

I COURSE DESCRIPTION:

Park Operations introduces the CICE students to how the major park systems in Ontario operate and are managed using local examples and field trips. All lab/lectures provide detailed coverage of what activities are involved with operating and managing the different park systems with emphasis on local parks and protected areas. Park operations in other provinces and international park systems are briefly reviewed. The labs and local field trips focus on preparing students for seasonal and eventually full-time employment in the various park operation positions. Park management objectives and current issues in park operations will also be discussed. Field trips scheduled throughout the semester will complement classroom learning and provide practical park operation experience where possible, including the seasonal shut down of a park.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

Upon successful completion of this course, the CICE student will, with the assistance of a Learning Specialist, demonstrate the basic ability to:

1. Describe how a selected park operates, and explain potential employment opportunities at a chosen investigated site.

Potential Elements of the Performance:

- Describe a provincial or national park where employment opportunities are found, outlining the purpose and objective for its establishment.
- Describe the role and classification of a chosen park in the greater context of its system plan.
- Outline the specific operational and management strategies used within an investigated park, along with information on existing facilities and services.
- Describe one employment opportunity within a chosen park, outlining the education and training needed to apply.

This learning outcome will constitute approx. 25% of the course.

2. Differentiate the various major park systems in Ontario and their different management strategies and operational techniques.

Potential Elements of the Performance:

- Describe from field knowledge the set up, operation and management of a variety of local parks.
- Identify the different management issues facing specific sites visited.

- Describe the facilities, services, and natural and cultural features which make each visited site unique.
- Compare the different operational and management strategies used in parks within the Algoma region.

This learning outcome will constitute approx. 15% of the course.

3. Describe the distinct goals, objectives, policies, and management issues of each of Ontario's park systems.

Potential Elements of the Performance:

- Describe the emphasis of "protection" versus "public use" in the different major park systems of Ontario.
- Explain the difference between "conservation" versus "preservation" when discussing park protection.
- Explain the variety of internal and external stresses on park environments that park managers must deal with.
- Describe and compare other major park systems outside Ontario, where employment opportunities lie.

This learning outcome will constitute approx. 15% of the course.

4. Describe the variety of seasonal and full-time employment opportunities within each of Ontario's park systems.

Potential Elements of the Performance:

- Identify a minimum of five (5) traditional park seasonal employment opportunities within Ontario's park systems.
- Describe other career paths in the outdoor recreation field, where seasonal and full-time employment is found.
- Explain the function and role of traditional park positions, in the context of park operations.
- Describe the education, training, and background needed to apply for such positions.

This learning outcome will constitute approx. 15% of the course.

5. Describe the evolution of management strategies and operational techniques used from past to present to future in each of Ontario's park systems.

Potential Elements of the Performance:

- Describe how the parks movement began in North America.
- Discuss how the different park systems were established from their infancy.
- Outline how park operations and management strategies in each

park system evolved over the past 100 years.

- Describe the shift of emphasis in management style in some park systems, from public use to protection.

This learning outcome will constitute approx. 15% of the course.

6. Discuss and demonstrate knowledge of local park operations, management, and key issues based on field trips to various local and regional parks for a variety of park systems.

Potential Elements of the Performance:

- Describe from experience the various field operational strategies in running and maintaining local and regional parks, in a variety of park systems
- Perform important park operations duties in the field, and demonstrate basic season shut down procedures of a local park
- Describe the training system for certification of water treatment operators in seasonal resorts and parks
- Describe the importance of customer service skills as they relate to customer satisfaction in local parks.

This learning outcome will constitute approx. 15% of the course.

III. TOPICS:

1. Introduction to Park Operations and Park Management
2. Park Operations in Canada's National Park System
3. Park Operations in Ontario's Provincial Park System
4. Operations in Ontario's Conservation Authorities and Municipal Parks
5. Operations in Ontario Commission Parks and Private Parks \ Campgrounds
6. Park Operations in B.C. , Alberta, Park Systems
7. International Park Systems
8. Park Operations and Management: Past, Present, and Future
9. Park Operations Employment Opportunities
10. Employment Experience Programs
11. Local Field Trips: Park Operations, Issues and Management
12. Customer Service & Satisfaction Surveys in Park Operations
13. OIT –Water Treatment Certification

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

Dearden & Rollins. Parks & Protected Areas in Canada. 2nd Edition
Oxford University Press. ISBN 0-19-541601-5. 2002.

Hard hat, steel-toed boots, and reflective vests must be worn on all field trips.

V. EVALUATION PROCESS/GRADING SYSTEM:

Park Investigative Report and Presentation	25%
Field Trip Participation and Quizzes	20%
Customer Satisfaction Survey	15%
Classroom Tests	20%
Final Exam	20%
	100% Total

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%	4.00
B	70 - 79%	3.00
C	60 - 69%	2.00
D	50 - 59%	1.00
F (Fail)	49% 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. 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>).	

VI. SPECIAL NOTES: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. *It is the departmental policy that once the classroom door has been closed, the learning process has begun. Late arrivers will not be granted admission to the room.*

VII. COURSE OUTLINE ADDENDUM:

The provisions contained in the addendum located on the portal form part of this course outline.

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.