A 3rd Colloquium on Outdoor, Adventure and Experiential Education at Canadian Universities and Colleges

In Conjunction With The 45th Annual International Conference of the Association for Experiential Education

Montréal, Québec, Canada

November 10th, 2017

Compiled (and lightly edited) by P.T. Maher
This colloquium provides:

- An opportunity for sharing college and university programs that study outdoor, adventure, and experiential education (OAEE) or incorporate such areas into a wider content arena, typically recreation, tourism, etc.;
- An opportunity for discussion on cooperation and collaboration between programs;
- A follow up to the 1st and 2nd such colloquiums held in Vancouver, BC (November 14th, 2003) and Montréal, QC (October 31st, 2009). What has changed? What has stayed the same?

Many college and university programs across Canada were invited to submit information and attend this colloquium (see invitation letter on pages 5/6). The following institutions have provided brief program summaries (with faculty authors listed), which are included in this document:

ALGONQUIN COLLEGE -- Ian Pleneau
BROCK UNIVERSITY -- Mary Breunig
BURMAN UNIVERSITY -- Paul Lehmann
CAMOSUN COLLEGE -- John Telford
CAPE BRETON UNIVERSITY -- Pat Maher
CAPILANO UNIVERSITY -- Caroline Depatie
LAKEHEAD UNIVERSITY -- Tom Potter/Connie Russell
LAURENTIAN UNIVERSITY -- Stephen Ritchie
QUEEN’S UNIVERSITY -- Zabe MacEachren
UNIVERSITÉ DU QUÉBEC À MONTRÉAL -- Patrick Daigle/Teg Gadais
UNIVERSITY OF NORTHERN BRITISH COLUMBIA -- Phil Mullins

Additional institutions, who we believe have active OAEE programs, were contacted. However, they did make a submission to this compilation document. These included:

ACADIA UNIVERSITY
AUGUSTANA CAMPUS OF THE UNIVERSITY OF ALBERTA
CONCORDIA UNIVERSITY
DAWSON COLLEGE
MCGILL UNIVERSITY
MEMORIAL UNIVERSITY OF NEWFOUNDLAND
RYERSON UNIVERSITY
SIMON FRASER UNIVERSITY
ST. FRANCIS XAVIER UNIVERSITY
THOMPSON RIVERS UNIVERSITY

TRENT UNIVERSITY
UNIVERSITÉ DE SHERBROOKE
UNIVERSITÉ DU QUÉBEC À CHICOUTIMI
UNIVERSITY OF ALBERTA
UNIVERSITY OF BRITISH COLUMBIA
UNIVERSITY OF CALGARY
UNIVERSITY OF REGINA
UNIVERSITY OF VICTORIA
UNIVERSITY OF WATERLOO
VANIER COLLEGE
Dear friends,

Some of you may remember the previous two colloquia on Canadian University and College OEE, held the last two times the Annual International AEE Conference came to Canada (2003 in Vancouver and 2009 in Montréal). Well, we’re pleased to say that we will be holding a third version of this colloquium at this year’s conference in Montréal, Québec. If you didn’t know the conference was returning to Canada, or haven’t yet registered, please visit www.aye.org for more details.

Bob Henderson and I will be facilitating this year’s colloquium and are reaching out in hopes that you will: a) attend the conference and colloquium, and/or b) provide input to our discussion on university and college level outdoor, adventure and experiential education programming in Canada.

Please mark the colloquium on your calendars: **Friday, November 10th, 2017 from 2:15 pm – 3:45 pm**. It is workshop #95 in the AEE program and is being held in Salon 2. Please note that we’ve also changed the colloquium title slightly. It’s now “A 3rd Colloquium on Outdoor, Adventure and Experiential Education at Canadian Universities and Colleges”, which we believe opens it up to even wider participation.

Whether you are attending or not - although we hope you do attend! - we would like to make a small request. We would like to compile a document, similar to the one produced and distributed at first two colloquia (a PDF from the 2009 edition is attached). This includes information about each program across the country. In a maximum of four pages, we hope you can touch upon the following points:

1) The history of your program;
2) The current program (course offerings, technical certifications, work/practicum offerings, etc.);
3) Any specific research interests, expertise, or focus your program (individually and collectively) or institution has in this area;
4) Any unique attributes or items you feel are of particular interest.

Please email this information back to me at (Pat_Maher@cbu.ca) and all material received by **October 27th, 2017** will go into the hardcopy document that we will distribute to you (free of charge) on the 10th. At the colloquium we would like to spend a bit of time on introductions, but the information you provide for the document will help keep that to a minimum. Thus, we’ll then be able to maximize our discussions in the 1.5 hours we have. At the moment, Bob and I propose to focus discussion on areas where our programs can cooperate, coordinate and collaborate, but we are very much open to creating a sharing space that meets the needs of attendees – thus any topical suggestions for discussion are most welcome.
We hope to see all of you in Montréal. Please circulate both the conference information and colloquium details to all of your contacts as I feel I’ve only touched the tip of the iceberg with my contact list.

PS – The Canadian Adventure Therapy Symposium (CATS) is happening on the Sunday (Nov. 12). Please consider sticking around for that. Cost: $50, which simply covers expenses. Details available at: [http://canadianadventuretherapysymposium.ca/](http://canadianadventuretherapysymposium.ca/)

Cheers,
Pat
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Algonquin College in the Ottawa Valley – Adventure Programs
(Pembroke, Ont.)
www.algonquincollege.com/pembroke

In 2000, Algonquin College in the Ottawa Valley embarked on an ambitious expedition – to offer professional level guide and management training that focuses on niche markets within adventure tourism and outdoor activities.

**Strengths**
Algonquin College in the Ottawa Valley builds upon:
- Small, personal, 800 student campus (satellite of 12,000 student Ottawa Campus)
- Long running (35+ years) Forestry Technician Diploma program
- Located on east side of Algonquin Park, and in the heart of Ottawa River whitewater
- Partnerships with adventure industry, provincial parks, county and national research forests
- Manage 17,000 student field days per year over last nine years
- Recognized as experts in field of risk management planning

**Outdoor Adventure Diploma Program (2 years)**
- Professional guide training and adventure tourism curriculum
- Two days of every week in practical skills training working towards national certification (up to 22 available)
- 5 expeditions per term, including Great Lakes sea kayaking, rafting in Maine, and a student planned and directed final expedition to locations of their choice
- Case based, industry intensive business curriculum
- Summer work term, student directed
- Partnership with Wilderness Tours Adventure Resort for skills courses
- 60 student intake per year

**Adventure Naturalist Diploma Program (1 year)**
- Guide training for soft adventure and interpretive programming
- 2 days of every week in practical skills training working towards national certification as Heritage Interpreter
- Non-semester format, 3 terms in 12 months for diploma
- Combined natural history and ecology and entrepreneurship curriculum
- Partnership with Wilderness Tours and land management agencies
- 35 student intake

**Golf Course and Ski Resort Management Diploma**
- Management level training in golf and ski operations, two coop placements, compressed delivery

**Associated offerings**
Host a *Risk Management in Education* Conference

**Faculty**
Jeff Jackson, Coordinator, Outdoor Adventure Program
jacksonj@algonquincollege.com; (613) 735-4700 x2704

Ian Pineau, Coordinator, Adventure Naturalist Program
pineauj@algonquincollege.com; (613) 735-4700 x2759

Chris Melmoth, Coordinator, Golf and Ski Management
melmothc@algonquincollege.com; (613) 735-4700 x2880
Outdoor Recreation Concentration  
Department of Recreation and Leisure Studies  
Brock University

History
Brock University was opened in 1964. The Department of Recreation and Leisure Studies is one of the longstanding programs at Brock, with Outdoor Recreation being a part of the academic offerings for many years. Faculty who were instrumental in the early development of the outdoor recreation program at Brock include Dr. Simon Priest, who in the late 1980s founded the Corporate Adventure Training Institute (CATI), now known as Youth University. In 2006, Drs. Mary Breunig and Tim O'Connell came to the department, and along with Dr. Garrett Hutson, who joined them a year later, designed and implemented the outdoor recreation curriculum as it stands today.

Undergraduate Program
The Department of Recreation and Leisure Studies offers four-year programs of study leading to a Bachelor of Recreation and Leisure Studies Honours or a Bachelor of Recreation and Leisure Studies with Major. The program is designed to qualify graduates for a wide range of positions in the rapidly expanding field of recreation and leisure services. Students select to focus their studies in Community Recreation, Therapeutic Recreation, or Outdoor Recreation.

The Outdoor Recreation concentration focuses on leadership in the natural environment. This program provides students with the skills, knowledge and dispositions necessary to serve as wilderness trip leaders, to facilitate groups in outdoor recreation settings, to work in a variety of outdoor and experiential education environments, and to serve as agents of social and environmental change in the world. All classroom and field-based activities include lectures, outdoor and experiential activities, and small group work.

Students choosing to focus their studies in Outdoor Recreation (OR) are exposed to a firm theoretical grounding and practical experiences in outdoor recreation, as well as in the greater recreation and leisure studies field. All students take core courses from general recreation and leisure studies offerings, as well as required and elective courses specific to the OR concentration. These include (* indicates a required OR course):

**Introduction to Recreation and Leisure Studies** - Fundamental concepts related to the discipline of recreation and leisure studies including leisure theory and philosophy, and introduction to community, outdoor and therapeutic recreation specializations including planning, policy, service delivery and leadership.

**Outdoor Recreation Theory and Practices I & II** - Outdoor recreation theories and engagement in a variety of introductory outdoor field experiences. May involve backpacking, winter camping, rock climbing, canoeing, snowshoeing and cross country skiing.

**Leadership in Parks, Recreation, and Leisure Services** - Leadership theory and practice at the small group, agency, and community level in a range of parks, recreation, and leisure services contexts. Essential skills of leadership focusing on ethical and value-based leadership with diverse people and communities.
Outdoor Recreation Resource Management - Social and ecological principles in the management of people in outdoor settings. Theoretical and applied perspectives on decision-making systems (governance), management frameworks, and site considerations.

Outdoor and Environmental Education - Theoretical and practical investigation of the outdoors as a setting to develop environmental awareness and connection to place.

Risk Management in Recreation* - Issues and concerns with the identification and management of recreation and leisure programs on individual, organizational and industry-wide levels. Legal and industry standards for risk management.

Adventure-Based Learning in Recreation - Theoretical and practical investigation of historical, social, and psychological foundations of adventure recreation, focusing on the use of adventure programming to develop learning in self and groups.

Outdoor Program Management - Examination and analysis of the organization and operation of outdoor recreation programs, challenge courses, residential and day camps and/or environmental education programs.

Inclusive Outdoor Adventure Recreation - Issues, models, strategies and practical skills required to design and deliver outdoor adventure recreation programs and activities including people with disabilities.

Advanced Outdoor Leadership Theory and Practices* - Examination of advanced outdoor leadership theories and pedagogy. Engagement in an extended outdoor field experience, leadership skill development and co-instructional opportunities.

Environmental and Ecological Literacy - Examination of relevant theories and concepts including the roles of environmental and heritage interpretation as pathways to ecological literacy.

Internship in Outdoor Recreation - Minimum of three months (12 week) full time internship in an approved outdoor recreation based organization (conservation authority, outdoor outfitter, camp organization, outdoor/experiential education centre).

International Field Experience in Recreation and Leisure - Leisure forms (recreation, play, sport, the arts) in an international context; recreation as a tool for social development; comparative analysis of leisure policy and service delivery; leisure and socio-cultural relationships.

Advanced Wilderness Program Planning* - Analysis and application of the planning and execution of an extended outdoor wilderness trip.

Group Dynamics in Recreation - Analysis and application of group dynamics theory, techniques and research to successful group facilitation in a recreation context.

Issues in Outdoor Recreation* - Cultural, contemporary and future issues and concerns in outdoor recreation.

Experiential Education in Outdoor Recreation - Historical, philosophical, spiritual, psychological foundations, theories and practices of experiential education in outdoor recreation.

Students may also receive academic credit for participating in National
Outdoor Leadership School (NOLS), Outward Bound Canada, and Wilderness First Responder courses offered external to Brock University. Students from outside the Department may obtain a Minor in Outdoor Recreation by completing four credits (8 courses).

**Undergraduate Field Experience, Placements & Research Opportunities**
Starting in second year, Outdoor Recreation students engage in a number of field experiences, ranging from one-day workshops to ten-day expeditions. As students advance through these courses, they are progressively responsible for the planning, implementation, teaching, and evaluation of their own experiences. Recently, students have travelled to such locations as Algonquin National Park, Ontario (canoeing), Tobermory Peninsula, Ontario (backpacking), Appalachian Trail, West Virginia (backpacking), Buffalo River in Arkansas (canoeing), Rattlesnake Point, Ontario (rock climbing) and Haliburton Highlands, Ontario (winter camping/snowshoeing). We pride ourselves on making use of local and regional outdoor recreation resources such as Lake Ontario, the Niagara Escarpment, Niagara Glen, Welland River, and Short Hills Provincial Park. The Bruce Trail (over 800 km long, with more than 200 km of side trails) runs through campus, and Brock is one of the only universities on the globe located in a World Biosphere Reserve (the Niagara Escarpment). Outdoor recreation students are able to engage in placements and internships with local, regional, national, and international agencies. Students may choose a research option in pursuit of an honours degree. Many outdoor recreation students contribute to faculty research projects as Research Assistants.

**Facilities & Staff Support**
The Outdoor Recreation concentration is home of the Outdoor Education Lab which opened in October, 2008. An infusion of $50,000 worth of equipment and $50,000 of renovations has made this facility a state of the art addition to learning at Brock. The Outdoor Education Lab offers students practical experience in proper outdoor trip planning, equipment packing, inventory systems, storage and equipment maintenance.

    Liz Kirk, a graduate of the Masters program, serves as the Outdoor Experiential Education Coordinator in a unique partnership between Brock University and the Niagara Catholic District School Board. Students get hands-on experience delivering outdoor and adventure education programs to K-12 participants.

**Graduate Programs**
Students wishing to pursue post-graduate studies in Outdoor Recreation, Adventure Education, Outdoor Education, or Outdoor Experiential Education at Brock may do so through the Masters of Arts in Applied Health Sciences (Leisure Studies field) or the Doctor of Philosophy in Applied Health Sciences (Social and Cultural Health Studies field) degree programs. Graduate students have the opportunity to work as Teaching Assistants, Research Assistants, and Field Experience Facilitators in support of the undergraduate outdoor recreation program. Both the Masters and Ph.D. programs are research-based, requiring students to conduct original studies under the guidance of a faculty supervisor.
Faculty Bios and Research Interests
Outdoor recreation faculty at Brock are engaged in a number of cutting edge research projects in the local community as well as at a national and international level. They not only teach about and conduct research on outdoor recreation; they are also avid outdoor enthusiasts in their own rights!

Dr. Mary Breunig's research interests include experiential education and social justice, critical pedagogy and Freirean praxis, wilderness trips and psychological sense of community, and outdoor education within the K-12 schools. She is Graduate Program Director for the Social Justice and Equity Studies program, Brock University. Mary has received several grants from the Social Sciences and Humanities Research Council to study outdoor and environmental education in Ontario schools. She is co-author of the textbook Outdoor Leadership: Theory and Practice and The Outdoor Classroom. Mary is a National Outdoor Leadership School Instructor and a Canadian Outward Bound research consultant. Mary enjoys paddling, climbing rock, ice and tall mountains, travel and being an urban flanneur. Website: marybreunig.com

Dr. Garrett Hutson's research is centered on the topics of outdoor recreation management, outdoor leadership, and person–place relationships. His current research projects explore how human dimensions of place can inform outdoor recreation management. Hutson currently helps to facilitate sustainability initiatives between the Ontario Ministry of Natural Resources and Forestry, the Niagara Parks Commission, and the Ontario Climbing Access Coalition. Hutson is also a member of a research team that explores how sense of community evolves and changes during organized wilderness trip experiences. Hutson’s work appears in the Journal of Leisure Research, Controversial Issues in Adventure Programming, Landscapes of Leisure: Space, Place, and Identities, and within the environmental studies curriculum of NOLS. Additionally, Hutson is co-editor of the peer-reviewed journal, Research in Outdoor Education. Prior to academic life, Hutson worked as a ski patroller, a NOLS instructor in Wyoming, Alaska, and the Yukon Territory and as a climbing guide for companies accredited by the American Mountain Guides Association in both Oregon and Colorado.

Dr. Tim O’Connell has been involved in outdoor recreation and outdoor education for over 25 years. His research interests include psychological sense of community on wilderness trips, motivations to participate in outdoor recreation activities, journal writing, group dynamics, and the social psychology of outdoor recreation. Tim is the co-author of the textbook Group Dynamics in Recreation and Leisure: Creating Conscious Groups Through an Experiential Approach, Leadership in Recreation and Leisure Services, and co-editor of Research in Outdoor Education (a peer-reviewed journal). He is a 3M National Teaching Fellow and enjoys rock and ice climbing, sea kayaking, mountain biking and canoeing in his spare time.

Contact Information
Email:
mary.breunig@brock.ca
garrett.hutson@brocku.ca
tim.oconnell@brocku.ca

Websites:
www.brocku.ca https://brocku.ca/applied-health-sciences/recreation-leisure/
Burman University (formerly Canadian University College)

1. History of Outward Pursuits;
The first classes in Outward Pursuits were offered at Burman University in 1979 and followed shortly after with a minor in Outward Pursuits.
In the early The Alberta Private Colleges Accrediting Board 1990’s a 2 year diploma in Adventure Bases Counselling was added.
In the mid 1998-1999 a 3-year degree in Outward Pursuits.
In 1999-2000 approved a 3-year degree in Adventure Based Counselling was approved.
In 2003-2004 a 3-year degree in International Health and Wilderness Studies was approved.
In 2005-2006 the approval was given for a 4-year degree in Adventure Based Youth Leadership.
In 2007-2008 The 4-year Adventure Based Youth Leadership degree was approved.

2. Current Programs and courses and class information.
The Department of Outward Pursuits provides students with adventure-based dynamic, and experiential education.
Students gain knowledge through field and practical experience, course work, research, and service opportunities. Faculty and staff offer interdisciplinary education by integrating the academic disciplines of adventure-based education, leadership, health, behavioural science, and psychology. Graduates from the Department of Outward Pursuits are able to work effectively in exciting and rewarding fields.

ADVENTURE BASED COUNSELLING - BA (4 Year Degree)
This program develops strong theoretical and experiential knowledge in the academic disciplines of outdoor adventure activities, leadership, behavioural science, and psychology. It focuses on application of knowledge gained through research, experience, course work, practicum, and service. Graduates of the program will know how to use the outdoors as a positive counselling and training environment. This program emphasizes leadership training and building a positive leadership philosophy. They will also be prepared (1) to enter the workforce in the growing industries of adventure counselling, therapy and leisure/recreational industries, or (2) be prepared for graduate school entrance in the areas of experiential education, counselling, recreation, leadership, or leisure studies. Full acceptance into this program includes an application and interview process. Note: refer to Outward Pursuits Admission Policy.

A student in the 4-year. ABC program will experience a wide variety of learning situations. From rock climbing to ice water rescues, in-class lectures to practica, the student will gain the practical experiences needed to enjoy a career in an exciting and fulfilling field. Graduates are currently working in areas including adventure therapy camps, inner city youth work, outdoor education, school counselling, and search and rescue.

ADVENTURE BASED COUNSELLING BA (THREE-YEAR)
The program is geared to help students develop strong theoretical and experiential knowledge in the academic disciplines of outdoor adventure activities, leadership, behavioural science, and psychology. Graduates will be prepared to enter the workforce in the growing industries of adventure counselling, therapy and leisure/recreational industries. There are many opportunities to engage in experience and classes to help develop leadership skills. Full acceptance into this program includes an application and interview process. Note: refer to Outward Pursuits Admission Policy.

The 3-year ABC program offers students a wide variety of experiences that will assist in finding a meaningful career after graduation. Students will enjoy practical training such as camping, rock climbing, and cross-country skiing, as well as many classroom learning experiences, which include but are not limited to first aid and leadership. In completion, the program trains students to be a part of exciting careers including inner city youth workers, outdoor educators, school counsellors, search and rescue workers, and youth rehabilitation workers.

INTERNATIONAL HEALTH AND WILDERNESS STUDIES - BA (THREE-YEAR)
The International Health and Wilderness Studies concentration seeks to provide its students with a unique combination of leadership and management capacities in cultural awareness, health, safety, and practical outdoor skills. It addresses the need of humanitarian agencies for personnel who are trained to respond to development and disaster situations on a local and international scale. Full acceptance into this program includes an application and interview process. Note: refer to the Outward Pursuits Admission Policy.

This program prepares graduates to work in international settings, assisting development projects and responding to disasters. Others work directly for Adventist Development and Relief Agency and other similar agencies. Graduates can work in international or local settings, in areas of health, consulting, cultural awareness, and preventative care.
OUTWARD PURSUITS - BA (THREE-YEAR)
This program offers the most comprehensive and in-depth study and practice of outdoor activities and leadership. It includes a good base of academic knowledge with hands-on practical experience. Full acceptance into this program includes an application and interview process. Note: refer to the Outward Pursuits Admission Policy.
Graduates of this program are well equipped to work in many outdoor experience settings. Areas of employment include, but are not limited to: parks, public land management areas, outdoor activity and adventure trainers, interpretive program leaders, camp directors, retail sales, group facilitators, and outdoor leadership roles.

ADVENTURE BASED YOUTH LEADERSHIP- BA (4 year )
The Religious Studies Adventure Based Youth Leadership Track is for students who wish to combine the field of religious studies with a package of courses that provide knowledge and skills in working with and leading youth—particularly in the outdoors. It combines courses in Outward Pursuits and courses in Religious Studies. This degree is a good fit for students interested in youth work or who desire denominational employment as dormitory deans, camp directors, youth pastors, school chaplains, pastors with a strong focus on youth ministry or conference youth directors.

Courses offerings
Cross-country skiing is a basic skiing course with no prerequisites. It involves selection of equipment, safety, basic avalanche awareness, and skill development in skiing on trails in the local area. This is a non-field trip class and cannot be used for credit in a concentration in Outward Pursuits or related programs.

OPAT 157 Indoor Rock Climbing [O: 0-0-3]1.5
This is a basic course in rock climbing, dealing with activities and skills in climbing. It teaches the safety and basic leadership techniques necessary to climb. Students learn indoor and outdoor climbing techniques on man-made structures, safety, knots, equipment usage, climbing methods, group safety. This is a non-field trip class and cannot be used for credit in a concentration in Outward Pursuits or related programs.

†OPAT 210 Outdoor Basics [O: 0-0-3]1.5.
Outdoor Basics includes the theory and practice of low-impact outdoor activities and camping, basic safety, basic equipment selection, outdoor ethics, and general outdoor skills including etiquette, preparedness and procedures. Mandatory requirements for completing this class include: ownership of required gear, a field trip to an approved area and a prescribed swim test. If the swim test is not successfully completed, the requirements for a beginning swim test must be fulfilled before enrolling in OPAT 259 or OPAT 260. Restrictions: Students who have taken OPAT 100 or OPAT 205 may not take this course for credit.

Cross country skiing is a basic-to-intermediate skiing course. It involves selection of equipment, safety, avalanche awareness, and skill development in skiing on trails and in backcountry environments. A field trip to an approved area is included.

†OPAT 254 Wilderness Survival and Tracking [O: 0-0-3]1.5.
This class helps to answer and experience “What if...?” situations. Students learn to survive with basic necessities on a solo. The field trip is to an approved area. Edible wild plant selection and methods of tracking lost people are also taught. Students will gain field experiences in shelter building, alternate methods of re building, emergency preparedness, and personal safety in emergency situations.

†OPAT 255 Winter Camping [O: 0-0-3]1.5.
This course deals with activities in cold and winter environments including travel, safety, and emergency procedures, avalanche awareness and rescue, human thermal regulation, shelters, re building, leading groups in winter settings, and winter flora and fauna. Field trip to an approved area is included.

†OPAT 256 Navigation and Backpacking [O: 0-0-3]1.5.
Students develop skills in reading maps, using a compass, using global positioning systems (GPS), navigating in a variety of terrains and settings, hiking, route finding, backpacking, group process, decision making, and leading within a group. Practical experience will also include backpacking out of an unknown area to a designated spot indicated on a map. The field trip will be to an approved area.
†ODPU 257 Rock Climbing [O: 0-0-3]1.5.
This is a beginner to intermediate course in rock climbing, dealing with activities and skills in climbing on indoor climbing walls and natural rock climbing areas. It teaches the safety and leadership techniques necessary to climb and to lead out in rock climbing. Students learn indoor and outdoor climbing techniques, safety and rescue knots, equipment usage, rescues, mechanical advantage methods, group safety techniques. Field trip to an approved area is included, weather permitting.

†ODPU 259 Canoeing and Camping [O: 0-0-3]1.5.
Concepts and activities are taught which involve canoeing, camping, group safety, and leadership. The class includes a field trip to Bowron Lakes in British Columbia or to another approved area. The trip includes canoeing in at water, white water, lining canoes, portaging canoes, and general camping skills in an environmentally friendly manner. Paddling techniques in a variety of settings are part of the course. Pool and at water practice, safety, and rescue procedures are covered prior to the trip. Students must show adequate safety and rescue techniques prior to going on the trip.

Skills and concepts of flatwater kayaking and kayak touring are taught. The techniques and skills learned will serve as a foundation for kayak touring or whitewater kayaking. Pool practice, safety, and rescue procedures are covered. Field trip to an approved area is included.

†ODPU 343 Methods in Mountaineering [O: 0-0-3]1.5.  This course covers techniques and skills in mountaineering, alpinism, ice climbing, and glacier travel. Rescue, safety, and general outdoor travel technique are paramount in each area of the activities covered. Field trip to an approved area is included.

†ODPU 358 Activities in Outward Pursuits [O: 0-0-3]1.5 - 6.
This course covers a variety of outdoor activities such as hiking, glacier travel, desert travel, and mountaineering. It will cover issues special to the area of travel, including but not limited to: environmental effects on humans, health and first aid concerns, cultural aspects, special requirements and concerns for out of country travel, outdoor ethics, safety, and logistics. Field experience to approved areas has included travel in areas such as the Pacific Crest Trail, Nepal, Peru, Mongolia, Swaziland, Ecuador and various areas in Canada. Course may be taken more than once, for a total of 6 credits.

OUTDOOR PURSUITS - THEORY

†ODPU 215 Foundations of Experiential Education and Leadership [A: 3-0-0]3.
Rotation: Every Fall
This course is an introduction to theories, philosophies and history of experiential education, adventure programming and leadership. Students will be involved with the development of their own philosophies, and basic skills in leading and using instructional methods with groups. Concepts include learning theories; leadership roles; group interaction and facilitation; motivation; ethics; safety and legal issues.

ODPU 230 Environmental and Nature Study [S: 3-0-0]3.
This course will take an active role in exploring our relationships with the natural world as humans. Students will become familiar with a wide range of field guides and their use, will critically examine the impact of recreationists on our wildlands, explore the development of past and contemporary environmental philosophies and further develop their own relationship with the natural world through familiarity with local flora and fauna, wildcrafting and spending personal time in nature.

ODPU 270 Responding to Emergencies [P: 3-0-0]1.
Professional rescue course in the theory and practice of rst aid, safety, CPR, AED and basic life support systems. Accident and disease prevention are also covered. Upon successful completion of the course, students may be eligible to receive nationally recognized certification in First Aid, CPR level C and AED.

ODPU 285 Outward Pursuits Practicum I [P: 0-1-6]3. This course provides observation and practical experience through the following potential sites: community agencies, churches, schools, youth services and programs, or adventure based businesses. A total of 80 supervised hours is required. Professionals working in the practica sites will manage the supervision and determine the involvement of the student. The practicum emphasizes leadership in personal and interpersonal relationships utilizing outdoor/adventure programming. Regular on-campus meetings will provide theoretical supplements to the practicum and relevant discussions.
ODPU 355 Wilderness First Aid [P: 3-0-0].
This course deals with first aid in remote and wilderness settings as a leader of a group in the outdoor environment. Especially covered are aspects of first aid: camping, altitude, mountaineering, hiking, climbing, hypo- and hyperthermia, preparation for evacuation, and bear sprays and use. Upon successful completion of this course, students may be eligible to receive nationally recognized certification in wilderness first aid.

ODPU 375 International and Advanced Wilderness First Aid [P: 3-0-0].
This course deals with advanced rst aid in remote settings in both developed and developing countries determining answers to: "Is my life in danger?, What can I do about it?, Do I need medical help now?" Emphasis will be given to rst aid situations where medical personnel and medical facilities are not readily available. International travel health, information on avoidance, risk, and treatment of world diseases are included. Especially covered are aspects of rst aid in settings that involve remote areas and poor medical access. Victim extended care, in-depth study of hypo- and hyperthermia, preparation for evacuation in emergency care situations are also included. Included will be common drugs used in First Aid kits for both local and international travel. This course includes a certificate of completion.

ODPU 385 Outward Pursuits Practicum II [P: 0-1-6]. This course provides observation and practical experience through the following potential sites: community agencies, churches, schools, youth services and programs, or adventure based businesses. A total of 80 supervised hours is required. Professionals working in the practica sites will manage the supervision and determine the involvement of the student. The practicum emphasizes leadership in personal and interpersonal relationships utilizing outdoor/adventure programming. Regular on-campus meetings will provide theoretical supplements to the practicum and relevant discussions.

ODPU 350 Expedition Leadership [A: 3-0-0]. This course includes the development of skills in preparing and leading field trips and expeditions. Students will be preparing for field trips to approved areas within this class and assisting in preparation for other field trips. Aspects of risk management will be discussed regarding leadership.

ODPU 450 Outward Pursuits Capstone [A: 3-0-0].
This course integrates leadership principles and preparedness learned in Outward Pursuits classes. Students will be involved in extended field experience to approved areas designed to merge academic and practical knowledge to enhance transition to the work place. Activities include initiatives and group facilitation, analysis of a wide variety of outdoor equipment, emphasizing selection, care, repairs, and how they relate to specified c expeditions and adventure activities. Risk management and administrative topics will be discussed regarding activities as they relate to Outward Pursuits.

ODPU 496 Seminar in Adventure Based Counselling [A: 0-3-0]. This course focuses on topics that relate to the interaction and integration of adventure activities, psychology and sociology. Emphasis is placed on research, field experience and current issues relevant in the area of Adventure Based Counselling. It is designed to blend theoretical, practical and technical skills in an outdoor environment. Field trips to approved areas are part of the learning experience.

ODPU 498 Seminar in Leadership [A: 3-1-3].
This class covers philosophical, historical, theoretical and practical aspects of leadership and experiential education. An integrated advanced study of leadership, experiential education and group process as they deal with group interaction, problem solving, facilitation, and risk management in a variety of settings. Potential settings may include churches, schools, youth programs, recreation, and adventure programs. Students are required to write journals. During class/lab and eld trip experience, the students learn methods of briefing debriefing, effective communication skills, trust building and the use of initiatives for team building and effective leadership. Field trip to an approved area is included.

HLED 206 Global Public Health [A: 3-0-0].
The course analyses common global public health concerns, compares the status quo to internationally agreed upon goals and assesses the progress made in reaching these goals. Covers epidemiological concepts, methods, and practices. Deals also with the impact on emerging populations of endemic diseases, resources, environments, and health care practices. Compares health care systems internationally.

HLED 224 Health Screening and Basic Remedies [S: 3-0-0].
A course pertaining to a variety of selected basic health screening procedures and basic treatment and remedies for minor health problems.
†HLED 265 Drugs in Society [A: 3-0-0]3.
This course is a survey of the psychosocial, physical, medical, and legal aspects of drugs and drug use in North America. Emphasis is placed on the effects that drugs, legal and illegal, have on our society. Drug taking behaviour, social attitudes, and problems concerning drug misuse and abuse are addressed. Students with credit in SOCI 265 may not take HLED 265 for credit.

†HLED 300 Principles of Health Education [A: 3-0-0]3.
A study of the philosophy and techniques of health promotion on a personal and community level. Included are the studies of basic learning theories, group dynamics, behaviour change theory, information and communication systems, and community structures for health care as they relate to effective health promotion.

†HLED 305 Mechanisms of Disease [S: 3-0-0]3.
An introduction to acute and chronic disease processes by organ system: musculoskeletal, cardiovascular, nervous, digestive, urogenital, integumentary, respiratory, and endocrine. Included will also be a critical review of the morphology, pathogenesis, and epidemiology of major degenerative diseases with emphasis on prevention, identification of high-risk groups, and early detection with applications to personal and community control programs.

†HLED 308 Stress and Leisure [A: 3-0-0]3.
Theory and practice of stress reduction in populations, including personal stress management and an overview of the history, contexts, and forms of leisure.

HLED 310 Public Health and Epidemiology [S: 3-0-0]3.
An introduction to the discipline of epidemiology and its application to public health issues and practices. This course will highlight the principles, methods of epidemiologic investigation and the use of classical statistical approaches to describe the health of human populations. Topics include, among others, the approach and evolution of epidemiology; measures of disease frequency; sources of public health data; descriptive epidemiology; an overview of epidemiologic designs; experimental studies; cohort studies; case-control studies; bias; Random error; critical review of epidemiologic studies; effect measure modification; screening in public health practice and ethics in research involving human participants.

†HLED 325 International Emergency and Relief Management [S: 3-0-0]3.
Students will participate in experiential activities that involve practices, procedures, and care in emergency, disaster, and relief situations. The course will cover training for situations involving natural disasters, common disasters, and emergency incidents. Also discussed will be administration and procedural considerations related to managing a disaster and relief setting.

A practicum in the methods of program production in health and wellness. Supervised experience implementing health and wellness education programs within churches, industries, schools, hospitals, or community organizations is required. (Open to students in the Wellness program only.)

A supervised practicum experience in methods of implementing health and/or recreation related programs, which may include projects for inner city, underprivileged, or developing communities, as well as relief and emergency management, and other service programs. There is a requirement of 240 hours of supervised full-time work at the placement site. Students must receive departmental approval and work closely with instructors before starting their practicum.

HLED 401 Principles of Environmental Health [S: 3-0-0]3.
A study of environmental factors and how they interact with agent and host factors in the causation, prevention and control of disease in human populations. Focus is on water supply, sanitation, industrial and solid waste management, vector control, atmospheric pollution control, and global health issues. Appropriate technologies of intervention are also studied.

†HLED 406 Tropical Health [S: 3-0-0]3.
A study of health preserving and enhancing lifestyle practices with emphasis on conditions in hot and/or humid climates with limited sanitary infrastructure. Particular attention will be given to prevention of particular geographical infectious diseases, vectors, and health hazards. This class will also address sanitation, water supply, environmental, and housing issues.
HLED 420 Health Policy and Determinants of Health [S: 3-0-0]3.
This is a multidisciplinary study of public policy and socioeconomic factors that impact both the individual and population’s well-being. It focuses on the constantly changing and highly politicized health care environment in which evidence-based practice is often the only recognizable factor driving the pace and direction of change.

HLED 425 International Development [S: 3-0-0]3.
This course examines the issues in international development as it relates to organizations and agencies: government and nongovernment, which enable populations to change. Topics include environmental factors and sustainability, safety practices, health, literacy, economics of developing countries, development agencies and practices. Students will be involved in practical aspects of project development.

Participation in structured, meaningful service-learning experiences in an off-campus setting. The course includes instruction time as well as opportunities to plan, prepare, lead, give presentations, and engage in personal service experiences.

UNIV 380 Service-Learning Study Tour [A: 0-1-6]3. Participation in structured, meaningful service-learning experiences in an off-campus setting. The course includes instruction time as well as opportunities to plan, prepare, lead, give presentations, and engage in personal service experiences.

3. Research interests, expertise, or focus your program (individually and collectively) or institution has in this area; Research interests and expertise in the department includes areas of Solos, health education and natural remedies, International development, Service Learning and Journaling with purpose in all of the programs.

4. Unique attributes or items you feel are of particular interest. There are few degrees in Canada in the areas in which we specialize. Our practicum placements are worldwide with very few limits as to where individual want to work. If they have any ideas that will help in personal growth and desire for future jobs, we like to try and accommodate their wishes. Our department offers many international opportunities including classes and service projects around the globe.
Camosun College, Victoria, BC
Post-Degree Diploma in Adventure Education

Introduction to the program
The Adventure Education postgraduate program at Camosun College welcomed its first students in July 2017! The program is designed for those with an interest in outdoor, experiential, and adventure-based learning and development: teachers and educators of all kinds, outdoor activity guides and leaders, counsellors, life coaches, health and wellbeing workers, and other human service professionals.

The aim of the program is to assist students in developing their knowledge and skills in facilitating meaningful educational and developmental experiences appropriate to their professional setting. Adventure education is broadly conceived as a learning process that includes concepts of challenge, uncertainty, connection to the natural world, inter- and intra-personal learning, wilderness, wilderness, and transformational learning...among others! It includes experiences that range from the still and reflective to the energetic and physically exerting.

An inter-disciplinary and cross-curricular ethos pervades the program. Throughout the 13 months, concurrent courses complement and contribute directly to each other as well as building towards courses yet to come.

Program structure
The program is 13 months in duration and consists of ten 3-credit, Masters level courses. The program runs on a cohort model whereby a new cohort of students begin their studies each July and complete their Diploma 13 months later. Working on a cohort model allows for strong, trusting relationships to be built over the duration of the program. We believe this contributes significantly to the quality of the experience and the depth of the learning.

The program’s innovative blended learning structure allows working professionals to further their education while continuing to work and develop their career. Significantly, it allows students to bring their work and study together in an authentic and continuous developmental cycle. The scheduling of the face-to-face and online elements also allows students to engage with the program from anywhere in the world.

Each cohort begins in July with three courses. A holistic approach is taken in the teaching and learning of these three courses. The courses are taught as an integrated whole through one week of online learning, followed directly by two weeks of field-based, face-to-face learning, and completed with one more week of online learning. Students travel to Vancouver Island for the field-based, face-to-face learning component. Students then move into a fully online learning environment with two courses taken in each of the Fall and Winter semesters. The program then culminates with the final three courses. These are structured in the same format as the first three courses – one week online, two weeks face-to-face on Vancouver Island, and one week online.
### Course titles

<table>
<thead>
<tr>
<th>Summer Semester – July #1 (Blended)</th>
<th>Fall Semester (Online)</th>
<th>Winter Semester (Online)</th>
<th>Summer Semester – July #2 (Blended)</th>
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</thead>
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<tr>
<td>Adventures in Group Work</td>
<td>Integral Adventure Education</td>
<td>Nature and Human Development</td>
<td>Transformational Learning</td>
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<td>Outdoor Leadership: Land-based</td>
<td>Adventure Program Design</td>
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<td>Foundations of Adventure Education</td>
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<td>The Wilderness Experience</td>
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* Certification as a Field Leader with the Outdoor Council of Canada can be achieved during the program
** Courses are structured such that students are required to engage within and beyond their own professional community

### Summary of summer field course

During this year’s inaugural field-based component, the program’s first cohort of students spent two weeks in Strathcona Provincial Park reimagining their adventure education practices through diverse lenses. Hikes, paddles, forest walks, ropes courses, a 7-day camping expedition, and other activities provided the context for exploring the possibilities of integrating a variety of understandings of ‘adventure’ into educational experiences that could take place both near to work/home and further afield. Key ‘navigational landmarks’ included: a sense of place, relationships with others and the natural world, challenge, uncertainty, transformational learning, wisdom, and joy. These landmarks served as points of contact with the principles of a broad understanding of adventure education, helping educators to envision new teaching and learning possibilities. Through the experience as a whole, the students gained insights into how they might develop their educational practices and move forward with their own students and clients as they embrace the challenge of bringing adventure into their own specific professional context. The relationships that the group forged with each other built a strong foundation for the continuation of their shared learning journey in the months to come.

### Key characteristics of the program

The program aspires to be inclusive and respectful of indigenous ways of being and knowing. This is in respectful recognition of the context of people and place in which this program is embedded, and also in recognition of the importance of engaging humbly with diverse ways of knowing and being to the benefit of all places and people. Camosun College is committed to indigenization as an institutional value and the Adventure Education program staff endeavour to integrate this value in as many different meaningful ways as possible throughout the program’s pedagogy and curriculum.

No teaching or learning takes place in a traditional educational institution setting; students never set foot on Camosun College campus. The face-to-face courses take place in the natural
landscape of Vancouver Island and we partner with local adventure education providers where beneficial. The online/distance learning aspect of the program provides the opportunity for principles of action research and an experiential continuum to be implemented.

The program staff have experience in various sectors of the public and private spheres of outdoor, adventure and environmental education. Theoretical and research interests run the gamut from group process and facilitation to critical perspectives on human/more-than-human relations.

**Program staff**

**John Telford** (PhD Education, MSc Educational Research, PG Diploma Outdoor Education); telfordj@camosun.bc.ca

Over 20 years working in outdoor, adventure and environmental education in formal and non-formal education settings.

- Previous position as lecturer in the Outdoor and Environmental Education department at the University of Edinburgh, Scotland
- Worked as a postdoctoral fellow at Simon Fraser University, BC, as part of a multidisciplinary research team with the Maple Ridge Environmental School Project (Kindergarten to Grade 7).
- Professional experience working in residential outdoor education centres and community based projects

**Michael Pardy** (MA Leadership, BA hons. Political Science); pardym@camosun.bc.ca

Over 35 years of outdoor adventure education and leadership experience on land and water.

- Founder, former owner of SKILS Ltd, an adventure education training and leadership company
- Former president of the Sea Kayak Guides Alliance of BC
- Paddle Canada Level 3 Instructor Trainer
- Sea Kayak Guides Alliance Guide Trainer and Examiner
- Co-author of several books on technical and leadership aspects of adventure education and tourism.
- Associate Faculty, Royal Roads University

For more information on this program, please visit [www.camosun.ca/adventure](http://www.camosun.ca/adventure)
Close your eyes and imagine. You are sitting in class at Cape Breton University (CBU), getting ready to tackle an assignment on children’s engagement with nature. It’s first year and the course is capped at only 18 students. You get to know your classmates and your professor very well as friends, mentors and co-learners.

Months later you are working with the local school district to initiate an island-wide outdoor learning program, or planning to assist your professor with their research on the topic. In future years you know you will be able to continue with research or action on this topic in other classes, if you choose, and interact with a diversity of community stakeholders.

This is not a dream; it is the reality in the Bachelor of Arts Community Studies (BACS) degree program at CBU. BACS is a process-oriented degree that utilizes an experiential approach, focused on problem-solving, self-directed learning, critical thinking, reflective learning, group work, action research and of course preparing students for the ever-changing job market.

BACS has been CBU’s well-kept secret since it began in 1975. Based on a pedagogical approach developed at the University of Utrecht in the Netherlands, it is rooted in the philosophies of John Dewey, Alfred North Whitehead and Paolo Friere. Professors are not content experts at the front of the lecture theatre, but rather facilitators who assist small groups of students in creating a community of scholars and learners. Students are encouraged and supported to dive into any community-based topic they choose.

BACS is a unique liberal arts degree that has grown organically since it became the first degree offered by CBU (when the institution was the College of Cape Breton, later the University College of Cape Breton). CBU is located on unceded Mi’kmaw territory in Unama’ki (also known as Cape Breton Island). It is within the Cape Breton Regional Municipality, which is home to roughly 100,000 people. The campus is halfway between the cities of Sydney and Glace Bay. Within a five-minute walk from the campus buildings you can be running on wilderness trails, and within a one-hour drive you can explore the historic Fortress of Louisbourg, or drive on the world-famous Cabot Trail in Cape Breton Highlands National Park or be fly fishing the Margaree River, part of the Canadian Heritage River System. You are a two hour drive from mainland Nova Scotia across the Canso Causeway and a six hour drive from Halifax. Between the Atlantic Ocean and the Cape Breton Highlands, the relatively remote location also lends itself perfectly to the study of outdoor leadership within a community context.

This is the unique opportunity that BACS presents. Students enroll in a series of core Community Studies (COMS) courses, which maintain the process-oriented pedagogy. They also take majors and minors in whatever field they are interested in. These could be conventional academic fields (such as history, anthropology or philosophy), or more applied options such as...
psychology, communication or sport and physical activity leadership (SPAL), where the outdoor leadership stream is situated.

While the BACS degree offers a wide range of flexible academic paths, below are a few showcase courses that might be of interest to those in the AEE colloquium:

**COMS 1100: Introduction to Community Studies**
This course is the introductory core of the BACS degree. It is a first-year course that spans the full year and centres around group dynamics, leadership and learning how to learn in experiential and self-directed ways. Eighteen students break into two smaller groups and study the communities/community issues that surround them. They learn how to work in groups and how to interact responsively with wider organizations.

**COMS 3100: Community Action Project**
In second year students take two core courses in research methods. Following those, the third-year course, COMS 3100, is the students’ chance to put research learning into action. This course expands their group work skills from COMS 1100, takes advantage of their research skills from COMS 2103/2015, and allows them to work on creating real change. Classes are capped at 14 students, and students work in small groups of not more than seven students.

**SPAL 2104: Outdoor Skills and Leadership**
All SPAL students must take two introductory courses in physical activity and sport practice. These set a base for all SPAL-focused students, but those interested in the outdoors can specialize in the Outdoor Leadership stream. SPAL 2104, for example, offers opportunities for initial skill building and leadership development. In the past, students have worked with local outdoor operators and organizations to create meaningful connections. In this course students also have the opportunity to gain Outdoor Council of Canada Certification as a Hiking Field Leader.

**SPAL 3106: Adventure Programming and Outdoor Education**
SPAL 3106 offers students the opportunity to engage with educational theories and philosophies specific to outdoor learning, and then also put those into practice. For a number of years this course has been connected to Youth in Motion—a Cape Breton Island-wide program to get Grade 4 students active. The class designs, implements, and debriefs a six-week outdoor adventure program that reaches more than 800 students across the island.

In addition, there are two other “new” outdoor leadership courses that have been taught for the first time in Summer and Fall 2017.

**SPAL 3111: Place Responsive Experiential Learning**
Generically, SPAL 3111 “explores the ways in which we respond to the places we choose to visit. It will further develop the students’ comfort with experiential learning and connect
them to the narratives, communities and contexts that develop in a place beyond what they can read in a book” (CBU Academic calendar). Thus, it bridges theory and practice in field-based learning environments in an experiential manner.

The 2017 iteration of this course took place over 2 weeks in July and focused on hiking and sharing the trails of the Bras d’Or Lake Biosphere Reserve. It was set up with the assistance of the Bras d’Or Lake Biosphere Reserve Association and its Trail Committee. Students hiked nine trails in the Bras d’Or Lake Biosphere Reserve and documented the experiences and narratives they encountered using digital storytelling techniques.

**SPAL 4101: Critical Approaches to Outdoor Studies**

This course weaves together the various strands and approaches found in outdoor studies around the world. It offers the ability to take a critical look at how we engage with our natural world and makes connections among the key theoretical and practical threads of fields such as outdoor education, outdoor recreation, leisure studies, adventure therapy and nature-based sustainable tourism. In 2017 the course was offered in a number of different ways as a CBU 3C course ([https://www.cbu.ca/student-services/online-education/open-online-learning-certificate-curiosity-courses/](https://www.cbu.ca/student-services/online-education/open-online-learning-certificate-curiosity-courses/)). Students could take the course on campus or online (live or archived), and the course involved guest lecturers from the UK, Scotland, the USA, Australia and across Canada.

Overall, the four courses that make up the Outdoor Leadership stream of the SPAL program (SPAL 2104, 3106, 3111 and 4101) scaffold from skill development, to pedagogical development, to an extended field experience, to critical and reflective thought. For more specific degree or program information, please visit: [https://www.cbu.ca/spal](https://www.cbu.ca/spal)

Faculty members in SPAL are active in maintaining quality research and service in an eclectic grouping of related fields: outdoor and ecological education, sustainable tourism, experiential education, Indigenous education, social work, physical education and coaching. Faculty come with a wide variety of expertise, and include the former editor of the *Journal of Experiential Education*, current editors of the *Canadian Journal of Environmental Education*, members of the provincial coaching teams for both cross-country and alpine skiing, a former YMCA executive director, a clinical social worker with 30+ years of experience, a 3M National Teaching Fellow and past Outward Bound instructors.

The specific faculty members involved in delivery of the outdoor leadership courses are well connected locally and nationally through work with the Nova Scotia Outdoor Network, Recreation Nova Scotia, Outdoor Council of Canada, and Outward Bound Canada’s Research Advisory Council. Faculty members were involved in planning the recent 5th Canadian Adventure Therapy Symposium, and hosted the latest International Outdoor Education Research Conference (7th edition) at CBU in July 2016.
Faculty members regularly present their work (and collaborative work with students) at conferences, and they are also connected internationally through networks such as the University of the Arctic and through CBU’s involvement as a member institution of the Transcultural European Outdoor Studies (TEOS) consortium (with two faculty having been Visiting Scholars in Oslo, Norway in 2012 and 2017).

In addition to undergraduate programming, there is the ability for students to take the fully online Masters in Education (Sustainability, Innovation and Creativity). This degree is offered in partnership with Learning for a Sustainable Future (LSF), and is designed to be personally flexible, yet also interactive. Further details can be found at: https://www.cbu.ca/academic-programs/program/master-of-education-in-sustainability-creativity-and-innovation/. Specific courses of interest would be the elective EDUC 6107: Nature and Outdoor Learning.

Faculty contacts:
Pat Maher: Pat_Maher@cbu.ca
Emily Root: Emily_Root@cbu.ca
Capilano University, Outdoor Recreation Management Diploma
North Vancouver, British Columbia
Tel.: 604.986.1911

Contacts:
Blake Rowsell, Convenor Outdoor Recreation Management Diploma
blakerowsell@capilanou.ca
Caroline Dépatie, Co-Chair Tourism and Outdoor Recreation
cdepatie@capilanou.ca

1. History – Outdoor Recreation Management Diploma, Capilano University:
The Outdoor Recreation Management Diploma at Capilano University started 40 years ago and offers a unique curriculum combining engaging classroom study, relevant field trips, skills courses and a practicum experience. Students gain the skills, knowledge and attitudes necessary to contribute to the exciting and challenging outdoor recreation industry. Our campus is surrounded by nature and footsteps away from the local North Shore mountains. The Outdoor Recreation Management Diploma is a cohort program consisting of a group of 35 students and can be completed in 16 consecutive months.

2. The current program:
Credential: Outdoor Recreation Management Diploma
- 57 Credits over 16 months (September to December)

ENLG 100: University Writing Strategies (3 credits)
This university writing course introduces students to foundational strategies for critical reading, analytical thinking, and clear writing. By exploring topical questions in local and global contemporary culture, students will learn core skills for active reading and discussion, and will have opportunities to write in a range of forms and genres from blog posts to critical analysis to research projects.

CMNS 154: Communications in Outdoor Recreation and Tourism
This writing for Outdoor Recreation and Tourism Management course covers reports, memoranda, press releases, articles, briefs and proposals.

REC 110: Fundamentals of Outdoor Recreation in the Outdoor Environment (4 credits)
This course provides an overview of the commercial outdoor recreation industry within the context of the overall tourism industry. Students examine the interrelationships between the different tourism sectors, and the economic, environmental, cultural and social impact of tourism at local and global scales. Field skills for the outdoor leader are developed in this course.
including wilderness travel, outdoor living, navigation, personal care and leadership. This course includes a field studies experience.

**REC 115: Connection Outdoor Recreation to the Natural Works (4 credits)**
This course introduces students to the natural environment of British Columbia in the context of commercial outdoor recreation. Students interpret the physical landscape and weather systems of British Columbia in a manner appropriate to wilderness guiding or other commercial outdoor recreation settings. The course includes geology, hydrology, oceanography, glaciology, and atmospheric science with a focus on interpreting weather. This course includes a field studies experience.

**REC 152: Environmental Stewardship I (3 credits)**
An examination of the role of the outdoor recreation professional in environmental stewardship. Topics include: conservation issues, environmental ethics, policy and planning and sustainability.

**REC 156: Natural History for Outdoor Leaders (3 credits)**
Students will develop the skills to interpret the natural environment in this field-based course, through the application of principles and concepts of ecology, the identification of flora and fauna, and the interpretation of local ecosystems. Contemporary stewardship issues facing southwest British Columbia will be highlighted.

**REC 222: Leadership and Experiential Education (4 credits)**
This course is designed to increase the students' understanding of experiential and transformational leadership, communication, and to help build the skills required to be effective outdoor educators and leaders. Students will develop experiential education techniques and skills, to lead outdoor education and instructional skills. The course will provide a set of engaged, hands-on experiences for exploring and mastering the capabilities for effective individual and team leadership. Students will improve their capacities to think strategically, communicate effectively, and act decisively as outdoor leaders. This course includes a field study experience.

**REC 225 Entrepreneurship in Commercial Outdoor Recreation**
This course enables students to establish, develop, and operate businesses in outdoor recreation settings. It introduces students to entrepreneurship concepts, principles and processes as they apply to commercial outdoor recreation, as well as the challenges specific to commercial outdoor recreation such as tenure, permits and insurance. Students conduct feasibility analyses and prepare a business plan for a commercial recreation business.

**REC 245; Organizational Leadership for Outdoor Recreation Programs (3 credits)**
This course examines the way in which individuals function effectively in outdoor recreation agencies and in groups in the field. Communication models will be examined as well as strategies and techniques for effective leadership, motivation, stress management, promotion of positive group dynamics and teambuilding. Students will learn how to work with colleagues
and with clients to develop and deliver successful outdoor recreation programs. Students will apply course concepts in designing successful outdoor programs. Readings, settings and case studies for this course will include outdoor leadership situations and workplaces likely to be encountered by graduates of the Outdoor Recreation Management program.

**REC 255: Outdoor Recreation Practicum (6 credits)**
This course focuses on theoretical and applied management concepts for leading an adventure business. Students will develop an awareness of the role of management functions in adventure tourism businesses today through the study of the current business environment. The focus will be on the four primary management functions of planning, organizing, leading and controlling. Students will learn how to lead small group meetings within a formal context.

**TOUR 112: Tourism Marketing (3 credits)**
The objectives of this course are to examine the existing tourism marketing system in Canada; to develop the student’s understanding of Canadian tourism marketing and the basics of consumer marketing; and to enable the student to relate to current aspects of tourism business and how they affect Canadian tourism marketing.

**TOUR 113: Human Resources Management in Tourism (3 credits)**
Human resource issues, job analysis, recruitment, interviewing, orientation, training and development, performance management, legislation, and labour-management relations.

**TOUR 116: Financial Planning I (3 credits)**
Designed to provide future entrepreneurs and managers in the field of tourism an introductory review of the basic accounting and planning skills required for small business operations. This course will also cover basic financial statement analysis for the purpose of providing information to meet the needs of investors, owners and management.

**TOUR 120: Adventure and Eco-Tourism (3 credits)**
Adventure tourism products will be examined; economic impact of the industry, selling adventure tourism, identifying markets, packaging, legal liability, organization and structure of the industry, government’s role in area and activity management, resource management issues, protecting resource areas, eco-tourism issues, land use planning, and product opportunities.

**TOUR 208: Risk Management for Tourism and Outdoor Recreation (3 credits)**
This course is designed to familiarize students with the concepts of risk management and legal liability as it applies to the tourism industry. Students will be introduced to areas of risk, methods of identifying risk, and risk management systems. They will learn about important challenges facing tourism operations. Students will be familiarized with methods of reducing risk. They will also be introduced to the rights and liabilities of different parties’ relative to their relationships within the tourism industry.
TOUR 253: Management Concepts in the Adventure Industry (3 credits)
The course is an introduction to the operation of various types of adventure businesses, programs and activities. Students will address decisions relevant to small- to medium-sized adventure tourism businesses including the day-to-day tasks, roles and responsibilities tied to operating adventure businesses. They will explore topics that specifically affect the running of adventure operations.

TOUR 256: Adventure Education and Recreation Programming (3 credits)
Programming is an important function with the leisure and outdoor education sector. This course gives the students the knowledge to design, stage and evaluate recreation and leisure services to enhance guest experiences.

In addition to the above courses, student choose 2 credits of “Wilderness Leadership Skills” Courses. Our most frequent offerings being:

WLP 124: Winter Skills
An introductory course developing skills in avalanche safety, terrain and hazard assessment, route finding, winter camping, and shelter building. Students that achieve the required competency level may achieve Avalanche Skills Training Level 1 Certification from the Canadian Avalanche Association.

WLP 137: Sea Kayaking 1
A progressive introduction to sea kayaking, providing the student with sound kayaking skills while introducing the guiding element. Skill set includes paddling skills, rescue techniques, equipment, navigation, ocean skills, interpretation of the coastal environment, weather and group/leadership skills.

3. Specific research interest, expertise, or focus:
We are a designated teaching University with growing research opportunities. We have Faculty who recently completed or are in the process of completing research on Mountain Bike Tourism, Technology use in Outdoor Recreation, International Community Based Tourism Development, and Hiking Destinations in the Vancouver Area.

4. Any unique attributes or items you feel are of particular interest:
Our instructors have years of field experience in the outdoor industry. Many continue to work as guides or avalanche educators outside of their responsibilities at Capilano University. We are closely linked to the Tourism program and offer opportunities to ladder directly into a Bachelor of Tourism management (adventure tourism concentration) after completing the Outdoor Recreation Diploma.

https://www.capilanou.ca/programs-courses/tourism/degree/Bachelor-of-Tourism-Management/
Outdoor Recreation, Parks and Tourism (ORPT)
Lakehead University

Past and Present: Program Information
With 40 years of experience, ORPT at Lakehead University is one of the largest, most diverse and longest standing university outdoor focused recreation degree program in the country. Surrounded by the beautiful boreal forest and majestic Lake Superior, students are set up for an exceptional and unconventional outdoor experience. ORPT offers 4 double degree programs in Geography, History, Women’s Studies, and Education. The diversity in programs encourages students to specialize in specific areas of interest.

A wide variety of required and elective courses allow students to explore topics including, but not limited to, Land Relations, Group Dynamics, Leadership and Advanced Leadership, Outdoor Skills and Theory, Research Design, Programming, Interpreting and Guiding, Aboriginal Tourism, Expedition Management, Experiential Education, Private Land Stewardship, and Inclusive and Special Recreation. Where possible, our courses involve practical skills components that are complementary to what is learned in the classroom setting. ORPT also partners with organizations such as Parks Canada and Thunder Bay Field Naturalists, to work collaboratively on various research and projects.

Incredible access to outdoor recreation, whether this be world-class climbing (ice, rock) in Orient Bay, kayaking or sailing on Lake Superior, canoeing in Wabakimi Provincial Park (the second largest park in Ontario), or hiking to the top of the Giant in Sleeping Giant Provincial Park. To assist students to get outside, our gear Depot is packed with equipment for student usage.

For more information about the Outdoor Recreation, Parks and Tourism program, see: https://www.lakeheadu.ca/academics/departments/outdoor-rec

Career Opportunities for Graduates

As a graduate of the School of Outdoor Recreation, Parks and Tourism, a wide variety of career opportunities are available in both the private and public sectors, and in a variety of geographic and professional areas. Potential employers include federal, provincial, and regional parks, protected areas and land trusts. Some graduates opt for positions in private and public recreation organizations including agencies dealing with adventure and outdoor skills, as well as youth, the elderly, and persons with physical and mental challenges. Others choose to work for educational institutions and environmental groups. There are also numerous opportunities for the development of independent business operations. In addition, you may elect to pursue further studies in a number of disciplines. For example, one of our grads, Spencer Orr, is the Vice President of Design and Merchandising for Canada Goose.

The broad range of applied and theoretical skills acquired enables graduates to find employment in a number of fields. Career options include, but are not limited to:

- Tourism and Resort Operators
- Camp Directors
• Recreation Programmers
• Ski School Directors
• Adventure Guides
• Business owners (fly-in fishing, climbing gyms, adventure recreation, outdoor stores)
• Heritage interpreters
• Park Planners and Managers
• Social Workers
• Teachers
• Wilderness Based Therapeutic Recreation programmers

Any cool and unusual undergraduate research opportunities?
Research is a fundamental component of our degree and that’s why we strive to provide our young researchers with amazing research opportunities whether this be in the wilderness of Pukaskwa National Park, on the remote islands found throughout the Lake Superior National Marine Conservation Area, in the taiga of the proposed Lutsel’Ke National Park Reserve in the N.W.T, on the tundra of Wrangel Island in Norway, or on the battlefields of France and Holland. Although conducted in different locals and with different research groups, our research goals are always the same: to educate, to engage, and to empower.

For the past 23 years, students have had the opportunity to undertake a 12-day canoe journey in Wabakimi Provincial Park, accessing the remote area by bush plane or Via Rail, to collect data for the Park’s Management Plan. This has included research on caribou, beaver and bats as well as conducting campsite assessments and recreational surveys. More recently we have begun sailing expeditions on Lake Superior.

The research conducted by our undergraduate students has been featured in peer-reviewed publications and in conference proceedings, and they have been recognized by the VP of Research and the President of Lakehead University.

Faculty Research Expertise
ORPT faculty are committed to continued research and have research interests in the following areas:
• Bioregional literacy: place-based knowledge, connection and actions
• Community-directed heritage interpretation
• Optimizing intrapersonal and interpersonal growth in outdoor groups through a holistic and experiential approach to outdoor recreation
• Teaching and leading outdoor experiential education
• Management of parks, trails, and wildlife
• Last chance tourism
• Indigenous tourism
• Battlefield tourism
• Interactions of people and the environment, as they are experienced through recreation and tourism
● Interaction of tourism change and climate change in the Arctic
● Examining tourism growth while ensuring human safety and environmental protection
● Tourism regulation
● Social economy in the north
● Regional tourism planning and development
● Development of resource planning models
● Economic impact estimation
● Survey methodology development

Faculty of Education, Lakehead University

BEd program
All students in Lakehead’s 2-year BEd program must take a required course in Environmental Education. This is the only Ontario BEd program with such a requirement.

There are also a number of relevant elective courses. The Outdoor Experiential Ecological Education (OE3) program is made up of Intermediate/Senior Environmental Science courses and a Community Involvement Project course. The program typically includes two to three outdoor trips as well as a trip to the Kingfisher Outdoor Education Centre. Students enrolled in this course also typically complete one of their practicum placements at an outdoor education centre or with a classroom teacher known to incorporate outdoor education into their practice. For more information on this program, see https://www.lakeheadu.ca/academics/departments/education/undergraduate/unique-program-streams-elective-courses/oe3

Other elective courses include School-Based Outdoor Education and Climate Change Pedagogy. As well, other courses integrate environmental, outdoor, and experiential education into their courses, particularly some of our science education courses and Indigenous Education courses that foreground land-based pedagogy.

For more information on the BEd program, see: https://www.lakeheadu.ca/academics/departments/education/undergraduate

MEd & PhD
The MEd program offers a field of study in Education for Change with specializations in Environmental & Sustainability Education, Indigenous Education, and Social Justice Education. (Students can do more than one specialization and there has been exciting work done by students working at the intersection of Indigenous education and environmental or outdoor education, for example.)

Courses of particular relevance to outdoor, experiential, and environmental education include: Outdoor Education, Foundations of Environmental & Sustainability Education, Foundations of Indigenous Education, Foundations of Social Justice Education, Place-Based Education,
Environmental Philosophies in Education, Climate Change Pedagogy, Animals in Education, and Wild Pedagogies.

The PhD in Educational Studies is not specialized in outdoor, environmental, or experiential education, but the program nonetheless has been attractive for numerous PhD students with such interests given faculty expertise and the flexibility of the program (a combination of in-person and online courses). Notable PhD alumni working in the fields of outdoor, environmental and experiential education include Paul Berger, Mary Breunig, Janet Dyment, Gail Kuhl, Jan Oakley, Blair Niblett, and Emily Root.

For more information on our graduate programs, please see: https://www.lakeheadu.ca/academics/departments/education/graduate/graduate-programs

Faculty Research Expertise
The Faculty of Education has a number of full-time faculty members whose research connects with outdoor, experiential, and environmental education, including:

Paul Berger - climate change pedagogy; see https://www.lakeheadu.ca/users/B/rpberger/node/17348

Joan Chambers – environmental and science education for young children; environment as text; climate change education; see https://www.lakeheadu.ca/users/C/jchambe2/node/17462

David Greenwood - place-based education; holistic and contemplative education; see https://www.lakeheadu.ca/users/G/dgreenwo/node/17468

Lisa Korteweg – decolonizing and Indigenizing environmental education; land-based pedagogies; see https://www.lakeheadu.ca/users/K/lkortewe/node/17359

Tom Puk – outdoor experiential ecological education; ecological consciousness and ecological literacy; nature-based healing; see https://www.lakeheadu.ca/users/P/tpuk/node/17283

Connie Russell – the intersection of environmental education and social justice education; animals in education and multispecies pedagogies; gender and environmental education; see https://www.lakeheadu.ca/users/R/crussell/node/17385
BACHELOR OF PHYSICAL & HEALTH EDUCATION DEGREE (BPHE)
OUTDOOR ADVENTURE LEADERSHIP PROGRAM (ADVL)
SCHOOL OF HUMAN KINETICS (SHK)
LAURENTIAN UNIVERSITY (LU)
SUDBURY, ONTARIO, CANADA

Program Overview

The Outdoor Adventure Leadership Program (ADVL), in the School of Human Kinetics (SHK) at Laurentian University (LU) results in a four-year undergraduate degree. Graduates earn a Bachelor of Physical and Health Education (BPHE) degree with a specialization in Outdoor Adventure Leadership. ADVL philosophy is focused on creating a learning environment that is designed to foster personal growth and professional development. The program focuses on outdoor leadership, facilitating experiences, and instructing in various environments including remote locations. There is also a peer mentorship element that pervades the curriculum where upper year ADVL students are required to lead and assist in courses and outdoor activities for lower year students. Students can also register and complete a concurrent Bachelor of Education Degree along with the BPHE degree, and admission to the program is open to both Francophone and Anglophone students since most of the required courses can be completed in French.

After completion of the program, students will have acquired knowledge in the physiological, socio-psychological, environmental, risk/safety/rescue, and technical aspects of many outdoor activities sufficient to lead or instruct in these same activities. They will have developed a personal lifestyle reflecting an environmental ethic which advocates and accepts that people must live in harmony with nature, and they will have acquired attributes and skills recognized as necessary to lead groups in the outdoors. Students will have achieved a level of technical skills and certification in a variety of adventure activities that meet or surpass the requirements of the appropriate provincial or national governing bodies. They will have had numerous experiences planning, organizing, leading, and participating in many outdoor expeditions from day hikes and paddles to extended multi-day excursions.

Implicit in the ADVL pedagogical philosophy is a belief in ecohealth, which is a concept that describes the inextricable link between the holistic health of people and their surroundings. Ecohealth is an ecological focus on the interrelated health of humans as they co-exist within changing and adapting ecosystems in regional and global contexts.

History of ADVL Program

The ADVL program was officially started by Mr. Bob Rogers in 1985, and after his retirement in 1998, Dr. Roger Couture coordinated the program until 2005. In January 2006, Dr. Stephen Ritchie took over at the helm for the next two years. Mr. Jim Little is the current Program Coordinator, and he began his term in 2008. In 2010, Mr. Sébastien Nault joined the team as a permanent member of the SHK faculty. During the past 10-15 years, many significant course and program changes were introduced by the ADVL PAC through careful design and implementation around three guiding program elements: academic knowledge, professional orientation, and technical certifications. Several new theory courses were added such as Risk Management in Outdoor Environments (PHED 4446) and Recreational to Therapeutic Adventure (PHED 4447) to better reflect the needs and opportunities in the industry. Students are involved
in several practicum and internship experiences, and numerous required and extra-curricular outdoor experiences. Partnerships have been developed with a host of provincial and national governing bodies. These partnerships increase the number of optional certifications students can obtain in required activity courses.

Recent changes (past 4-5 years) include the launch of the LU Outdoor Centre managed by a newly appointed university staff position, and the installation of an adventure challenge course on campus managed through the LU Outdoor Centre. Currently, all aspects of the ADVL academic program are managed collaboratively by a Program Advisory Committee (PAC) with a core membership that includes Little, Ritchie and Nault.

Program Vision
To be recognized nationally and internationally as a centre of excellence for outdoor adventure and ecohealth leadership in Canada.

Program Mission
Our daily mission is to educate, innovate, motivate, and advocate.
To be at the forefront of experiencing, researching, teaching, and disseminating knowledge associated with an ecohealthy lifestyle in natural environments with a particular focus on leading self and others in outdoor adventure contexts.

Program Values
Together we strive for excellence through equity, respect, and healthy outdoor living.

Program Objectives
The ADVL program is designed to adhere to three guiding elements: academic knowledge, technical certification, and professional orientation. Each of these guiding elements has influenced all aspects of the program from course selection and sequencing, to the development of extra-curricular opportunities such as participation in student run clubs and academic conferences. From these guiding design elements, the program targets the following three objectives for each student:
1. Acquire theoretical knowledge in physical and health education, adventure leadership, and ecohealth.
2. Experience planning, organizing, and leading multi-day outdoor expeditions with and without clients.
3. Develop technical knowledge, skill, and certification in outdoor adventure activities.

Other Program Details
Many ADVL program graduates bring a sophisticated perspective with respect to the “science of physical, health and safety education” in the workplace. The strength of a physical and health education degree, with a particular focus on risk and safety management, ensures that students are abundantly aware of the importance of safety, health and risk management in challenging outdoor environments and contexts. This allows them to develop holistically throughout the program, and improves their marketability in an increasingly litigious society.

Another hallmark of the program is the development of outdoor industry partnerships to offer certifications and maintain close proximity with trends, needs, and issues. Currently we have several formal and informal partnerships in place with Canadian based organizations such
as Paddle Canada, Ontario Recreational Canoeing and Kayaking Association, Sirius Wilderness Medicine, Esprit Rafting / Rescue 3 International, and Survival In the Bush Inc. Beyond the certifications, these partnerships strengthen the element of professional orientation within the program, and also ensure that the activity courses offered in the program meet or exceed industry standards. By the end of their final academic year, most graduating students from the program have between ten and fifteen provincially or nationally recognized certifications in various outdoor activities and disciplines.

Students are also required to complete three self-directed credit courses outside the university and within the outdoor industry. These courses include: (1) a field leadership practicum course (PHED 3049 Outdoor adventure leadership practicum); (2) a 6-credit internship or extended backcountry expedition experience (PHED 3905); and (3) a self-initiated requirement to plan, prepare and lead ten days of wilderness expeditions (PHED 3198). These courses ensure that students are applying their learning during practical experiences where they can use theories and practice techniques that they have already learned in the classroom setting.

From a pedagogical perspective, many of the outdoor activity courses (such as canoeing) are taught in two block experiences: one in the summer term (August) for second year students, and the second in the spring term (May-June) for third year students. Compressing courses into an average 5-7 days (equivalent to a 3-credit course / 39 hours) of intense experiential learning makes these block experiences a much more positive learning experience. The experiences in each course are designed to complement each other in a progressive fashion where concepts in earlier courses are re-learned and re-applied in subsequent courses and different contexts.

Since graduates enter a number of diverse career paths in the private, public, and educational sectors, the program needs to reflect the diverse educational needs in these sectors. There are also a number of credits that students can use for elective courses of their choice. Some students are encouraged to use these credits to obtain expertise in teaching subjects, if they are interested in an educational career path, and other students are encouraged to pursue academic certificates, minors, or majors in areas such as environmental biology, applied geography, and gerontology; these focus areas compliment the ADVL program in specific yet complementary areas.

There is significant demand for the ADVL program as measured by student interest and applications through the Ontario University Application Centre (OUAC). Applications for admission have been consistently above one hundred per year over the past ten years. The program is also unique in Canada since it leverages the strength of a science degree, the Bachelor of Physical and Health Education (BPHE), with a specialization in Outdoor Adventure Leadership. This firm grounding in understanding the human body, physical education, health, and nutrition ensures that graduates are uniquely qualified as outdoor leaders in Canada, particularly from a “health and safety perspective”.

**Research Interests and Focus**

ADVL faculty research interests are devoted to understanding wilderness, adventure and outdoor education in the context of achieving personal growth and holistic health outcomes. SHK and ADVL faculty supervise graduate students in the Master of Human Kinetics, and they are currently involved in research projects related to the following: (1) promoting resilience and well-being through outdoor adventure; (2) using heart rate variability as a psycho-physiological measure of stress and holistic health in natural environments; (3) promoting health through active interactions with nature, (4) understanding the prevalence and impact of outdoor
orientation programs and challenge courses at universities across Canada. We are interested in diverse methodological approaches including quantitative, qualitative, and mixed-methods. Faculty are also involved in community-based participatory research projects with First Nations communities that include program development, implementation, and evaluation phases.

**Program Curriculum**

The following outline the course requirements by year to achieve a BPHE with a Specialization in ADVL (126 credits over four years):

**YEAR I (Total Year Credits 32.5)**
- PHED 1198  Professional Development Seminar
- PHED 1099  Outdoor School I
- PHED 1006+Lab  Exercise Science, Wellness, and Health
- PHED 1106  Human Movement
- PHED 1206  Perspectives of Physical Education
- PHED 1506+ LAB  Anatomy & Kinesiology I
- PHED 1507+ LAB  Anatomy & Kinesiology II
- PSYC 1105  Intro. to Psychology
- NATI (any 6 credits in Indigenous Studies)

**YEAR II (Total Year Credits 31)**
- PHED 2198  Professional Development Seminar
- PHED 2259 Minor Games
- PHED 2329 Cross Country Skiing
- PHED 2406  Outdoor Education
- PHED 4109  Wilderness Camping
- PHED 2506+Lab  Physiology I
- PHED 2507+Lab  Physiology II
- PHED 3615  Wilderness Emergency Management
- BIOL (any 6 credits in Biology)
- 6 Credits ANY Theory Electives

**YEAR III (Total Year Credits 31)**
- PHED 3198  Professional Development Seminar
- PHED 3049  Outdoor Adventure Leadership Practicum
- PHED 3615  Wilderness Emergency Management
- BIOL (any 6 credits in Biology)
- 6 Credits ANY Theory Electives

**YEAR IV (Total Year Credits 31.5)**
- PHED 4199  ADVL Senior Seminar
- PHED 4116  Advanced Outdoor Expedition
- PHED 4139  Outdoor Adventure Pursuits
- PHED 4149  River Rescue

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Late summer session (August) before the start of classes in Year II
- PHED 2099 Outdoor School II
- PHED 2149 Introduction to Wilderness Living Skills

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**Spring Session: May-June between 3rd & 4th year**
- PHED 3029 Climbing & Rescue
- PHED 3236 Outdoor Facilitation and Team Building
- PHED 4009 White Water Canoeing
- PHED 4116 Advanced Outdoor Expedition
- PHED 4139 Outdoor Adventure Pursuits
- PHED 4149 River Rescue

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PHED 2159 Canoe Tripping Leadership

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PHED 2099 Outdoor School II
PHED 2149 Introduction to Wilderness Living Skills

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PHED 3029 Climbing & Rescue
Queen’s University  
Faculty of Education  
Outdoor and Experiential Education  

The current OEE program (2017) consists of two courses which are part of the regular Bachelor of Education year combined with additional opportunities to do practicums in the OEE field.

EDST 260 is a course that consists of two components. The first component requires attendance at a field camp where a wide variety of activities are experienced and reflected upon. The second component is based upon a self-directed learning project that emphasizes making an item of utility through exploring both theoretical and practical learning.

FOCI 260 is the practical course with extended classroom hours enabling students to visit many alternative and experiential based programs in the local district. Classes at the beginning of the year are organized by the instructor and allow teacher candidates to visit the local school boards’ three outdoor education centers, a local seed heritage facility and guest speaker on school ground naturalization. The classes during the middle of the school year are organized by small groups of teacher candidates and can be on any topic they find relevant and would like to explore with their classmates. Each class requires a meal to be prepared and is used to build community. The final few classes offer students the opportunity to share and present on the unique aspects they have experienced during their OEE and alternative practicum.

The OEE Practicum requires students to spend four weeks teaching at a program in Ontario that offers one or a combination of outdoor, experiential, alternative, integrated Ontario curriculum with an Ontario certified teacher.

The Alternative Practicum allows teacher candidates to travel to any educational based program in the world for three weeks. The focus of this practicum experience can be on their own learning or on teaching in unique situations. The site attended is typically not a conventional school and many students experience zoos, unique learning facilities, non-government organizations, remote communities and new innovative programming addressing some need of society.

Full details can be found at: http://educ.queensu.ca/oee
UNE NOUVELLE OFFRE DE FORMATION POUR LES PROFESSIONNELS DU PLEIN AIR!

La pratique d'activités de plein air ne cesse de gagner en popularité. Plus que jamais, la présence d'intervenants qualifiés, capables d'accompagner des milieux variés et septiques de clientèles diverses, s'impose.

Afin de répondre à ce besoin, l'UQAM a mis sur pied

LE PROGRAMME COURT DE DEUXIÈME CYCLE EN INTERVENTION EN CONTEXTE DE PLEIN AIR.

Programme novateur de 9 mois, il vise à former des spécialistes de l'intervention en contexte de plein air urbain, semi-urbain ou naturel, qu'ils exercent dans le domaine éducatif, communautaire, du loisir ou du tourisme d'aventure.

UNE FORMATION SOLIDE, PRATIQUE ET FLEXIBLE

- Programme conçu pour les travailleurs à temps complet : 1 fin de semaine de cours (1er mois de septembre à mai)
- Cours offerts à l'UQAM et en milieu naturel
- Projet d'intervention à réaliser en milieu de travail ou sous forme de recherche
- Conférences expérimentales et variées
- Contenu intégrant les meilleures pratiques d'intervention en plein air observées à travers le monde

6 COURS À SUIVRE

- Éducation relative à l'environnement et plein air
- Droit et intervention en plein air
- Physiologie de l'activité en contexte de plein air et en milieux extrêmes
- Modèles et stratégies d'intervention en contexte de plein air
- Projet d'intervention : élaboration
- Projet d'intervention : mise en œuvre ou Projet d'intervention : développement scientifique

Les étudiants devront avoir réuni une expérience en contexte de plein air.

POUR PLUS D'INFORMATIONS

Julie Coutu
514 697-3723
esap@uqam.ca
etudes.uqam.ca/plein-air

UQÀM | Faculté des sciences
The University of Northern British Columbia’s Outdoor Recreation and Tourism Management Program… your path to an education, a career, and a lifestyle.

The University of Northern British Columbia is located in Prince George, British Columbia (BC), at the confluence of the Nechako and Fraser Rivers, and on the doorstep of the Cariboo and Rocky Mountains. Located in the heart of BC, Prince George is an 8 hour drive north of Vancouver, 4 hours from Jasper, Alberta, 8 hours from the Pacific, and 12 hours from the Yukon border: it’s the perfect setting for the Outdoor Recreation and Tourism Management (ORTM) program.

UNBC officially opened in 1994, and has already become one of Canada’s best small universities (1st and 2nd in the Maclean’s rankings). UNBC is a research-intensive university with strengths in areas such as Natural Resource and Environmental Studies (NRES). The ORTM program is part of this area of strength in that it offers two undergraduate degree programs: a Bachelor of Science (BSc) in Natural Resource Management (Major in Outdoor Recreation and Conservation) and a Bachelor of Arts (BA) in Nature-Based Tourism Management. Within the program there is also the opportunity for students to pursue graduate degrees in ORTM topics through the integrated NRES graduate program at both the Masters (MA, MSc, or MNRES) and PhD levels.

The ORTM program at UNBC began at the same time as the university, and its first Chair was Alan Ewert (past editor of the Journal of Experiential Education, one of the founding editors of the International Journal of Wilderness). When the program began, there was only a BSc offered; it wasn’t until 1997 that the BA materialized after a proposal was accepted by BC’s Ministry of Advanced Education. For much of the past the ORTM Program was called the Resource Recreation and Tourism (RRT) Program, but this changed in the fall of 2006. In addition to the name change, there was a complete revision of the curriculum and re-focusing of the program. In 2017 entrance into the BA was expanded by accepting a variety of social science and humanities-related college diplomas as the first two years of the degree, allowing for completion of the Nature-based Tourism degree with two years at UNBC. ORTM also has honours degrees available for both the BA and BSc.

The ORTM program focuses on (a) the management and uses of outdoor recreation in the context of social and environmental change, (b) conservation planning and management with specific interests in parks and protected areas, and (c) tourism that is concerned with the use and sustainability of natural and cultural environments (i.e., not hospitality). Throughout, the program uses hands-on integrated learning that gives students real-world
experience and the opportunity to pursue certifications that will supplement their degree and allow them to find meaningful employment in their field/industry.

Present faculty members have strength in areas such as community involvement in tourism, outdoor experiential and adventure education, socio-ecological approaches to understanding and doing outdoor activities, environmental interpretation, and conservation-based approaches to protected area design, management, and monitoring. Faculty are researchers committed to providing students both a state of knowledge and academic focus and incorporating applied, practical projects in the classroom, taking students out of the classroom, and creating opportunities for them to gain work experience and qualifications.

A full listing of current ORTM undergraduate courses is as follows:

ORTM 100 – Foundations of Outdoor Recreation and Tourism
ORTM 200 - Sustainable Recreation and Tourism
ORTM 202 - Ecotourism and Adventure Tourism
ORTM 204 - Visitor Behaviour
ORTM 300 - Recreation & Tourism Impacts
ORTM 332 – Outdoor, Environmental, and Experiential Education
ORTM 305 - Protected Area Planning and Management
ORTM 306 - Indigenous Tourism and Recreation
ORTM 333 - Field Experience
ORTM 400 - Conservation Area Design and Management
ORTM 403 - International Dimensions of Recreation and Tourism
ORTM 407 - Recreation, Tourism and Communities
ORTM 408 - The Psychology of Recreation and Tourism
ORTM 409 – Critical Approaches to Outdoor Recreation Activities
ORTM 433 - Field Experience II
ORTM 440 - Internship
ORTM 498 - Special Topics
ORTM 499 - Independent Study

At the Masters level there are a number of courses linked with 4th year courses:

ORTM 600 - Conservation Area Design and Management
ORTM 603 - International Dimensions of Recreation and Tourism
ORTM 607 - Recreation, Tourism and Communities
ORTM 608 - The Psychology of Recreation and Tourism
ORTM 609 – Critical Approaches to Outdoor Recreation Activities

However, as the ORTM graduate programs are housed within NRES, students primarily take a series of seminars labeled with the NRES prefix, usually including NRES 774 - Dimensions of Outdoor Recreation and Nature-Based Tourism.
At both the undergraduate and graduate levels, faculty also teach into related areas such as the broad Natural Resource Management Program, NRES and Geography and ORTM courses are cross-listed with programs such as Psychology and Northern Studies.

Recent course projects include:

- **ORTM 100** – the first year course for the program focuses on getting students aware of the opportunities in the broad field, and taking an experiential approach to learning the basics. It places students in the community for volunteer/service work, and visits representatives from agencies such as BC Parks, Tourism Prince George, and local outdoor leaders.

- **ORTM 333** – the primary field course for the program, which in past years has visited Jasper National Park, North West BC (Prince Rupert, the Nass Valley, etc.). ORTM 333 has travelled through the Great Bear Rainforest by sailing ship looking at issues of conservation, Indigenous rights, ecotourism, and pipeline development. We have gone as far afield as Haida Gwaii for kayaking, the Muskwa-Kechika by horse back, and Antarctica by ship.

- **ORTM 310** – the research methods course for the program offers students an excellent opportunity to work in real-world situations with agencies that need questions answered or needs assessed. In 2017 students worked with the small community of Burns Lake conducting an economic and community benefits assessment of their world-class bike trails, which have served as a key part of this community’s economic diversification in the face of a decline in forestry.

Beyond unique arrangements for specific courses, the ORTM program has successfully initiated and maintained partnerships with organizations such as the National Outdoor Leadership School, Parks Canada, BC Parks, the Northern BC Tourism Association, the BC Protected Areas Research Forum, and many more. Graduate studies have been as diverse as studying grizzly bear/visitor interaction in the Khutzeymateen Sanctuary north of Prince Rupert, the use of adventure expeditions for environmental advocacy, residents’ perceptions of ecosystem management regimes in Mount Robson Provincial Park, conservation area designs in the Peace River area, and climber’s motivations in Bugaboo Provincial Park.

Across all its degree options, the ORTM program strives to capitalize on the unique location of UNBC to discuss conservation, outdoor recreation, and nature-based tourism from local to global scales. The ORTM program offers small class sizes, close contact with faculty, as well as interesting and challenging courses. From a student’s perspective, BSc and MSc graduate Kate Reade says:

> "The Outdoor Recreation and Tourism Management program at UNBC has really strived to keep up with the rapidly evolving field. What I liked best about this program was the small class sizes as we were able to work on real projects and get a taste of what our futures could entail."
Students who might be interested in the ORTM Program likely share the following goals or interests:

- **Respect** for the natural environment;
- **Fascination** with outdoor recreation, travel and tourism;
- **Passion** for the outdoors, adventure, and outdoor activities;
- **Desire** for flexible employment and career options;
- **Curiosity** about how you can make a living doing what you love; and
- **Awareness** of the impacts of outdoor recreation and nature-based tourism, both positive and negative; and
- **Advocacy** for social and environmental change.

For more specific program information, please visit: [www.unbc.ca/ortm](http://www.unbc.ca/ortm)