SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO

COURSE OUTLINE

COURSE TITLE: ADVENTURE ECOTOURISM

CODE NO. : NRT 233 **SEMESTER:** 4

PROGRAM: Adventure Recreation and Parks

AUTHOR: Lawrence Foster

DATE: Jan 2015 **PREVIOUS OUTLINE DATED:** Jan 2014

APPROVED: "Colin Kirkwood" Jan 2015

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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.

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
- create a video highlighting the clients Eco tour

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.

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.

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

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.

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).

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

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

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

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.

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

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

14. Mandatory Work Placement

Potential Elements:
- students will perform a mandatory work placement of 2 days in length (16 hours) or more.
- the placement should be in a related field as an assistant outdoor recreation programmer or instructor
- the placement should be with a local business or community group related to the outdoor industry (Searchmont, Hiawatha Highlands, Bon Soo, Guiding and outfitting companies…)

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:

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.

V.   EVALUATION PROCESS/GRADING SYSTEM:

LMS Assignments and quizzes	20%
Student Led Eco Tour	30%
Video Assignment	20%
Outings	30%
Log Book	10%

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.   SPECIAL NOTES:

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.

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.

Prior Learning Assessment:
Students who wish to apply for advance credit transfer (advanced standing) should obtain an Application for Advance Credit from the program coordinator (or the course coordinator regarding a general education transfer request) or academic assistant. Students will be required to provide an unofficial transcript and course outline related to the course in question. Please refer to the Student Academic Calendar of Events for the deadline date by which application must be made for advance standing.

Credit for prior learning will also be given upon successful completion of a challenge exam or portfolio.

Substitute course information is available in the Registrar's office.

Disability Services:
If you are a student with a disability (e.g. physical limitations, visual impairments, hearing impairments, or learning disabilities), you are encouraged to discuss required accommodations with your professor and/or the Disability Services office. Visit Room E1101 or call Extension 2703 so that support services can be arranged for you.

Communication:
The College considers *WebCT/LMS* as the primary channel of communication for each course. Regularly checking this software platform is critical as it will keep you directly connected with faculty and current course information. Success in this course may be directly related to your willingness to take advantage of the *Learning Management System* communication tool.

Communication with Instructor
All communication with instructor may be done by using email or in person.
Lawrence.Foster@saultcollege.ca
705 759 2554 extension 2463
Office J1202

Emails must contain a subject heading and reference the course code or they will be deleted without response.

Plagiarism:
Students should refer to the definition of "academic dishonesty" in *Student Code of Conduct*. A professor/instructor may assign a sanction as defined below, or make recommendations to the Academic Chair for disposition of the matter. The professor/instructor may (i) issue a verbal reprimand, (ii) make an assignment of a lower grade with explanation, (iii) require additional academic assignments and issue a lower grade upon completion to the maximum grade "C", (iv) make an automatic assignment of a failing grade, (v) recommend to the Chair dismissal from the course with the assignment of a failing grade. 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.

Student Portal:
   The Sault College portal allows you to view all your student information in one place. **mysaultcollege** gives you personalized access to online resources seven days a week from your home or school computer. Single log-in access allows you to see your personal and financial information, timetable, grades, records of achievement, unofficial transcript, and outstanding obligations. Announcements, news, the academic calendar of events, class cancellations, your learning management system (LMS), and much more are also accessible through the student portal. Go to https://my.saultcollege.ca.

Electronic Devices in the Classroom:
Students who wish to use electronic devices in the classroom will seek permission of the faculty member before proceeding to record instruction. With the exception of issues related to accommodations of disability, the decision to approve or refuse the request is the responsibility of the faculty member. Recorded classroom instruction will be used only for personal use and will not be used for any other purpose. Recorded classroom instruction will be destroyed at the end of the course. To ensure this, the student is required to return all copies of recorded material to the faculty member by the last day of class in the semester. Where the use of an electronic device has been approved, the student agrees that materials recorded are for his/her use only, are not for distribution, and are the sole property of the College.

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. *<Optional: It is the departmental policy that once the classroom door has bee enclosed, the learning process has begun. Late arrivers will not be granted admission to the room.>*

Tuition Default:
Students who have defaulted on the payment of tuition (tuition has not been paid in full, payments were not deferred or payment plan not honoured) as of the first week of *March* will be removed from placement and clinical activities. This may result in loss of mandatory hours or incomplete course work. Sault College will not be responsible for incomplete hours or outcomes that are not achieved or any other academic requirement not met as of the result of tuition default. Students are encouraged to communicate with Financial Services with regard to the status of their tuition prior to this deadline to ensure that their financial status does not interfere with academic progress.

Updates and Inclement Weather
Students are expected to check LMS and their Sault College email for updates and changes to classes and field trips prior to any outing.