and winter camping
- Identify a minimum of five employment opportunities within the different park systems
- Demonstrate essential outdoor safety and survival techniques (dress, equipment) required for travelling in remote wilderness areas

*This learning outcome will constitute approximately 10% of the course.*

**III. TOPICS:**

1. The rise of Parks and Recreation Areas
2. Canada's National Park System
3. Ontario's Provincial Park System
4. The Living Legacy process: Process Analysis, Results and Implications
5. Other Park and Recreation Area Systems in Ontario
6. BC and Alberta's Provincial Park System
7. Park System Issues – Internal Stresses
8. Park System Issues – External Stresses
9. Backcountry travel skills – Clothing and equipment selection, nordic skiing, snowshoeing, wilderness survival
10. Employment Opportunities in Parks and Recreation Areas

**VI. REQUIRED RESOURCES/TEXTS/MATERIALS:**

Lompart, C. and J. Riley, 1997. A Citizens Guide to Provincial Park Planning in Ontario. Federation of Ontario Naturalists. 44 pp. ISBN 1-896059-05-8

**V. EVALUATION PROCESS/GRADING SYSTEM**

Recreation Class Park – Issues Report	15%
Wilderness/Natural Environment Class Park - Issues Report	20%
Major Project	30%
Field Trip Participation and Quizzes	20%
Final Exam	<u>15%</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.	
U	Unsatisfactory 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.
  
- 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

## 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 will take place. Graded **Quizzes will be given at the end of each trip.**

## **COURSE POLICIES (Continued)**

4. Assignments must be word processed, double-spaced and follow other formatting specifications outlined by the instructor. Students are responsible for ensuring that their assignments are received by the instructor.
5. Classes will be conducted in the same manner as would a meeting in the work place environment. Eating is not permitted, except for light snacks during group work or study periods.