ASSOCIATION FOR EXPERIENTIAL EDUCATION

Accreditation Self-Assessment (8th ed.)

California State University Northridge

Recreation and Tourism Management Department and Outdoor Adventures of Associated Students

Dr. Al Wright and the RTM & OA Teams

July 4, 2024

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List of Appendices

The following appendices provide information that support this Self-Assessment document. Due to the volume of information the reader can find a digital copy of all the Appendices at a web based resource directory page (http://www.csun.edu/~vcrec004/AEE/AEE_Directory.html). Appendix A is available at the resource directory page but will also be included at the end of this document since it is the primary reference item for many of the Self-Assessment documentation responses.

Appendix A: CSUN Outdoor SOP - Safety Operational Protocols

Appendix B – Outdoors at CSUN Organizational Structure and Relationships

Appendix C – Cal State Northridge Climbing Wall Manual (Staff Training Resource)

Appendix D – CSUN Challenge Course Staff Training Manual (Staff Training Resource)

Appendix E – Outdoor Adventures Trip Leader Manual (Staff Training Resource)

Appendix F – Aquatic Center/ Student Lifeguard Training Manual (Staff Training Resource)

Appendix G - RTM Outdoor Faculty Orientation Manual (Staff Training Resource)

Appendix H – Key Forms

1. Accident/Incident Report (RTM/OA)
2. Accident/Injury Follow-up Form (RTM/OA)
3. Authorization to Operate Privately Owned Vehicle – Student (CSUN)
4. Challenge Course Release Form (Adult) – (RTM)
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6. Field Trip Itinerary Form (RTM)
7. RTM Health Statement (Adult)
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9. RTM Informed Consent, Waiver of Liability and Hold Harmless Agreement (Adult)/ Minor
10. Aquatic Center Release Form (Adults and Minors)
11. OA Special Trip Registration Form with Waiver 1.1.15
12. OA Single Day Registration Form with Waiver 5.8.14
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Appendix I – Checklists in Use with SOP

1. Instructor's First Aid and Emergency Field Kit Contents CHECKLIST
2. Trip Leader Emergency Call Guide for Outdoor Adventures
3. Faculty Emergency Call Guide For RTM
4. Incident Commander in the Field - Adverse Events Checklist
5. Adverse Events Checklist – Administrator in Charge at the Office
6. SHARK
7. Pre-Trip Checklist for Instructor/Staff-in-Charge
8. Critical Incident Checklist at the High Ropes Course
9. Runners Checklist
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11. Lost Student Checklist

Appendix J - Recreation and Tourism Management Outdoor Classes Syllabi

- Overview of Outdoor Recreation Course Work and Brief Course Descriptions

- RTM 150 Introduction to Outdoor Education in the Backcountry (1)
- RTM 151A. Backpacking (2)
- RTM 151B. Rock Climbing and Mountaineering (2)
- RTM 151C. Winter Mountaineering (2)
- RTM 151D. Flat-Water Boating (2)
- RTM 151F. Survival (2)
- RTM 151G. Challenge/Ropes Courses (2)
- RTM 151H. Caving (2)
- RTM 251. Recreation and the Natural Environment (3)
- RTM 265. Water Skiing and Wakeboarding (1)
- RTM 267/L. Sailing and Lab (1/1)
- RTM 310/L. Adventure Recreation and Human Relations and Lab (2/1)
- RTM 351. Outdoor and Environmental Education (3)
- RTM 353/L. Literature of the Wilderness Experience and Lab (2/1)
- RTM 452/L. Outdoor Recreation Leadership and Lab (3/2)

Appendix K – Evaluation and Assessment Evidence

- OA Trip Feedback Form
- RTM Instructor Evaluation Form – Peers
- RTM Instructor Evaluation Form – Students
- RTM Assessment Plan
- Link to RTM Accreditation Status by Council on Accreditation for Parks, Recreation, Tourism (COAPRT)

Preliminary Documents

- **Letter of Invitation**
- **Program Overview and Introduction**

CSUN | CALIFORNIA STATE UNIVERSITY NORTHRIDGE

Department of Recreation and Tourism Management
College of Health and Human Development

Accreditation Request for Association of Experiential Education

Date: June 12, 2024

To: Steven Pace, Director of Standards Development and Accreditation
Association for Experiential Education

From: Dr. Al Wright (Designee for RTM and OA)
Professor and Outdoor Coordinator
Recreation and Tourism Management Department at CSUN

This letter is the formal request for renewal of accreditation from the Association of Experiential Education. The partnership of the outdoor academic program in the Department of Recreation and Tourism Management (RTM) in the College of Health and Human Development and the Outdoor Adventures (OA) program of Associated Students at CSUN jointly request the accreditation.

The outdoor adventure programs are working with our liaison John Nordquist as we prepare the new Self-Assessment Study (SAS) document. We will secure final permission from our Dean's office to allow the SAS to be submitted this summer. We look forward to an onsite review from the AEE accreditation team that hopefully can be scheduled during the fall semester 2024.

Sincerely,

Dr. Alan Wright, Ph.D.
Professor in Recreation and Tourism Management Department
Outdoor Coordinator
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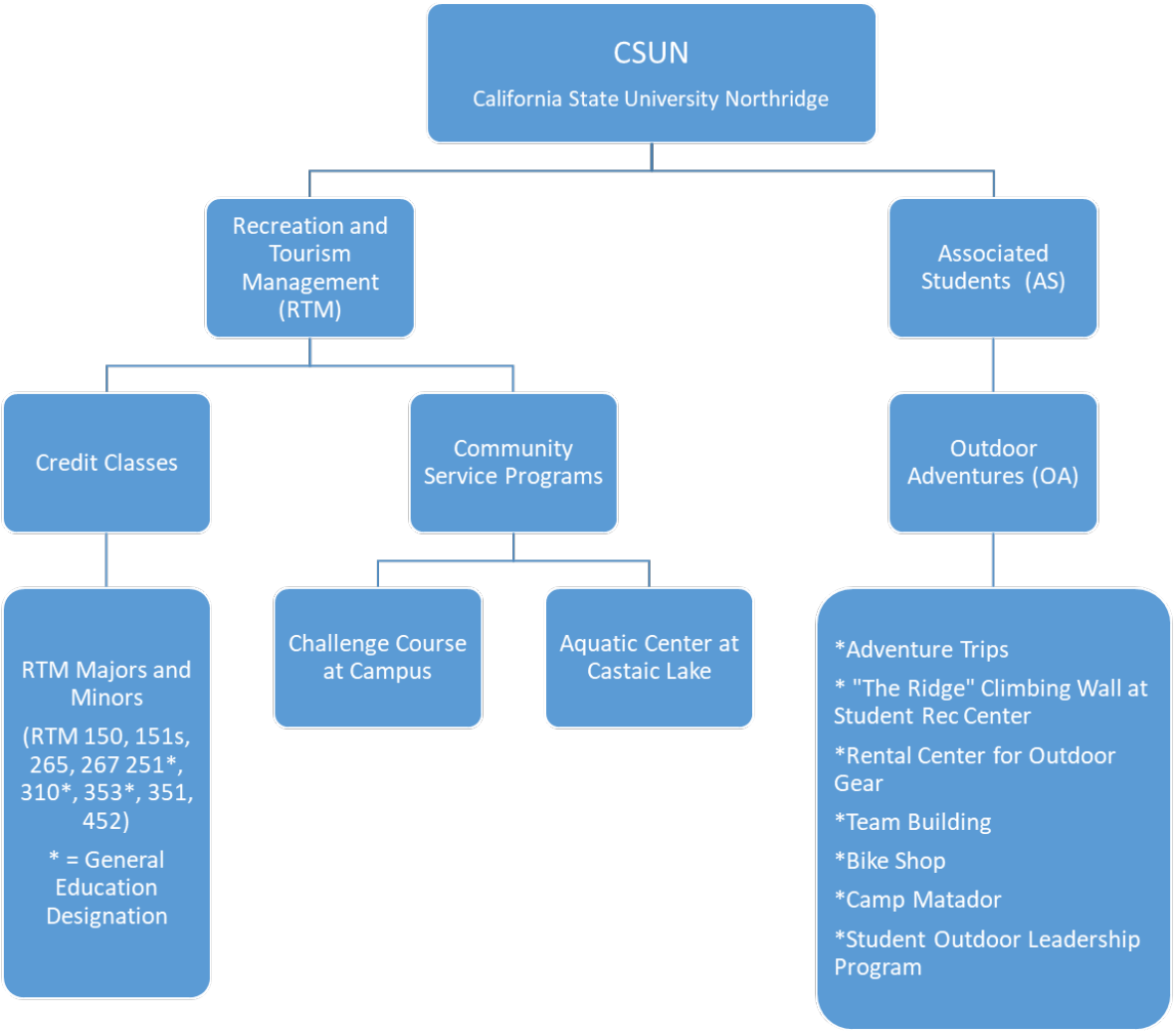
Introduction to CSUN Recreation and Tourism Management and Outdoor Adventures with Associated Students



At CSUN we have a unique partnership between the outdoor education academic program housed in the Recreation and Tourism Management Department (RTM) and the Outdoor Adventures program (OA) housed in the student development arm of the university within Associated Students. There is a wide diversity of goals and objectives for specific programs but all of the programs align with overriding mission(s) of the organization(s). The two units intentionally work together to manage risks in their programs and provide consistency in quality learning experiences to our students and the larger community on either a credit or non-credit basis.

CHAPTER 1. PHILOSOPHY, EDUCATIONAL, & ETHICAL PRINCIPLES

SECTION 1. PROGRAM MISSION AND EXPERIENTIAL EDUCATION PEDAGOGY

1.01 The organization or program has a defined mission and purpose consistent with the AEE vision and mission, definition of experiential education, and ethical standards.

Explanation: The organization's and program's mission supports experiential education, a philosophy and methodology in which educators purposefully engage with learners in direct experience and focused reflection to increase knowledge, develop skills, and clarify values.

Some adventure programs may exist as a subset of a larger organization, for example, an outdoor recreation or adventure education program within a college or university. The outdoor program's mission is consistent with the larger organization's mission.

Considerations

- The program's mission is consistent with the principles of experiential education.
- The program's mission is consistent with AEE's mission and ethical standards.

Supporting Evidence of Compliance for Self-Assessment Study

- The program documents its mission statement.
- The Review Team will also verify compliance during the site visit.

***Program Narrative Response**: The Recreation and Tourism Management Department (RTM) and the Outdoor Adventures program (OA) both operate programs consistent with their mission as part of the larger California State University Northridge (CSUN). There is a wide diversity of goals and objectives for specific programs run by RTM and OA but all of the programs align with overriding mission(s) of the organization(s). The following three mission statements are provided here:*

- *CSUN Mission*
- *California State University, Northridge exists to enable students to realize their educational goals. The University's first priority is to promote the welfare and intellectual progress of students. To fulfill this mission, we design programs and activities to help students develop the academic competencies, professional skills and critical values of learned persons who live in a democratic society, an*

interdependent world and a technological age; we seek to foster a rigorous and contemporary understanding of the liberal arts, sciences and professional disciplines, and we believe in the following values: https://catalog.csun.edu/about/university-mission-values-and-vision/

- *HHD - The RTM Department is part of the College of Health and Human Development (HHD). The College provides a mid-management level in the academic side of the organization. HHD has a separate mission statement which is consistent with the broader university mission and the more specific RTM mission. HHD Mission: The College of Health and Human Development becomes a steward in transforming students, faculty, staff, and advising staff into social change agents centered on improving the quality of life and services across local, state, national, and world communities. https://www.csun.edu/health-human-development/our-mission-and-vision*

- *RTM - The mission of the Department of Recreation and Tourism Management is to facilitate students' achievement of their educational and career goals through a learning-centered academic program, which develops intellectual capacity and practical skills and is committed to excellence, experiential learning and the development of innovative professionals capable of adapting dynamic environments, using the Greater Los Angeles area as a laboratory.*

  We provide a challenging, student-centered education to prepare professionals with a commitment to enhancing the quality of human life through hospitality, tourism and recreation. We value each student as a unique individual and work in partnership with the community to match students' strengths and interests in field placements where classroom theory comes to life. (https://catalog.csun.edu/academics/rtm/overview/)

- *Associated Students (A.S.)(Outdoor Adventures) is the primary advocate for students at California State University, Northridge. A.S. provides excellent, meaningful programs and services designed to enhance and create a spirited learning-focused campus environment. (http://www.csun.edu/as/about-us)*

- *As parts of the greater CSUN university mission and the sub-missions of the RTM and AS units, the outdoor experiential programs enhance the student educational experience through both credit and non-credit experiences. The outdoor experiential curriculum and special programs contribute to the development of the student's intellectual, ethical, social, and professional development.*

- *More specifically beyond the global mission statements; what types of outdoor experiential education do we provide?*

    - *Classes provide students with direct outdoor experience. Classes such as RTM 150 and RTM 151A-H provide students with the development of*

outdoor recreation skills and an increased appreciation and sense of protection of the natural environment. Students are placed in wilderness settings and actively practice an outdoor recreation skill (e.g. rock climbing) in order to reach these goals. Other classes use the outdoors as a setting to foster student growth and development in writing, multi-cultural understanding, or leadership. These types of classes, such as RTM 353 Wilderness Literature, RTM 310 Adventure Recreation and Human Relations, and RTM 302 Leadership provide direct experience for students using outdoor or adventure settings as a means to develop broad life skills and attitudes. Courses such as RTM 351 Outdoor Environmental Education and RTM 452 Outdoor Leadership develop skill and knowledge required for design and delivery of outdoor education programs. Instructors use a variety of experiential pedagogies as reflected in syllabi including direct experience that includes journals and group debriefing exercises, project-based learning, and presentations.

- *Students participating in the OA outings (e.g. backpacking or camping trips) or the Ridge Rock Wall at the SRC engage in a direct experience with the outdoors to foster personal development and a positive campus climate. OA also provides leadership development programs for their student staff and incoming student orientation programs that create community through direct experiences.*

- ***Here is a broad statement of our experiential methods:***
  - *Consistent with experiential education methodology, instructors design the context for learning and provide students with the opportunity to engage with the challenge in that context. This engagement includes the consequences of the decisions and actions chosen by the students. In the outdoor environment, students deal with the consequences of extended hiking due to poor choices related to navigation. Consequence could also mean the positive social affirmation of a group member who discovers the breakthrough idea to resolve a structured initiative problem like Warp Speed. Artificial consequences are also used both to facilitate learning and to control for safety. An artificial consequence is often integrated into a structured initiative problem as a means of increasing the impact of choices by the group. An example of this would be the need to start at the beginning of an initiative if a certain rule of the game is violated. In the wilderness the naturalistic consequence of getting wet from poorly prepared shelters might be artificially altered by faculty or staff intervention to make sure that discomfort from the cold does not turn into hypothermia.*

Supporting Evidence of Compliance:

- *Appendix B – Outdoors at CSUN Organizational Structure and Relationships*
- *Refer to mission statement links included in the narrative response above.*
- *Appendix J - Recreation and Tourism Management Outdoor Classes Syllabi*

- *Website for OA references program offerings and goals and methods – http://www.csun.edu/as/outdoor-adventures*

SECTION 2. ETHICS

2.01 Program personnel conduct their work with responsibility and integrity and in adherence to the organization's ethical guidelines.
Explanation: Program personnel prioritize and embody integrity in their daily work and practice of adventure education by demonstrating a commitment to and adhering to the ethical guidelines of their organization, governing bodies, and moral sensibilities. Program personnel promote integrity in the practice of experiential education and uphold the ethical principles of their work.

Considerations

- The organization documents ethical guidelines for program personnel that include:
    - being honest, fair, and respectful in dealings with others
    - being clear with participants as to their roles and obligations as an instructor and the participants' roles and responsibilities
    - being aware of how their own belief systems, values, needs, and limitations affect their work
    - addressing situations where personal problems or conflicts may impair their work performance or judgment
    - accepting responsibility for their behavior and decisions
    - consulting with, referring to, and cooperating with other program personnel
    - reporting unethical conduct and cooperating with inquiries and investigations concerning alleged unethical conduct by any member of the program personnel
    - not tolerating discrimination, coercion, harassment, or exploitation.
    - describing their **qualifications**, skills, and services clearly and accurately
    - practicing within the bounds of their **competence**

Supporting Evidence of Compliance for Self-Assessment Study

- The program documents the ethical guidelines for program personnel.
- Employee files (training, supervision reports, and disciplinary records)
- participant complaints or grievances
- The Review Team will verify compliance during the site visit.

Program Narrative Response: *Staff and Instructors conduct classes, programs, and activities in a responsible manner that reflects the highest level of quality and they seek to hold themselves to the guidelines put forth in the RTM/OA SOP documents as well as behavior guidelines outlined in OA Staff Manual and Aquatic Center Staff Manual. These include but are not limited to: a) they strive to be honest, fair, and to respect*

others in their interactions b) provide professional service in a manner which fulfills the mission and goals of the program and which supports the educational interests, rights and welfare of the students. c) strive to be sensitive to cultural and individual differences, including those due to age, gender, race, ethnicity, national origin, religion, sexual preference, disability, and socioeconomic status. d) use Leave No Trace camping practices that result in minimal impact to the natural environment. e) they are sensitive to real and perceived differences in power between themselves and their students and/or participants, and avoid exploiting or misleading other people during or after professional relationships because it would represent a misuse of power.

Supporting Evidence of Compliance:

- *Appendix A: CSUN Outdoor SOP - Safety Operational Protocols*
- *Appendix G1: RTM Outdoor Faculty Orientation Manual pp.2-3*
- *On Site – Interview of Faculty and Staff*

2.02. The program and its personnel create an inclusive culture that respects the rights, dignity, and worth of each participant and program personnel.
Explanation: The program and its personnel create a nurturing and cooperative community with clear expectations of respectful behavior, active listening, and empathy.

Considerations

- Clear expectations and guidelines for behavior that promote respect, inclusivity, and cooperation within the program community are established and communicated to participants.
- Program personnel foster a culture of active listening and empathy.
- Program personnel are empowered to make reasonable decisions and choices within the program.

Supporting Evidence of Compliance for Self-Assessment Study

- The program publishes a non-discrimination statement consistent with applicable laws and regulations.
- Established **policies** and **procedures** reflect attention to the well-being of participants and their legal rights, dignity, and worth.
- The Review Team will verify compliance during the site visit.

Program Narrative Response: *Staff and Instructors acknowledge and respect the fundamental rights, dignity, and worth of all people. Participants can expect Staff and Instructors to respect and enforce their rights to privacy, confidentiality, and self-determination within the limits of the law and the policies of the Outdoor Recreation program. Professional faculty and staff are required to participate in university online training on ethical behavior related to sexual harassment and misconduct and comply with CSU policy statements on equitable treatment of colleagues and students. Student leaders in OA are required as students to complete online training on issues of sexual violence.*

The university has many policy statements on ethical behavior for faculty, staff, and students. The significant issue is the moral values present in our faculty and staff rather than the online statement. Observing and talking to our people is the best way to measure our compliance with 2.0 standards.

Supporting Evidence of Compliance:

- *On Site – Interview faculty and staff*
- *On Site - Sample Ethics Training Certificates for faculty*
- *Student sexual harassment training info: https://www.csun.edu/current-students/access-title-ix-training Similar training modules required of all faculty on annual basis.*
- *Faculty & Staff code of conduct (University Corp): https://www.csun.edu/sites/default/files/section%20604-professional%20responsibility.pdf*

2.03. The program conducts activities adapted to the needs and diversity of the participants.

Explanation: Program personnel plan and conduct inclusive programs that respect the diversity of cultural and individual differences.

- **Considerations** The program and its personnel accommodate physical, cognitive, and cultural differences.
- Dietary needs are accommodated.
- Program personnel monitor the physical and emotional impact of programming on each participant and modify programming as necessary to best address the participant's needs, interests, and abilities.

Supporting Evidence of Compliance for Self-Assessment Study

- The Review Team will verify compliance during the site visit.

Program Narrative Response: *Staff and Instructors acknowledge and respect the fundamental rights, dignity, and worth of all people. On the RTM side the students registered with the disability center will notify instructional staff of accommodations. The OA orientation meetings prior to student trips include requesting for dietary needs and any other accommodation request based on special physical or emotional needs.*

The CSUN ropes course includes a major universal design component so that participants with physical limitations can enjoy the ropes course.

CSUN has the largest deaf and hard of hearing student population of any university on the west coast (180 undergrads). Interpreters are provided for DHH student for all outdoor programs.

Supporting Evidence of Compliance:

- *The Review Team will verify compliance during the site visit. Ropes course universal design among other indicators.*
- *Review of pre-trip meeting requirement as key mechanism to meet diverse needs or expectations or dietary issues. Identified in OA student training manual (pg 23, 'Pre-Trip Policies and Guidelines')*

2.04 The program has policies and procedures that protect and nurture the well-being and safety of each participant and program personnel.
Explanation: Participants' physical and emotional safety is attended to throughout the program, and their basic needs, such as food, water, and rest, are met.

Considerations

- The program has policies and procedures in place to protect participants from abuse or neglect while in the program.
- The program has policies and procedures that provide for participant's and program personnel's basic needs.

Supporting Evidence of Compliance for Self-Assessment

- There is documentation of policies and procedures regarding the well-being and safety of participants and program personnel.
- The Review Team will verify compliance during the site visit.

Program Narrative Response: *Staff and Instructors acknowledge and respect the fundamental rights, dignity, and worth of all people. An extension of this value is concern for safety of all participants. Attainment of this standard is represented in several ways including: orientation practices for any field trip which includes instruction on personal gear (clothing, food, water) necessary for comfort and safety; competent staff who are able to assess participant's needs in the field setting; the practice of safety briefings which include statements on hydration; maintaining group proximity so that student's needing additional rest are monitored; creating group 'contracts' to manage participant's behavior with one another.*

Supporting Evidence of Compliance:

- *Appendix A: CSUN Outdoor SOP - Safety Operational Protocols p. 4-7.*

2.05 There are systems to train, supervise, and evaluate program personnel in designing and delivering culturally appropriate, inclusive, and effective programming.
Explanation: These systems focus on ongoing training in cultural considerations and participant cultural context.

Considerations

- Training opportunities may include processing and reflection, mentoring, working with a supervisor, and learning from **incidents**.
- Training is required to the full extent permitted by applicable laws and regulations.

Supporting Evidence of Compliance for Self-Assessment

- Training content and attendance are documented.
- The Review Team will verify compliance during the site visit.

Program Narrative Response: *Staff and Instructors are introduced to the topic of cultural considerations as part of training and orientation. Training manuals reference this topic which in our context is often referred to as culturally responsive pedagogy. In addition to brief treatment in training resources the university offers more in-depth training through workshops for faculty and staff. Current opportunities will be listed at the HR and/or Faculty Development websites and often are provided in online or face to face formats.*

Supporting Evidence of Compliance:

- *Expectation identified in RTM outdoor faculty orientation manual http://www.csun.edu/~vcrec004/AEE/RTM_Faculty-Staff_Orientation_Manual.pdf p. 4*
- *Expectation identified in OA student training manual (pg. 10 "Requirements of an Observer"): http://www.csun.edu/~vcrec004/AEE/CSUN_OA_Trip_Leader_Manual_2023.pdf*
- *Training resources provided by HR on the campus https://www.csun.edu/undergraduate-studies/faculty-development*

2.06 The program and program personnel respect the confidentiality of the participant's Protected Health Information and other personal identifying information.

Explanation: Program personnel and **support staff** explain, as early in the program as is feasible, the nature of confidentiality and the limits to confidentiality as it applies to the participant's Protected Health Information and other personal identifying information.

Considerations

- Program personnel and support staff may not disclose confidential Protected Health Information or other personal identifying information from the participant, confidential information about the participant or shared with the participant, or otherwise known about the participant, except
    - as mandated by law, including to prevent a clear and immediate danger to a person or persons.
    - with prior written permission or waiver of the participant or parent/guardian of a minor, and then only in accordance with the written permission or waiver
    - pursuant to subpoena or court order when a program personnel or support staff is a defendant in disciplinary, civil, or criminal action arising from providing services and then only in connection with the action.
- Program personnel do not share confidential Protected Health Information or other personal identifying information when consulting or seeking the advice of peers or colleagues that could reasonably lead to the identification of a participant.
- Program personnel safeguard, store, and dispose of participant records in such a way as to maintain confidentiality following applicable standards.

Supporting Evidence of Compliance for Self-Assessment Study

- The program's documented policies and procedures address participant confidentiality.
- The Review Team will verify compliance during the site visit.

Program Narrative Response*: Staff protect confidential information disclosed on participant release forms or registration material. Participant records are stored in locked facilities or, in the case of electronic forms, are stored in password protected computer systems.*

Supporting Evidence of Compliance:

- *On Site – examine document storage at RTM Offices, Aquatic Center Offices or OA offices*

2.07 The program has policies and procedures regarding continuing relationships between program personnel and past participants.
Explanation: While programs often maintain professional relationships with alums and families, the program establishes policies for continuing relationships between program personnel and former participants.

Considerations
- The policy provides guidelines for any continued contact with past participants.

Supporting Evidence of Compliance for Self-Assessment Study
- Documented program policies and procedures address continuing relationships.
- The Review Team will verify compliance during the site visit.

Program Narrative Response*: The university has very specific policies regarding current relationships with students but alumni are not listed as a separate group category. The language of expectations for the other groups will be extended to past participants/students. See for example from the faculty conduct code:*
"8. Does not engage in exclusionary, exploitative, harassing, discriminatory, or retaliatory behavior towards members of the university community (students, faculty, staff, or administrators ***or alumni****).*
9. Treats members of the university community (students, faculty, staff, and Administrators ***and alumni****) with civility, understanding, and respect."*

Supporting Evidence of Compliance:
- *Faculty code of conduct: https://www.csun.edu/sites/default/files/section 604-professional responsibility.pdf*

CHAPTER 2. PROGRAM GOVERNANCE

This chapter identifies standards specific to the governance of the organization. Standards in this section are also used to address an organization's stability and soundness, specifically as those qualities affect an organization's ability to provide well-managed activities.

SECTION 3. GOVERNANCE

3.01 The organization is appropriately incorporated or formed, the form of business organization is properly recorded and maintained, and the organization holds the necessary licenses to operate its business.
Explanation: This standard requires proof of proper incorporation or formation and evidence of current specific and appropriate licenses for the program's activities consistent with applicable laws and regulations.

Considerations

- There may be various jurisdictions involved in meeting this standard.

Supporting Evidence of Compliance for Self-Assessment Study

- An organizational chart is provided.
- Charter or other evidence of incorporation or lawful formation
- Documents such as articles of incorporation, IRS not-for-profit status confirmation, business license, or other evidence of incorporation or lawful formation, and any other documents related to this standard are available for verification by the Review Team.

Program Narrative Response*: CSUN was created in 1958 as part of the California State University system. As a public institution there is no official legal incorporation as with a non-profit or for-profit corporation. There are no licenses to operate its business other than the enabling legislation from the State of California. Associated Students is an official auxiliary organization of CSUN that operates with a student elected board of directors.*

Supporting Evidence of Compliance:

- https://www.csun.edu/aboutCSUN/history

3.02 If the organization has a governing or advisory body, the members of these bodies conduct their affairs to avoid conflicts of interest or the appearance of a conflict of interest. Members do not use their relationship with the organization for unethical personal material or financial gain.
Explanation: This standard intends to make clear that persons or entities, including owners, in positions of governance owe their first duty to the organization in which they participate. It includes not only boards but owners in governance roles as well.

Considerations

- A conflict-of-interest policy prevents personal interests from negatively affecting the quality of the program and the people the entity serves.
- It is expected of an advisory or governing body that its members conduct the organization's business with the priority given to the organization's success and sustainability and with due consideration of the welfare of its participants.
- In the case of a for-profit organization, an owner or board member does not put their personal interests above those of the organization and participants. The owner is considered to be the "governing body."
- The organization has a policy to prevent conflicts of interest and address them should they arise.

Supporting Evidence of Compliance for Self-Assessment Study

- The program documents a conflict of interest policy signed by members of the governing body or owners.

Program Narrative Response*: CSUN has a Board of Trustees that governs certain campus level decisions and they are required to avoid any conflict of interest involvement. We are lucky if they know we exist but we are always working toward that end. Associated Students has a separate board of directors as a CSUN auxiliary organization.*

Supporting Evidence of Compliance:

- *Website link for CSU Board of Trustees conflict of interest policy. (last page)*
- *Website link for AS Board of Directors conflict of interest policy.*

3.03 The organization's activities and services are described accurately so that participants and potential participants understand the nature of the organization's services and can make timely, educated choices to participate.
Explanation: Descriptions of activities and services are complete, accurate, and presented in a manner that is understandable by the participants for whom it is intended.

Considerations

- The program's activities, **risks**, and services are described accurately so that participants and parents/guardians understand the nature of the program they are enrolled in and their rights and responsibilities.
- Participants and parents can review and accept the description of activities before enrolling in the program.
- All program marketing and/or enrollment material is reviewed and updated regularly.

Supporting Evidence of Compliance for Self-Assessment Study

- Examples of marketing and other communications describing the program's services are provided.

Program Narrative Response*: The RTM Department and OA programs have limited marketing materials but they are reviewed periodically to reflect accurately the programs and services offered to students or the community. The web pages at csun.edu are the primary marketing materials.*

Supporting Evidence of Compliance:

- *Website for RTM Department (http://rtm.csun.edu)*
- *Website for RTM Aquatic Center & Ropes Course Center:*
    - *https://www.csun.edu/health-human-development/recreation-tourism-management/centers/ropes-course*
    - *https://www.csun.edu/health-human-development/recreation-tourism-management/centers/aquatic-center-castaic-lake*
- *Website for OA (*https://w2.csun.edu/as/departments/outdoor-adventures*)*
- *On site: brochures and flyers available for review at site visit*

3.04 The organization has a documented plan for ongoing program improvement.
Explanation: No explanation is necessary

Considerations

- Examples might include participant program evaluation, **outcome** research, cohort-based focus groups, system or institutional comprehensive program reviews, surveys of similar advanced programs at other organizations, peer consultations, or consumer satisfaction measures.
- Program improvement efforts may include a representational cross-section of the organization's personnel and governing body.

Supporting Evidence of Compliance for Self-Assessment Study

- The program documents its system for organizational improvement.

Program Narrative Response*: The RTM credit classes are reviewed as part of the accreditation of the Department by the Council on Accreditation of Parks, Recreation, and Tourism (COAPRT). The next accreditation review of COAPRT is in 2028. In addition the department also undergoes an internal Program Review at the campus level for its grad program every five years. Both of these reviews engage students, alumni, and industry partners. Resource material prepared for these reviews are referenced below. The assessment of outcomes is integrated into those review and accreditation processes.*

Occasional task force groups of industry partners and alumni are recruited for program development objectives.

RTM community programs (Aquatic Center and the Ropes Course Center) and OA programs do conduct participant surveys for feedback on program improvement. OA has seen very significant program expansion over the last several years with addition of the Camp Matador and expanding adventure programs.

Supporting Evidence of Compliance:

- *Accreditation verification from COAPRT*
- Program Evaluation form for OA trips – *Appendix K*
- CQF Program Grant Report_survey_2022-23 – Appendix K

3.05 The organization demonstrates that it is in reasonable compliance with applicable laws and regulations.
Explanation: The organization is familiar with and reasonably complies with laws and regulations pertaining to its operations, including permitting and licensing requirements.

Considerations

- Compliance with this standard may require assistance from legal counsel and discussions with regulators or permit-granting agencies in foreign countries as appropriate.

Supporting Evidence of Compliance for Self-Assessment Study

- The organization documents its compliance with applicable laws and regulations.

Program Narrative Response*: When using federal land for course sites CSUN outdoor programs are in compliance with permitting regulations. The myriad of regulations related to employees, safe work environments, fire codes, and so forth are usually overseen by other campus department who insures we are in compliance. (e.g. Human Resources, Environmental Health and Safety)*

Supporting Evidence of Compliance:

- *Website: Employee Health & Safety overseen by Environmental Health and Safety Dept*
- *Website: Risk Management*
- *Website: Associated Students Administration*

CHAPTER 3. PROGRAM MANAGEMENT, OPERATIONS, & OVERSIGHT

SECTION 4. PROGRAM OVERSIGHT & MANAGEMENT OF ACTIVITIES

4.01 The program has conducted and documented hazard assessment and risk analysis for all program activities and locations.

Explanation: There are documented **risk management** policies and procedures for hazard assessment and risk analysis for all program activities. Procedures are used to identify hazards and associated inherent risks and establish measures for managing instructor and participant exposure to these risks. The assessment and analysis occur before programming. They use various available risk analysis tools and information resources such as guidebooks, personal knowledge, or input from other program personnel.

Secondary Activities: It is the nature of adventure programs that situations occur outside the bounds of planned programming and are not a significant component of a planned program activity. These cases require in-the-moment judgment calls by the on-site instructor. The program provides written guidelines for program personnel to make these decisions and reasonable risk management considerations. Examples include capture the flag, hide-and-seek (boundaries, harmful flora, and fauna,) and archery. These examples need risk management policies but do not necessarily require a detailed curriculum.

Other activities requiring little, or no risk management include crafts, such as weaving or candle making, foosball, and hacky sack are not included as a secondary activity and do not need to be included in the Self-Assessment Study.

Considerations

- There is a documented process for conducting hazard assessment and risk analysis for program activities and environmental conditions.
- Hazard assessments, risk analyses, and risk mitigation strategies are documented for every activity and location.
- There is ongoing training on hazard assessment and risk analysis by the program for personnel in the field.
- Activity sites and terrain are selected so participants are appropriately challenged and have successful experiences.

Supporting Evidence of Compliance for Self-Assessment Study

- Comprehensive risk management documentation is available.
- Current program location vetting is documented.
- Risk management training of program personnel and participants is documented.

Program Narrative Response*: The outdoor experiences offered by CSUN have a history of risk assessment at multiple levels. A general risk management model based on risk identification, occurrence frequency & severity consequences is used to create*

our fundamental risk response of transfer, avoid, retain, or reduce. The 'risk reduction' response is governed by three broad approaches: protocols, checklists, and judgement (aka critical thinking).

Review by professional staff and faculty have resulted in the compilation of a set of Safety Operational Protocols (SOP) with General Protocols for all settings and Specific Protocols for the various program activities. These protocols are responses to the risks identified in the various activity and/or the settings in which the activity takes place. The protocols represent best practices in the industry or in some cases are very site specific to our activities and how they operate.

The checklist approach is based on the research in decision making, especially under stress, in which behavioral action steps are outlined in advance of a potential scenario one would encounter in a field setting (e.g. a lost student or vehicle accident). If a staff member encounters that situation they pull out a literal 'checklist' of sequential steps to be implemented. Other industries (e.g. airlines) use this approach as a primary system.

Good judgement by field staff/instructors in the moment is the third primary approach. The challenge of teaching critical thinking (especially under stress) is significant. A model assisting field staff in making best judgements when unique situations arise in the field setting is part of the training process. The approach here is to provide a critical thinking model represented in the training lecture materials. This safety model is adapted from some early work by Jim Udall at Outward Bound and focuses on field staff 'thinking' about safety.

Staff training resources are tailored to the above models .Consult Appendix 1 for the details of the models. The recorded version of the model is made available to staff and instructors on our Canvas learning platform.

In addition to this risk assessment focusing on specific activity; the program also has a risk evaluation focused on site or venue. Staff using a specific course area are instructed to review the 'site log' for any special hazards inherent to the site. (e.g. bear activity, fall hazards, water hazards, etc.)

The risk management function of the university employs full time staff who have reviewed our procedures and policies at both a program level and a legal liability level. Faculty and staff have reviewed and updated the current SOP as part of this AEE accreditation process.

Supporting Evidence of Compliance:

- *Appendix A: CSUN Outdoor SOP - Safety Operational Protocols*
- *Appendix G2: Risk Management Lecture Training*
- *On campus review of site assessment logs for primary course areas.*

4.02 The program maintains adequate types and levels of insurance coverage.
Explanation: The organization's insurance coverage is adequate to meet applicable local, state/provincial, and national requirements appropriate to the contexts in which the program operates.

Considerations

- The organization's insurance coverage is reviewed annually by the relevant organizational authority.
- The program notifies their insurance company when introducing significant changes, such as new activities or areas of operation.
- Necessary riders are attached to applicable insurance policies to specify comprehensive coverage for all activities.

Supporting Evidence of Compliance for Self-Assessment Study

- The program documents its insurance coverage.

Program Narrative Response: *One of the advantages of being a unit within a large organization is the availability of staff specialists for review of the financial risks which the university faces. The California State University maintains a self-insurance program at the campus level and also participates in a risk pool with its general liability as part of the CSU. The RTM programs do not use any state vehicles for transportation so do not participate in the vehicle insurance policies. Outdoor equipment is not covered for loss through property insurance. Faculty and staff are employees of the university and are covered by workers compensation. Staff are not required to carry any additional professional liability insurance. Staff are provided medical health care insurance if they are more than half time employees.*

The OA as part of the Associated Students organization maintains a separate liability policy, vehicle policy, and appropriate employee related insurance for workers compensation and employee health benefits.

Supporting Evidence of Compliance:

- *On Site: Proof of insurance coverage is available on file at the office of Vice President of Finance and Administration, Insurance and Risk Management Department.*
- *On Site: Proof of insurance coverage is available for review at the Associated Students administrative offices.*

4.03 The organization has a designated and functioning committee that oversees the program's risk management related to its adventure programming. The committee includes external membership.

Explanation: The committee provides oversight of the program's risk management planning, implementation, and performance related to providing adventure programming. An effective committee includes a representative mix of individuals, including program personnel and advisors such as other outdoor educators, land managers, doctors, or lawyers who are not employees of the organization.

The intention of including external membership is to provide a system of checks and balances to the organization's risk management program. This is often achieved by combining program expertise (program personnel) and outside (non-program personnel) perspectives that help strengthen the organization.

Considerations

- A committee is responsible for oversight of the program's risk management planning, implementation, and performance.
- The responsibilities include reviewing risk management issues affecting participants and program personnel, supporting positive and effective policies and procedures, reviewing, and analyzing incident reports, and monitoring and reviewing risk management training sessions and awareness programs.
- The program documents the scope of the committee's risk management responsibilities.
- External member(s) provide(s) ongoing, overall perspective to the committee about the organization's operations.
- The committee meets at least once a year, and meeting minutes are accessible. The intent is that the committee reviews the entire year's program.

Supporting Evidence of Compliance for Self-Assessment Study

- The risk management responsibilities of the committee are documented.
- External member(s) are clearly identified.
- Committee documents meeting minutes.

Program Narrative Response: *The CSUN Outdoor Risk Management Committee is comprised of current outdoor faculty in RTM, Outdoor Adventure professional staff, risk managers from CSUN and AS, a former insurance executive with a JD, and several local outdoor professionals external to CSUN. The group meets a minimum of one time per year (ideally each semester). Incident data is collected through our accident/incident report form process and specific Incident/Accident reports are reviewed as part of the agenda. This data is reviewed by faculty and any changes in procedure are then implemented. The risk management officers of the university conduct periodic reviews of the program and are on permanent invitation to review any course activity on or off campus.*

Supporting Evidence of Compliance:

- *On Site: Risk Management Committee minutes.*

4.04 The program engages in internal and external risk-management reviews.
(For an initial accreditation review, this standard does not apply.)
Explanation: A risk management review aims to identify strengths and weaknesses, foster improvement, and mitigate risks relevant to AEE Accreditation. Reviews can assess specific program areas or comprehensively evaluate an organization's programs. Reviews result in written recommendations, which are responded to by the program.
The standard's intent is for the program to conduct periodic risk-management reviews, which can be broad in scope or targeted to specific areas.
An internal review is conducted by program personnel. Internal reviews include administrative processes and program activity evaluation. The accreditation Self-Assessment Study is not considered an internal review for this standard.
External reviews provide an outside perspective on programs and are conducted by reviewers not affiliated with the program. External reviews may include reviews by experts who focus on a program or activity, administrative functions, risk management, training, etc. External reviews required for licensing or funding purposes are not considered external reviews. An AEE Accreditation Site Visit or another regulatory review, inspection, or audit is not an external review.

Written suggestions and recommendations are a required component of an internal and external review. The program must provide a written Response to the recommendations and suggestions of the review.
Considerations
- The program has engaged in the required internal risk management review(s) at least once during a 3-year term or twice during a 6-year accreditation term.
- The program has engaged in the required external risk management review(s) at least once during a 3-year term or twice during a 6-year accreditation term.
- The reviews resulted in written recommendations, which were responded to by the program.

Supporting Evidence of Compliance for Self-Assessment Study
- There is documentation of the internal review(s).
- There is documentation of the program's Response.
- There is documentation of the external review(s).
- There is documentation of the program's Response.

Program Narrative Response: *The outdoor program has done one external review in June of 2021 from Long Beach State; an internal review in 2022 that focused on recruitment and training of Student Leader systems in OA and RTM; one external review in April of 2024 from Summit Expedition. As mentioned earlier, the university structure has an Insurance and Risk Management Office and this review process is external to our academic unit.*

Supporting Evidence of Compliance:
- *Feedback report on external review 2024 available at on site visit*

- *On site report on internal review 2022 on Student Assistants engagement and training*

4.05 Before a participant's enrollment in the program or activity, participants, parents, or guardians are informed of, acknowledge, and agree to assume the inherent and all reasonably anticipated risks. If the organization seeks to avoid or transfer legal liability for injuries or other losses, it does so through appropriate agreements in compliance with the laws of the governing jurisdiction.

Explanation: As part of the enrollment process, an organization informs participants, parents, or guardians of the hazards and risks that can be reasonably anticipated. It is understood that in many jurisdictions, minors are legally unable to agree to and assume the inherent risks and that parents/guardians will do this in their stead.

Steps are taken to appropriately avoid or allocate responsibility and liability for injuries or other losses related to program activities. Note that national or state/provincial laws and regulations may limit the use of or otherwise affect the efficacy of these documents.

Considerations

- This education process is conducted via oral instruction, written literature, video, or other means.
- Information is communicated at an appropriate time so that participants/parents/guardians can choose not to participate upon learning of the risks.
- If an acknowledgment of an assumption of risk form, release, or waiver agreement is used, participants and their parents or guardians are given the opportunity to discuss the document and ask questions before signing it. This document is not expected to include all possible risks, and this caveat is often stated.
- Releases and related documents are reviewed and approved by the program's legal counsel familiar with the relevant laws and regulations for enforceability and consistency with the program's mission, philosophy, and intent. For example, some programs may choose not to be released for negligence.

Supporting Evidence of Compliance for Self-Assessment Study

- The disclosure of inherent and other reasonably anticipated risks is documented.
- The participant's parent's or guardian's acknowledgment and assumption of risks are documented.
- The legal allocation of liability or other losses is documented.
- Evidence is provided of a review by legal counsel familiar with the relevant laws and regulations for enforceability and consistency with the program's mission, philosophy, and intent.

Program Narrative Response: *Students on OA trips are provided with an orientation email as well as an orientation meeting prior to participation in outdoor experiential activity. Students on RTM field classes are required to do an orientation class session that includes description of the experience.*

Release forms are part of the orientation process. Students are given opportunity for questions and are told they can discuss with parents or legal consul if desired. In the rare case of a minor attending a field trip; the forms are taken to parents for review and signature. All release forms are reviewed by the Insurance and Risk Management office of the university and university's legal counsel. With our complicated organizational structure there are multiple assumption of risk/release forms. The Aquatic Center combines a form to include CSUN and LA County. The RTM supervised programs have a different "form" for challenge course use (frontcountry) and traditional academic classroom use (backcountry). OA has a different "form" to clearly separate the legal liability protection of Associated Students from the legal liability protection of CSUN as a state agency.

At pre-trip meetings students are informed about the goals and demands of field experiences through pre-trip instruction, information sheets, health history forms, and release forms. Behavior expectations are outlined such as the no drugs, no marijuana, and no alcohol policy and the specific consequence of a failing grade assignment or immediate dismissal for failure to comply with the drug, marijuana, and alcohol policy. In general group behaviors are managed through the use of group contracts and group accountability to the contract.

Supporting Evidence of Compliance:

- *On site: review completed sample Field Trip Forms.*
- *Appendix H: Key Forms (to view multiple release documents – # 4-10*

4.06 The program has a documented policy addressing alcohol or drug use enforced during all program activities. This policy applies to all participants and on-duty and on-call program personnel, including volunteers. It is communicated and agreed to by participants, employees, and volunteers before joining the program.

Explanation: It is recognized that some programs allow participants to smoke between and after activities or for adult participants to use alcohol at the end of the program day. Participants and program personnel are informed of and agree to this policy before joining the program. Further, this policy does not apply to drugs prescribed by a physician and used accordingly, which standard 4.16 addresses. Accreditation reviewers will consider context, congruency, and indications of inappropriate use or abuse of substances when examining this standard.

Considerations

- The alcohol and drug policy is communicated and agreed to by all participants, parents, guardians, on-duty and on-call program personnel, and volunteers before joining the program.
- The alcohol and drug policy includes participants, on and off-duty and on-call program personnel, and volunteers.
- Consideration is given to the impact of prescription medications and their potential side effects on a participant's ability to participate.
- Consideration is given to medication and other substances that could impair judgment.

Supporting Evidence of Compliance for Self-Assessment Study

- The understanding and acceptance of the program's drug and alcohol policy are documented.

Program Narrative Response*: At pre-trip meetings, students are informed about the no alcohol, no marijuana, or illicit drug policy and the specific consequence of a failing grade assignment and/or immediate dismissal from the program for failure to comply with the drug and alcohol policy. This policy does apply to all participants, on-duty employees, and volunteers. The medical marijuana permit is denied as a suitable drug for use on courses. With full recreational use of marijuana passed in California the policy for abstinence will remain the same as with alcohol based on the unacceptable nature of impaired motor skills and judgment interfering with safety objectives. In general, group behaviors are managed through the use of group contracts and group accountability to the contract but instructors and staff will provide direct intervention as needed.*

Supporting Evidence of Compliance:

- *Drug free campus policy which is extended to official events off campus: https://www.csun.edu/sites/default/files/540-50_0.pdf*
- *On site: review completed sample Field Trip Forms, policy statement in trip form.*

4.07 Before enrollment, the program informs participants, parents, and guardians of the nature and goals of the program, its requirements regarding physical conditioning and behavior, and the possible consequences of not meeting these requirements.

Explanation: To enhance and increase the likelihood of a successful learning experience, steps are taken to disclose the nature of the activities and the program's goals. To improve the probability that participants meet an activity's fitness requirements, a description of physical requirements is provided before enrollment in the program. Further, the program informs participants and parents or guardians of the rules of behavior, and participants are notified that these rules must be agreed upon, accepted, and followed.

(Involuntary enrollment is addressed in Chapter 7. Outdoor Behavioral Health)

Considerations

- A clear, comprehensive description of the physical requirement and the consequence of non-compliance is provided and agreed to by the participant or guardian before enrollment.
- Behavioral expectations and the consequences of non-compliance are provided to and agreed to by the participants, parents, or guardians before enrollment.
- Participants and parents can review and accept the description of activities before enrolling in the program.
- All program marketing and enrollment material is reviewed and updated on an ongoing basis.
- Legal considerations regarding minor consent may vary, depending on the laws and regulations of the jurisdiction in which the program operates.

Supporting Evidence of Compliance for Self-Assessment Study

- Examples of evidence of compliance may include:
    - limitations related to electronic communications
    - access to information such as forms and policy documents
    - clearly stated eligibility requirements (abilities, skills, and conduct, expectations)
    - explanation of the financial consequences for non-compliance with expectations, such as dismissal from the program or specific courses, the appeal processes, and the organization's disciplinary processes
- Evidence is provided of a review by legal counsel familiar with the relevant laws and regulations for enforceability and consistency with the program's mission, philosophy, and intent.

Program Narrative Response*: Students who are majority age sign a combined assumption of risks and release of liability form. Youth in our community outreach programs are given parent release forms to complete prior to participation.*

The physical demands of the outdoor experience are described at the orientation meetings. In general, the soft adventure nature of our trips does not require any pre-conditioning.

Electronic communication (acceptability on course and/or limitations of service) are described at orientation. The program does not have a consistent policy on cell phone use across all programs – some instructors ban use, other programs or instructors allow use.

RTM instructors can limit participation based on safety concerns and/or dismiss students if necessary but must follow specific policy related to exit from the course (i.e. escort to transportation).

Supporting Evidence of Compliance:

- *On site: review completed sample Field Trip Forms, policy statement in trip form*

4.08 All program personnel and participants go through an appropriate exchange of medical information before a program starts. Relevant and applicable personnel review program personnel and participant health information before an activity. The information is properly managed and stored.

Explanation: Before the start of a course, program personnel, participants, and parent or guardian identify in writing or via oral exchanges pre-existing medical and, if appropriate, psychological conditions that could affect their well-being or success in the program.

Considerations

- Before the program begins, the organization takes appropriate steps to inform program personnel and participants of potential environmental hazards that might affect pre-existing conditions.
- Program personnel and participants are informed that a symptom or condition may be a medical reason for modifying or not doing an activity or program. For example, it may be inappropriate for someone with a history of seizure disorder to belay a climber without close supervision or backup.
- When a medical form is used to gather information, it states the importance of completing the form completely and honestly, including that missing or misinformation could result in an injury or may compound the severity of an injury.
- Instructional personnel on field courses share a participant's pre-existing conditions and allergies that might cause them medical problems during the program.
- The program has a system for identifying which program personnel have access to confidential information, where the information is to be stored, and how long the information is stored beyond instructor/participant involvement or employment. Information is disclosed only on an as-needed basis. Participant and instructor confidentiality is respected as required by applicable law.
- A procedure regarding form/document disposal is in place.
- If medical screening criteria are used by a program, they are documented and reviewed by someone with relevant medical training, particularly with topics that are outside the scope of a wilderness first aid course.
- Medical records are handled and stored following applicable laws and regulations.

- Program personnel share information about severe allergies and pre-existing medical conditions that are essential for other staff to know to provide care for them in a backcountry setting if a problem arises.

Supporting Evidence of Compliance for Self-Assessment Study

- A protocol for exchanging relevant medical information is documented.
- This will be verified on-site by the Review Team.

Program Narrative Response: *The short-term wilderness classes require a self-report health history which focuses on identification of pre-existing conditions, medications, and allergies. Staff review this information in assessing appropriateness of participation in specific class activity. Students are consistently advised to seek medical advice if there is a question that arises regarding medical conditions and participation while at the pre-field-class or the OA pre-trip meeting. Students are excused from mandatory field class experiences if doctors advise them not to participate. An alternative assignment is provided for students in this situation of the for-credit class. The medical form encourages students to accurately disclose health information. OA trips would simply excuse any student if doctors advise them not to participate.*

For challenge courses for community groups, medical information is not collected from participants. Adult participants are advised that high ropes course events involve stress risks including accelerated heart rate and increased blood pressure and that participation is at their own risk. Our community outreach programs at the Aquatic Center only have the release of liability form filled out, no health history. We do a float test of all participants in lifejackets prior to boating.

The brief health history information and release form is kept on file until minors reach the age of 21. Adult information is kept for three years on advice of university counsel. Eventually, old records are shredded to protect student and/or patron's confidentiality.

Supporting Evidence of Compliance:

- *Appendix H: (scroll down to Appen H) to review Key Forms (to view health history documents: # 7,8,11,12,13)*

4.09 The program has policies and procedures for the supervision of all activities. Explicitly stated instructor-to-participant ratios are identified for each activity, and proper oversight is provided.
Explanation: The ratio of program personnel to participants provides appropriate supervision, group management, emergency Response capability, and effective instruction. The program is familiar with the ratios commonly used in the industry by trained personnel and participant populations similar to that of the program. Only **qualified** and approved program personnel are included in determining ratios.

Considerations

- The type of activity, technical aspects of the activity, instructor training and competency, remoteness of the activity location, environmental factors, and participant profiles are factors in determining specific ratios.
- Program personnel provide appropriate supervision of participants and oversight of the activities based on the skill, number, experience of participants, and environmental hazards.
- The program has clear expectations when direct supervision (program personnel are present) is required and under what circumstances (if any) participants can be indirectly supervised (**See Section 43** for standards for unaccompanied activities). Program personnel understand and practice these expectations.
- Interns, program personnel-in-training, accompanying teachers, chaperones, or others may be considered part of the supervisory ratios if the program establishes the qualifications of each supervisory role and they meet them.
- It is recognized that land-management agency mandates sometimes affect ratios as well. If a program accepts ratios outside of this range, the program must be able to justify how and why activities are appropriately supervised.
- Instructor-to-participant ratios are established for each activity.
- The minimum number of instructors required for each activity is stated.

Supporting Evidence of Compliance for Self-Assessment Study

- Supervision and ratio policies and procedures are documented.
- The program justifies program personnel-to-participant ratios,

Program Narrative Response*: Both RTM and OA use student staff as part of the staff supervision function. Student staff are classified according to their skill level as all 'student leaders' are not the same. RTM uses undergraduates and graduate students as 'Volunteer Teaching Assistants' (TA) on a regular basis and instructors will make sure that appropriate skill levels are present in TAs to achieve the ratios. As we are always developing student leaders, a top-rope rock climbing class will have one or more TAs who have the appropriate 'staff' skill level that will provide adequate ratios. And the same class may have one or more TAs who are in development and not expected to function at a full 'staff' level. Community programs at the Challenge Course or the Aquatic Center are operated by paid staff (student or post-student) and are the system used to achieve adequate supervision of the activity. For example, the challenge course facilitator staff maintain a minimum of 1:7 staff ratio with a minimum of two staff*

regardless of participant numbers and the aquatic center uses 1:12 ratio for on-water activity and also requires a two staff minimum for any small programs. These ratios are consistent with industry norms.

OA has a similar student development system in their student led outdoor adventures. An 'Observer' is a student showing interest and the first level in the system. A Secondary Guide has met OA qualifications of training and certifications and a Primary Guide is the person in charge of the trip. Details of the requirements for the position (training, certifications, experience, and qualifications) are outlined in the OA Trip Leader training manual.

The RTM & OA Safety Operational Protocols manual (p. 5) identifies the following ratios
- *"Leadership ratio at least 1:8 for activities such as backpacking, orienteering, winter camping and mountaineering (which includes snowshoe and cc ski travel), flat water canoeing/kayaking, sailing, and top-roped climbing, and caving.*
- *High ropes course event ratios will be a minimum of 1:12. Group initiatives will be a minimum of 1:24 depending on the specific initiative.*
- *Rock climbing classes must have a minimum safety ratio of 1:8 but will frequently have a ratio of 1:5 for instructional purposes depending on the conditions.*
- *Water based classes will maintain the ratio of 1:12 when on the water or in the water.*

Supporting Evidence of Compliance:
- *Appendix A: CSUN Outdoor SOP - Safety Operational Protocols, SOP 2.1 (p.5-6) number*
- *Appendix E: Outdoor Adventures Trip Leader Manual (p.10-13)*

4.10 If an organization allows solo instruction, appropriate risk management and crisis Response protocols have been considered and are in place.
Explanation: Any activity conducted by one instructor poses potential inherent risks requiring additional risk management protocols. Accompanying teachers, chaperones, volunteers, etc. who have not met the training standards for conducting the activity do not count in a supervisory ratio.

Considerations

- Risk management protocols include:
    - documented hazard assessment and risk analysis
    - enhanced emergency Response preparation and instructional strategies
    - clear guidelines for permitting solo instruction

Supporting Evidence of Compliance for Self-Assessment Study

- Hazard assessment and risk analysis for solo instructing are documented.
- Policies and procedures for mitigating the risks of solo instruction are documented.

Program Narrative Response*: OA does not allow solo instructing. RTM rarely does single instructor but in cases where this occurs students are told about the situation and are engaged in the emergency Response situation. For example, the RTM 452 class in Outdoor Leadership did a recent field trip with no identified teaching assistance and the class became fully involved in the field trip plan and emergency evacuation planning for the field trip which was consistent with the class objectives.*

Solo instructing is acceptable in the RTM academic program under specific circumstances. In the academic program, the RTM faculty teaching alone in the field considers the number of students and their abilities, the students' risk management and first aid skills, the environment and activities, and the evacuation plan. The RTM faculty member solo teaching assigns student roles proactively for the emergency and evacuation plan, will teach basic first aid skills to the students prior to going on the field experience and will communicate to students the importance of their role in risk management. Preparation, communication, and responsible student involvement are practiced in solo teaching situations.

Supporting Evidence of Compliance:

- **Appendix A: CSUN Outdoor SOP - Safety Operational Protocols, 3.a.1-24 (p.9) #24,**

4.11 The program has specific protocols to respond to and mitigate the risk of lost persons and runaways.

Explanation: The program has procedures to help participants and program personnel avoid becoming lost or separated from the group for any reason. Program personnel are adequately trained in these procedures and how to respond once any participant or staff is identified as missing.

Considerations

- There are documented protocols for participants and program personnel who separate from the group for any reason.
    - Key elements of the protocol include:
        - There are documented strategies to mitigate the risk of lost persons and runaways.
        - There are established time limits allowed for on-site search and communication to program management and rescue service personnel to facilitate appropriate and timely Response actions.
        - There are established timelines for communication with the families/emergency contacts of the lost person or runaway.
        - Procedures for maintaining the whereabouts and well-being of all other participants and staff during the search process are implemented.
        - Appropriate information is made available to program management, support, rescue service personnel, and the families/emergency contacts of the missing person(s). This information includes:
            - establishing the point last seen
            - time of departure
            - medical history
            - clothing and personal description
            - equipment carried
            - behavior leading up to separation
        - Participants and program personnel are educated regarding steps to take if they become separated from the group.
        - If a group does not show up or communicate as scheduled, appropriate information and instructions are available to program management, support, and rescue personnel. This information includes:
            - when to begin search procedures
            - medical histories
            - contact persons for all group members
            - a list of supplies, including the amount of water and food taken with the group
            - any potential deviations the group may take from the intended route

Supporting Evidence of Compliance for Self-Assessment Study

- Documented protocols for lost persons and runaways are available.
- Training of and practice by program personnel is documented.

Program Narrative Response: *The staff are required to know the procedures to follow if a student were to be lost. A lost student is unlikely to occur because of the manner in which students are supervised as part of a group experience. Students are instructed to stay put if they do get separated from the group. If a student were to get lost, a Hasty Search is initiated, followed by a more organized Initial Search protocol. If early efforts are not successful then staff contact the Outdoor Coordinator or Outdoor Manager and involve external search and rescue resources. The program uses "Checklist" system for lost students and staff would pull that checklist from the trip packet as their protocols to follow.*

Medical emergencies are covered by staff competencies in emergency medicine protocols. If the EMS system is needed staff have planned for their communication contact in advance of the field class. Evacuation routes are pre-planned as well for each day of the course. Staff have a text based satellite phone system for remote backcountry areas.

In the case of whole group emergencies such as being lost or trapped, the field class planning form identifies expected time and date of return. Field instructors are requested to notify the Outdoor Coordinator or OA Professional staff on duty via phone, email, or in-person about their successful return to campus. The field trip planning form is emailed to the OA Coordinator, OA Manager, AS Risk Manager, and AS Executive Director so the group's route and evacuation plans are known. The Outdoor Coordinator or OA Manager would initiate a coordinated response if a group failed to return.

Medical forms are carried in the field but class rosters and student information are available on campus if family notifications were necessary in the absence of the emergency contact information that is present in the field.

Supporting Evidence of Compliance:

- *Appendix H - – Key Forms – Trip Planning Form - #6*
- *Appendix I – Checklist in Use with SOP – Lost Student Checklist - #11*
- *Appendix A: CSUN Outdoor Safety Operational Protocols - SOP 6.0 (p.30 ff)*

4.12 The program has a documented field emergency action plan that addresses steps to be taken in the field and/or during the initial Response. The emergency action plan is practiced on an annual basis at a minimum.
Explanation: Establishing procedures for responding to and managing emergencies helps minimize confusion and miscommunication during crises. An emergency action plan may be one inclusive document or a collection of documents that address specific aspects of emergency Response and management

Considerations
- The emergency action plan includes:
    - first aid protocols
    - field notification procedures and contact information for leaders to contact management or request assistance
    - evacuation procedures for self-evacuation or requesting additional aid such as helicopters or other agencies
    - procedures for contacting area emergency medical services
    - serious injury or fatality protocols
    - documentation guidelines for field staff
- Emergency procedures reflect local conditions and the program's capabilities.
- Emergency management protocols are established if adverse reactions cannot be managed in field environments. These protocols are part of the program's adverse reactions plan (see standard 4.20).
- Emergency Response management is a regular part of program personnel training.

Supporting Evidence of Compliance for Self-Assessment Study
- A field emergency action plan is documented.
- Program personnel training, including crisis Response, is documented.

Program Narrative Response: *Staff are equipped to manage non-critical evacuations using group resources and emergency litters. In a more serious medical emergency, staff would be contacting local EMS personnel who would then become the officer in charge to manage helicopter evacuations or paramedic emergency vehicles. The protocols for contacting EMS through Runners is outlined in the staff manuals. Once EMS responsibilities were passed on to someone with a higher level of medical training and/or authority then CSUN staff would focus on maintaining supervision of the balance of class members and coordinating communication with the campus.*

OA maintains a log to document when emergency action planning scenarios are practiced as part of their staff training.

RTM practice of emergency action plans takes one of two formats. Many of our Instructor's work for other outdoor organizations (e.g. NOLS or OB) and teach a single course for us. Annually our Instructor's will indicate if they have completed scenario

training of emergency response within their other organizations or at re-cert programs in emergency medicine. Second, since 35% of our Instructional staff live in remote settings some distance from CSUN, the outdoor coordinator arranges a 'scenario practice' simulation online.

Supporting Evidence of Compliance:

- *Appendix A: CSUN Outdoor SOP – 6.0/ p.30 ff*
- *Appendix I: Checklists for Communication and Runners - # 4, 9*
- *Appendix E – Outdoor Adventures Trip Leader Manual pp. 14-28*
- *Appendix F – Aquatic Center/ Student Lifeguard Training Manual pp. 12*

4.13 The organization has a documented crisis management plan used during and following a severe emergency or incident by the administration. This plan is practiced on an annual basis at a minimum.

Explanation: This standard differs from 4.12 in that it is specific to a crisis that involves a severe or fatal injury. A crisis management plan includes the administrative actions that will occur once the emergency has been stabilized in the field. A serious incident is one in which the patient's health is or may be compromised, for example, loss of a limb, loss of life, or serious **illness**. The administration has written guidelines to support the injured instructor/participant once they are out of the field.

Considerations

- The plan includes:
    - steps for notifying and working with the victim or family of the victim (as well as non-injured program personnel/participants)
    - a media Response strategy
    - a plan for communicating with program personnel, insurance agents, attorneys, and relevant community members
    - consideration to providing emotional support for survivors
    - reputational risk management strategies
- This plan also addresses long-term issues related to serious emergencies, such as:
    - relations with the family of the victim(s)
    - continued relations/support of survivors
    - incident investigations and how the findings of the investigations are managed
    - continuing support of program personnel involved in the incident, including work status and provisions for ongoing assistance
- The program's committee responsible for risk management periodically reviews the plan.
- This plan is practiced, and feedback is gathered, documented, and utilized to improve the plan.
- Program personnel know their roles and responsibilities in the crisis management plan.

Supporting Evidence of Compliance for Self-Assessment Study

- The program documents a crisis management plan.
- A committee is responsible for risk management.
- The program documents the review and practice of the crisis management plan.
- The Review Team will verify program personnel's awareness of the plan on site.

Program Narrative Response: *Staff are trained in the Adverse Event/ Critical Incident plan outlined in the SOP manual and are instructed when they must contact the OA Manager or Outdoor Coordinator such as in cases of death, serious medical condition, criminal incident, and so forth. Contact with the family will be coordinated at the Campus level with the Adverse Event – Administrator in Charge Checklist so that the*

family are notified as quickly as possible. Incidents with public relations implications will be referred to the Public Relations staff person in OA and in the case of RTM coordination with the CSUN Public Relations and Communications Office as well as the Dean of the HHD College. The parties involved at the campus level will work with the Outdoor Coordinator and Department Chair to manage information from the field setting to the families and news media.

In a major incident, steps also include contact with the University Counseling office for students, faculty, or staff regarding an incident. Working with the risk management office post-incident will continue outreach with the family to provide information and resources to deal with the situation.

Investigative procedures will be coordinated with the risk manager and with police services (if warranted) such as securing physical evidence of an accident. If a crime or potential crime has been committed programs will work with campus police services to coordinate appropriate law enforcement jurisdiction.

Supporting Evidence of Compliance:

- *Appendix A: CSUN Outdoor SOP - Safety Operational Protocols 6.0*
- *Appendix I – Checklist in Use with SOP – Incident Commander – Field and Administrator - # 4, 5.*
- *Appendix E: OA Trip Leader Manual (pg 20, 'Major Injury/Death')*

4.14 The program defines specific first aid or wilderness medicine practices that will be used.

Explanation: Standard 5.03 addresses first aid or wilderness medicine training and competency for program personnel. This standard specifically addresses the actual first aid practices the organization authorizes for use during the program. It is essential to comply with laws and regulations relating to many of these practices. It is common practice to consult with medical and legal advisors on these issues.

Most wilderness medicine curricula are very similar and designed with the broadest audience in mind. Individual programs may have expectations that their employees only practice a subset of the training they have received. Conversely, some programs may expect their staff to be familiar with procedures not covered in the wilderness medicine training they received. These differences can lead to confusion and conflict when treating patients. Some program personnel may have a higher level of training than that required by the program, and it may not be appropriate for them to use their advanced skills in the program context. In addition, some wilderness medicine skills may be considered outside the scope of practice for non-medical professionals. These skills include spine assessment, dislocation reduction, prescription medication administration including epinephrine, cessation of CPR, wound care, and removing impaled objects.

Considerations

- The organization identifies wilderness medicine skills or curricula approved for use in its program. Options for accomplishing this include:
    - having one wilderness medicine company train all program personnel and selecting a specific wilderness medicine/first aid book used as the first aid text in the field.
    - using medical protocols that provide specific directions for treating common injuries and illnesses, provide evacuation decision-making criteria particular to the program, and provide guidance for any skills considered outside the scope of practice for non-medical professionals.
- Having a protocol that dictates the level of medical training instructional personnel must possess for activities at varying distances from definitive medical care.
- If a program uses medical protocols unique to them, they are written or reviewed and approved by a **medical advisor**.

Supporting Evidence of Compliance for Self-Assessment Study

- The program documents its specific first aid or wilderness medicine practices.

Program Narrative Response:

The Instructor in charge (RTM) or Primary Trip Leaders (OA) will have a minimum first aid certification of Wilderness First Responder. The WFR curriculum becomes the guide for scope of practice of medical procedures for wilderness medicine. In the event of a higher certification (e.g. EMT, WEMT, etc.), the individual staff member may make a decision that is within their scope of practice that supersedes the WFR scope. However

staff are trained that the priority in critical emergencies is to engage the EMS system as soon as possible in both frontcountry and backcountry settings. For example, on the CSUN campus, site specific protocols establish that staff only respond to ABCD in the case of a fall injury at the ropes course and the quick paramedic response from 911 will take care of any spinal or head trauma that may have occurred. In backcountry emergencies, staff are cautioned about the limits to transport depending on the injury so that participants would not experience additional injury from the complications of movement. Since staff EMS certifications come from a variety of providers, the program has adopted the NOLS Wilderness Medicine Pocket Guide to standardize protocols in the field setting.

Supporting Evidence of Compliance:

- *Appendix A: CSUN Outdoor SOP - Safety Operational Protocols 3.a.(pp.6-8)*
- *Aquatic Center Staff Manual, pp. 13*
- *OA Trip Leaders Manual, pp. 10-13*

4.15 The program has a documented policy identifying how medications will be carried, secured, and administered in the field and addressing the medication management needs of its participants.
Explanation: Because many programs carry medications and participants may be taking personal medications in the field, the program has a system for communicating to program personnel and participants how it will handle carrying, securing, administering, and documenting these medications.

Considerations

- This policy includes:
    - identifying whether or not it allows for providing over-the-counter medications to participants
    - identifying documentation procedures, it would require if medications are used
    - complying with applicable law(s) and associated training requirements if field program personnel are allowed to administer participant medication
    - a methodology for determining the impact and appropriateness of medications for their program and/or activity, including consideration of the implications of environmental side effects of medications such as sun sensitivity and dehydration
    - procedures and documentation when staff are responsible for the administration of medications

Supporting Evidence of Compliance for Self-Assessment Study

- The program documents a policy for carrying, securing, and administering drugs and the medication management needs of participants.

Program Narrative Response: *Working with adults only on our overnight programs, students that have prescription medications have been left 'in charge' of their own medications. Students are asked to disclose on the health history forms any meds so that faculty/staff are aware. Over the counter medications namely ibuprofen, pepto bismol, and benadryl are carried and provided to students who self-administer as needed and per directions. In the case of epi for anaphylactic reaction staff are allowed to assist the victim in self-administration of the epi pen.*

Supporting Evidence of Compliance:

- *Appendix A: CSUN Outdoor SOP - Safety Operational Protocols #13 (pp.8)*

4.16 Participants are adequately prepared for their injury prevention and emergency response role.
Explanation: Participants play an essential role in risk management and minimizing incidents. Therefore, participants are provided training and education in injury prevention and emergency response.

Considerations

- At a minimum, this preparation includes:
    - understanding and following risk management procedures established by the program
    - training, in the event of an emergency, on how to contact program personnel and or support staff
- When programming occurs at a location where emergency medical services may have a delayed response or are unavailable, or in the event only a single instructor is used to supervise an activity, teaching participants emergency procedures before or shortly after the start of the program, so they understand what to do in the event of an emergency if the instructor is incapacitated, is incorporated into the training of participants.

Supporting Evidence of Compliance for Self-Assessment Study

- Participant preparation for injury prevention and emergency Response is documented.

Program Narrative Response*: Safety briefings are a part of every activity and participants are instructed in their role of managing their own personal safety as well as the safety of others. The Response to solo instructing and participant's roles are discussed in standard 4.10.*

Supporting Evidence of Compliance:

- *Appendix A: CSUN Outdoor SOP - Safety Operational Protocols 6.0 (pp.23-26)*

4.17 Appropriate first aid, emergency, and rescue equipment are available and accessible at each activity site.
Explanation: First aid supplies and emergency and rescue equipment appropriate for the location, activity, and participants are available and accessible at each activity site. This equipment might be specifically intended for first aid and rescue use, or it can be improvised from other equipment.

Considerations
- First aid kit contents are appropriate for the context.
- Emergency equipment is appropriate for the context.
- A system is in place for ensuring that first aid kits are stocked and routinely checked.
- Medications and supplies are not expired.
- Care is taken to check and adequately maintain emergency equipment routinely.

Supporting Evidence of Compliance for Self-Assessment Study
- Inspections of first aid kits and emergency equipment are documented.
- The Review Team will verify compliance during the site visit.

***Program Narrative Response**:*
The equipment necessary for managing an emergency in our outdoor environments is available for staff to use. Staff are all trained in short term survival skills and have a huge resource of materials and supplies within the student group. For example, creating a litter from backpacks and tarps would be an effective protocol for transport of certain medical conditions.

Here are some specific examples for rescue equipment available for supported activities. Flat water canoes carry a throw bag and each boat has painter lines on river trips. Caving and Rock Climbing is conducted at a site where rescue gear includes sufficient anchors, runners, rope, and descenders or ascenders to respond to a rescue situation. The Aquatic Center always has a rescue boat on the water for any boating based activity and is equipped with phone, throw lines, PFDs, and first aid kit. Additionally, LA County Lifeguards are also always on hand in their rescue boat for minor and major emergencies.

4.18 The program has a system for tracking and analyzing field-related incidents, including illnesses, evacuations, psychosocial incidents, inclusion incidents, and near misses, that complies with AEE Minimum Incident Data to Collect.
(Programs have until their next annual report, approximately one year after accreditation is conferred, to comply with using the AEE Minimum Incident Data to Collect.)
Explanation: A system for tracking and analyzing incidents, illnesses, evacuations, psychosocial incidents, and near misses can improve risk management systems. It informs evidence-based decisions in program management, quality, legal exposure, and reputation. **See Appendix 2 to learn about *AEE Minimum Incident Data to Collect*.**

Considerations
- Clear reporting requirements are documented.
- There is a system for tracking incidents, and it is implemented effectively.
- Incidents are reviewed individually and periodically, in aggregate.
- Analysis protocols include incident rates and trends compared to the previous year and conclusions or actions to address incident rates or trends that are noted.
- The program documents its Response to the conclusions drawn from its analysis of the incident data.

Supporting Evidence of Compliance for Self-Assessment Study
- The program documents its field-related incident and illness tracking system consistent with AEE Minimum Incident Data to Collect.
- The program's analysis of field-related incidents and illness is documented.

Program Narrative Response*: CSUN outdoor programs collect accident and incident information through the Accident/Incident form. The definition of an incident was expanded in 2019 to include the following events and is listed in the SOP manual.*
- *Incidents will include environmental observations (e.g. lightning strikes in the area, excessive wasps or bees, poison oak excess, widow maker incidents etc.)*
- *Participant behaviors such as stumbles and falls that did not result in need for medical attention post field experience but required first aid evaluation and response.*
- *Medical evaluations (versus trauma) by field staff that resulted in self-administered prescription or non-prescription drugs.*
- *Psychological behaviors such as extreme inattention, oppositional behavior, or other concerning behaviors.*
- *Student use of alcohol, pot, or illegal drugs on the course.*
- *Any 'rescue' incident where student is provided direct assistance to fix the situation (e.g. lowering on ropes course, entanglement on rappel, boat over capsize not a part of a drill, etc.)*
- *Any medical or psychological event that results in post field evaluation or treatment by a physician or other health care provider. (i.e. 'accident')*

- *A 'near miss' event where field staff are aware that serious injury or death could have occurred. (i.e. 'incident').*

Both accidents and incidents are recorded as described in the SOP and various training manuals. A follow-up meeting is held to review the Accident/Incident form to analyze policy and procedures and any potential for changes that might enhance our safety management. A follow-up meeting form is filed.

Supporting Evidence of Compliance:

- *On Site – review of filed accident/incident forms and accident/incident follow up forms.*
- *Appendix A: CSUN Outdoor SOP - Safety Operational Protocols 1.b (p.5)*

4.19 The program has policies and procedures that address the adverse reactions of participants.

Explanation: Participants may have adverse reactions during programming. These may include psychological issues, behavioral episodes, or stress responses, such as suicidality, trauma responses, self-harming behavior, aggression, psychosis, or running away. These issues may pose a risk to the participant, other group members, and personnel. Policies and procedures address managing these adverse conditions and the contingency for program removal to external care. Training for program personnel is provided that addresses their understanding of these issues and the related policies and procedures that guide their response.

Considerations

- There are documented policies and procedures and program personnel to address adverse reactions.
    - Key elements of the policies and procedures include:
        - Before enrollment, participants are screened for potential adverse reactions.
        - Before enrollment, participants, parents, and/or guardians of minor participants give informed consent to the adverse reactions policies and procedures. Program personnel are trained to recognize and effectively address psychological issues and trauma Responses and when to employ de-escalation techniques.
        - There are protocols for responding to participants who present with psychological issues and concerns, including crisis response and de-escalation. Examples of psychological issues may include suicidality, self-harm, trauma responses, and aggressive behavior.
        - Crisis management protocols are established if program personnel cannot manage adverse reactions in field environments. These protocols are part of the program's emergency Response plan (see standard 4.13).
        - If program personnel are expected to intervene in crisis situations physically, the use of accepted training programs following **good practice** is provided. Current **certifications** and documentation of training are on file. Parents, legal guardians, and participants are informed of these practices before beginning programming.
        - Systems are in place to manage risks presented to program personnel and participants directly and indirectly involved in a crisis.

Supporting Evidence of Compliance for Self-Assessment Study

- Documented policies and procedures for adverse reactions are available.
- Training of and practice by program personnel is documented.
- The Review Team will verify compliance during the site visit.

Program Narrative Response*: Staff and instructors would manage the situation with similar protocols of a physical medical issue. Assessment; followed by safety care for the student experiencing the adverse reaction while maintaining safety of the group. We have not seen that our program participants have many adverse psychological reactions as outlined in the explanation of the standard. Staff are encouraged to participate in CSUN's QPR (Question, Persuade, Refer) training – a suicide prevention and other mental health crisis conditions. CSUN's University Counseling Services offers therapy services and have a 24/7 crisis service available to all students by phone. Depending on the location of our program there may be an option for immediate interface with them.*

In the case of aggressive behaviors, staff would try to deescalate through calm reactions and work for removal of the student from the program context.

The multiple staff model allows for appropriate decisions in removal of students from the program and appropriate referral to the university counseling service or private family care plans.

The Adverse Events SOP and supporting checklists identify adverse reactions as one form of a critical incident and is appropriate to use for these situations.

Supporting Evidence of Compliance:

- *Appendix A: CSUN Outdoor SOP - Safety Operational Protocols 6.b.1 (p.31)*

4.20 The program documents policies and procedures for potential adverse environmental conditions.

Explanation: “Adverse environmental” means damaging weather events, such as lightning, hurricanes, tornados, floods, blizzards, disease, severe storms, fog, wildfires, extreme heat, and extreme cold**.** It also includes other hazards, such as flora, fauna, or unstable terrain. They address all field operating environments and are relevant to the local conditions/climate.

Considerations

- Participants are briefed about potential adverse environmental protocols in a timely manner.
- Adverse environmental condition protocols address avoidance, protection, and resumption of activities.
- When programs operate overnight, program personnel understand what their program expects them to do when adverse weather conditions occur during sleeping hours or while participants are already in their shelters for the night.
- Program personnel are trained to address environmental hazards such as harmful weather, flora, fauna, or unstable terrain.

Supporting Evidence of Compliance for Self-Assessment Study

- The program includes a risk analysis for relevant local conditions/climate and environmental hazards in its risk management plan.
- The program documents adverse environmental hazard policies and procedures relevant to the local conditions/climate.

Program Narrative Response: *Staff are mandated to check weather forecast for their area as part of the pre-program checklist. Since we only operate short term programs this allows pro-active decisions to avoid many extreme conditions that long term outings might not avoid. Extra water for desert heat or extra shelter/clothing for more challenging cold can be added for the above normal extremes that do not demand an outright cancellation/postponement of the program.*

High winds close both our aquatics lake programs and our ropes course programs.

Lightning protocols are outlined in the SOP manual which are reviewed at training events and become part of the safety briefing for lightning environments.

The pre-planning for medical evacuation routes are relevant for potential wild fire exits as well.

Earthquake planning in Joshua Tree is relevant for that course area in terms of shelter set-up decisions.

Snake protocols are a standard part of the safety briefing since they share almost all of our environments.

***Supporting Evidence of Compliance**:* *Appendix A: CSUN Outdoor SOP - Safety Operational Protocols 3.a (p.6)*

4.21 The program secures permission to use private lands or secures required land use and access permits for public lands.
Explanation: Authorized persons or agencies have granted access to the program to use public or private lands and waters. Proper procedures are followed for complying with public lands or waters permits established by the relevant resource management agency.

Considerations
- Permissions and permits are current for all activity locations.

Supporting Evidence of Compliance for Self-Assessment Study
- Permissions and permits are documented.

Program Narrative Response: *Classes and OA trips use a variety of land resources including National Park Service, California State Parks, US Forest Service and Bureau of Land Management. Some agencies require a backcountry permit whereas others only require a fire permit. Staff consistently secure the necessary permits.*

Supporting Evidence of Compliance:
- *On Site: Permit examples for review.*

4.22 If a program works with minors, it documents a Child Protection Policy (CPP).

Considerations

- A CPP or similar policy clarifies what your program will do to keep children safe. This policy includes:
    - the organization's commitment to protecting all children
    - a process for recruiting and training staff about child protection
    - details about what the organization has put in place to keep children safe
    - how the organization reports and responds to child protection concerns
    - policies and procedures that minimize the risk of harm to minors. Issues may include:
        - exposure to inappropriate sexual materials/topics
        - sexual assault
        - bullying
    - background checks, or background that include fingerprinting on adults as required by applicable laws and regulations
    - policy defining who is a mandated reporter as required by applicable laws and regulations

Supporting Evidence of Compliance for the Self-Assessment

- The program has a written CPP.
- A piece of evidence might also be insurance typically called Sexual Abuse and Molestation (SAM) insurance coverage, often referred to as Sexual Molestation Liability (SML) insurance coverage. This type of insurance details child protection policies and practices.

Program Narrative Response: *Regular student programs don't work with minors. Community programs at the Aquatic Center and Ropes Course do work with minors. In those situations there is a clear policy regarding work with children and youth as cited in our SOP document. 2.1.h. In youth based programs, all supervision will include a minimum of 2 faculty/staff. Faculty/staff will maintain publicly visible interaction with any youth under their supervision (i.e. no isolated, non-observable interaction in consideration of perceived child abuse issues).*

2.1.i. Staff supervising youth will submit to the background check and screening process required by the Human Resources department of the organization.

Many of these youth programs are group contracted and include external staff or parents who are in a 'supervisory' role with the youth. In those cases staff are not required to complete HR background check and mandated training.

Supporting Evidence of Compliance:

- *Appendix A: CSUN Outdoor SOP - Safety Operational Protocols 2.1. h&i (p.6)*

SECTION 5. HUMAN RESOURCES

The standards in SECTION 5 include processes related to all organization members–administration, staff, program personnel, and volunteers–regarding their selection, qualifications, hiring, training, and supervision.

5.01 Qualifications and core competency requirements for all positions within the organization are identified and communicated.

Explanation: The organization uses position descriptions that clearly state the qualifications and experience needed to conduct a given activity or perform a job for specific levels of responsibility, such as lead instructor, co-instructor, assistant instructor, program director, and other administrators.
Job descriptions and core competencies apply to members of the organization, regardless of whether they are employees, volunteers, students, or interns.

Considerations

- Job descriptions are available for all administrative, staff, and program positions, identifying academic or experience-based requirements, core competencies required, and job responsibilities.
- Core competencies may include:
    - specific technical skills
    - teaching skills
    - interpersonal skills
    - rescue skills
    - wilderness medical training
- Core competency also includes the ability of program personnel to utilize sound judgment and to be prepared to respond appropriately to varying situations and circumstances. Examples may include :
    - carrying out the organization's emergency action plans and search and rescue procedures
    - unusual or counterproductive participant behavior
    - damaged or lost equipment
    - environmental challenges such as rapidly changing or extreme weather
    - other potential and unforeseen program situations

Supporting Evidence of Compliance for Self-Assessment Study

- The program documents job descriptions and core competency requirements for all program personnel positions.
- The program communicates descriptions and core competency requirements to potential and current program personnel.
- The program defined the scope of program personnel judgment regarding the conduct of activities.

Program Narrative Response: *OA uses student leaders who are selected, trained, and supervised by the OA Professional Staff. The application process and qualifications is described in the OA Staff Training Manual where progressive qualifications and responsibilities are described for Observer, Secondary, and Primary Trip Leaders.*

RTM staff patterns are part of the larger faculty hiring process of the university. A Graduate Associate is the lowest ranking instructor who can have primary responsibility for an outdoor activity class. Graduate Assistants (primary) must have a minimum of five years of varied wilderness experience, must demonstrate mature judgment as determined by observation by the Outdoor Recreation Coordinator on a training trip, must have solid teaching skills, and must demonstrate mastery of appropriate technical skills. Graduate Assistants (secondary) may have less experience as outlined in the RTM faculty orientation manual. Higher ranking faculty – such as a Lecturer or Adjunct Professor – must meet the above minimum requirements, but are preferred to have additional qualifications, such as a Master's degree and university-level teaching experience.

The Department of Recreation and Tourism Management maintains personnel files on all faculty, regardless of rank. These personnel files include most of the elements mentioned above (under Explanation): a) employment application and letters of recommendation, b) pertinent employment history, and c) record of trainings attended. The only exception is that copies of required certifications and licenses are kept in separate files maintained by the Outdoor Recreation Coordinator.

Supporting Evidence of Compliance:

- *Appendix G - RTM Outdoor Faculty Orientation Manual pp. 3-5*
- *Appendix E – Outdoor Adventures Trip Leader Manual pp. 10-13*
- *On Site: RTM Departmental personnel files and the separate outdoor recreation staff files maintained by the Outdoor Coordinator. OA has files on staff training and qualifications at their office.*

5.02 Upon hiring, the program has a system for orienting and training new program personnel.
Explanation: The organization has a system to help orient new program personnel to the program's mission and its activity **goals** and **objectives**. Given their job duties, it provides any other training one might reasonably expect program personnel to receive.

Considerations

- Before working in the field, program personnel understand how the organization conducts its activities and know what is expected of them.
- Certain participants or participant populations may require program personnel to have specific skills and experience with those populations. For example, program personnel who work with high-risk youth groups have received training specific to the population.

Supporting Evidence of Compliance for Self-Assessment Study

- The program documents personnel orientation, training content, and attendance.

Program Narrative Response*: OA employees are required to attend specific hours of training as a part of qualification for Secondary and Primary Trip Leaders. Annual training is also conducted for all Trip Leaders with a 5 day training in the fall and a 3 day training in winter. Additional training opportunities for OA staff are provided (and required) throughout the year.*

RTM maintains the majority of its teaching faculty from year to year. New faculty receive individual orientation and training from the RTM Chair and the RTM Outdoor Coordinator as preparation for first time teaching.

Supporting Evidence of Compliance:

- *Training manuals available for review.*
- *Appendix E- OA Trip Leader Manual – (pg. 5, 10-13)*

5.03 Personnel are deemed competent to perform their duties and are trained to work with the populations they instruct. Qualifications and training are documented.

Considerations

- Documents in the files include:
    - an employment application and letters of recommendation
    - a resume that identifies pertinent employment history and personal experience,
    - a record of training attended
    - copies of current required certifications and licenses
    - copies of program personnel and competency evaluations
- The program determines the level of medical training required of program personnel for the population it serves and the activities it provides.
    - A sufficient number of program personnel are trained and certified to provide the necessary coverage.
    - The level of CPR/First Aid training will depend on the participants, the availability of emergency equipment, and emergency Response time from definitive care.
    - Programs with access to an Automatic External Defibrillator (AED) have program personnel trained and certified in its proper use onsite.
    - If a program works in a remote environment with reduced access to definitive medical care, at least one on-site program personnel has a current wilderness first responder (WFR or equivalent) or wilderness emergency medical technician (WEMT) certification.
- Unpaid program personnel such as accompanying teachers, volunteers, or interns used in the supervisory ratio for programming are subject to this standard.

Supporting Evidence of Compliance for Self-Assessment Study

- Program personnel's files contain current experience, training, and certification documentation.
- The program documents the training and certification required of program personnel for the activities they conduct.
- The program documents program personnel's medical training and certification.
- The program documents program personnel evaluations.
- The Review Team will verify compliance during the site visit.

Program Narrative Response: *RTM staff members who instruct outdoor recreation classes on a regular basis or OA Primary Trip Leaders are required to have either Wilderness First Responder or Emergency Medical Technician training for backcountry programs. Certificates of completion of the initial training and evidence of current certification are required for all senior staff. All appropriate certificates are reviewed and kept by the Outdoor Recreation Coordinator or Outdoor Manager, who is required to keep these certificates in a file readily available for inspection.*

Frontcountry programs at the Aquatic Center, the Rock Wall, the Ropes Course or tourism style OA trips do not require WFR but staff will have CPR and basic first aid as the certification required. As outlined above, all certifications will be reviewed and filed by the Outdoor Coordinator (RTM) or Outdoor Manager (OA).

Faculty who teach outdoor courses in RTM are hired based on the CSUN protocols for faculty hiring. The tenure track hires are in a different system than the part-time faculty hire system. Dr. Wright, the Outdoor Coordinator for RTM, Dr. Smith, Dr. Martin are the only tenure track faculty that teach in the outdoor curriculum. The majority of RTM outdoor class sections are taught by part time hires. Faculty must submit a curriculum vitae/resume that validates teaching experience, expertise in subject matter, and appropriate educational and industry experience. The tenure track hires have personnel files at the Dean level and the part time faculty have personnel files at the RTM department level.

The OA system is part of the Student Development arm of the university and operates with a different staffing system. OA Professional Staff cross over and teach in our for-credit classes as part time faculty.

Supporting Evidence of Compliance:

- *Appendix A: CSUN Outdoor SOP - Safety Operational Protocols 3.a.13 (p. 7)*
- *On Site: current certifications in the file maintained by the Outdoor Recreation Coordinator or Outdoor Manager*

5.04 The program has a system for supervising and evaluating program personnel.

Explanation: The organization supervises staff performance and has a system for evaluating program personnel's field skills, interpersonal and group skills, and job performance.

Considerations

- Program personnel are provided adequate, documented supervision.
- There is a routine method for providing feedback to program personnel regarding their performance and professional development needs and a routine process for them to provide feedback to management.
- Records of personnel evaluations are kept on file.

Supporting Evidence of Compliance for Self-Assessment Study

- The program documents employee supervision.
- The program documents the evaluation of program personnel.

Program Narrative Response*: Field staff are supervised by Outdoor Coordinators. Field observations are done by supervisors as part of ongoing evaluation. In the case of RTM a specific faculty evaluation form is utilized for teaching effectiveness. Student evaluations are received by the faculty member and are also reviewed by the RTM Chair and shared with the Outdoor Coordinator. In OA, the Trip Leader system has mandatory evaluation in moving from Observer to Secondary to Primary Trip Leader.*

Supporting Evidence of Compliance:

- *OA Staff Training Manual pp.10-13*

5.05 The organization has policies to support program personnel's mental health and well-being.

Explanation: The planning and implementation of field-based courses require considerable energy and time. This is considered in determining staffing levels and workloads.

Considerations

- The amount of field time is considered in the workload expectations of program personnel.
- If instructors do not feel up to doing their job due to stress or illness, they let their supervisors know.

Supporting Evidence of Compliance for Self-Assessment Study

- The program's personnel policies and procedures address the issue of field time.
- Program personnel workload is documented.

Program Narrative Response: *The RTM side of the house has clear field time expectations as specific requirements for individual classes. There is an expectation that 'face to face' time in the field is part of the traditional Carnegie unit formula for the units in the course (e.g. 1, 2, or 3 semester units). The system does not really allocate for the additional 24/7 time required for field trip demands.*
In general all the OA programs and RTM courses are short term courses (3 days or less) and do not raise the same field time issues as long term courses.

Supporting Evidence of Compliance:

- *On site visitors can review semester teaching assignments for faculty and trip leadership assignments for OA programs that indicate field time expectations.*

5.06 There is a system to keep program personnel up-to-date on changes in policies, procedures, and practices for all program activities.
Explanation: Program personnel and administrators maintain current knowledge of the program's policies and procedures, including practices for the activities program personnel teach.

Considerations

- The organization documents and communicates policy, procedure, and practice changes to all affected program personnel.
    - Examples of communication routes might include regular instructor meetings and print or electronic media.

Supporting Evidence of Compliance for Self-Assessment Study

- The program documents a system for communicating program changes to program personnel.

Program Narrative Response*: Outdoor faculty and staff use email as the primary means of communication for any updates on policies and procedures and practices. Because of the decentralized location of many of our staff; face to face meetings are few and far between. OA staff use email in addition to regularly scheduled face to face trainings with their more local staff. The Outdoor Coordinator for OA and for RTM meet on an informal basis to discuss any arising issues.*

Supporting Evidence of Compliance:

- *On site opportunity to review sample emails communicated to staff by OA and RTM*
- *Potential on site opportunity to review OA staff meeting.*

5.07 Program personnel are familiar with the program areas and type of terrain where activities are conducted.
Explanation: Familiarity with an area does not necessarily imply that program personnel have visited a specific route or site. It implies that they are sufficiently familiar with the terrain type to focus on the participants, curriculum, and program goals.

Considerations

- General knowledge of the area and type of terrain in which the activity or outing will occur includes:
    - potential environmental hazards of the area
    - seasonal conditions and weather typical to the area
    - how the season and weather can affect the incident potential of the area
    - educational and therapeutic possibilities of the site
    - contingency or alternate routes in the event a preferred route is deemed too hazardous

Supporting Evidence of Compliance for Self-Assessment Study

- The program documents the program personnel's knowledge of program areas and terrain.

Program Narrative Response: *All outdoor recreation staff are required to be familiar with the terrain in which they plan to conduct activities. For example, participants may not climb or rappel on any route until a qualified staff member has personally inspected the route. For all classes, staff are expected to have visited the sites (rock, water, cave) prior to conducting an activity and are required to be aware of current terrain conditions. More general terrain for backpacking and camping environments require general familiarity with the environment and its types of hazards.*

All outdoor staff are observed on a training trip prior to being hired or are accompanied by a supervisor on an initial field trip. One of the main goals of these training trips is to ensure that potential staff members have the requisite maturity, judgment, and decision-making abilities to respond to changing conditions and/or the sudden onset of hazardous circumstances (such as sudden weather changes).

Supporting Evidence of Compliance:

- *Appendix A: CSUN Outdoor SOP - Safety Operational Protocols 3.a.17 (p.8)*
- *Appendix H – Key Forms (scroll down to App. H, item # 6 Field Trip Planning Form*

5.08 If a program contracts with a third party to provide services related to program activities and facilities, a system is in place to assess and document the subcontractor's credentials and performance. Each party's operating and financial responsibilities are stipulated.

Explanation: Third-party contractors are independent of the hiring program. They control how they do what they do and are solely responsible for their acts and omissions. If an organization contracts with a person or entity to conduct or lead an activity, provide program-related services, or provide a facility (a third party contractor), then the organization assesses the third party contractor's competencies, credentials, and suitability of the facility before the program begins. Additionally, the program verifies the ability of the third party contractor to respond financially and in accordance with applicable law to claims of injury and other loss arising from its services. Agreements between the parties identify their independence and respective operational and financial responsibilities. Programs have a system in place for assessing the performance of third party contractors.

Considerations

- A system is in place to evaluate a contracted service in areas such as:
    - instruction, delivery, and risk management to provide a record of ongoing performance
    - insurance and business registration
    - vetting of facilities
- Contracts or agreements for all subcontracted activities and facilities define the responsibilities of each party,

Supporting Evidence of Compliance for Self-Assessment Study

- A list of outside vendors and contracts is provided.
- Contract service and location vetting, contracts, and evaluation are documented.

Program Narrative Response*: OA occasionally contracts with third party vendors to provide technical guiding services (e.g. white water rafting) for select programs. The professional staff do the vetting of the contractor and then the 'paperwork' is reviewed by their risk manager and contracts personnel once things are in place. RTM does not do any third party contractual services.*

Supporting Evidence of Compliance:

- *On site visit OA can provide a sample contract for review.*

SECTION 6. TRANSPORTATION

The standards in SECTION 6 apply to the operation of vehicles owned, rented, or leased by an organization to transport program personnel, administrators, staff, volunteers, participants, or equipment. The section also includes the use of personal vehicles for organizational purposes. Standards regarding vehicles used as part of an activity, such as sailboats or canoes, are addressed in subsequent technical activity sections.

6.01 The organization has identified and follows specific driver eligibility requirements for operating motor vehicles.
Explanation: All drivers that transport persons or equipment have proper operating licenses specific to the type, passenger load, and weight load of the vehicle they will be driving.

Considerations

- Drivers have satisfactory driving records verifiable through the state, province, or country (if possible) that issued the license.
- Criteria for evaluating driving records take into consideration expectations from automobile insurance carriers.
- Drivers meet minimum age requirements in accordance with any applicable national or state laws and the organization's insurance company.
- Driver eligibility policy complies with applicable jurisdiction laws and regulations, such as ADA accommodation.
- The organization documents all drivers and vehicles transporting participants, program personnel, administrators, staff, and equipment.

Supporting Evidence of Compliance for Self-Assessment Study

- The organization documents its driver eligibility policy.
- Driver qualifications are documented in personnel files.
- The Self-Assessment Study includes a list of all drivers and vehicles.

***Program Narrative Response**: The RTM field education classes do not transport students to the field site. The standard phrase in the orientation materials is that "students are encouraged to carpool for environmental and financial reasons, but transportation is the sole responsibility of students". The university at large has a form students complete to use their personal vehicles which essentially verifies driver's license and proof of vehicle insurance.*

The majority of standards in this section are applicable to the OA programs, as they do provide 12 passenger van transportation, as part of student outdoor programs whereas RTM programs do not provide transportation. The OA Coordinator is responsible for insuring that drivers are eligible and that they then undergo the driver training procedures required by OA in order for staff to become eligible to be a driver.

Supporting Evidence of Compliance:

- *OA Staff Training Manual (pp 10-13, 23)*

6.02 The organization has identified and follows operator training and assessment procedures.

Explanation: Before operating a vehicle, drivers are trained in the operation and handling of the type of vehicle they will be driving and driver behavior practices. The assessment and training program may be done in-house or through a third-party provider if the expertise exists.

Considerations

- The training includes vehicle handling, driving in diminished conditions, precautions for specific local conditions, and special equipment, for example, trailers, racks, high-lift jacks, passenger safety, and loading procedures, and vehicle weight ratings
- Drivers receive adequate supervised time behind the wheel before being allowed to drive with a loaded vehicle or with participants.
- Drivers are reasonably familiar with a vehicle, including the location of emergency equipment and its use, before driving that particular vehicle for program activities.
- The organization has identified assessment procedures to evaluate driver readiness.
- Driver behavior practices include policies on the allowable number of hours of work or driving in one continuous period, required frequency of rest breaks for drivers, managing driver distractions and passenger behavior, rules regarding alcohol consumption before driving, and transportation of alcohol, if applicable.
- Examples of driving practices include:
    - some governmental oversight agencies' "Hours of Service" regulations for drivers with commercial driver licenses
    - scheduling rest breaks and rotating drivers to avoid fatigue
    - avoiding distractions such as using cell phones and headphones while driving
- Program personnel and support staff drivers are responsible for the behavior of passengers.
- The consumption of alcohol or the use of non-prescription drugs that can affect the ability to concentrate is prohibited.
- Caution is used when taking personal over-the-counter or prescription medications that may impair one's ability to operate a motor vehicle.
- Drivers are trained to enforce appropriate safety policies.
    - Policies include:
        - proper storage of gear and luggage
        - use of seat belts, where available and appropriate
        - compliance with applicable laws and regulations regarding passenger safety and vehicle capacity
- Drivers are familiar with and follow proper loading procedures specific to the vehicle in use in accordance with the manufacturer's recommendations and applicable laws and regulations.

- The vehicle's Gross Vehicle Weight Rating (or Gross Combined Weight Rating if towing a trailer) is not exceeded.
- Applicable laws and regulations regarding loading are followed.

Supporting Evidence of Compliance for Self-Assessment Study

- The organization documents its driver assessment, training procedures, and driver behavior practices.
- Personnel files contain documentation of assessment and training.
- The organization documents its passenger safety policies.
- The Review Team will verify compliance during the site visit via interviews and observations.

Program Narrative Response: *The drivers for OA vans are not required to have CDLs to operate the vans but are instructed as part of the training program to 'limit' their drive times such that the driver remains alert and responsive at all times. Cell phone use is banned while driving both by internal policy and California state law.*

All OA van drivers make sure students are properly belted in prior to departure. Failure to 'buckle up' means the van does not move forward.

The OA program uses 12 passenger vans for transport of students to off-site programs. State of California regulations are followed. Vans do not exceed GVW ratings.

The field education classes sponsored by RTM do not transport students to the field site. The standard phrase in the orientation materials is that "students are encouraged to carpool for environmental and financial reasons, but transportation is the sole responsibility of students". The university at large does have a set of procedures for use of student vehicles and students are made aware of those forms and procedures. Students must complete a Vehicle use form which requires a driver's license and owner's liability insurance policy for the vehicle.

Supporting Evidence of Compliance:

- *Appendix A: CSUN Outdoor SOP - Safety Operational Protocol 4.0 (p.10)*
- *Appendix E – Outdoor Adventures Trip Leader Manual pp. 10-13, 23*
- *Appendix H – Key Forms (scroll down to App. H, # 3 – Authorization for Private Vehicle Use*

6.03 All vehicles are licensed for operation and have adequate and appropriate insurance coverage.
Explanation: All organization vehicle licenses and registrations are current and on file. Insurance coverage is maintained at appropriate levels for the type of vehicle in accordance with applicable laws and regulations.

Considerations
- The organization adequately documents all vehicles.
- Each organization vehicle is appropriately insured, covering the number of passengers, distances driven, road conditions, and driver qualifications.
- If applicable laws and regulations require it, copies are carried with the vehicle.
- Information on what to do in the event of an accident for insurance purposes is kept with the vehicle and is known to the driver.
- The organization's insurance includes a clause or rider stipulating coverage if private vehicles are used.

Supporting Evidence of Compliance for Self-Assessment Study
- The Review Team will verify compliance during the site visit.

Program Narrative Response*: The OA passenger vans are registered in the State of California. State law requires registration and insurance and it is carried in the vehicle.*

OA vans are insured as part of the Associated Students insurance programs. Proof of insurance is kept in the vehicle as required by California law. A copy of the Checklist to follow in a vehicle emergency is kept in the driver's box. The use of the Checklist is outlined in the OA staff training manual.

Supporting Evidence of Compliance:
- *On site visit – documents can be inspected.*

6.04 Vehicles are maintained and serviced in a manner consistent with prudent and reliable operation.
Explanation: Vehicles are maintained on a regular service schedule by qualified mechanics.

Considerations
- The organization keeps records of services performed on file.

Supporting Evidence of Compliance for Self-Assessment Study
- The Review Team will verify compliance during the site visit.

Program Narrative Response*: OA vans have a regular service schedule which is coordinated by the OA Coordinator and Manager. Records and receipts of maintenance are kept in the OA Manager's office.*

Supporting Evidence of Compliance:
- *On Site – visitors can do vehicle records inspection.*

6.05 Vehicles are inspected daily before each use transporting participants, staff, or gear.
Explanation: A designated person with proper training will inspect the vehicle before each use. Trailers and any exterior cargo are also inspected, if applicable.

Considerations
- Drivers know how to inspect various aspects of the vehicle before its use in the field.
- These inspections include critical elements of vehicle operation such as tire wear and proper inflation, oil and fluid levels, lights, horn, seat belts, cargo, and other items as necessary.
- Simply moving the vehicle from one local location to another is acceptable.
- Inspections are documented.

Supporting Evidence of Compliance for Self-Assessment Study
- The Review Team will verify compliance during the site visit.

Program Narrative Response*: The OA students who are qualified to drive the 12 passenger vans complete a pre-departure checklist related to the vehicle. Copies of these forms are kept in the vehicle use log and then the log is periodically submitted to the OA Coordinators office for filing.*

Supporting Evidence of Compliance:
- *On site: the vehicle records can be inspected during site visit.*

6.06 If trailers are used, appropriate procedures are identified, followed, and trained.
Explanation: The organization provides additional driver training and competency for towing trailers.

Considerations
- Trailers have the proper size and capacity to match the tow vehicle.
- Tow vehicles are equipped to handle the additional load and strain from towing trailers.
- Vehicles are equipped with proper hitches, safety equipment, and lighting.
- Proper trailer loading and procedures for distributing weight are followed.
- Drivers have training specific to the tow vehicle and trailer they will be operating.

Supporting Evidence of Compliance for Self-Assessment Study
- Trailer training is documented.
- The Review Team will verify compliance during the site visit.

***Program Narrative Response**: The Aquatic Center uses trailers to transport boats within the Castaic Lake State Recreation Area for program support. Tow vehicles are properly sized for the equipment trailers used. Staff must be specifically approved to use the tow vehicles and receive training in their use. Transportation of boats to remote sites is not done at this time.*

OA does operate a flatwater canoe program that requires trailer transport of the boats. Training and inspection of equipment is conducted.

Supporting Evidence of Compliance:
- *Appendix F – Aquatic Center/ Student Lifeguard Training Manual p. 24*

6.07 Vehicles are equipped with adequate emergency equipment.
Explanation: Each vehicle shall have appropriate emergency Response gear on board.

Considerations

- Standard emergency equipment such as a first aid kit, fire extinguisher, road flares or markers, flashlight, and other supplies as needed are carried in an accessible, secure, and designated area of the vehicle.
- Vehicles carry additional equipment for specific seasonal or geographic conditions.
    - Examples are tire chains, snow/dirt shovels, high-lift jacks, air pumps, or other items as needed for traveling in remote areas.

Supporting Evidence of Compliance for Self-Assessment Study

- The Review Team will verify compliance during the site visit.

Program Narrative Response*: Vehicles used by the OA program are equipped with necessary first aid and emergency equipment (e.g. road markers, first aid, and flashlight). Drivers use a pre-trip checklist to ensure that emergency equipment is in place prior to departure.*

Supporting Evidence of Compliance:

- *Appendix E – Outdoor Adventures Trip Leader Manual pp. 23-24*

6.08 If any motorized vehicle other than a road vehicle transports participants, program personnel, administrators, staff, and equipment, the above standards are applicable as appropriate for the type of vehicle and intended use.
Explanation: Organizations might use vehicles other than road vehicles to support trips and activities. Examples of non-road vehicles include all-terrain vehicles (ATVs), watercraft, aircraft, and snowmobiles.

Considerations

- The operation of any of these vehicles follows applicable laws and regulations.
- All applicable standards for motor vehicles are followed, regardless of the vehicle type.

Supporting Evidence of Compliance for Self-Assessment Study

- The Review Team will verify compliance during the site visit.

Program Narrative Response*: The Aquatic Center does utilize power boats for wakeboard/water ski instruction and operates a safety boat when human powered craft are on the water. Operation is in compliance with federal and state regulations. Boat drivers must have a CA For-Hire Vessel Operator's license which is kept on file at the Aquatic Center.*

Supporting Evidence of Compliance:

- *On site visit: confirmation of licenses on file at aquatic center*

6.09 If an organization contracts with an outside provider, a system is in place to assess the subcontractor's credentials and performance appropriateness.
Explanation: Any company hired by the organization to transport participants, program personnel, administrators, staff, or equipment complies with the above standards, and the organization takes appropriate steps to verify that the subcontractor follows the standards, as applicable.

Considerations

- Vetting includes topics such as:
    - insurance
    - documentation of driver certification
    - company policies
    - history of claims
    - previous participant recommendations

Supporting Evidence of Compliance for Self-Assessment Study

- The organization documents the proper vetting of transportation providers.
- A list of all transportation contractors is provided in the Self-Assessment Study.

Program Narrative Response*: Transportation companies are rarely used by the CSUN outdoor programs. In the case where an external company is used, it must be an approved vendor by the insurance and risk management department who is responsible for monitoring compliance for standards.*

Supporting Evidence of Compliance:

- *On Site: visitors can examine contract example*

SECTION 7. EQUIPMENT, NUTRITION, & HYDRATION

7.01 Participants and program personnel have, or are provided with, the appropriate equipment, clothing, and footwear for each activity.
Explanation: Equipment, clothing, and footwear are suitable and adequate for the type of activity and the specific environmental conditions in which the activity occurs. The organization may provide equipment, or participants may be required to supply their own.

Considerations

- The appropriate equipment and clothing will vary depending on the activity, length of activity, type of terrain, environment, time of year, and anticipated weather.
- Adequate information describing acceptable types of equipment is provided to participants for any equipment they need to provide.
- The organization provides clear direction regarding what equipment is available and what the participant will provide.
- If participants use personal equipment, the organization has a method for assessing and approving its use.
- The organization complies with government regulations that mandate specific types, uses, and amounts of equipment.
- The organization has policies and procedures stating what protective equipment is needed for a particular activity and how it is used.

Supporting Evidence of Compliance for Self-Assessment Study

- The program documents its policies regarding participant and program personnel equipment, clothing, and footwear policies.
- The program conducts equipment checks before any trip.

Program Narrative Response: *Participants have, or are provided with, the appropriate clothing, equipment and footwear for each activity. Specific equipment lists are provided at the pre-trip information meeting. The personal gear list plus equipment provided by the program will match the AEE example standards listed here.*

Specific examples include, but are not limited to:

- *Top Rope Rock Climbing, Rappelling, and Mountaineering: Helmets are required for climbing. Manufactured harnesses, slings, carabiners, and any other gear must be designed for climbing. Students are not allowed to use personal gear with the exception of climbing harnesses inspected by the instructor in charge.*
- *Mountaineering: Clothing is designed for layering to help maintain constant body temperature. Equipment includes but are not limited to: a) stiff boots, b) crampons, c) ice axes and tools, d) climbing harnesses, e) helmets as necessary, and f) goggles or sunglasses that protect against ultraviolet light.*

- *Caving: Helmets and lights are required. Each participant should have minimum of two sources of lighting for the field trip class portion. The university traditionally provides one headlamp and students provide an additional light source. Other equipment includes but are not limited to: a) cave map, b) food, c) clothing such as wool pants or polypro thermals with shells, gloves, appropriate boots, d) first aid, e) knee pads, f) water bottles, f) compass, g) and spare batteries and bulbs.*
- *Flat Water Canoeing and Kayaking: All boats are outfitted with appropriate equipment. Personal clothing and equipment to be considered include but are not limited to: a) water bottles; b) wool or pile top; c) wind pants and jacket. PFDs are provided by the program*
- *Camping: Participants are provided all essential gear except personal clothing. Students are allowed to use their personal equipment such as backpacks or tents but are NOT allowed to use their personal gas stoves as they are considered critical safety gear and are provided by the program.*
- *Challenge Course and Climbing Walls: Participants are instructed as to personal clothing that is appropriate and the program provides all technical safety gear (helmets, ropes, safety lanyards, pulleys, etc.)*

The following listed activities are not offered by this program: bicycle touring, ice climbing, glacier travel, and horseback riding. No gear lists are compiled for these activities.

Supporting Evidence of Compliance:

- *On Site: review of 'pre-trip' orientation information sheets that include student gear lists*
- *Appendix A: CSUN Outdoor SOP - Safety Operational Protocols 5.a-5.k (pp. 11-30)*

7.02 Equipment is managed and maintained appropriately by the organization.
Explanation: The organization has a system for inspecting, storing, maintaining, and distributing equipment.

Considerations

- A documented system includes equipment dates purchased, internal, periodic inspections, maintenance, and equipment retirement.
- Equipment is stored in a clean, dry, and secure facility according to manufacturers' recommendations and is usually not exposed to direct sunlight.
- Equipment storage facilities are well organized, and equipment management systems are in place for tracking equipment check out, return, and condition of the equipment when it is returned.
- Technical equipment is stored in such a way as to limit access to only approved personnel.
- Equipment maintenance includes using established inspection methods appropriate for the particular types of equipment and following the manufacturer's recommendations, established industry standards, or any applicable government regulations.
- The program has established guidelines for when equipment is retired or removed from service and has established replacement schedules.
- Equipment condition usage logs are kept as appropriate for specific protective equipment, such as lead climbing ropes.
- Equipment management also includes record-keeping for rental equipment.
- Hazardous or flammable materials associated with the use or maintenance of equipment such as stove fuel, caustic cleaning chemicals, or adhesives are stored appropriately in accordance with applicable regulations, such as in approved fire-resistant containers or rooms, or are stored an adequate distance from facilities or areas where people congregate.

Supporting Evidence of Compliance for Self-Assessment Study

- The program documents its equipment management and maintenance policies and procedures.
- Storage facilities are adequate.
- The Review Team will verify compliance during the site visit.

Program Narrative Response: *Equipment is cared for in the appropriate manner. Each equipment locker on campus (OA and RTM have separate lockers) contains gear and equipment for the appropriate class. For example, equipment for challenge course activities will only be taken from the "challenge course" locker and not from the "rock climbing" locker. This insures that the appropriate equipment is used for the correct program. Furthermore, each class utilizing equipment from the storage locker is given instruction on the correct care for each piece of equipment.*

Equipment records track climbing ropes with purchase invoices, date put into use, and dates taken out of use. Inspection of gear follows two cycles. All critical safety gear is inspected each time it is "put into use". In addition, a detailed annual inspection is conducted of all critical safety gear which becomes the ordinary time for replacement and logging out of use for specific gear.

Because RTM have faculty manage the logistics of gear for their specific class, they are instructed that any gear (critical or non-critical) that is damaged or needs repair is appropriately labelled and attention is brought to the Outdoor Coordinator to decide to repair or replace. These items are put aside and red-tagged pending additional inspection.

The Aquatic Center follows the same protocol in terms of inspection of gear as it goes into use. Gear needing retirement or repair is brought to the attention of the Aquatic Center manager.

OA staff follow a similar practice and also pre-check equipment prior to going out. Because they also manage a rental program to the student body they assure working condition by a pre-check out inspection.

Stove canisters are stored in a separate cabinet within the gear storage area and this area is accessed by faculty and Trip Leaders, but not by students.

Supporting Evidence of Compliance:

- *On Site: visitors from AEE will do inspection of storage lockers.*

7.03 Program personnel are familiar with the equipment's operation, use, fit, care, cleaning, and repair.

Explanation: The standard is self-explanatory.

Considerations

- Program personnel check and assess equipment condition before each use. Damaged equipment is not used.
- Program personnel keep up to date on changes in technology in equipment design and use.

Supporting Evidence of Compliance for Self-Assessment Study

- Program personnel document compliant equipment management.

Program Narrative Response: *All gear and equipment is visually inspected for flaws prior to participant use as indicated in the previous 7.02 standard. Flaws may include but are not limited to: nylon discoloration, rope fraying, flatness in ropes, nonworking carabiner gates, and the absence of one or more buckles or straps for harnesses, backpacks or helmets.*

Staff are expected to familiarize themselves with any 'new' gear. Instruction information is kept on file, in addition to encouraging staff to access manufacturer's online resources describing use of gear.

Supporting Evidence of Compliance:

- *On Site: review gear logs and observe inspection as 'put into use'.*

7.04 Participants are instructed in proper care and use of equipment.
Explanation: The standard is self-explanatory

Considerations

- Damaged equipment is brought to the attention of program personnel.
- Participants are informed that objects such as jewelry can cause injury when using certain equipment.
- Long hair and loose, baggy clothing are adequately secured to prevent them from getting caught in a technical system such as a rappel or belay device.

Supporting Evidence of Compliance for Self-Assessment Study

- Documentation of equipment management is provided.
- The Review Team will verify compliance during the site visit.

Program Narrative Response: *All staff teach the appropriate use of equipment. This includes but is not limited to using the appropriate equipment for the specific task, keeping equipment clean and free from abuse, and proper storage of the equipment.*

Participants are informed of dangers of loose clothing or "stuff" in all climb based events. The Checklist SHARK includes 'S' for Stuff meaning a check of any object that might create a problem is visually reviewed and corrected as needed.

Supporting Evidence of Compliance:

- *Appendix I – (scroll down to App. I: Checklist – #6 SHARK Test*

7.05 Participants have or are provided with adequate water.
Explanation: Adequate amounts of water are available for participants to maintain proper hydration and for cooking and cleaning.

Considerations

- Water may be provided via potable water or access to a water source and a method for disinfecting untreated water.
- Individuals carry an appropriate personal water container for the activity they are participating in or have access to a common water source whenever they desire.
- The amount of water will vary depending on the specific activity, length of activity, type of terrain, environment, time of year, and anticipated weather.

Supporting Evidence of Compliance for Self-Assessment Study

- The program documents its water policy.
- The Review Team will verify compliance during the site visit.

Program Narrative Response: *Participants are instructed on amounts of food and water needed for each class and appropriate individual water bottles needed. This is outlined on pre-trip information sheets and also covered at the mandatory 'safety briefing' at the start of each activity and/or day. Furthermore, participants are frequently reminded to drink extra water while traveling in hot, cold, or altitude environments where one may easily dehydrate. In our hot desert and cold altitude classes we encourage folks to drink 4 quarts per person per full day for significant activity.*

Staff carry water treatment technology (frequently water filters), but also carry iodine tabs in the first aid kit or staff kit as a backup to use if needed.

Supporting Evidence of Compliance:

- *Appendix A: CSUN Outdoor SOP - Safety Operational Protocols – see safety briefings 3.a.4 (p.6)*

7.06 Participants are provided with or have access to healthy, adequate nourishment appropriate to the length of the activity.
Explanation: Adequate food is available for the participants, considering the activities and weather conditions. Food products are stored appropriately to provide sanitary conditions and protection from the environment.

Considerations

- The amount and type of food will vary depending on the specific activity, length of activity, terrain type, environment, time of year, and anticipated weather.
- Food will have appropriate nutritional value to sustain health for the duration of the program and to meet the physical demands of the activities.
- Programs that permit fasting will explain that aspect of the program to participants before they agree to participate. If the program allows fasting, emergency food supplies will be available.
- Programs accommodate dietary restrictions and food allergies/sensitivities as needed.

Supporting Evidence of Compliance for Self-Assessment Study

- The program documents its nutritional practices.
- Appropriate number and type of calories are documented and provided.
- Sample menus are available.

Program Narrative Response: *OA trips have food provided by staff and staff are provided training on how to provide adequate numbers of calories for the trip demands. RTM classes have a 'students bring your own food' system and instruction is provided on types of food choices that fit the field class setting.*

Supporting Evidence of Compliance:

- *On Site: interview students about food systems in use.*

7.07 Hygiene training or education is provided, and appropriate measures are taken to minimize the spread of bacteria and disease.
Explanation: The program teaches proper hygiene to reduce the frequency and severity of illnesses and infections.

Considerations
- Measures are taken to minimize the risk of food and waterborne illness.
- Participants are taught the importance of hand washing after defecating, urinating, and before eating or preparing meals.
- Bathing is permitted following program policies.

Supporting Evidence of Compliance for Self-Assessment Study
- The program documents its hygiene policies and procedures.
- The Review Team will verify compliance during the site visit.

Program Narrative Response: *Staff take appropriate measures to insure proper hygiene. Participants are instructed on the proper methods of purifying water in the backcountry. Other examples would include, but are not limited to the proper techniques for washing dishes, using the "cat hole" method for the restroom, instruction on proper hand washing or sanitizing, and how to clean and cook food.*

Supporting Evidence of Compliance:
- *On Site: field observations or student interviews*

7.08 The program has an infectious disease plan that includes policies and procedures for managing the risks of and responding to infectious diseases.
Explanation: Coherent systems are in place for managing the heightened risks of the presence and spread of infectious diseases. Participants and program personnel are made aware before their involvement and throughout the program of what steps are required to manage related risks and the limits of the effectiveness of these steps.

Considerations

- These include:
    - following applicable guidelines and systems to identify such diseases and reduce the risk of exposure to them
    - an infectious disease prevention policy to maintain a hygienic environment for program personnel and participants
    - an infectious disease Response plan for how to deal with outbreaks

Supporting Evidence of Compliance for Self-Assessment Study

- The program documents its infectious disease plan.

Program Narrative Response: *During the Covid epidemic additional protocols were put into place as we sought to get outdoor programs re-authorized by the campus. Those procedures were based on information and misinformation provided at the time by LA County public health. Those protocols were about 4 pages long. Current 'normal' life still has some students choosing to wear masks which is totally at their discretion.*

The following general protocols are in place for the current variants of Covid and other flu viruses: Students may wear masks provided by the program or their individual masks if they prefer. Faculty and Staff may wear protective disposable gloves and masks at their discretion and will provide the option for participants to have access to wear gloves. Hand sanitizer, hand washing stations will be available for Staff and Participants. Instructor's are encouraged to ask their group if anyone is experiencing flu like symptoms so remedial action can be taken if warranted.

SECTION 8. ENVIRONMENT & CULTURE

This section focuses on the natural and cultural contexts in which programs operate that contribute to a relationship between adventure programming and environmental and cultural awareness.

8.01 The program follows documented guidelines or principles for minimizing environmental impacts when conducting activities.

Explanation: The organization follows written principles, such as those of Leave No Trace Outdoor Ethics, intended to minimize environmental impact when conducting activities on public or private lands or waters away from facilities.

Considerations

- The organization can adapt such principles in documents specific to their purposes or simply utilize the educational materials available from the Leave No Trace Center for Outdoor Ethics.
- These principles apply to using support animals and vehicles and human impact.

Supporting Evidence of Compliance for Self-Assessment Study

- The program documents its environmental impact policy.
- The Review Team will verify compliance during the site visit.

Program Narrative Response: *The SOP includes a section on LNT curriculum. Staff practice these principles.*

Supporting Evidence of Compliance:

- *Appendix A: CSUN Outdoor SOP - Safety Operational Protocols 7.0 (pp.27-28)*

8.02 The program incorporates knowledge and awareness of the physical and ecological systems in which they operate in designing activities.

Explanation: Environmental literacy entails the understanding of interdependent relationships in ecological systems.

Considerations

- These relationships may include cycles of matter and energy transfer, the role of water processes on the earth's surface, the impact of climate change, and various impacts of human activity.
- Physical systems may include energy conservation, ecosystem services, and the natural capital on which humans and all life depend.

Supporting Evidence of Compliance for Self-Assessment Study

- Activity **curriculum** documents physical and environmental systems topics.
- The Review Team will verify compliance during the site visit.

Program Narrative Response*: The amount of environmental knowledge taught in a course or program has tremendous variability depending on the program objectives and staff expertise. The LNT curriculum is the consistent minimum knowledge for all programs and classes.*

Supporting Evidence of Compliance:

- *On site review of syllabus content or online modules.*
- *Appendix J – RTM Outdoor Class Syllabus*

8.03 The program designs and conducts activities with knowledge and awareness of the cultural contexts and perspectives of the Indigenous people in the locations in which they operate.

Explanation: Cultural interactions occur between people inside and outside the program and, in some cases, with objects, items, or cultural materials from past Indigenous inhabitants. Therefore, cultural understanding includes awareness of past Indigenous individuals' and groups' perspectives, relationships, and cultural contexts. Cultural contexts refer to the social, historical, and environmental factors that shape and influence the development of a particular society or group.

Considerations

- The program personnel know the cultural history of the locations used, including pre-settler history.
- The program personnel conduct activities that respect the rules and customs of the current and past Indigenous cultures and do not disturb their physical objects, items, or cultural materials, such as pottery shards.
- These practices include care or avoidance of sites where Indigenous cultures practice religious/spiritual ceremonies, not adding to or eradicating pictographs, not removing ceremonial or other important objects, items, or cultural materials, and not photographing sacred or private ceremonies and situations.
- Respecting and honoring the cultural perspectives of past and present Indigenous people and using appropriate terminology are essential aspects of promoting cultural sensitivity and recognition.

Supporting Evidence of Compliance for Self-Assessment Study

- The program documents its practices regarding awareness of cultural contexts.
- The Review Team will verify compliance during the site visit.

***Program Narrative Response**: The amount of environmental knowledge taught in a course or program has tremendous variability depending on the program objectives and staff expertise. For example the RTM 351 class engages students in presenting natural history 'mini-programs' on a variety of topics including indigenous people programs as well as a variety of plants and animal programs. The LNT curriculum is the consistent minimum knowledge for all programs and classes. Staff familiar with the anthropological history of their course areas are encouraged to integrate that information into the outdoor experience.*

Supporting Evidence of Compliance:

- *On site review of syllabus content or online modules.*
- *Appendix J – RTM Outdoor Class Syllabus*

8.04 Support animals are used on existing trails or roads or are appropriately managed if travel is off-trail. Support vehicles are used only on permitted roads. In all cases, support animals and vehicles are used in accordance with applicable resource management guidelines or regulations.
Explanation: The seven principles of Leave No Trace apply to using pack animals with modifications for the specific type of livestock used, such as horses, llamas, goats, and support vehicles. Program personnel know their stock well and choose animals that will behave the best and cause the least environmental damage.

Considerations
- Appropriate restraints are used when animals are grazing, and program personnel know their herd dynamics to restrain them most effectively.
- Care is taken if using supplemental feed to avoid spreading non-native plants and mitigate environmental impacts from eating, such as pawing the ground.
- Care is taken to comply with applicable vehicle regulations and to protect the environment.

Supporting Evidence of Compliance for Self-Assessment Study
- The program documents its policies and procedures for using support animals and vehicles.
- The Review Team will verify compliance during the site visit.

Program Narrative Response: N/A

SECTION 9. INTERNATIONAL CONSIDERATIONS – N/A

International programming is a form of experiential education beyond mere international travel. It is subject to all pertinent adventure-based accreditation standards regarding educational principles, program management, operations, and oversight. If the program includes technical activities, all applicable standards apply. The following standards focus on programming elements particular to international contexts and operations.

N/A - Currently neither OA or RTM operate international programs. The standards for this section have been removed from the SAS.

CHAPTER 4. TECHNICAL ACTIVITIES - LAND

Chapter 4 identifies core standards and indicators of compliance for all program activities. Some standards are specific to technical activities requiring specialized training, skill, or equipment. Some activities may not be compatible with the criteria for approving an application for accreditation by AEE. Unusual activities that still need to have standards of good practice in adventure education and activities that have the reputation of having inherent risks that cannot be managed effectively should be discussed with the AEE Director of Accreditations and Certifications before completing this section.

The activity standards specifically address the conduct of the activity. Related elements such as program and risk management, instructor selection and qualifications, equipment, and venue selection are covered in Chapter 3.

Professional preparation: In programs that prepare students with the professional skills required for leadership, instruction, and risk management of the activity, students are also instructed in strategies to facilitate the transfer of learning from the activity. Because theory informs practice, and vice versa, intentional curricular connections are planned, made, and taught between field practices and theoretical and conceptual material. Debriefings, feedback, or guiding processes are used to enhance the application to students' academic knowledge and professional preparation. These topics are addressed in the curriculum standard for individual adventure activities.

SECTION 11. HIKING, CAMPING, & BACKPACKING

This section represents a continuum of activities from day hiking to front country camping, to backpacking (human-powered trips away from motorized transport, overnight, or longer).

When other activities are incorporated into these activities, the standards applicable to those technical activities are addressed in their respective sections.

11.01 The program documents policies and procedures for conducting the activity.
Explanation: Policies and procedures for this activity are easily accessible to, and understood and practiced by, all program personnel and participants. Field personnel access may include hard or electronic versions of field policy and procedure manuals. The intent is to establish clear and consistent practices to guide risk management.

Considerations;
Key policy points:

- Equipment
    - cooking
    - appropriate footwear

        - pack weight
    - Group and location management
        - tent occupancy/gender considerations
        - group size
    - Travel practices specific to your program context
        - off-trail hiking
        - pace
        - acceptable terrain types
        - allowable distances between hikers
        - use of adaptive equipment
    - Managing adverse conditions
    - Hiking in winter conditions
        - on ice or crossing around open water
    - Emergency procedures/Rescue
    - Conducting hazard assessment and risk analysis if indicated
    - Water crossing
    - Food storage

Supporting Evidence of Compliance for Self-Assessment Study

- Adequate documented policies and procedures for the activity are available.
- Field program personnel have access to the policy and procedures in the field.
- Program personnel understand and practice the policies and procedures as documented. The Review Team will verify compliance during the site visit.
- The program documents its professional curriculum, if applicable.

Program Narrative Response: *Students are provided instruction regarding the terrain and navigation as well as how to increase personal comfort through proper loading and fitting of backpacks. Groups stay together during the hike and appropriate rests and appropriate challenges are matched to the program objectives and student needs. If hiking at night staff require light sources and must assess the trail for hazards. The assessment will include the ability for students to negotiate terrain with current level of fitness and vitality. In the case of excessive rain or snow staff may need to depart from the planned itinerary in order to secure the safety of the group.*

Supporting Evidence of Compliance:

- *Appendix A: CSUN Outdoor SOP - Safety Operational Protocols – 5.h-5j (p.27-28)*
- *Appendix J - Recreation and Tourism Management Outdoor Classes Syllabi RTM 150 and RTM 151A*

11.02 The program documents an appropriate curriculum for the activity.
Explanation: Curriculum refers to the course of study used to teach a particular activity and consists of knowledge and skills objectives, learning activities, and progression aligned to program goals. Instructors follow this curriculum in the field.

Considerations

- The curriculum is generally congruent with experiential education methodologies.
- The curriculum can be varied and adapted as necessary to adapt to the needs and abilities of the participants and offer appropriate opportunities for learning and change.
- The curriculum includes skills appropriate for the context and activity. Examples might include:
    - learning to recognize environmental hazards
    - hiking on or off trail
    - dressing for the environment
    - camp craft and cooking
    - navigation
    - animal encounters
    - maintaining and repairing equipment
    - water crossing
    - on ice or crossing around open water
- There are briefings to participants before the activity that include:
    - expectations for behavior
    - goals and objectives
    - risk management
        - animal encounters
        - harmful plants
    - food, water, and clothing concerns or requirements
- The curriculum is presented sequentially and paced appropriately, fundamental skills are taught, and participants demonstrate competency before progressing to more advanced skills.
- Reflective activities are used to enhance the experiential education process.
- Briefings and reflective activities progress at an appropriate speed, tempo, and level of sophistication for the group, demographics, and goal of conducting the activity.

Supporting Evidence of Compliance for Self-Assessment Study

- There is a documented curriculum for each activity, which is shared and practiced by program personnel.
- Program personnel implement the curriculum. The Review Team will verify compliance during the site visit.

Program Narrative Response: *Students are provided with a pre-field class orientation that covers topics such as clothing, equipment, food, navigation, potential route.*

Students are briefed on immediate hazards at the site to avoid injury. Staff have extensive experience prior to hire and based on their selection for the specific position including but not limited to first aid, weather, hazards in the backcounty environment. Staff or faculty who provide instruction for scrambling activities are competent and provide appropriate sequence.

Supporting Evidence of Compliance:

- *Appendix A: CSUN Outdoor SOP - Safety Operational Protocols – 5.h-5j*
- *Appendix J - Recreation and Tourism Management Outdoor Classes Syllabi RTM 150 and RTM 151A*

11.03 The program has policies and procedures that manage the risks of crossing moving water.

Explanation: Program personnel are familiar with the particular types of rivers, streams, or creeks they may encounter and can assess crossing sites as suitable for participants.

Program personnel understand and practice the methods used to cross moving water. Participants are instructed in appropriate crossing techniques, and they practice the skill.

Considerations

- Assessment considerations include:
    - downstream hazards, water depth, temperature, and opacity
    - rate of flow
    - time of day
    - composition of the river bottom
    - physical size and condition of the participants
- Elements of moving water crossing may include:
    - group size
    - configuration of group members
    - the position of participants with respect to the current
    - size and strength of those crossing
    - use of poles, hand lines, or other balance aids
- Before crossing, program personnel check and discuss the appropriateness of footwear and other clothing. They also check and discuss the appropriateness of unbuckling the backpack hip and sternum straps.

Supporting Evidence of Compliance for Self-Assessment Study

- Adequate documented policies and procedures for the activity are available.
- Program personnel understand and practice the policies and procedures as documented. The Review Team will verify compliance during the site visit.

Program Narrative Response: *Crossing waterways is not very common on the majority of program areas. For example, large rivers such as the Kern River are only crossed at the Johnsondale Bridge. A creek crossing in the Sierra would include*

briefing students as to the danger involved with fast moving water. Depending on the stream characteristics, the crossing format would change (students may proceed solo or perhaps in small groups of threes using one another for balance). Students face upstream and move diagonally across the stream. Hip belts and sternum straps would be unbuckled to provide escape if needed from an unanticipated fall. Fixed lines could be used at the discretion of instructors or Trip Leaders but generally would not be used without previous approval from the outdoor coordinators as a special training event.

Supporting Evidence of Compliance:

- *Appendix A: CSUN Outdoor SOP - Safety Operational Protocols – 5.h-5j*
- *Appendix J - Recreation and Tourism Management Outdoor Classes Syllabi*
  RTM 150 and RTM 151A

SECTION 12. CLIMBING ACTIVITIES

This section encompasses various climbing or roped activities in natural settings, including bouldering, top-rope rock-and-ice climbing, rappelling, lead, and multi-pitch climbing, alpine mountaineering, glacier travel, canyoneering, and tree climbing. Challenge courses and manufactured climbing structures associated with a challenge course are addressed in Section 18.

Programs address the standards to the degree appropriate for the organization's variety and levels of activities.

When other activities, such as camping and backpacking, are incorporated into climbing activities, the standards applicable to those specialized activities are addressed in their respective sections.

12.01 The program documents policies and procedures for conducting the activity.

Explanation: Policies and procedures for this activity are easily accessible to, and understood and practiced by, all program personnel and participants. Field personnel access may include hard or electronic versions of field policy and procedure manuals. The intent is to establish clear and consistent practices to guide risk management.

Considerations

Key Policy points:

- Equipment
    - meets the appropriate use specified by the original equipment manufacturer and regulating authorities
    - helmets
    - harnesses
    - belay devices
    - ropes
    - anchor and protection devices
    - rescue
- Group and Sit management
    - supervision
        - When participants are beginners, program personnel maintain visual contact with participants and observe that the equipment, spotting, knots, belaying, and anchors are used correctly.
        - The program has clear expectations for when direct supervision by program personnel is required for climbing activities.
    - climbing site management
        - working near edges
- Travel practices
    - roped team travel

        - terrain selection
    - Managing adverse conditions
    - Emergency procedures/Rescue
    - Anchor systems
        - checked before and periodically during use
    - Rappelling
    - Belaying
    - Leading
    - Multi-pitch
- Additional policies and procedures for canyoneering might include:
    - In technical canyons involving rappels, care is taken to prevent being trapped between jumps or by keeper potholes.
    - Care is taken to avoid environmental hazards such as flash flooding, rockfall, and becoming trapped in technical slot canyons.
    - Ropes are only pulled from rappel anchors once clear escape routes have been established.
    - Appropriate insulation attire is worn in shaded canyons requiring cold pool swims or deep wades.
    - Program personnel determine that all students are adequately competent swimmers when canyoneering involves swimming or deep wading. If not, adequate floatation is provided when traveling through deep holes (potentially over the chest in depth).
- Additional policies and procedures for tree climbing might include:
    - Program personnel, or other trained personnel, tie all climbing knots on facilitated climbs, and each sequence of knots is tied, dressed, seated, and tested before use.
    - For “fixed sites” (a climbing site that is used regularly for a tree climbing program), a qualified individual, trained and experienced in tree and climbing site evaluation, for example, an International Society of Arboriculture (ISA) Certified Arborist inspects the tree(s) before the beginning of the program season to identify any hazards present. Program personnel regularly inspect the climbing tree(s) and remain vigilant to changes in the status or health of the approved tree(s) during the program season. A qualified individual, trained and experienced in tree and climbing site evaluation, for example, an ASE/ASA Certified Arborist, is consulted following a significant weather event that causes tree damage.
    - An instructor qualified for this task makes tree assessment and selection for climb sites used during an expedition or outing.
- Additional policies and procedures for glacier travel might include:
    - A program can minimize the potential for a crevasse fall by taking certain precautions that might include:
        - requiring that participants be roped together during travel
        - requiring that rest or campsites are probed
        - using glaciers known to be crevasse-free or dry glaciers
        - requiring that at least two rope teams travel together at all times
        - the use of a full-body harness or chest harness of some type

- Regardless of the system used, the program takes steps to minimize the potential of this situation occurring.

Supporting Evidence of Compliance for Self-Assessment Study

- Documented policies and procedures for the activity are available.
- Field program personnel have access to the policy and procedures in the field.
- Program personnel understand and practice the policies and procedures as documented. The Review Team will verify compliance during the site visit.

Explanation: Specific guidelines that program personnel and/or participants are expected to follow—such as supervision requirements, program personnel to participant ratios, levels of instructor training required, available rescue equipment onsite equipment requirements, types of anchors, use of helmets, and working near edges—are easily accessible to and used by all program personnel and participants.

Program Narrative Response: *Staff provide supervision by setting up the rock climb site including 'cleaning' the area of any hazards. During climbing staff/faculty maintain visual contact with students during their climb. At the start of all climbs staff (Trip Leaders or TA or faculty) are directly involved in reviewing all points of the safety system prior to committing students to that system for their safety. The SHARK (Stuff, Helmet-Harness, Attitude, Rope-Rope, and Karabiner) is used to accomplish this objective. All belays must be done by staff or directly supervised by staff following student training. Direct supervision means that staff are able to respond to a belay situation in a timely fashion when intervention is needed. Back-up belayers are frequently used to provide additional student involvement and to increase the supervision margin of faculty and staff. If anchors do not allow for a frequent tactile inspection at the point of direct supervision (e.g. a sling shot or bottom belay set-up) then anchors will be checked visually at the start of each climb. If an ongoing visual inspection will not be possible then additional back-up steps will be taken in set-up and/or special inspections will be done. Some specific protocols for climbing can be found in the Safety Operational Protocols manual.*

Supporting Evidence of Compliance:

- *Appendix A: CSUN Outdoor SOP - Safety Operational Protocols – 5.b-5d*

12.02 The program documents an appropriate curriculum for the activity.
Explanation: Curriculum refers to the course of study used to teach a particular activity and consists of knowledge and skills objectives, learning activities, and progression aligned to program goals. Instructors follow this curriculum in the field.

Considerations

- The curriculum is generally congruent with experiential education methodology.
- The curriculum can be varied and adapted as necessary to adapt to the needs and abilities of the participants and offer appropriate opportunities for learning and change.
- The curriculum includes skills appropriate for the context and activity. Examples might include:
    - knots
    - bouldering
    - spotting
    - commands and communication
    - belaying
    - rappelling
    - climbing movement and technique
    - protection placement
    - anchor building
    - lead climbing:
        - Before participants are allowed to lead climb, appropriate steps have been taken to verify that they are prepared for the experience.
        - Verification procedures might include the participant's ability to demonstrate consistency in basic skills such as knot tying and commands, climbing in balance, proper placement of protection/anchors, and proper techniques in belay and rappelling.
        - Participants' initial lead climbing includes a backup system, such as top ropes, that allows them to learn lead climbing within acceptable limits.
    - moving as a roped team
- Additional canyoneering curriculum might include:
    - flash flood danger
    - rockfall management
    - navigation in difficult terrain
- Additional tree-climbing curriculum might include:
    - specialized tree-climbing gear, technique, and risk management techniques
- There are briefings to participants before the activity that include:
    - expectations for behavior
    - goals and objectives
    - risk management
        - animal encounters

        - harmful plants
    - food, water, and clothing concerns or requirements
- The curriculum is presented sequentially and paced appropriately, fundamental skills are taught, and competency is demonstrated before participants progress to more advanced skills.
- Reflective activities are used to enhance the experiential education process.
- Briefings and reflective activities progress at an appropriate speed, tempo, and level of sophistication for the group, demographics, and goal of conducting the activity.

Supporting Evidence of Compliance for Self-Assessment Study

- There is a documented curriculum for each activity that program personnel share and practice.
- Program personnel implement the curriculum. The Review Team will verify compliance during the site visit.

Program Narrative Response: *Faculty and staff utilize bouldering as part of rock climbing instruction in order to facilitate the development of basic climbing techniques and are able to select appropriate boulder problems to meet the needs of the students. The curriculum in Rock Climbing varies depending on the specific course/experience objectives. In RTM 151B the students move beyond an introductory experience in climbing to full instruction in knots, belay technique, climb technique, and proper use of gear. Students do NOT do any Lead Climbing other than a simulation with full protection on a separate top rope. Instruction in anchor systems is introductory in nature.*

On a rock climbing experience integrated into a different course or program, students may receive only the minimal instruction necessary to manage the event's safety. Specific skills in belaying or knot tying may not be included as staff will manage those tie-ins or clip-ins or belays to move students to the experience of 'the climb' rather than the didactic experience of learning technical skills.

Supporting Evidence of Compliance:

- *Appendix A: CSUN Outdoor SOP – 5.b-5d (pp.14-17)*
- *Appendix J – RTM Classes Syllabi (scroll down to App. J – RTM 151B Syllabi - RTM 151B Rock Climbing*

SECTION 13. BICYCLE TOURING & MOUNTAIN BIKING – N/A

This section addresses standards for both road cycling/touring and mountain biking/touring. Please address the standards to the degree appropriate for the skill level required and specific activities the organization conducts.

N/A – ***No programs are conducted. Standards for this section has been removed from SAS.***

SECTION 14. CAVING

Advanced caving techniques can include using other adventure skills such as technical climbing, rappelling, or water activities. Safety procedures for these techniques, with appropriate adaptations for caving, are followed.

When other activities, such as hiking and camping, are incorporated into this activity, the standards applicable to those specialized activities are addressed in their respective policies, procedures, curriculum, and conduct.

14.01 The program documents policies and procedures for conducting the activity.
Explanation: Policies and procedures for this activity are easily accessible to, and understood and practiced by, all program personnel and participants. Field personnel access may include hard or electronic versions of field policy and procedure manuals. The intent is to establish clear and consistent practices to guide risk management.

Considerations
Key policy points:

- Equipment
    - light sources
    - helmets
- Group and location management
    - working near edges
- Travel practices
    - maintaining appropriate distance
- Managing adverse conditions
    - weather forecast and flood potential
- Emergency procedures/Rescue
- Vertical caving (anchors, belaying, rappelling, ascending)

Supporting Evidence of Compliance for Self-Assessment Study

- Adequate documented policies and procedures for the activity are available.
- Field program personnel have access to the policy and procedures in the field.
- Program personnel understand and practice the policies and procedures as documented. The Review Team will verify compliance during the site visit.

Program Narrative Response: *Students are instructed on horizontal caving techniques and protocols of staying together, communication to hazards in route or suggested body positions (head first, feet first etc.), lights and gear. Vertical skills are practiced in non-caving environments initially to enable more complete monitoring and to develop ascending and descending skills. The CSUN Outdoor SOP manual specifies some protocols required in the caving environment.*

Supporting Evidence of Compliance:

- Appendix A: CSUN Outdoor SOP - Safety Operational Protocols – (5.e) (pp.17-18)

14.02 The program documents an appropriate curriculum for the activity.
Explanation: Curriculum refers to the course of study used to teach a particular activity and consists of knowledge and skills objectives, learning activities, and progression aligned to program goals. Instructors follow this curriculum in the field.

Considerations

- The curriculum is generally congruent with experiential education methodology.
- The curriculum can be varied and adapted as necessary to adapt to the needs and abilities of the participants and offer appropriate opportunities for learning and change.
- The curriculum includes skills appropriate for the context and activity. Examples might include:
    - movement
    - spotting
    - route finding
    - passage recognition
    - cave morphology
    - terrain management
    - light sources (adequate number and type)
    - communication
    - belaying and rappelling (if applicable)
- There are briefings to participants before the activity that include:
    - expectations for behavior
    - goals and objectives
    - risk management
        - animal encounters
        - harmful plants
    - food, water, and clothing concerns or requirements
- The curriculum is presented sequentially and paced appropriately, fundamental skills are taught, and competency is demonstrated before participants progress to more advanced skills
- Reflective activities are used to enhance the experiential education process.
- Briefings and reflective activities progress at an appropriate speed, tempo, and level of sophistication for the group, demographics, and goal of conducting the activity.

Supporting Evidence of Compliance for Self-Assessment Study

- There is a documented curriculum for each activity that program personnel share and practice.
- Program personnel implement the curriculum. The Review Team will verify compliance during the site visit.

Program Narrative Response: *Objectives are clearly stated in course syllabi. Appropriate sequence of instruction is designed. Examples include but are not limited to the need for light sources, communication in passage, anxiety management, route selection and mapping. The curriculum focus is on horizontal caving technique but introductory vertical technique is offered as well. Curriculum will also cover cave geology and formation and ecosystems.*

Supporting Evidence of Compliance:
Appendix A: CSUN Outdoor SOP - Safety Operational Protocols – (5.e) (pp.17-18)
Appendix J – RTM Classes Syllabi (scroll down to App. J – RTM 151H Caving Syllabi)

SECTION 15. ANIMAL-ASSISTED ACTIVITIES – N/A

This section addresses mounted or unmounted **animal-assisted activities**, packing with animals such as horses, llamas, camels, goats, and animal care. These standards apply to the use and care of any animals as part of programming, including therapeutic, emotional support, and service animals.

N/A – ***No programs are conducted. Standards for this section has been removed from SAS.***

SECTION 16. WINTER ACTIVITIES

This section addresses a continuum of winter activities. Specifically, the following activities are included:

- Snowshoeing - can be conducted on or off established trails and trail systems.
- Nordic skiing - includes classic and skate skiing on established groomed trails or off-trail ski touring.
- Backcountry skiing (telemark, alpine touring) or snowboarding - out of bounds from established lift-served ski areas.
- Downhill skiing or snowboarding - in lift-served resort venues.
- Winter camping - includes any overnight activity that takes place in snow, ice, and/or in below-freezing temperatures, whether the camping occurs in an established campground or the backcountry, and regardless of the type of shelter used, for example, tent, tarp, snow shelter, lean-to, or other structure.
- Travel in avalanche terrain
    - When participants travel in, near, or across potential avalanche terrain, regardless of the mode of travel, standards 16.03 and 16.04 apply.
- Hiking in winter conditions on ice or crossing around open water

AEE recognizes that some of the activities within this section can be considered subsets of activities addressed in other sections. Consequently, programs are asked to address the standards to the degree appropriate for the organization. For example, an organization snowshoes, but snowshoeing is simply used as a mode of travel as part of a mountaineering outing, it is reasonable that the organization might not have a curriculum, venue list, or supervision requirements that apply solely to snowshoeing. If your organization believes this to be the case, please list the standard as Does Not Apply (DNA) or identify where else the standard is addressed. Reviewers will address compliance during the accreditation site visit.

When other activities, such as hiking and camping, are incorporated into this activity, the standards applicable to those specialized activities are addressed in their respective policies, procedures, curriculum, and conduct.

16.01 The program documents policies and procedures for conducting the activity.

Explanation: Policies and procedures for this activity are easily accessible to, and understood and practiced by, all program personnel and participants. Field personnel access may include hard or electronic versions of field policy and procedure manuals. The intent is to establish clear and consistent practices to guide risk management.

Considerations

Key Policy points:

- Keeping participants warm
- Equipment

- Group and location management
    - frostnip/frostbite checks
    - jumping policies
    - ski and snowboards
- Travel practices
    - travel at an appropriate speed and distance from one another
- Managing adverse conditions
- Emergency procedures/Rescue
- Itinerary difficulty and duration
- Cold injury prevention
- Indoor or shelter cooking
- Avalanche terrain, rescue, and equipment (see 16.03 & 16.04)
- Snow shelters

Supporting Evidence of Compliance for Self-Assessment Study

- Adequate documented policies and procedures for the activity are available.
- Field program personnel have access to the policy and procedures in the field.
- Program personnel understand and practice the policies and procedures as documented. The Review Team will verify compliance during the site visit.

Explanation: Specific guidelines that program personnel and/or participants are expected to follow—such as supervision requirements, buddy systems, frostbite checks, and jumping policies—are easily accessible to and used by all program personnel and participants. In the event participants are allowed to cook in a shelter, appropriate guidelines are in place to minimize injuries, for example, burns via flame or hot water, or carbon monoxide poisoning.

Program Narrative Response: *Students are provided with a pre-field class orientation that covers topics such as clothing, hydration, food, and equipment. Students are continually briefed on immediate hazards at the site to avoid injury. Appropriate sequence is included at the beginning of the field experience. The 151C class provides a 'day trip' prior to the three day cold weather immersion trip to provide basic instruction. The syllabus outlines key skills which must be taught including but not limited to proper clothing, regulation of body temperatures, ski technique, snow shoe technique and use of emergency shelters. These specialized topics related to travel on snow terrain need to be combined with general outdoor skills in navigation, body regulation, and weather.*

Quinzhee huts are done in group context to provide emergency response to any cave in mishaps. Of particular concern for supervision in snow environments is the change in weather and snow conditions which can create rapid loss in group contact. Keeping the group in close proximity is essential. Supervision is provided by group travel policy of 'staying together'. White out conditions require the addition of a 'bathroom' monitor. Continual evaluation of the terrain and the snow pack is critical. Staff ratios will be maintained at levels identified in the SOP document which is a minimum of 8:1.

Students are not allowed to travel alone but must accommodate the pace of the group members. Skiers or snowshoers will not move at a rate which would compromise the safety of the slower group members. Maintaining point and sweep staff will assist in managing group travel pace and thereby increase the level of safety. In the event of high level of discomfort the class schedule may change to prevent injury or high risk of hypothermia.

Supporting Evidence of Compliance:

- *Appendix A: CSUN Outdoor SOP - Safety Operational Protocols – (5.k)(p.29-30)*

16.02 The program documents an appropriate curriculum for the activity.

Explanation: Curriculum refers to the course of study used to teach a particular activity and consists of knowledge and skills objectives, learning activities, and progression aligned to program goals. Instructors follow this curriculum in the field.

Considerations

- The curriculum is generally congruent with experiential education methodology.
- The curriculum can be varied and adapted as necessary to adapt to the needs and abilities of the participants and offer appropriate opportunities for learning and change.
- The curriculum includes skills appropriate for the context and activity. Examples might include :
    - recognizing environmental hazards
    - technique
    - speed and control of descent
    - how to fall properly
    - dressing for the environment
    - maintaining and repairing equipment
    - shelters
    - nutrition and hydration needs for the environment
    - winter conditions Leave No Trace protocols
    - winter conditions hygiene techniques
- There are briefings to participants before the activity that include:
    - expectations for behavior
    - goals and objectives
    - risk management
        - animal encounters
        - harmful plants
    - food, water, and clothing concerns or requirements
- The curriculum is presented sequentially and paced appropriately, fundamental skills are taught, and participants demonstrate competency before progressing to more advanced skills.
- Reflective activities are used to enhance the experiential education process.
- Briefings and reflective activities progress at an appropriate speed, tempo, and

level of sophistication for the group, demographics, and goal of conducting the activity.

Supporting Evidence of Compliance for Self-Assessment Study

- There is a documented curriculum for each activity that program personnel share and practice.
- Program personnel implement the curriculum. The Review Team will verify compliance during the site visit.

Program Narrative Response*: The RTM Winter Mountaineering class (RTM 151C) does cover snowshoeing, winter camping, shelters, avalanches and so forth. The OA trips to snowboarding are conducted within traditional ski resort areas that are appropriately groomed and protected.*

Supporting Evidence of Compliance::

- *Appendix J - RTM Classes Syllabi (scroll down to App. J – RTM 151C Winter Mountaineering Syllabi)*
- *Appendix A: CSUN Outdoor SOP - Safety Operational Protocols – (5.k)(p.29-30)*

16.03 Program personnel who lead winter activities in or near potential avalanche terrain are appropriately skilled and knowledgeable in avalanche hazard evaluation, route finding, travel skills, and rescue techniques.
Explanation: If a group travels near snow slopes that could potentially avalanche, at least one program personnel is trained in avalanche hazard evaluation.

Considerations

- A snow slope considered potentially hazardous is 25 degrees (20 degrees in highly unstable conditions) or greater or is not actively groomed and/or manipulated to reduce the risk of avalanche.
- Appropriate avalanche hazard evaluation skills include recognizing and evaluating terrain features, weather conditions, snowpack structure, and human factors.
- Appropriate training might include an American Avalanche Association Recreational Level I or equivalent avalanche hazard evaluation and rescue workshop as a minimum.

Supporting Evidence of Compliance for Self-Assessment Study

- Programs have documentation on file that a reputable organization has trained program personnel to an appropriate level.

Program Narrative Response: *Instructors for the winter mountaineering course are trained in avalanche hazard evaluation with Level I avalanche certification or equivalent experience. Classes do not travel in significant avalanche terrain but are trained in avalanche assessment and rescue beacon use.*

Supporting Evidence of Compliance: *Onsite certifications or resumes.*

16.04 If a group will be traveling in an area or across a slope that has the potential to avalanche, all program personnel and participants must have appropriate rescue equipment.
Explanation: All program personnel and participants traveling in, across, or near a potential avalanche area will wear a working rescue transceiver and have practiced its use. Further, the group has adequate probes and shovels in the event of a burial. Before traveling in avalanche terrain, participants and program personnel will have practiced avalanche rescue skills.

Considerations

- Participants carry appropriate safety equipment and are trained to use it. Examples of equipment include :
    - avalanche transceivers with charged batteries
    - transceiver
    - communication devices
    - snow shovels

        - repair kit
        - probes
        - emergency bivouac equipment
        - extra food and fluids
        - headlamps
        - clothing
- Skills practiced include:
    - using and finding rescue transceivers
    - probes and shovels
    - what to do if caught in an avalanche
    - organizing and performing a search

Supporting Evidence of Compliance for Self-Assessment Study

- There is a standard equipment list for travel in avalanche terrain.
- Practice sessions by participants and program personnel are documented.

Program Narrative Response: *Avalanche beacons, snow shovels, and probes are part of the winter curriculum and students are trained in their use in addition to instruction on traveling in avalanche terrain. Traditionally the class would not be travelling in avalanche terrain.*

Supporting Evidence of Compliance:

- *Appendix A: CSUN Outdoor SOP - Safety Operational Protocols – (5.k and briefing 3.a.4)*
- *Appendix J - Recreation and Tourism Management Outdoor Classes Syllabi, RTM 151C and RTM 452.*

SECTION 17. CHALLENGE COURSES & MANUFACTURED CLIMBING STRUCTURES

The Association for Challenge Course Technology (ACCT) definition is used for this standard. It defines a challenge course as "A facility or facilities consisting of one or more elements that challenge participants, including zip line tours, canopy tours, aerial adventure environments, and trekking parks."

This section represents various activities from low and high ropes challenge courses, aerial adventure environments, trekking parks, canopy tours, zip lines, and manufactured climbing/bouldering structures.

Multiple regulating authorities, builders, and manufacturers have developed Challenge Courses and Manufactured Climbing Structures standards. The standards that apply to any given facility vary by the location of the program and the jurisdiction of the regulating authority(s). AEE will want to see evidence of compliance with the standards of at least one of these authorities.

AEE defers to the authority of these respective standards as they apply to the design, construction, materials, maintenance, inspection, and operation of facilities. If the jurisdiction has additional requirements, these must also be identified and provided. The program seeking accreditation is responsible for determining the appropriate authority(s) and standards that apply to them.

When other activities, such as hiking and camping, are incorporated into this activity, the standards applicable to those specialized activities are addressed in their respective policies, procedures, curriculum, and conduct.

17.01 The program documents policies and procedures for conducting the activity.
Explanation: Policies and procedures for this activity are easily accessible to, and understood and practiced by, all program personnel and participants. Field personnel access may include hard or electronic versions of field policy and procedure manuals. The intent is to establish clear and consistent practices to guide risk management.

Considerations
Key policy points:

- Equipment
    - meets the appropriate use specified by the original equipment manufacturer and regulating authorities
    - helmets
    - harnesses
    - belay devices
    - ropes

        - anchor and protection devices
        - rescue
- Group and location management
    - supervision
        - When participants are beginners, program personnel maintain visual contact with participants and observe that the equipment, spotting, knots, belaying, and anchors are used correctly.
        - The program has clear expectations for when direct supervision by program personnel is required for climbing activities.
        - Consideration is given to the limited ability of program personnel to supervise participants when they are belaying or engaged in other climbing activities.
        - Consideration is given to the type of belay systems used, whether static, dynamic, smart, or continuous, and the appropriate level of supervision for each.
    - working near edges
    - challenge course site management
- Conducting hazard assessment and risk analysis if indicated
- Managing adverse conditions
- Emergency procedures/rescue
- Inspections

Supporting Evidence of Compliance for Self-Assessment Study

- Adequate documented policies and procedures for the activity are available.
- Field program personnel have access to the policy and procedures in the field.
- Program personnel understand and practice the policies and procedures as documented. The Review Team will verify compliance during the site visit.

Program Narrative Response: *Staff provide supervision by maintaining visual contact with students particularly at transfer points and at the start of any new safety system. For example, each static system transfer is monitored first by the participant, second by the safety partner at ground level, and third by the observation of identified staff. At the start of any high component and the beginning of the zip line, staff are directly involved in reviewing all points of the safety system prior to committing students to that system for their safety. The new continuous belay system still engages staff at the start of the course and the zip line transition. The new high teams course has very specific protocols and each small group progresses through the course with their facilitator with them at height. Safety protocols are consistent with industry standards. CSUN has implemented several safety innovations for the industry.*

Supporting Evidence of Compliance:

- *Appendix A: CSUN Outdoor SOP - Safety Operational Protocols (5.g.) (pp.21-27)*
- *Appendix D – CSUN Challenge Course Staff Training Manual*

17.02 The program documents an appropriate curriculum for the activity.
Explanation: Curriculum refers to the course of study used to teach a particular activity and consists of knowledge and skills objectives, learning activities, and progression aligned to program goals. Instructors follow this curriculum in the field.

Considerations:

- The curriculum is generally congruent with experiential education methodology.
- The curriculum can be varied and adapted as necessary to adapt to the needs and abilities of the participants and offer appropriate opportunities for learning and change.
- The curriculum includes skills appropriate for the context and activity. Examples might include:
    - spotting
    - knot tying
    - commands and communication
    - belaying
    - technique
- There are briefings to participants before the activity that include:
    - expectations for behavior
    - goals and objectives
    - risk management
        - animal encounters
        - harmful plants
    - food, water, and clothing concerns or requirements
- The curriculum is presented sequentially and paced appropriately, fundamental skills are taught, and competency is demonstrated before participants progress to more advanced skills.
- Reflective activities are used to enhance the experiential education process.
- Briefings and reflective activities progress at an appropriate speed, tempo, and level of sophistication for the group, demographics, and goal of conducting the activity.

Supporting Evidence of Compliance for Self-Assessment Study

- There is a documented curriculum for each activity that program personnel share and practice.
- Program personnel implement the curriculum. The Review Team will verify compliance during the site visit.

Program Narrative Response: *Objectives are clearly stated in course syllabi. Appropriate sequence is designed. Examples include but are not limited to stretching exercises, ground level practice of high course procedures or challenges, and assessment of psychological readiness for participation. Rescue techniques and standard operating procedures are taught. Training curriculum is consistent with standards expressed in the ACCT and PRCA publications.*

Supporting Evidence of Compliance:

- *Appendix A: CSUN Outdoor SOP - Safety Operational Protocols (5.g.) (pp.19-20)*
- *Appendix D – CSUN Challenge Course Staff Training Manual*
- *Appendix J - RTM Classes Syllabi (scroll down to App. J – RTM 151G Challenge/Ropes Course Syllabi)*

17.03 The program uses or has built challenge course facilities and manufactured climbing structures with hard and soft materials for construction, anchoring, fastening, securing, and belaying methods that meet installation standards.
Explanation: The facilities conform to applicable design, construction, and materials standards.

Considerations

- The program has identified standards that are required for the facilities used.
- The program verifies that the design, construction, and materials conform to the applicable standards.

Supporting Evidence of Compliance for Self-Assessment Study

- The program documents the applicable standards for the facilities used.
- There is documentation of compliance with the applicable standards for the facilities used.
- There are records of design, permits, and other relevant elements.

Program Narrative Response: *The CSUN challenge course has seen several different periods of construction and with the current course being installed in 2004 followed by an upgrade for universal design in 2008 and another upgrade to a continuous belay and belay cable replacement in 2017. The new East and West teams courses were installed in 2022. The different periods of building have produced a course with acceptable technologies for each period in which it was built. The course was approved by an engineer and has been inspected by ACCT trained inspector..*

Presently the course uses a combination of poles and the poles are part of the regular inspection process which is done both externally and internally. Our Santa Anna Winds gusts also provide an annual wind test of our shade trees ☺.

Cable systems and anchors are all consistent with ACCT and PRCA standards. Belay cables in the main course have the minimum required 5% sag/span ratio required by ACCT. All critical applications have back-up systems. Current faculty are actively involved with the ACCT organization.

All safety equipment meets or exceeds ACCT and EN/UIAA standards. Staff are instructed NOT to use leading edge climbing techniques when doing set-up or take-down procedures and use staff vertical access cables to climb. Other parts of the

course do use dynamic belay systems and appropriate special equipment such as shear reduction blocks are used where warranted.

Supporting Evidence of Compliance:

- *Inspection reports are on file in the Outdoor Coordinator's office.*
- *Appendix A: CSUN Outdoor SOP - Safety Operational Protocols (5.g.) (pp.21-27)*
- *Appendix D – CSUN Challenge Course Staff Training Manual*

17.04 The program has its courses inspected at the required interval by a qualified person and systematically through internal inspections and monitoring.
Explanation: Components and associated equipment are inspected as the original design standards and local regulating authority dictate. A qualified person must supervise the inspection, as determined by the regulating authority. The inspection includes support structures, cable systems, cable terminations, anchor points, and **personal protective equipment**. All course elements, both low and high, are inspected. The inspection is documented in writing, and any changes or modifications required in the report are implemented in a timely manner.

The organization implements and documents an ongoing system of monitoring all components at an interval specified by the designer, manufacturer, or otherwise qualified person.

Program personnel conduct pre-use checks of each element before allowing participants on the course.

Considerations

- The inspections are comprehensive, including the facility, the environment, and the equipment used.
- The vendor and inspector meet or exceed industry qualification standards.

Supporting Evidence of Compliance for Self-Assessment Study

- External inspections and the program's Response are documented.
- Internal inspections and the program's Response to actionable items are documented.
- The structure and its use comply with manufacturer recommendations.
- A system of pre-checks of the course is in place.

Program Narrative Response: *The ropes course has been inspected regularly by challenge course vendors. The latest external inspections has been completed in spring of 2024.*

Supporting Evidence of Compliance:

- Inspection reports are kept on file at the outdoor coordinator's office.

CHAPTER 5. TECHNICAL ACTIVITIES WATER

SECTION 30. FLATWATER ACTIVITIES

This section includes standards for operating watercraft in flat water activities. Programs address the standards proportionate to the level of activities the organization conducts. For example, if the organization only conducts lake canoeing for a few hours near a facility, the policies and procedures will be simpler than if the organization's activities extend to multi-day expeditions.

When other activities, such as hiking and camping, are incorporated into this activity, the standards applicable to those specialized activities are addressed in their respective policies, procedures, curriculum, and conduct.

30.01 The program documents policies and procedures for conducting the activity.
Explanation: Policies and procedures for this activity are easily accessible to, and understood and practiced by, all program personnel and participants. Field personnel access may include hard or electronic versions of field policy and procedure manuals. The intent is to establish clear and consistent practices to guide risk management.

Considerations
Key policy points:

- Equipment
    - **Personal Protective Equipment (PPE)**
    - bailers and pumps
    - cutting equipment
    - towing system
- Group and location management
    - designated lead and sweep boat crewed by appropriately skilled paddlers.
    - supervision expectations: direct and indirect
- Travel practices
    - appropriate speed and separation distances
    - instructor positioning
    - portage
    - communication
        - hand, arm, and paddle signals
- Managing adverse conditions
    - monitor for changing conditions
    - wind/current strength and direction
    - maximum wind conditions for paddling
- Emergency procedures/Rescue

- rescue equipment, spare paddles, first-aid kits
- cutting equipment
- ability of trip leaders/program personnel to reenter the craft in deep water
- whistle/horn that works in the water
- participant training for rescue techniques for foot entrapment, strainers/ropes, and other situational hazards

Supporting Evidence of Compliance for Self-Assessment Study

- Adequate documented policies and procedures for the activity are available.
- Field program personnel have access to the policy and procedures in the field.
- Program personnel understand and practice the policies and procedures as documented. The Review Team will verify compliance during the site visit.

Program Narrative Response: *OA and RTM conduct flat water canoeing and kayaking as part of formal class instruction and/or sponsored programs. Guidelines are outlined in the RTM/OA SOP as well as the Aquatic Center Staff Training Manual. These resources are used in training staff regarding safety operational policies. Staff provide supervision by maintaining visual contact with other boats in the class. When introductory boating is done at the Aquatic Center facility a powered rescue boat is on the water at all times. Participants must wear properly fitted PFD when on the water regardless of their swim ability. When doing river travel a point and sweep boat are established for the group. Due to strength of current the first aid kit and throw bag are kept in either the tandem canoe being used as the sweep boat or the slalom kayak if staff are using that as a means of travel on river.*

Supporting Evidence of Compliance:

- *Appendix A: CSUN Outdoor SOP - Safety Operational Protocols (5.a) (pp. 11-13)*
- *Appendix F – Aquatic Center/ Student Lifeguard Training Manual*

30.02 The program documents an appropriate curriculum for the activity.
Explanation: Curriculum refers to the course of study used to teach a particular activity and consists of knowledge and skills objectives, learning activities, and progression aligned to program goals. Instructors follow this curriculum in the field.

Considerations

- The curriculum is generally congruent with experiential education methodology.
- The curriculum can be varied and adapted as necessary to adapt to the needs and abilities of the participants and offer appropriate opportunities for learning and change.
- The curriculum includes skills appropriate for the context and activity. Examples might include:
    - maneuvering
        - power strokes
        - turning
        - corrective strokes
        - braces
        - spins
        - forward straight
        - reverse straight
        - side slips or shifts
        - ferries, forward and back
        - rolling
    - appropriate loading and unloading for the conditions and freeboard (water due to wind/waves will not come over the gunwales or sides)
    - launching and landing relevant to the conditions (beach or jetty)
    - use and fit of PPE
    - self and supported rescue
        - capsize training
        - re-entry techniques
        - boat-rescue techniques
        - throw bag use
        - cold water immersion first aid
        - when to stay with a capsized boat
    - communication
    - navigation
    - situational hazards are trained for with participants
- There are briefings to participants before the activity that include:
    - expectations for behavior
    - goals and objectives
    - risk management
        - animal encounters
        - harmful plants
    - food, water, and clothing concerns or requirements

- The curriculum is presented sequentially and paced appropriately, fundamental skills are taught, and competency is demonstrated before participants progress to more advanced skills.
- Reflective activities are used to enhance the experiential education process.
- Briefings and reflective activities progress at an appropriate speed, tempo, and level of sophistication for the group, demographics, and goal of conducting the activity.

Supporting Evidence of Compliance for Self-Assessment Study

- There is a documented curriculum for each activity that program personnel share and practice.
- Program personnel implement the curriculum. The Review Team will verify compliance during the site visit.

Program Narrative Response: *Objectives are clearly stated in course syllabi for RTM 151D Flatwater Paddling. Appropriate sequence of instruction is designed. Examples include but are not limited to PFD use, ground instruction prior to water instruction, safety instruction prior to river or open water use. Community programs and OA programs traditionally engage in less technical skill instruction than a credit class given the more recreational versus educational objectives of the experience.*

Supporting Evidence of Compliance:

- *Appendix A: CSUN Outdoor SOP - Safety Operational Protocols (5.a) (pp. 11-14)*
- *Appendix F – Aquatic Center/ Student Lifeguard Training Manual*
- *Appendix J - RTM Classes Syllabi (scroll down to App. J – RTM 151D Flatwater Paddling Syllabi)*

30.03 Instructors and participants have or are provided with—appropriate Personal Protection Equipment (PPE) for each water activity,
Explanation: PPE includes buoyancy aids, helmets, and clothing appropriate for the conditions.

Considerations

- All PPE complies with local regulatory standards for the conditions the program is operating.
- All PPE is appropriately stored, maintained, and inspected.
- Sun protection if conditions warrant.

Supporting Evidence of Compliance for Self-Assessment Study

- Compliance with local regulatory standards is documented.

Program Narrative Response: *The program policy clearly states that PFD use is mandatory at all times participants are on, at, or near the water.*

Supporting Evidence of Compliance:

- *Appendix A: CSUN Outdoor SOP - Safety Operational Protocols (5.a) (pp. 11-14)*
- *Appendix F – Aquatic Center/ Student Lifeguard Training Manual*

30.04 All watercraft are equipped with adequate flotation and equipment for the conditions and use.
Explanation: The outfitting of watercraft, which may include spray decks, plugs, bailers, and watercraft floatation, is suitable to the activity and context.

Considerations

- Suitable flotation equipment is installed in all watercrafts.

Supporting Evidence of Compliance for Self-Assessment Study

- Suitable flotation equipment is installed.
- The Review Team will verify compliance during the site visit.

Program Narrative Response: *Current boats in use have adequate flotation to support paddlers when swamped in water conditions used for programs.*

Supporting Evidence of Compliance:

- *On Site: on visit observation of boating equipment at the aquatic center.*

SECTION 31. WHITEWATER ACTIVITIES – N/A

This section includes standards for operations using watercraft in whitewater activities. Programs address the standards proportionate to the level of activities the organization conducts. For example, if the organization only conducts lake canoeing for a few hours near a facility, the policies and procedures will be simpler than if the organization's activities extend to multi-day expeditions.

N/A – No programs are conducted. Standards for this section has been removed from SAS.

SECTION 32. SEA KAYAKING – N/A

Sea kayaking uses sit-on-top, touring, or other kayaks on coastal and intercoastal waterways. Because lakes, such as the Great Lakes, can have conditions similar to a maritime environment, kayak programs on large lakes address the following sea kayaking standards.

N/A – No programs are conducted. Standards for this section has been removed from SAS.

SECTION 33. SAILING

This section applies to the operation of vessels powered primarily by sail. The program should address other activities, such as sailboarding, in a separate "Other Activities" section. (Section 46).

There may be a range of sailing vessels that a program can use, including small dinghies, open-decked 'traditional' craft such as luggers, whalers, and cutters, as well as larger offshore vessels, yachts, and tall ships. (These all have a boat builder plate that lists the craft category from A to D in boatbuilding classification). Improvised rafting, such as during a sea kayak expedition, would typically be contained in the standards for the craft, in this case, sea kayaking.

When other activities, such as swimming, hiking, and camping, are incorporated into this activity, the standards applicable to those specialized activities are addressed in their respective policies and procedures, curriculum, and conduct.

33.01 The program documents policies and procedures for conducting the activity.
Explanation: Policies and procedures for this activity are easily accessible to, and understood and practiced by, all program personnel and participants. The intent is to establish clear and consistent practices to guide risk management.

Considerations
Key policy points:

- Vessel:
  - appropriate for use, environment, and population
  - maintained according to applicable regulations
  - operated within the manufacturer's or regulator's capacity limits
  - operating with sufficient crew
- Equipment:
  - appropriate for the use and conforms to applicable regulations
  - **lifejackets**, **PFDs**/personal flotation devices
    - properly fitting
    - age/weight appropriate
  - signaling & communication devices
    - flares, lights, horn, bell, heliograph
    - VHF radio, EPIRB, GPS, cell phone
  - auxiliary power (oars, paddle, motor)
  - bailing device
  - anchor
  - rescue knife
  - general: navigation tools, cooking equipment, food and water storage, gray water, and sewage containment
- Group and location management
  - staff training, assessment, qualifications

    - licenses as required by local laws and regulations
    - staff-to-student ratio on the vessel and/or within the convo
- Supervision and student competency progression and assessment policies
- Weather parameters, including acceptable levels of wind, wave, daylight, visibility, and procedures for if conditions exceed what was forecast
- Cruising limits and route planning
- The cruising guide describes hazardous areas, road heads, and places of refuge
- Tide charts and almanac information
- Emergency/rescue procedures and equipment appropriate to the type of vessel and conditions
    - crew overboard, prevention, and recovery
    - capsize prevention and recovery
    - squall/lightning procedures
    - fire procedures
    - towing procedures
    - abandon ship procedures

Supporting Evidence of Compliance for Self-Assessment Study

- Documented policies and procedures for the activity are available.
- Program personnel understand and practice the policies and procedures as documented. The Review Team will verify compliance during the site visit.
- Staff are assessed on knowledge, experience, and practical skill.
- Emergency procedures are appropriate and practiced.
- The stowage plan shows the required equipment and inventory.
- The cruising guide is detailed enough to describe limitations, options, and opportunities.

Program Narrative Response: *The sailing program at the Aquatic Center uses several different types of sailboats for the introductory class, RTM267/L. The boats are suitable for use on the after-bay site. All boats are in compliance with coast guard and State of California regulations. Staff and instructors provide supervision for the Aquatic Center sailing program. The small nature of the after-bay limits the run-away boat phenomena of a larger lake. A staffed rescue boat is always on the water during instruction and is equipped with appropriate safety gear. All staff are certified in lifeguard training. There is no night sailing in this environment and wind decisions are made based on student skill level and decisions on closing the lake due to adverse conditions which are controlled by the LA County administration.*

Supporting Evidence of Compliance:

- *Appendix A: CSUN Outdoor SOP - Safety Operational Protocols (5.a) (pp. 11-14)*
- *Appendix F – Aquatic Center/ Student Lifeguard Training Manual*

33.02 The program documents an appropriate curriculum for the activity.
Explanation: Curriculum refers to the course of study used to teach a particular activity and consists of knowledge and skills objectives, learning activities, and progression aligned to program goals. Instructors follow this curriculum in the field.

Considerations

- The curriculum is generally congruent with experiential education methodology.
- The curriculum can be varied and adapted as necessary to adapt to the needs and abilities of the participants and offer appropriate opportunities for learning and change.
- The curriculum includes skills appropriate for the context and activity. Examples might include:
    - Parts of the vessel
    - Moving about the boat (high side, one hand for the boat)
    - Stowage of gear
    - Nautical terminology
    - Points of sail and sail theory
    - Boat handling under power or oars
    - Boat handling under sail (use of winches, tacking and gybing, easing sheets to depower or balance the sails, the role of the keel or centerboard)
    - Shortening sail
    - Knots and hitches
    - Getting underway
    - Anchoring, beaching, approaching a dock or wharf
    - Navigation, chart reading, position finding, course setting, and dead reckoning
    - Observe navigation rules - Convention on the International Regulations for Preventing Collisions at Sea (COLREGS)
    - Understanding marine forecasts
    - Emergency drills: crew overboard, capsize, storm, fire
    - Self-care: layers, hygiene, toileting, hydration, nutrition, sunburn, eye protection, sea sickness
    - Watchkeeping: underway and anchor watch
    - Sound signals and VHF protocols for low visibility
- Sailing techniques and related skills are taught progressively. For example, participants are oriented to the boat while docked or in calm conditions, practice at different crew stations is rotated among participants before rough water sailing, and participants are informed of expectations for emergencies.
- Nautical terminology is presented accessibly, with clear language “translations" and explanations.
- There are briefings to participants before the activity that include:
    - expectations for behavior
    - goals and objectives
    - risk management

        - animal encounters
        - harmful plants
    - food, water, and clothing concerns or requirements
- The curriculum is presented sequentially and paced appropriately, fundamental skills are taught, and competency is demonstrated before participants/participants progress to more advanced skills.
- Reflective activities are used to enhance the experiential education process.
- Briefings and reflective activities progress at an appropriate speed, tempo, and level of sophistication for the group, demographics, and goal of conducting the activity.

Supporting Evidence of Compliance for Self-Assessment Study

- There is a documented curriculum for each activity that program personnel share and practice.
- Program personnel implement the curriculum. The Review Team will verify compliance during the site visit.
- Program personnel keep the vessel and equipment clean and organized. The Review Team will assess this via observation and interviews.

Program Narrative Response: *Students are provided with a pre-field class orientation that covers topics such as clothing, safety procedures, equipment, and PFD use. Appropriate sequence is included at the beginning of the field experience or classroom session. Specific instruction described in the course outline includes boating terms, rigging, tack, coming about, and boat over procedures. Activity follows standard practice on number of crew on the sail boats, appropriate PFD wear, communication systems, and matching participant's skill levels with responsibilities and weather conditions. The RTM 267 syllabus provides additional detail on the curriculum.*

Supporting Evidence of Compliance:

- *Appendix A: CSUN Outdoor SOP - Safety Operational Protocols (5.a)*
- *Appendix F – Aquatic Center/ Student Lifeguard Training Manual*
- *Appendix J - RTM Classes Syllabi (scroll down to App. J – RTM 267 Sailing)*

33.03 Instructors and participants have, or are provided with, appropriate Personal Protection Equipment (PPE) for sailing.
Explanation: PPE includes buoyancy aids or lifejackets, helmets, harnesses, lights and whistles, and clothing appropriate for the vessel and conditions.

Considerations:
- All PPE complies with local regulatory standards.
- All PPE is appropriately stored, maintained, inspected, and retired.

Supporting Evidence of Compliance for Self-Assessment Study
- Compliance with local regulatory standards is documented.
- The Review Team will verify compliance during the site visit.

Program Narrative Response: *Staff use PFD's for all water activity for the classes at the Aquatic Center or trip programs in quiet water paddling or sailing. Each student and staff person is issued a PFD at the start of each class. The PFD must be Type III or better and fitted to the person's body size and weight. PFD's are inspected each time they are put into use which includes a thorough inspection of the hardware of the unit. Participants receive instruction in donning the vest, adjustment, and the fit test. Swim practice with the PFD will be part of the orientation process when doing boat over drills or other suitable times. Specific SOP are written for PFD use and described in the documents below.*

Supporting Evidence of Compliance:
- *Appendix A: CSUN Outdoor SOP - Safety Operational Protocols (5.a) (p. 11-12) and Briefing (3.a.4 - p. 6)*
- *Appendix F – Aquatic Center/ Student Lifeguard Training Manual*

33.04 The program assesses the seaworthiness of sailing vessels according to applicable local jurisdiction.
Explanation: Vessels are selected appropriate for the number of passengers and crew assigned and are seaworthy for the full range of wind, sea, and climatic conditions possible during the activity.

All vessels comply with marine and local regulations and are maintained and equipped according to requirements and local preferred boating practices. Modifications and accessories are checked for compliance and compatibility, with emerging risks assessed and mitigated.

Considerations
- Pre-voyage inventory and gear checks include emergency equipment, spars, rigging and sails, steering system, docking gear, anchors, bilge and drainage options, heads and holding tanks, through-hull fittings, engine, lights, electronics, navigation, and communications systems.
- Periodic cleaning and inspection of the hull, including any seacocks and through-hull fittings.

Supporting Evidence of Compliance for Self-Assessment Study
- Records of external inspections or marine surveys are kept.
- A certificate of manufacture or a Builders/Capacity plate is available.
- Records of periodic internal inspections and maintenance are kept.
- There is documentation of pre-and-post-voyage inventory and gear checks.

Program Narrative Response: *Consistent with all critical safety gear in use by the program; inspection takes place as it is 'put into use' for a programmed activity. In the off season a more thorough inspection and repair cycle is initiated for the aquatic center fleet of all boats. Participants are also engaged in the inspection process as well to enable fulfilling that instructional objective.*

Supporting Evidence of Compliance:
- *Appendix A: CSUN Outdoor SOP - Safety Operational Protocols (5.a) (p. 11) and Briefing (3.a.4)*
- *Appendix F – Aquatic Center/ Student Lifeguard Training Manual*
- *Appendix J – RTM Classes Syllabi (scroll down to App. J – RTM 267/L Syllabi)*
- *Maintenance inspection records – available for on site review*

SECTION 34. SNORKELING – N/A

Snorkeling refers to swimming in a body of water equipped with a diving mask or goggles and a snorkel. A wetsuit may also be worn.

N/A – ***No programs are conducted. Standards for this section has been removed from SAS.***

SECTION 35. SCUBA DIVING – N/A

SCUBA (Self-Contained Underwater Breathing Apparatus) diving is a form of free diving with “an apparatus utilizing a portable supply of compressed gas (such as air) supplied at a regulated pressure and used for breathing while swimming underwater.” (Miriam Webster Dictionary)

N/A – ***No programs are conducted. Standards for this section has been removed from SAS.***

CHAPTER 6. NON-TECHNICAL ACTIVITIES

SECTION 40. SOLOS – N/A

A solo is an activity in which participants are provided time to be alone, often outside of direct supervision by program personnel. Solos are typically done in a natural setting and are stationary in that the participants do not hike or move from their designated solo site.

N/A – ***No programs are conducted. Standards for this section has been removed from SAS.***

SECTION 41. SERVICE PROJECTS – N/A

Service projects may occur during another activity, as a stand-alone activity, or in conjunction with another service learning organization. Service projects may take place in front or backcountry locations and may involve using tools or other specialized equipment for which participants have limited or no training.

N/A – ***No programs are conducted. Standards for this section has been removed from SAS.***

SECTION 42. RUNNING – N/A

Running for the purpose of this manual is defined as a structured activity used to achieve the program's educational or therapeutic goals. Track, cross country, or other Physical Education (PE) activities are not considered part of these activities.

N/A – ***No programs are conducted. Standards for this section has been removed from SAS.***

SECTION 43. INDIRECTLY SUPERVISED ACTIVITIES – N/A

This section includes activities that involve skills covered in the standards of other specialized activities, such as hiking, camping, backpacking, navigation, and/or wilderness medicine in situations in which the instructor is removed from a direct supervisory role. The technical and risk management skills required for these activities are commensurate with the participants' training, experience, and familiarity with the terrain. Not all adventure activities are appropriate as indirectly supervised activities.

N/A – ***No programs are conducted. Standards for this section has been removed from SAS.***

SECTION 44. INDIVIDUAL & GROUP DEVELOPMENT ACTIVITIES

This section focuses on non-technical activities, such as initiatives and cooperative games, designed to foster personal growth and/or the development of effective groups. They may focus on outcomes such as relationship development, problem-solving, risk-taking, communication, trust and openness, goal setting, leadership, group processes, and decision-making.

Activities included in this section may require appropriate spotting techniques or height limits. The program is expected to meet these standards if games, initiatives, or other group development activities occur during programming. If the program has not developed policies and procedures for these activities, they will not allow them to be facilitated within the program. (See 4.01, “Secondary Activities.”)

When other activities, such as hiking and camping, are incorporated into this activity, the standards applicable to those specialized activities are addressed in their respective policies, procedures, curriculum, and conduct.

44.01 The program documents policies and procedures for conducting the activity.
Explanation: Policies and procedures for this activity are easily accessible to, and understood and practiced by, all program personnel and participants. Field personnel access may include hard or electronic versions of field policy and procedure manuals. The intent is to establish clear and consistent practices to guide risk management.

Considerations
Key policy points:

- Equipment
- Group and location management
    - appropriate activity selection and sequencing
    - spotting expectations, including techniques, commands, and ratios, if spotted activities are utilized in the program
- Travel practices
- Managing adverse conditions
- Emergency procedures/Rescue

Supporting Evidence of Compliance for Self-Assessment Study

- Adequate documented policies and procedures for the activity are available.
- Field program personnel have access to the policy and procedures in the field.
- Program personnel understand and practice the policies and procedures as documented. The Review Team will verify compliance during the site visit.

Program Narrative Response: *Proper spotting and proper facilitation philosophy are the most important part of acceptable industry standards. Staff adhere to proper spotting as essential for low initiatives and also provide warm-up, sequencing, and safety briefings for each activity as required. Staff provide supervision by maintaining visual contact with students and by providing specific safety instruction regarding spotting technique or other hazards unique to a specific activity.*

Supporting Evidence of Compliance:

- *Appendix A: CSUN Outdoor SOP - Safety Operational Protocols (5.f.1-6), (p.21)*
- *Appendix D – CSUN Challenge Course Staff Training Manual*

44.02 The program documents an appropriate curriculum for the activity.
Explanation: Curriculum refers to the course of study used to teach a particular activity and consists of knowledge and skills objectives, learning activities, and progression aligned to program goals. Instructors follow this curriculum in the field.

Considerations

- The curriculum is generally congruent with experiential education methodology.
- The curriculum can be varied and adapted as necessary to adapt to the needs and abilities of the participants and offer appropriate opportunities for learning and change.
- The curriculum includes skills appropriate for the context and activity that include:
    - spotting techniques and commands, if applicable.
- There are briefings to participants before the activity that include:
    - expectations for behavior
    - goals and objectives
    - risk management
        - animal encounters
        - harmful plants
    - food, water, and clothing concerns or requirements
- The curriculum is presented sequentially and paced appropriately, fundamental skills are taught, and competency is demonstrated before participants progress to more advanced skills.
- Reflective activities are used to enhance the experiential education process.
- Briefings and reflective activities progress at an appropriate speed, tempo, and level of sophistication for the group, demographics, and goal of conducting the activity.

Supporting Evidence of Compliance for Self-Assessment Study

- There is a documented curriculum for each activity that program personnel share and practice.
- Program personnel implement the curriculum. This will be assessed via observations and interviews by the Review Team.

Program Narrative Response: *Objectives are clearly stated in course syllabi. Classes include the RTM 151G Challenge Ropes Course class, RTM 351 Outdoor/Environmental Education, RTM 302 Leadership. Appropriate sequence is designed for the class. Examples include stretching, warm-up activities, group building sequences, and progressively presented challenges for both individuals and groups.*

Supporting Evidence of Compliance:

- *Appendix A: CSUN Outdoor SOP - Safety Operational Protocols (5.f) (p.19)*
- *Appendix D – CSUN Challenge Course Staff Training Manual*
- *Appendix J - RTM Classes Syllabi (scroll down to App. J – RTM 151G Ropes and RTM 351Outdoor Education*

SECTION 45. SWIMMING & WADING – N/A

This section applies only to swimming and wading in the context of program activities in a natural environment. It is not intended to apply to designated swimming pools, sports, or physical education programs. Those activities should be conducted under the regulations of the applicable jurisdiction. AEE Accreditation does not apply to such activities.

N/A – ***No programs are conducted. Standards for this section has been removed from SAS.***

SECTION 46. OTHER ACTIVITIES – N/A

This section applies to activities that are not addressed in other sections. These **adventure activities** are an integral part of the adventure programming of the organization. Examples include skateboarding, tubing, and freediving. This section does not apply to Secondary Activities outside the bounds of planned programming, such as pick-up games, candle making, hacky sack, or other similar leisure time activities. (See Standard 4.01, Secondary Activities.)

N/A – ***No programs are conducted. Standards for this section has been removed from SAS.***

Appendices

Appendices A-I: Protocols and Training Manuals

Appendix A: CSUN Outdoor SOP - Safety Operational Protocols

Appendix B – Outdoor Organizational Structure and Relationships

Appendix C – Cal State Northridge Climbing Wall Manual (Staff Training Resource)

Appendix D – CSUN Challenge Course Staff Training Manual (Staff Training Resource)

Appendix E – Outdoor Adventures Trip Leader Manual (Staff Training Resource)

Appendix F –Aquatic Center/ Student Lifeguard Training Manual (Staff Training Resource)

Appendix G1 - RTM Outdoor Faculty Orientation Manual (Staff Training Resource)

Appendix G2 - RTM Staff Training in Risk Assessment and Response

Appendix H: Key Forms

- 1. Accident/Incident Report for Outdoor Programs (RTM)
- 1. Accident/Incident Report for Outdoor Programs (OA)
- 2. Accident/Injury Follow-up Form (RTM/OA)
- 3. Authorization to Operate Privately Owned Vehicle – Student (CSUN)
- 4. Challenge Course Release Form (Adult) – (RTM)
- 5. Challenge Course Release Form (Spanish) – (RTM)
- 6. Field Trip Planning Form (RTM)
- 7. RTM Classes Health Statement & Release (Adult)
- 8. Aquatic Center Release Form (Adult and Youth)
- 9. OA Special Trip Registration Form
- 10. OA Trip Registration Form
- 11. OA Use of Ropes Course Liability Form
- 12. OA Equipment Rental Form

Appendix I: Checklists in Use with SOP

- CL #1. Instructor's First Aid and Emergency Field Kit Contents CHECKLIST
- CL #2. Trip Leader Emergency Call Guide for Outdoor Adventures
- CL #3. Faculty Emergency Call Guide For RTM
- CL #4. Incident Commander in the Field - Adverse Events Checklist
- CL #5. Adverse Events Checklist – Administrator in Charge at the Office
- CL. #6 SHARK
- CL. #7 Pre-Trip Checklist for Instructor/Staff-in-Charge
- CL. #8 Critical Incident Checklist at the High Ropes Course

- CL. #9 Runners Checklist
- CL. #10 Vehicle Accident/Incident Checklist
- CL. #11 Lost Student Checklist

Appendix J: Recreation and Tourism Management Outdoor Classes Syllabi

- Overview of Outdoor Recreation Course Work and Brief Course Desciptions
- Overview of Leadership through Adventure Minor (LEAD)
- RTM 150 Introduction to Outdoor Education in the Backcountry (1)
- RTM 151A. Backpacking (2)
- RTM 151B. Rock Climbing and Mountaineering (2)
- RTM 151C. Winter Mountaineering (2)
- RTM 151D. Flat-Water Boating (2)
- RTM 151F. Survival (2)
- RTM 151G. Challenge/Ropes Courses (2)
- RTM 151H. Caving (2)
- RTM 251. Recreation and the Natural Environment (3)
- RTM 265. Water Skiing and Wakeboarding (1)
- RTM 267/L. Sailing and Lab (1/1)
- RTM 310/L. Adventure Recreation and Human Relations and Lab (2/1)
- RTM 351. Outdoor and Environmental Education (3)
- RTM 353/L. Literature of the Wilderness Experience and Lab (2/1)
- RTM 452/L. Outdoor Recreation Leadership and Lab (3/2)

Appendix K – Evaluation and Assessment Evidence

- RTM Staff Training in Risk Assessment and Response
- RTM Instructor Evaluation Form – Peers
- RTM Instructor Evaluation Form – Students
- OA Trip Feedback Form
- Ropes Course CQF Project Thrive Evaluation Report 2023
- RTM Accreditation by Council on Accreditation for Parks, Recreation, Tourism (COAPRT) and annual assessment reports)

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