



February 17, 2016

## **Centre for Sport & Exercise Education**

### **Adventure Education**

Post-Degree Diploma

**Curriculum Document**

## **Program Purpose**

The PDD in Adventure Education will prepare educators, outdoor activity leaders, health and human service professionals and others in bringing outdoor and adventure-based learning opportunities to those they serve in their distinct context/settings. Adventure programming includes connecting people with natural landscapes, facilitating experiential learning, and engaging in outdoor activities which may range from active and challenging, to quiet and reflective.

This graduate level program of studies builds the knowledge and competencies for leaders to engage in diverse applications of adventure programming across sectors and to design safe and meaningful adventure experiences for the populations they serve.

## **Philosophical Underpinnings**

### Outdoor experiential learning

Working in the outdoors has many opportunities for applied learning. 'Learning by doing' is a basic tenet of outdoor adventure leadership. To provide safe and meaningful outdoor learning experiences in the adventure context requires knowledge and skills to facilitate activities with sound pedagogical practices and leadership skills.

### Risk, challenge and resiliency

Personal growth is the result of challenge balanced with support and resources. This basic recipe for human development is accelerated in adventure programming with increased resiliency an often-cited outcome of these experiences. Challenge and risk-based activities are essential elements of adventure program philosophy and design.

### Intra and interpersonal development

Adventure programs illicit a wide range of physical, social, and emotional responses from participants. Leaders are expected to grow and develop as self-aware, self-reflective and adaptable individuals to ensure they are equipped to deal with the needs of their participants, while also managing other environmental and situational conditions.

### Ecological awareness

Human relationships to the more-than-human world have been eroded in modern western society. A return, or re-connection to nature is desired societally as evidenced in a growing body of literature across numerous fields of study. Adventure programs are informed by knowledge from environmental education, conservation, sustainability, ecopsychology, place-based learning, and Indigenous and cross-cultural perspectives.

## **Program Beliefs and Values**

Inclusion, indigenization, health & safety, professional ethics, personal & social responsibility

## Program Learning Outcomes

Upon successful completion of this program, graduates will be able to:	
1. Identify and align the needs of those they serve with meaningful and effective adventure programming.	<ul style="list-style-type: none"> <li>a. Assess &amp; utilize industry standards &amp; practices relevant to populations served.</li> <li>b. Design participant-centered adventure programs within their scope of practice &amp; organizational mandate.</li> <li>c. Identify &amp; allocate necessary resources to ensure quality &amp; sustainable adventure programs.</li> </ul>
2. Apply a broad and coherent knowledge of foundational theories, concepts and practices in adventure program design.	<ul style="list-style-type: none"> <li>a. Create evidence-supported &amp; innovative adventure programs to work with diverse individuals, groups &amp; communities.</li> <li>b. Evaluate &amp; adapt adventure programs in response to evaluation and participant assessment.</li> <li>c. Integrate knowledge &amp; best-practices from multiple sectors, populations &amp; contexts.</li> </ul>
3. Lead and facilitate intentionally designed adventure programs in a safe and professional manner.	<ul style="list-style-type: none"> <li>a. Utilize knowledge, skills &amp; abilities to safely manage the risks associated with adventure programs.</li> <li>b. Develop &amp; deliver adventure programs &amp; activities that reflect intentional design, creativity &amp; emergence of outcomes &amp; meaning.</li> <li>c. Create adventure programs which meet or exceed industry standards.</li> </ul>
4. Evaluate and adapt as practitioners in relation to intrapersonal and interpersonal dynamics.	<ul style="list-style-type: none"> <li>a. Demonstrate effective communication, conflict resolution, Critical thinking, judgment &amp; other relevant Adventure Education skills.</li> <li>b. Maintain self-awareness as a reflective practitioner &amp; engage in personal growth &amp; development.</li> <li>c. Elicit feedback &amp; develop personal development strategies for effective leadership.</li> </ul>
5. Develop and implement ethical adventure programs with respect toward physical, social, environmental, emotional, and cultural aspects.	<ul style="list-style-type: none"> <li>a. Integrate a broad knowledge base utilizing a systems perspective in designing adventure programs.</li> <li>b. Apply place-based learning concepts &amp; ensure a conservation &amp; environmental ethic.</li> <li>c. Recognize &amp; acknowledge the diversity in populations served in adventure program design &amp; delivery including learning styles, age, gender, developmental capacity, abilities &amp; culture.</li> </ul>

## **Program Application Requirements**

1. Proof of a Baccalaureate degree, or, relevant combination of education and experience; and,
2. A brief Statement of Intention: Submission of a 400-500 word statement outlining career goals and motivation for entering the program.

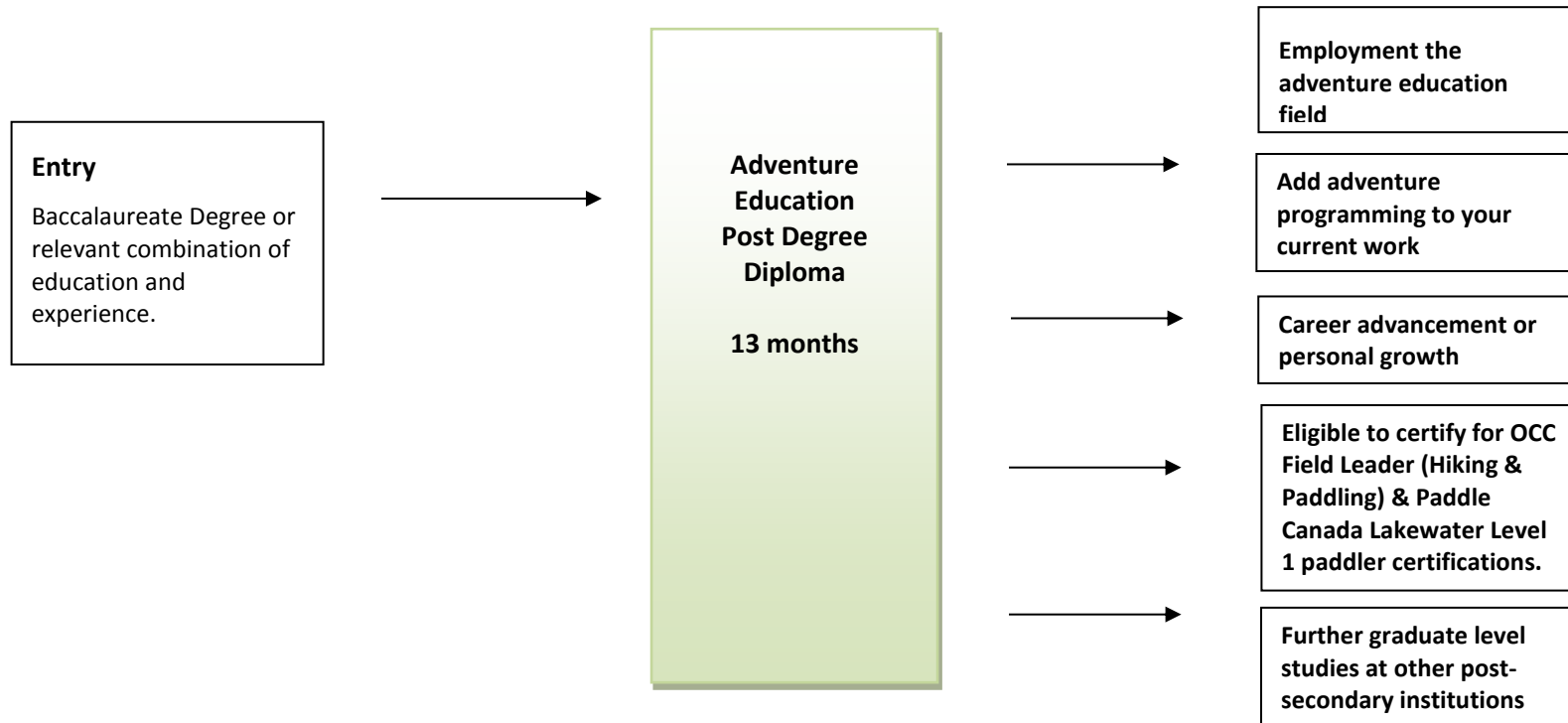
\*Access to current technology including a computer with a webcam and high-speed internet is an asset.

\*\*The work of an adventure educator can at times be physically and psychologically demanding. Students need to be aware and prepared for the rigours of outdoor living and travel, as well as the social realities on day-to-day life in intensive groups.

## **Program Completion**

Students must complete all 10 courses with a minimum letter grade of “C” in each course in order to qualify for a credential in the Adventure Education Post Degree Diploma.

## Pathways for Learners – Education & Employment



## Program Learning Outcomes to Course Outcomes Matrix

Program Outcomes  Courses	<b>#1</b> Identify and align the needs of those they serve with effective and meaningful adventure programming.	<b>#2</b> Apply a broad and coherent knowledge of foundational theories, concepts and practices in adventure programming.	<b>#3</b> Lead and facilitate intentionally designed adventure programs in a safe and professional manner.	<b>#4</b> Evaluate and adapt as practitioners in relation to intrapersonal and interpersonal dynamics.	<b>#5</b> Develop and implement ethical adventure programs with respect toward physical, social, environmental, emotional, and cultural aspects.
<i>AE 501: Adventures in Group Work</i>	☑		☑	☑	
<i>AE 502: Outdoor Leadership: Land-based</i>			☑	☑	
<i>AE 503: Foundations of Adventure Education</i>		☑			☑
<i>AE 504: Integral Adventure Education</i>	☑	☑			☑
<i>AE 505: Adventure Program Design</i>	☑	☑			☑
<i>AE 506: Nature &amp; Human Development</i>	☑	☑			☑
<i>AE 507: The Reflective Practitioner</i>			☑	☑	
<i>AE 508: Transformational Learning</i>	☑	☑	☑	☑	
<i>AE 509: Outdoor Leadership: Water-based</i>			☑	☑	
<i>AE 510: The Wilderness Experience</i>		☑		☑	☑

## Courses & Credits

<b>Adventure Education – Post Degree Diploma</b>				
<b>Course</b>	<b>Hrs</b>	<b>Credits</b>	<b>Pre /co-requisites</b>	<b>Delivery</b>
AE 501 Adventures in Group Work	40	3	AE 502, AE 503	Face-to-face
AE 502 Outdoor Leadership: Land-based	40	3	AE 501, AE 503	Face-to-face
AE 503 Foundations of Adventure Education	40	3	AE 501, AE 502	Face-to-face
AE 504 Integral Adventure Education	42	3	AE 501	Online
AE 505 Adventure Program Design	42	3	AE 501	Online
AE 506 Nature & Human Development	42	3	AE 501	Online
AE 507 The Reflective Practitioner	42	3	AE 501	Online
AE 508 Transformational Learning	40	3	AE 505, AE 507	Face-to-face
AE 509 Outdoor Leadership: Water-based	40	3	AE 505, AE 507	Face-to-face
AE 510 The Wilderness Experience	40	3	AE 505, AE 507	Face-to-face
Total		30		

## Curriculum design & delivery

July entry & complete over 13 months

Type	Timing	Courses
Face-to-face	Summer (2 weeks field, 2 weeks online pre-residency)	AE 501, AE 502, AE 503
Distance (online)	Fall Term	AE 504, AE 505
Distance (online)	Winter Term	AE 506, AE 507
Face-to-face	Summer (2 weeks field, 2 weeks online post-residency)	AE 508, AE 509, AE 510



## Course Descriptions and Learning Outcomes

<p><i>AE 501</i> <i>Adventures in Group Work</i></p> <p>F2F/Blended</p>	<p>Students are introduced to effective group management skills and strategies necessary to maximize learning opportunities during adventure programs. The course includes overviews of group development models and practices as well as providing students with ample opportunities to reflect on their own beliefs, values and leadership style and how that influences group dynamics.</p> <p>Upon completing this course, students will be able to...</p> <ul style="list-style-type: none"> <li>• Describe group dynamics including facilitative &amp; debilitating roles &amp; behaviours.</li> <li>• Articulate your personal strengths, weakness &amp; personal beliefs as they relate to group development.</li> <li>• Demonstrate leadership competencies for facilitating group work including opening &amp; closing groups, setting boundaries, giving &amp; receiving feedback &amp; helping group members attribute meaning to their experiences.</li> <li>• Identify appropriate tactical skills to deal with difficult &amp; sensitive situations.</li> </ul> <p>*AE 501, 502, 503 are taught F2F through an integrated curriculum model</p>
<p><i>AE 502</i> <i>Outdoor Leadership: Land-based</i></p> <p>F2F/Blended</p>	<p>Students will engage in practical skill development and gain knowledge of land-based travel and living. The course will include an overview of equipment options, logistics, participant assessment and program design options for a variety of populations. Leadership styles, preferences and skills will be identified, assessed and critically reflected upon relative to a variety of professional career options.</p> <p>Upon completing this course, students will be able to...</p> <ul style="list-style-type: none"> <li>• Utilize technical skills for self-propelled travel, managing group safety &amp; journeying on land.</li> <li>• Demonstrate knowledge &amp; skills for planning, navigating &amp; travel through a range of terrain &amp; environmental conditions.</li> <li>• Apply conceptual knowledge in program design to accommodate varying levels of ability, interest &amp; challenge appropriately.</li> <li>• Demonstrate resilience in managing adverse situations &amp; conditions.</li> <li>• Set realistic and challenging goals for group development as an outdoor adventure leader.</li> </ul> <p>*Course content qualifies student for optional an <i>Outdoor Council of Canada</i> Hiking Field Leader certification *AE 501, 502, 503 are taught F2F through an integrated curriculum model</p>

<p><i>AE 503</i> <i>Foundations of Adventure Education</i></p> <p>F2F/Blended</p>	<p>Students are presented an overview of historical, cultural and philosophical origins and influences on the developing field of adventure programming. Students will gain broad perspectives on the core tenets of the field; outdoor experiential learning, adventure activities, intra and interpersonal development and ecological awareness.</p> <p>Upon completing this course, students will be able to...</p> <ul style="list-style-type: none"> <li>• Identify &amp; articulate historical foundations of adventure programming, theories in practice &amp; philosophical positions of the field.</li> <li>• Utilize the literature of the field to assist in program design, program fund-raising &amp; advocacy, and research &amp; evaluation purpose.</li> <li>• Articulate the range of direct &amp; indirect benefits &amp; outcomes of adventure experiences.</li> <li>• Describe major challenges &amp; opportunities faced by the adventure programming field historically &amp; today.</li> </ul> <p>*AE 501, 502, 503 are taught F2F through an integrated curriculum model with 2 weeks online post-residency to complete</p>
<p><i>AE 504</i> <i>Integral Adventure Education</i></p> <p>DL</p>	<p>Applying an integral systems lens, students are presented with the multitude of diversity in populations, cultures, environments and beliefs to be considered in adventure programming. Students will explore personal development and context relative to serving others. Strategies for adventure program adaptation and design will be examined.</p> <p>Upon completing this course, students will be able to...</p> <ul style="list-style-type: none"> <li>• Examine &amp; integrate social, cultural &amp; ecological perspectives as they relate to those served.</li> <li>• Identify &amp; articulate related resources &amp; literature to ensure meaningful integration of indigenous &amp; cross-cultural practices.</li> <li>• Create an ecological story of self to better articulate their personal beliefs &amp; cultural heritage.</li> <li>• Design context-appropriate adventure programming materials &amp; activities.</li> <li>• Critically assess &amp; stay abreast of trends &amp; issues in adventure programming.</li> </ul>

<p><i>AE 505 Adventure Program Design</i></p> <p>DL</p>	<p>Students will critically examine program design and practices across the spectrum of adventure. Students will also explore leadership principles and intervention strategies, industry standards, scope of practice, risk management and evaluation strategies.</p> <p>Upon completing this course, students will be able to...</p> <ul style="list-style-type: none"> <li>• Identify &amp; articulate the breadth of adventure programming internationally.</li> <li>• Articulate &amp; apply theoretical and conceptual knowledge in the assessment, design, delivery &amp; evaluation of adventure programs.</li> <li>• Identify &amp; articulate current standards &amp; best-practices in adventure program design.</li> <li>• Articulate the range of adventure programming including depth of intervention, sector-specific, scope of practice &amp; risk management.</li> <li>• Describe the design, delivery &amp; evaluation processes in adventure programming.</li> </ul>
<p><i>AE 506 Nature &amp; Human Development</i></p> <p>DL</p>	<p>Students will explore relationships between human development and the more-than-human world. Students will examine determinants of health, principles of sustainability, quality of life and optimal conditions for personal growth and development across the lifespan, and how they can be included in adventure programming.</p> <p>Upon completing this course, students will be able to...</p> <ul style="list-style-type: none"> <li>• Lead adventure programs with developmentally appropriate &amp; evidence-based elements.</li> <li>• Apply life span concepts and stages of development in adventure programming.</li> <li>• Articulate a deeper understanding of the literature identifying outcomes of adventure programs in the context of risk, resiliency &amp; human development.</li> <li>• Describe the human-more-than-human relationship as it relates to quality of life &amp; human-environmental health.</li> <li>• Demonstrate the technical skills necessary for research &amp; self-directed learning.</li> </ul>

<p>AE 507 <i>The Reflective Practitioner</i></p> <p>DL</p>	<p>Reflective practice is a cornerstone of personal growth and of lifelong learning. This course outlines theoretical and practical skills and abilities for students to consciously examine their thoughts, actions and values. Students will explore current practices and activities utilized in adventure programming to increase reflection and practice-based learning.</p> <p>Upon completing this course, students will be able to...</p> <ul style="list-style-type: none"> <li>• Articulate personal learning from self-exploration, self &amp; peer assessment &amp; group feedback.</li> <li>• Develop and maintain personal &amp; professional growth &amp; development plans.</li> <li>• Role model reflective practice through written self-assessment &amp; personal reflection.</li> <li>• Identify &amp; integrate health &amp; well-being practices such as mindfulness, meditation, journaling &amp; other approaches in adventure programming.</li> </ul>
<p>AE 508 <i>Transformational Learning</i></p> <p>F2F/Blended</p>	<p>Students are challenged with opportunities to practice and assess their capacity to lead others in experiential learning activities. The course includes an examination of learning and change theories and the dimensions of transformational learning: psychological, convictional, and behavioural as they relate to adventure program design, facilitation styles and practices.</p> <p>Upon completing this course, students will be able to...</p> <ul style="list-style-type: none"> <li>• Interpret &amp; utilize conceptual knowledge of the experiential learning process.</li> <li>• Demonstrate the technical skills of developing &amp; leading meaningful intentionally designed experiential activities.</li> <li>• Use their leadership capacity to demonstrate facilitation models, styles &amp; approaches.</li> <li>• Articulate change theories &amp; integrate processes for participant meaning-making within an ethical &amp; professional practice.</li> <li>• Identify areas for further personal development as a facilitator.</li> </ul> <p>*AE 508, 509, 5010 are taught F2F through an integrated curriculum model with 2 weeks online post-residency to complete</p>

<p>AE 509 <i>Outdoor Leadership: Water-based</i></p> <p>F2F/Blended</p>	<p>Students will develop practical skills and knowledge for water-based travel and coastal living. The course will include an overview of equipment options, logistics, participant assessment and program design options for a variety of populations. Leadership styles and skills will be identified, assessed and critically reflected upon relative to a variety of professional career options.</p> <p>Upon completing this course, students will be able to...</p> <ul style="list-style-type: none"> <li>• Demonstrate technical skills for managing group safety while using paddlecraft.</li> <li>• Identify &amp; articulate knowledge &amp; skills for planning, navigating &amp; travel through a spectrum of environmental conditions.</li> <li>• Apply conceptual knowledge in program design to accommodate varying levels of ability, interest &amp; challenge appropriately.</li> <li>• Demonstrate resilience in managing adverse situations &amp; conditions.</li> <li>• Set realistic but challenging goals for group development as an outdoor leader.</li> <li>• Behave in ways appropriate to working together with others to achieve group objectives.</li> </ul> <p>*Course content qualifies student for an optional <i>Paddle Canada Lakewater Level 1 Canoe</i> certification</p>
<p>AE 510 <i>The Wilderness Experience</i></p> <p>F2F/Blended</p>	<p>Students will discuss and analyze a range of philosophies and activities that explore the ‘wilderness experience’. They will explore and test their physical and psychological preparedness for successful wilderness experiences (e.g., bushcraft, foraging, solo). The course will introduce theoretical and conceptual understandings (e.g., <i>communitas</i>, <i>threshold</i>, <i>sublime</i>) and further exploration of student ecological awareness and conservation strategies.</p> <p>Upon completing this course, students will be able to...</p> <ul style="list-style-type: none"> <li>• Develop technical skills &amp; competency in wilderness self-care.</li> <li>• Articulate &amp; design land &amp; place-based learning outcomes.</li> <li>• Create lesson plans to incorporate principles of conservation (e.g., Canadian Wildlife Federation’s “Wild Pedagogies”)</li> <li>• Articulate &amp; incorporate strategies to increase transpersonal learning experiences.</li> <li>• Recognize the potential for experiences of the sublime or of a spiritual nature.</li> <li>• Demonstrate awareness of ecological determinants of health &amp; acknowledgement of human-environment relationships and their guiding theories (e.g., <i>ecopsychology</i>, <i>deep ecology</i>).</li> </ul>

## **Program Endorsements**

### *Paddle Canada*

Executive Director: Graham Ketcheson

\*will incorporate professional training materials to prepare students for certification if desired (exams not delivered during PDD)

### *Canadian Wildlife Federation*

Educational Director: James Bartram

\*have permission to incorporate "Wild Pedagogies" conservation curriculum (needs to be formalized after program approval)

### *Outdoor Council of Canada*

Executive Director: Albi Sole

\*will incorporate professional training materials to prepare students for certification if desired (exams not delivered during PDD)

### *Association of Canadian Mountain Guides*

Executive Director: Peter Tucker

\*I can request a Letter of Support as potential professional development option for members

### *Sea Kayak Guides Alliance of British Columbia*

Executive Director: Duncan Mack? Outgoing/election soon?

\*I can request a Letter of Support as potential professional development option for members

### *BC Ministry of Education*

\*Will confirm if this PDD meets requirements for education/professional development in BC Teacher's Qualification Service

\*May seek support for recognition as teacher preparation for outdoor activity leadership