

**SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY**

**SAULT STE. MARIE, ONTARIO**



**CICE COURSE OUTLINE**

**COURSE TITLE:** Adventure Recreation  
Canoeing, kayaking, hiking and biking.

**CODE NO. :** NRT130 **SEMESTER:** Fall

**MODIFIED CODE:** NRT0130

**PROGRAM:** Adventure Recreation and Parks Technician

**AUTHOR:** Lawrence Foster

**MODIFIED BY:** Kim Jefferies, Learning Specialist CICE Program

**DATE:** Sept 2013 **PREVIOUS OUTLINE DATED:** Sept 2012

**APPROVED:** "Angelique Lemay" Sept 2013

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<b>Dean, School of Community Services and Interdisciplinary Studies</b>	<b>DATE</b>
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**TOTAL CREDITS:** 3

**PREREQUISITE(S):** NONE

**HOURS/WEEK:** 3

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*For additional information, please contact the Dean, School of Community Services and Interdisciplinary Studies*  
*(705) 759-2554, Ext. 2603*

**COURSE DESCRIPTION:**

- I. Providing a foundation in Canoeing, Kayaking, Hiking and Biking this course will bring CICE students on an exploration of nature through human power. With a strong emphasis on safety CICE students, with assistance from a learning specialist, will learn how equipment works, how to maintain it and proper transportation techniques to venues. Utilizing world class trails, routes and the awe inspiring Lake Superior students will increase their fitness and learn efficiency techniques of cycling, paddling and hiking.

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

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

1. **Explain the significance of outdoor recreation activities on Ontario's tourism industry.**

Potential Elements of the Performance

- Produce a list of outdoor recreational activities in the province.
- Research, with guidance, the impact of outdoor recreation from a past and present perspective.
- Research, with guidance, the impact of outdoor recreation on the future of Ontario's tourism industry.
- Describe how outdoor recreational programming fits into the adventure travel and ecotourism business.

This learning outcome will constitute 10% of the course's grade.

2. **Explain some relative safety considerations surrounding a variety of activities such as Canoeing, Kayaking, Hiking, Biking, climbing and Orienteering / Navigation.**

Potential Elements of the Performance:

- Identify some current safety regulations and laws as they pertain to the activities
- Identify some current standards from a variety of outfitters and industry leaders world wide.
- Demonstrate the proper use of safety equipment for all activities, in which the student participates.
- Demonstrate the proper use of safety commands, signals and conventions used in each activity.
- Describe methods and techniques used by different industry leaders to mitigate risk while maintaining the elements of adventure.

- Develop a trip plan
  - Navigate during the trip, with Learning Specialist assistance.
- This learning outcome will constitute 40% of the course grade.

**3. Demonstrate some basic skills specific to each discipline.**

Potential Elements of the Performance:

- Packing, securing and distribution of weight
  - Set up and adjustment of equipment
  - Identify parts and use of equipment
  - Repair and maintenance of equipment
  - Strokes used in kayaking and canoeing
  - Launching and beaching methods
  - Rescue techniques for canoe and kayak
  - Climbing and descending on a mountain bike
  - Clearing obstacles on a mountain bike
- This learning outcome will constitute 50% of the course grade.

**III. TOPICS:**

- 1 Introduction to Adventure Recreation
- 2 Ontario geography and tourism
- 3 Employment Opportunities in Outdoor Recreation
4. Safety – regulations, standards, techniques, commands, signals
5. Safety plans and contingency
- 6 Equipment maintenance and repair
- 7 Canoeing
- 8 Kayaking
- 9 Hiking
- 10 Mountain Biking
- 11 Climbing
- 12 Orienteering
- 13 Navigation

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

**None.**

**Recommended Resources**

**Ontario ministry guidelines for canoeing, kayaking and cycling.**

**RESOURCES Will Be Put on Reserve in the library as required.**

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

Opportunities in Adventure Recreation in Ontario Assignment	10%
Leave No Trace Assignment	5%
Exciting Video Assignment	20%
Attendance, Participation and Demonstration of Techniques	65%
	<hr/>
	100%

1. Field trips must be selected and signed up for using the guidelines in the course syllabus. Students that have signed up for an outing but fail to attend without proper notice will be given a mark of zero and will automatically be wait listed for the next outing and removed from the subsequent courses if they have missed a prerequisite course.

2. **Students must demonstrate and adhere to all safety regulations that pertain to each activity.** Any student not following required safety regulations will be removed from the course at the instructor's discretion.

The following semester grades will be assigned to students in postsecondary courses:

<b>Grade</b>	<b><u>Definition</u></b>	<b><i>Grade Point Equivalent</i></b>
A+	90 – 100%	4.00
A	80 – 89%	3.00
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:

### 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 enclosed, the learning process has begun. Late arrivers will not be granted admission to the room.

### 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.

### Communication:

The College considers **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. Student lead activities may require to adhere to an alternate source of communication.

Your instructor will be communicating with you directly through your college email. You are responsible for checking this email prior to every class to be aware of cancellations and alternative plans.

### 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.

VI. 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.