



**I. COURSE DESCRIPTION:**

Fall Field Camp introduces a variety of field skills essential to natural resource technicians. The course consists of two separate components, a 2.5 day camp at McCreight's Ontario Ranger Camp and another 2.5 days at Shaw Dam Crown Land Campsite.

At McCreight's, students learn the importance of the safe use and careful maintenance of equipment. Compassing skills are developed, including both solo compassing through a relatively remote forested area, and traversing as part of a team. Canoeing skills are introduced, as are skills in pacing, identification of coniferous trees, and wildlife observation. A tour of the Kirkwood forest introduces ecological principals, local history, and the diverse values associated with forests. In order to earn credit, students are required to complete all activities in a safe and satisfactory manner

At Shaw dam, students learn basic bush camping skills including the safe operation of motorized field equipment such as water pumps with intakes and hoses, chainsaws, generators, and hose rollers. Prospector tent set up, safe operation, set up, maintenance and repair, of camping equipment including tents, sleeping bags, sleeping pads, propane and naphtha cooking, heating and lighting equipment as well as safe use, and maintenance of hand tools including axes, knives, pruners, shovels, wheel barrows, sandviks, saws, and pulaskis used in trail maintenance and minor road repairs will be covered. The emphasis of this part of the course is to prepare the student to safely work out of a field camp set up for an extended time period. Note: For the student to earn credit, all activities must be completed safely and satisfactorily.

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

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

1. With the assistance of a Learning Specialist, the CICE student will use a compass to travel in a straight line through a forested area.

**Potential Elements of the Performance:**

- set appropriate declination on compass
- set appropriate azimuth on compass
- hold compass correctly
- use compass to locate a landmark on his/her line of travel
- travel to the landmark
- repeat the process until a specified destination is reached

This learning outcome will count for approximately 13% of the final mark.

2. With the assistance of a Learning Specialist, the CICE student will pace off distances while traveling through the forest.

**Potential Elements of the Performance:**

- calculate a personal pacing factor, using a tape measure
- pace with a consistent, relaxed stride through the forest
- calculate distance traveled by applying a personal pacing factor

This learning outcome will count for approximately 3.5% of the final mark.

3. With the guidance of an experienced canoeist, the CICE student will use appropriate canoe strokes to turn a canoe either left or right, while paddling tandem in either the bow or the stern.

**Potential Elements of the Performance:**

- decide whether a draw, sweep, pry or bow stroke is appropriate to the situation at hand
- correctly execute the appropriate stroke, in cooperation with canoeing partner

This learning outcome will count for approximately 5% of the final mark.

4. Use a topographic map to follow the navigation of the roads through a forested area.

**Potential Elements of the Performance:**

- Orient map to the ground
- Apply map scale to estimate distances traveled
- Recognize crossroads, hills, bridges and other landmarks both on the map and on the ground

This learning outcome will count for approximately 3.5% of the final mark.

5. Operate an outboard motor with an instructor present.

**Potential Elements of the Performance:**

- Start the motor according to approved procedures
- Use the motor to safely back, go forward, turn left or right, and approach a dock
- Safely stop the motor

This learning outcome will count for approximately 8.5% of the final mark.

6. Identify 6 native coniferous trees from foliage or cone characteristics.

**Potential Elements of the Performance:**

- Collect cones and foliage from 6 coniferous trees
- Name the species collected, using the common names

This learning outcome will count for approximately 10% of the final mark.

7. With the assistance of a Learning Specialist, the CICE student will measure distances through the forest using approved chaining procedures.

**Potential Elements of the Performance:**

- Cooperate with other crew members to drag chain through forest, marking each chain length
- Tally number of chain lengths traveled.

This learning outcome will count for approximately 6.5% of the final mark.

8. Safely use various hand tools used in camping, trail maintenance and manual road repair.

**Potential Elements of the Performance:**

- Demonstrate safe use of axes when chopping and splitting,
- Demonstrate safe use of shovels, wheel barrow, pick axe, Pulaski, and pry bar for road repair
- Demonstrate safe use of swede saw, loppers, pruners used in trail maintenance and pruning

This outcome is worth 5% of the final mark.

9. Safely use various small engine power tools used in bush camps and fire fighting.

**Potential Elements of the Performance:**

- Demonstrate safe storage of fuels and lubricants
- Demonstrate safe use of a chainsaw for bucking logs
- Demonstrate safe use and operation of water pumps and hoses used in forest fire fighting, draining ponds, and lodge fire protection
- Demonstrate safe use of portable generators and electrical lighting
- Demonstrate safe use of hose roller
- Demonstrate safe handling and retrieval of fire hose
- Perform a circle check on a van or motorized vehicle

This outcome is worth 5% of the final grade

10. Safely use camping equipment including prospector tents and cold weather sleeping equipment.

**Potential Elements of the Performance:**

- Demonstrate safe and proper set up of a prospector tent
- Demonstrate proper use of sleeping bags and sleeping pads
- Load and unload watercraft from trailers and other vehicles and demonstrate proper launching procedures including backing trailers
- Demonstrate and/or describe the safe use of kayaks, canoes, outboard motor boats
- Demonstrate proper tie-down procedures
- Check, troubleshoot and repair trailer electrical systems
- Perform circle checks of tow vehicle and trailer
- Demonstrate proper care and maintenance of various vehicles and recreational vehicle batteries

This outcome is worth 5% of the final mark.

11. Safe use of propane and naphtha camping equipment for cooking heating and lighting.

**Potential Elements of the Performance:**

- Demonstrate safe and proper use of propane and naphtha cook stoves, lanterns and tent heaters.

This outcome is worth 5% of the final mark

12. Plan, store and cook food and be hygienic in the bush.

**Potential Elements of the Performance:**

- Plan a nutritious menu for 2.5 days in the bush
- Prepare meals in the bush including proper and safe cooking and food storage.
- Demonstrate proper hygiene in the bush.
- Demonstrate proper garbage handling and clean up garbage
- Demonstrate proper elimination and use of field privies.

This outcome is worth 10 % of the final mark.

13. Demonstrate the importance of safety, attitude and teamwork when working in the bush.

**Potential Elements of the performance:**

- Demonstrate good safety attitude
- Demonstrate proper attitude towards others
- Demonstrate preparedness in the bush
- Demonstrate a respectful attitude towards the environment

This outcome is worth 20% of the final mark.

**III. TOPICS:**

**Note:** These topics will not necessarily be explored as isolated learning units, or in the order presented below:

1. Compassing for accuracy.
2. Chaining, pacing and traversing through the forest
3. Introduction to canoeing
4. Use of topographic maps for navigating roads through forested areas
5. Identification and botanical names of coniferous tree species
6. Safe use of outboard motors
7. Safe use of hand tools.
8. Safe use of power tools.
9. Safe use of camping equipment.
10. Safe use of food, hygiene, and garbage handling.
11. Importance of safety and attitude in the bush.

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

1. First Year Field Camp Field Manual (available in campus shop.)

The manual includes a list of all equipment, clothing, etc. required for the McCreight's portion of field camp. A list of supplies and equipment for the Shaw Dam portion will be presented to you in a special seminar.

**V. EVALUATION PROCESS/GRADING SYSTEM:*****Evaluation Process***

Compassing for accuracy	13%.
Pacing exercise	3.5%
Canoeing exercise	5%
Navigating using a topographic map	3.5%
Operating outboard motor	8.5%
Identification of conifer foliage and cones	10%
Measuring distances in the forest (chaining)	6.5%
Safe tool use	10%
Safe camping equipment use	10%
Safe food prep, cooking and hygiene	10%
Team work, attitude and safety	20%
<b>Total</b>	<b>100%</b>

***Grading System***

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 – 100%	4.00
A	80 – 89%	3.00
B	70 - 79%	2.00
C	60 - 69%	1.00
D	50 – 59%	0.00
F (Fail)	49% and below	
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:****Personal Vehicles**

Transportation to and from field camp is provided. Students will not normally be allowed to use personal vehicles. Use of personal vehicles requires the prior written permission of a college faculty member and keys must be surrendered upon arrival at camp.

**Safety**

Students are expected to follow all safety-related rules and procedures at all times. Safety equipment such as personal flotation devices, safety boots, hard hats and reflective vests must be worn on certain exercises. Students must not be in possession of alcohol, drugs or firearms. Students must not participate in any exercise or activity that they believe to be unsafe.

**Special Needs**

If you are a student with special needs (e.g. 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. Visit room E1101 or call extension 2703 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.

**Plagiarism**

Students should refer to the definition of "academic dishonesty" in the *Student Code of Conduct*. 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/program, as may be decided by the professor/dean. 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.

**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.

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

**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.

**CICE Modifications:****Preparation and Participation**

1. A Learning Specialist will attend class with the student(s) to assist with inclusion in the class and to take notes.
2. Students will receive support in and outside of the classroom (i.e. tutoring, assistance with homework and assignments, preparation for exams, tests and quizzes.)
3. Study notes will be geared to test content and style which will match with modified learning outcomes.
4. Although the Learning Specialist may not attend all classes with the student(s), support will always be available. When the Learning Specialist does attend classes he/she will remain as inconspicuous as possible.

**A. Tests may be modified in the following ways:**

1. Tests, which require essay answers, may be modified to short answers.
2. Short answer questions may be changed to multiple choice or the question may be simplified so the answer will reflect a basic understanding.
3. Tests, which use fill in the blank format, may be modified to include a few choices for each question, or a list of choices for all questions. This will allow the student to match or use visual clues.
4. Tests in the T/F or multiple choice format may be modified by rewording or clarifying statements into layman's or simplified terms. Multiple choice questions may have a reduced number of choices.

**B. Tests will be written in CICE office with assistance from a Learning Specialist.*****The Learning Specialist may:***

1. Read the test question to the student.
2. Paraphrase the test question without revealing any key words or definitions.
3. Transcribe the student's verbal answer.
4. Test length may be reduced and time allowed to complete test may be increased.

**C. Assignments may be modified in the following ways:**

1. Assignments may be modified by reducing the amount of information required while maintaining general concepts.
2. Some assignments may be eliminated depending on the number of assignments required in the particular course.

***The Learning Specialist may:***

1. Use a question/answer format instead of essay/research format
2. Propose a reduction in the number of references required for an assignment
3. Assist with groups to ensure that student comprehends his/her role within the group
4. Require an extension on due dates due to the fact that some students may require additional time to process information
5. Formally summarize articles and assigned readings to isolate main points for the student
6. Use questioning techniques and paraphrasing to assist in student comprehension of an assignment

**D. Evaluation:**

Is reflective of modified learning outcomes.