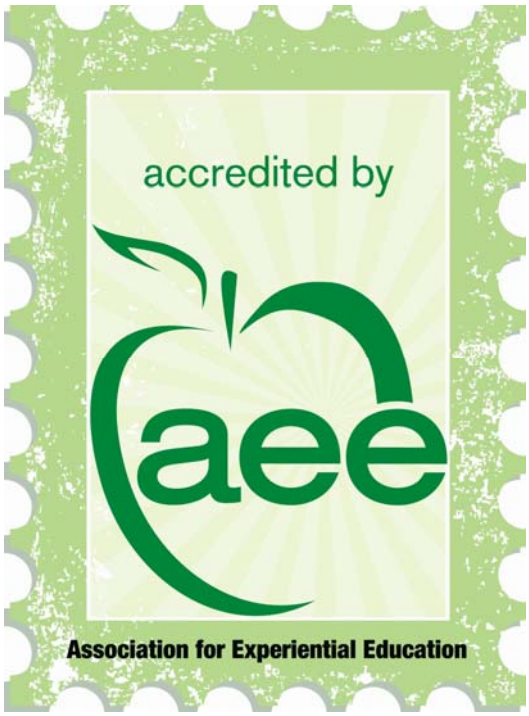
ASSOCIATION FOR EXPERIENTIAL EDUCATION

Accreditation Self-Assessment



Manual of Accreditation Standards for Adventure Programs

Sixth Edition

Table of Contents

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 is also included at the end of this document since it is the primary reference item for the Self-Assessment 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

- Accident/Incident Report (RTM/OA)
- Accident/Injury Follow-up Form (RTM/OA)
- Authorization to Operate Privately Owned Vehicle – Student (CSUN)
- Authorization to Use Privately Owned Vehicle on State Business (STD 261) (CSU)
- Challenge Course Release Form (Adult) – (RTM)
- Challenge Course Release Form (Youth/Minor) – (RTM)
- Emergency Call Guide (RTM)
- Field Trip Itinerary Form (RTM)
- RTM Health Statement (Adult)
- RTM Health Statement (Minor)
- RTM Informed Consent, Waiver of Liability and Hold Harmless Agreement (Adult)
- RTM Informed Consent, Waiver of Liability and Hold Harmless Agreement (Minor)
- Supervisor's Accident Investigation Report for Employee Injury (CSU)

- Emergency Call Guide (OA)
- OA Special Trip Registration Form with Waiver 1.1.15
- OA Single Day Registration Form with Waiver 5.8.14
- OA Multi Day Registration Form with Waiver 5.8.14
- CSUN Equipment Rental Form (OA)

Appendix I – Checklists in Use with SOP

- Instructor's First Aid and Emergency Field Kit Contents CHECKLIST
- Trip Leader Emergency Call Guide for Outdoor Adventures
- Faculty Emergency Call Guide For RTM
- Incident Commander in the Field - Adverse Events Checklist
- Adverse Events Checklist – Administrator in Charge at the Office
- SHARK
- Pre-Trip Checklist for Instructor/Staff-in-Charge
- Critical Incident Checklist at the High Ropes Course
- Runners Checklist
- Vehicle Accident/Incident Checklist
- 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 by Council on Accreditation for Parks, Recreation, Tourism (COAPRT)

AEE *Manual of Accreditation Standards For Adventure Programs*, Sixth Edition
(Formatted for the Self-assessment)

Instructions: please add your narrative response to all applicable standards. Your response can be inserted below each applicable standard. (The "explanations" which accompany each standard can be left in place). Standards that are not applicable to your programming can be designated as such with "N/A" (not applicable). All Evidence References: documents can be attached or submitted as appendices.

IMPORTANT: Please refer to the self-assessment "study guide" and Powerpoint outline for further information on the required format for completing your self-assessment.

Therapeutic adventure standards are recognized in the text by a (T) notation. These standards are included in recognition of the amount of therapeutic adventure programming being conducted in the field of experiential education and apply only to those programs that have specific therapeutic outcomes. Outdoor Behavioral Health Care Programs are covered in a separate accreditation manual published by AEE. If your program conducts therapeutic programming, you are required to address these standards.

Higher education standards are recognized in the text by a (A) notation. These standards are included in recognition of the amount of academic degree program curricula designed to train adventure educators, scholars, and researchers at both the undergraduate and graduate levels in the field of experiential education, and apply only to those programs. If your program offers a degree you are required to address these standards.

Chapter 1. Philosophical, Educational, and Ethical Principles

Section 1. PHILOSOPHY AND EDUCATION

1.01 Adventure activities are selected and used in accordance with the organization's stated mission, goals for instruction, and intended outcomes.

Explanation: Learning occurs when carefully chosen experiences or activities are used intentionally to promote learning, personal growth, or positive change. Consequently, activities selected and educational methods employed are sound and aligned with the mission of the organization.

Goals, objectives, and/or outcomes for the program have been determined and have been communicated to the staff and participants. Activities are then designed to achieve the outcomes of the program. Activities can be varied and adapted as necessary to offer appropriate opportunities for learning and change. The effectiveness of activities is dependent on proper assessment of participant needs and abilities.

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 University (CSUN). 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 following three mission statements are provided here:

- CSUN - 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, critical and creative abilities, and ethical 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. (http://www.csun.edu/wasc/university-mission-values-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 that develops intellectual capacity and practical skills, is committed to excellence, experiential learning, and to the development of innovative professionals capable of adapting dynamic environments, using the Greater Los Angeles area as a laboratory. (http://www.csun.edu/health-human-development/recreation-tourism-management)

- Associated Students (A.S.) 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 programs enhance the student educational experience through both credit and non-credit experiences. The outdoor experiential curriculum and experiences contribute to the development of the student's intellectual, ethical, social, and professional development.

Evidence References:

- Appendix B – Outdoors at CSUN Organizational Structure and Relationships
- RTM Website defines program goals curriculum – (http://rtm.csun.edu)
- OA Website defines program goals and services – (http://www.csun.edu/as/outdoor adventures)

1.01 (A) The curriculum is developed and taught in accordance with the institution's stated mission, goals for instruction, and intended outcomes.

Explanation: For example, the institution may have a liberal arts mission that all degree programs are expected to support by including critical thinking, writing, or global citizenship knowledge and skills. Or, the institutional mission may include service to the community. Consequently, curriculum topics, course sequence, and disciplinary and instructional methods are aligned with the mission of the institution.

Response: The RTM program designs and delivers the curriculum of the academic department within the College of Health and Human Development. Each course has developed specific objectives that are approved within the university curriculum review process. The objectives of

these for-credit courses are included with the syllabus in Appendix J (RTM outdoor recreation academic courses).
The OA program is part of the student development mission of Associated Students and program development is approved by executive staff and the Board of Directors which is a student elected governance group. Evidence of the programs and services offered are reflected at the OA website (http://www.csun.edu/as/outdoor-adventures).

Evidence References:

- Appendix J - Recreation and Tourism Management Outdoor Classes Syllabi

1.02 Activities are designed and conducted such that the learners are personally involved in direct experiences and thus feel responsible for their own learning.

Explanation: Experiential learning is an active rather than passive process, with participants motivated by, responsible for, and accountable for their own learning and growth. All curricula for learning, change, and growth have some form of experience as a base for their origin. Experiential education methods require the participants to be actively engaged in the learning process. The activity itself draws the participants into action, and staff encourage this process. The educational experience is structured to allow the learner to take initiative, pose questions, solve problems, demonstrate curiosity, exercise creativity, be flexible, experiment, and, ultimately, construct meaning from the experience. Adventure activities should be created and conducted in a manner that allows students to take part in as many aspects of the activity as possible. Participants understand that they may experience successes, failures, risks, and uncertainty given that the nature of experience is not entirely predictable.

Explanation (A): Academic programs prepare students to engage others in experiential learning processes and activities. Therefore, instructional methods should parallel preferred practices in experiential education with the intent to teach students to apply learning outcomes to teaching, facilitating, and leading others. Direct experience in academic settings is enhanced by the inclusion of secondary sources, such as textbooks, articles, and didactic presentations. However, these should culminate in student-centered experiences such as problem or project-based learning, applied learning, or cooperative learning, that are consistent with AEE's principles of experiential education practice.

Response: 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 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, RTM302 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 with 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.

Evidence References:

- Appendix J - Recreation and Tourism Management Outdoor Classes Syllabi
- Website for OA – http://www.csun.edu/

1.03 Appropriate educational methods are used to enable participants to

Explanation: Learning or change as a result of experience is not automatic. Learning or change is intended to have present, as well as future, relevance for the participant. To enhance assimilation, experiential education includes observation and reflection of an experience through dialogue, group discussion, writing, and/or drawing. The reflective process allows the learner to grow or change more effectively.

Response: The direct experiences provided to students are based on achieving certain learning objectives. Direct experience alone is insufficient for obtaining those objectives. Students must be engaged in a reflective process to fully capture the potential of the learning experience. Faculty and staff may use a number of reflective exercises that will assist students to gain personal insights as well as to see the application of the insight to other contexts and applications. This integration or synthesis of the lessons is the desired application of knowledge. Exercises such as the group debrief or discussion, journal assignments, research papers, and on-line chats are some of the common ways in which to facilitate both generalization of learning and its transfer. Evaluation of student learning outcomes is also an important part of the process for faculty and staff to verify the successfulness of the experiential design.

Evidence References:

- Appendix J - Recreation and Tourism Management Outdoor Classes Syllabi

1.03 (T) Appropriate therapeutic methods are utilized to enable participants to develop cognitive, affective, and behavioral aspects from their experiences.

Explanation: Therapeutic methods that are most likely to benefit participants should be employed. These methods should be structured to take into account the participants' backgrounds, histories, and presenting issues (e.g., diagnosis, current mental states, levels of functioning, etc.). Therapeutic methods – individual or group therapy, processing of experience, writing, etc. - should be grounded in historical approaches, evidence-based practice, and theory. The benefits of the experience should be improved participant functioning, better health, and positive growth, and should be transferable to other settings.

Response: NA

1.03 (A) The appropriate curriculum and instructions are used to enable students to develop and professionally apply new knowledge, skills, and attitudes from their learning experiences.

Explanation: The curriculum is sequenced to focus on professional preparation.
Students preparing to become outdoor education professionals are taught about transferring their academic learning to professional practice. Applied experiences help the students integrate academic content.

Response: The RTM classes are designed to provide for professional development of outdoor recreation educators. The RTM 150 and 151 A-H classes (backpacking, rock climbing, canoeing, ropes course, etc.) are designed to develop technical skills in different outdoor adventure activities. The RTM 251 Recreation and the Natural Environment provides a broad overview of outdoor recreation resources and their management and the preservation and conservation principles. The RTM 351 Outdoor/Environmental Education develops educational skills in nature interpretation and group facilitation as it explores program models from interpretation, adventure

education, and organized camping. The RTM 452 Outdoor Leadership class focuses on safety management systems for the outdoor leader. This package of courses provide for a sequence of professional development in outdoor recreation in concert with the larger RTM curriculum. The partnership with OA provides students an outstanding resource for practical leadership of student outdoor experiences. RTM students have a required internship and some students engage with OA as their internship setting. RTM classes have a Volunteer Teaching Assistant role for field trips and students volunteer to work with class Instructors for the field trip portions of the class. OA also conducts their non-credit training of student outdoor leaders for their adventure outings, teambuilding, and staffing of the Ridge Rock Wall.

Evidence References:

- Appendix J - Recreation and Tourism Management Outdoor Classes Syllabi
- Appendix E – Outdoor Adventures Trip Leader Manual, pp.10-13

1.04 Activities are made meaningful through the use of natural consequences.

Explanation: The consequences of a decision made or actions taken by a participant is immediate and often personal, generally involving emotions, feelings, and other people, and it is the natural result of the participant's behavior. When appropriate and as often as possible, a natural consequence is used to provide meaning for learning, growth, or change. A natural consequence is one that arises from an action or inaction. For instance, the natural consequence of allowing clothing to get wet might be that a person becomes cold. Natural consequences are a powerful teaching methodology.

Given the nature of adventure programming, AEE recognizes that the use of natural consequences is not always prudent or reasonable, and artificial consequences are sometimes more appropriate. For example, when a trip leader recognizes that natural consequences might in fact endanger a participant – a cold participant could become hypothermic – the instructor might impose an artificial consequence of his or her making. In the event artificial consequences are used in place of natural consequences, the artificial consequences should be logical and reasonable, and should enhance the educational process.

Response: Consistent with experiential education methodology, instructors design the context for learning and provide students with the opportunity to engage 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 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.

Evidence References:

- On site: Selected references from student journals during site visit.
- On site: Interview students who have participated in CSUN programs – OA and RTM

1.05 (A). The program has procedures to assess student learning and progress.

Explanation: An evaluative structure is in place that includes formative and summative assessment of student learning outcomes at the course and program levels. Feedback is timely

Response: The OA program provides a student participant evaluation form on their programs and evidence of that form is attached in Appendix K. The RTM program has student evaluations after each course which focus on instructor effectiveness and feedback. In addition the RTM program is accredited by the COAPRT (Council on Accreditation of Parks, Recreation, and Tourism) and the council demands ongoing annual assessment. In addition the CSUN assessment process requires regular reports and on-going assessment procedures. The assessment protocols for the Department document is available in Appendix K as further evidence of our unit's engagement in assessment.

Evidence References

- Appendix K: OA Trip Evaluation Form
- Appendix K: Classroom Teacher Evaluation Form
- Appendix K: RTM COAPRT Accreditation – Assessment Plan

CHAPTER 1. PHILOSOPHICAL, EDUCATIONAL, AND ETHICAL PRINCIPLES

Section 2. ETHICAL PRINCIPLES

2.01 Staff conduct their work with responsibility and integrity.

Explanation: Staff promote integrity in the practice of adventure education and uphold the ethical principles of their work. This includes, but is not limited to, being honest, fair, and respectful in their dealings with others; being clear with participants as to their roles and obligations as a staff member; describing their qualifications, skills, services, products, and fees clearly and accurately; accepting responsibility for their behavior and decisions; possessing an adequate basis for staff judgments; not beginning services when the constraints of limited contact will not benefit participants; continuing services only so long as it is reasonably clear that participants will benefit; being aware of how their own belief systems, values, needs, and limitations affect their work; avoiding situations in which personal problems or conflicts will impair their work performance or judgment; consulting with, referring to, and cooperating with other staff as necessary; reporting unethical conduct; and cooperating with inquiries and investigations concerning alleged unethical conduct.

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.

Evidence References:

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

2.02 Staff conduct their work with competence, and practice within the boundaries of that competence.

Explanation: This standard does not address staff qualifications; rather, it addresses ethical standards by which staff conduct themselves. Staff strive to maintain high standards of quality and performance in their work, seek appropriate education, participate in ongoing training, maintain current knowledge, hold appropriate credentials, and exercise reasonable judgment in the conduct of their work. Staff also recognize the boundaries of their competence and do not provide services outside those boundaries. Staff provide services only after undertaking appropriate education; participating in ongoing training; and seeking appropriate supervision, consultation, or advice where necessary. When practicing in areas where standards or guidelines do not exist, staff take reasonable steps to develop the skills necessary to practice or provide services.

Response: Instructors and Staff promote, conduct, and lead activities and classes that are within their levels of competence. These include but are not limited to: a) recognize the boundaries of their particular competencies and understand the potential limitations of their skills and training. b) maintain knowledge of current and relevant professional information related to the use of outdoor recreation and adventure experiences and to recognize their need for ongoing education. c) attend professional conferences both to present workshops and/or attend workshops presented by colleagues in the field. Recent conference participation include AEE, ACCT, AORE, WROLC (d) uphold ethical principles of conduct, clarify their roles and obligations, accept responsibility for their behavior and decisions, and adapt their methods to the needs of different populations.

Evidence References:

- On Site – Interview Faculty and Professional Staff
- On Site – Personnel Folders and Certifications Files

2.03 Staff respect the rights and dignity of colleagues, employees, and participants.

Explanation: Staff respect the fundamental rights, dignity, and worth of all people. They strive to be sensitive to cultural and individual differences - including those due to age, gender, race, ethnicity, national origin, religion, sexual orientation, disability, and socioeconomic status. Staff do not engage in any form of discriminatory or sexual harassment or exploitation.

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 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 plenty of 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.

Evidence References:

- On Site – Interview faculty and staff
- On Site - Sample Ethics Training Certificates

2.04 Staff are concerned for the well-being of participants.

Explanation: Staff promote the well-being of participants in their work. They are sensitive to, and provide for, the participants' essential physical and emotional needs, including, but not limited to, adequate water, nutrition, clothing, shelter, and rest. Staff plan and conduct programs and activities with the participants' best interests in mind. Staff monitor the physical and emotional impact of adventure programming on participants and modify the programming to best address the participants' needs, interests, and abilities. Staff assist participants, or potential participants, in obtaining other services if the organization or program cannot provide the services needed or requested.

Response: Staff and Instructors are sensitive to the unique needs and well-being of each student and/or participant. They are aware of and provide for the physical needs of participants, including necessary water, nutrition, clothing, shelter, rest or other essentials. Care is taken to properly orient students prior to field trip and safety briefings in the field monitor well-being by reminding students of comfort needs including for example hydration and sun protection. Staff and Instructors are aware of and monitor the emotional and physical risk involved in outdoor recreation and adventure experiences.

Evidence References:

- Appendix A: CSUN Outdoor SOP - Safety Operational Protocols, SOP 3.a.4
- Appendix J - Recreation and Tourism Management Outdoor Classes Syllabi
  Note student resources section

2.05 Staff respect the confidentiality of participants.

Explanation: Staff disclose, as early as is feasible, the nature of confidentiality and the limits to confidentiality as it applies to the participants. Staff respect the rights of participants to decide the extent to which confidential material is made public. Staff may not disclose confidences except in these cases: when mandated by law, to prevent a clear and immediate danger to a person or persons; with prior written permission or waiver, and then only in accordance with the written permission or wavier; and when the staff is a defendant in a disciplinary, civil, or criminal action arising from providing services, and then only in connection with the action. Furthermore, staff do not share information when consulting or seeking the advice of peers or colleagues that could reasonably lead to the identification of a participant. Staff safeguard, store, and dispose of participant records in such a way as to maintain confidentiality.

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.

Evidence References:

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

CHAPTER 2. PROGRAM GOVERNANCE

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

Section 3. PROGRAM GOVERNANCE

3.01. The organization or program has a defined mission and purpose, and the mission is not in conflict with the mission of the Association for Experiential Education. If the adventure program is a subset of a larger organization, the mission of the subset enhances the overall mission of the organization.

Explanation: The organization's (and program's) mission embraces or allows for the use of experiential methodologies and the promotion of education through active learning.

An example of an adventure-program subset relationship might include, but is not limited to, an outdoor recreation or adventure education program within a college or university. This standard requires that the mission of the outdoor program aligns with and enhances the overall mission of the college/university.

Response: RTM and OA both operate programs consistent with their mission as part of the larger California State University Northridge University (CSUN). 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 following three mission statements are provided here:

- CSUN - 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, critical and creative abilities, and ethical 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. (http://www.csun.edu/wasc/university-mission-values-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 that develops intellectual capacity and practical skills, is committed to excellence, experiential learning, and to the development of innovative professionals capable of adapting dynamic environments, using the Greater Los Angeles area as a laboratory. (http://www.csun.edu/health-human-development/recreation-tourism-management)

- Associated Students (A.S.) 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 programs enhance the student educational experience through both credit and non-credit experiences. The outdoor experiential curriculum and experiences contribute to the development of the student's intellectual, ethical, social, and professional development.

Evidence References:

- Appendix B – Outdoors at CSUN: Organizational Structure and Relationships
  Provides a helpful summary of the complex organizational structure of the CSUN outdoor programs.

3.02 If the program is a subset of a larger organization, effective communication between the program's and organization's leadership is encouraged.

Explanation: The governance of an outdoor program does not function in a vacuum if it is part of a larger organization such as a university. Necessary information exchange occurs between the program, its parent organization, and its board of directors or trustees. Key employees of the parent organization are familiar with the outdoor program's system, activities, risks, benefits, and management practices.

Explanation (A): Examples include the involvement of faculty in institutional governance, campus committees, and curriculum development. Institutional administrators understand and support the unique requirements of an outdoor/adventure education curriculum.

Response: The RTM and OA organizations are a subset of the larger CSUN organization which is a major public university with 40,000 students plus staff and faculty. In addition CSUN is part of the California State University (CSU) system which exerts a significant amount of organizational control on individual campuses. The CSU is the largest educational institutions in the U.S. with over 474,000 students and 23 campuses.

Within this mega structure the outdoor programs are involved in communication with other parts of the organization. Examples include full time faculty who are fully integrated into the faculty governance system, periodic meetings with academic administrators like Deans and Department Chairs and Risk Managers, professional staff participation with meetings within Associated Students, collaborative relationship with other unique organizational partnerships like Los Angeles County Parks and California Department of Boating and Waterways.

Evidence References:

- Appendix B – Outdoors at CSUN: Organizational Structure and Relationships
  Provides an outline of the organizational structure of the CSUN outdoor program delivery.
- On Site – discussion with RTM faculty and OA professional staff on the collaborative partnership. MOUs defining several working relationships with RTM and OA regarding equipment and challenge course use

3.03 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: If an organization is not properly or legally formed, the organization could ultimately and unknowingly find itself exposed to legal and/or financial hardships. This standard requires proof of proper incorporation or formation and proof of a current specific and appropriate license for the program's activities.

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.

3.04 If the organization has a governing or advisory body, the governing or advisory members conduct their affairs in a manner that avoids conflict of interest. Board members do not use their relationship with the organization for material or financial gain.

Explanation: As is expected of any professionally run advisory or governing body, members of an adventure program's governing or advisory board conduct business with the program's success and sustainability, as well as the participant's well-being and safety, as priorities.

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.

Evidence References:

- Website link for CSU Board of Trustees conflict of interest policy.
- Website link for AS Board of Directors conflict of interest policy.

3.05 The organization's activities and services are described accurately so that current and potential clients understand the nature of the organization's services and can make informed choices to participate.

Explanation: All program marketing and/or enrollment material is reviewed and updated on an ongoing basis to make sure it is clear, complete, accurate, and understandable by the targeted participants.

Response: The RTM Department and OA programs have limited marketing materials but they are reviewed with an ongoing format to reflect accurately the programs and services offered to students or the community.

Evidence References:

- Website for RTM Department (http://rtm.csun.edu)
- Website for OA (http://www.csun.edu/AS/outdooradventures)
- On site: brochures and flyers available for review at site visit

3.05 (T) Organizations in which clients are mandated or otherwise involuntarily enrolled into treatment acknowledge the limitations of the client's choice in enrollment and engage the client's participation in the therapeutic process to the fullest extent practical.

Explanation: The program's activities, risks, and services are described accurately so that clients understand the nature of the program they are enrolled in and their rights and responsibilities.

Response: NA

3.06 (T) The organization has written policies and procedures for conducting their therapeutic adventure activities and/or program.

Explanation: These policies and procedures will specifically address the populations served, how participants are screened, what treatment services are provided, and the behavior management/support approaches employed by the program. Examples of these policies and procedures may include approved de-escalation techniques, record-keeping standards, and abuse reporting expectations. It is likely that an individualized treatment plan for each participant would be necessary to demonstrate compliance with this standard.

Response: NA

3.07 The organization has a plan for ongoing program improvement.

Explanation: Organizations have a method to engage in ongoing program improvement. Examples include program evaluation, outcome research, and consumer satisfaction measures. Program improvement efforts ideally involve and include a representational cross-section of the program's staff and governing body.

Explanation (A): Examples include student course evaluations, student advisory committees, cohort-based focus groups, system-wide or institutional comprehensive program reviews, surveys of similar degree programs at other colleges or universities, internal and external reviews, peer consultations, and surveys of alumni and employers of alumni.

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). In addition the department also undergoes an internal Program Review at the campus level 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 Recreation and Tourism 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.

Evidence References:

- Website: RTM COAPRT Accreditation
- Website: RTM Program Review

3.08 The organization can demonstrate that it has taken steps to be in reasonable compliance with applicable local, state/provincial, and federal laws and regulations.

Explanation: Programs will be familiar with and in reasonable compliance with laws, rules and regulations pertaining to their operations, including permitting and licensing requirements. This may require assistance from legal counsel, discussions with regulators or permit-granting agencies.

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 another campus department who insures we are in compliance.

Evidence References:

- Website: Employee Health and Safety
- Website: Risk Management – note our ropes course pictures ☺
- Website: Associated Students Administration (click on Administration+)

CHAPTER 3. PROGRAM MANAGEMENT, OPERATIONS, AND OVERSIGHT

All sections in chapter 3 address standards associated with operational systems and system management. Section 4 identifies standards specific to the program's risk management and the oversight of risk management. Section 5 identifies standards specific to staff qualifications, hiring, training, and supervision.

Section 4. PROGRAM OVERSIGHT AND MANAGEMENT OF ACTIVITIES

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

Explanation: Methods and procedures are in place for hazard assessment and risk analysis for all program activities, including incidental activities. These procedures are used to identify hazards and associated inherent risks, and they include measures for managing staff and participant exposure to these risks. This assessment occurs: (1) prior to programming, using various available risk analysis tools; and information resources such as guidebooks, personal knowledge and input from other staff, and (2) during the activity when faced with real or potential hazards or obstacles (e.g., inspecting and cleaning a rock buttress of loose rocks prior to conducting a top-rope or rappel activity or scouting a whitewater rapid from shore before running it).

Responses to meet this standard may include, but are not limited to, a formal process whereby risk factors and risk management strategies are memorialized in a written document, established practices or procedures to be utilized by staff while in the field, and staff training to support ongoing hazard assessment and risk analysis in the field.

Response: The outdoor experiences offered by CSUN have a history of risk assessment at multiple levels. 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 environments. 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.

Evidence References:

- Appendix A: CSUN Outdoor SOP - Safety Operational Protocols

4.02 The program has a written set of policies and procedures specific to the management or facilitation of program activities.

Explanation: To minimize assumptions and miscommunication, the program has a written system for providing a clear transfer of expectations and key pieces of information. The system, which may be organized in a policy and procedure manual or other documents, clarifies the program's mission as well as accepted field practices and any other policies and/or procedures that are not left to staff discretion or judgment. This document can be specifically written by and for the program, or adopted from other reputable sources.

All staff should be familiar with and have access to these policies and procedures. The policies and procedures should apply to staff and participants alike, as appropriate and necessary.

Response: Faculty and staff in RTM are provided with the SOP manual before each semester *(Safety Operational Protocols)* that outlines both general safety procedures as well as specific procedures for outdoor recreation activity. OA staff use the same SOP manual in concert with their training manual and training program. Separate training manuals have been prepared for the challenge/ ropes course activity area (*Challenge Course Facilitator Manual* and the Ridge Rock Wall Manual at the Student Recreation Center. The Aquatic Center also has a training manual for their Lifeguard staff. In addition to the written procedures themselves, faculty and staff are regularly engaged in conversation about courses, trip programs, and safety procedures. A specific incident reporting procedure is in place as outlined in SOP manual to keep us 'learning' about policies and procedures.

The procedures outlined by the RTM outdoor faculty and OA professional staff have been reviewed and accepted by the risk management office of the university.

Evidence References:

- Appendix A: CSUN Outdoor SOP - Safety Operational Protocols
- Appendix D – CSUN Challenge Course Staff Training Manual
- Appendix E – Outdoor Adventures Trip Leader Manual
- Appendix C – Cal State Northridge Climbing Wall Manual
- Appendix F – Aquatic Center/ Student Lifeguard Training Manual
- Appendix G - RTM Outdoor Faculty Orientation Manual

4.03 The program maintains adequate types and levels of insurance coverage.

Explanation: The organization's insurance coverage must be adequate to meet local, state/provincial, and national requirements appropriate to where the program operates.

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 separate liability policy, vehicle policy and appropriate employee related insurance for workers compensation and employee health benefits.

Evidence References:

- 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.

4.04 The program has a designated and functioning risk management committee that includes external membership.

Explanation: A risk management committee provides a mechanism for providing oversight to the program's risk management planning, implementation, and performance. The intent is to provide a system of checks and balances to the organization's risk management program. This is often achieved by combining program expertise (employees) and outside (non-employee) perspectives, which help to strengthen the organization as a whole. An effective committee has a representative mix of individuals, including program staff and advisors such as other outdoor educators, land managers, doctors, and lawyers. For example, if an organization works with a special population, such as youth at risk, a therapist or social worker would predictably sit on the committee. A risk management committee meets regularly, and minutes are taken at each meeting and filed.

Response: The current outdoor faculty and university professional staff serve as the risk management committee. Incident data is collected through our accident/incident report form process. This data is reviewed by faculty and any changes in procedure are then implemented.

The risk management office in the university conducts periodic reviews of the program and are on permanent invitation to review any course activity on or off campus.

The program has recently created a broader risk management committee as part of the AEE accreditation process.

Evidence References:

- On Site: Invitation letter to join Risk Management Committee

4.05 The program engages in periodic internal and external risk management reviews.

Explanation: Risk management reviews can be used to gauge a program's actual practices and consistency against its stated and expected procedures, and the organization's conduct against that of peer organizations. Reviews can assess specific program areas, or comprehensively evaluate an organization. Reviewers might include, but not be limited to, members of their own or another organization's risk management committee, employees from a peer organization, or professional consultants from outside the area. Reviews do not need to be conducted on a rigid schedule, but it is expected that risk management reviews be conducted on a regular basis.

An important aspect of a risk management review, and one that differentiates it from regular program evaluation or the work of a risk management committee, is that the findings are typically presented verbally or in writing to program management after the review. These findings offer observations of the program and may include specific suggestions or recommendations for change. An AEE accreditation site visit is not considered an external review because the reviewers are not permitted to provide consultation on program change.

Response: The outdoor program has entered the AEE accreditation in part because of the benefit of external peer review which will be conducted as part of the process. As mentioned earlier, the university structure has an Insurance and Risk Management Office and this review process is external to our academic unit. The California State Northridge Risk Management reviews have not resulted in written reports but there have been formal meetings to review both strengths of the program and any areas of concern.

A team from Pomona College has been invited to do an external review of the programs and that review will take place prior to the AEE site visit.

Evidence References:

- On Site: email verification of external review

4.06 Prior to an outing's start, the organization informs participants 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: In order to enhance learning and increase the likelihood of a successful learning experience, steps are taken to disclose the nature of the activities and the goals of the program. To improve the probability that participants meet an activity's fitness requirements a description of the physical requirements is provided prior to the start of the activity. Further, the program informs participants of the rules of behavior, and participants are notified that these rules must be agreed upon, accepted, and followed.

Explanation (A): Examples include electronic communications; public or intranet access to information, such as forms and policy documents on websites; student handbooks that clearly state abilities, skills, conduct, and academic expectations; retention consequences for non-

compliance with expectations such as dismissal from the program or specific courses; appeal processes; and college or university disciplinary processes.

Response: Students are provided with an orientation email as well as an orientation meeting prior to participation in outdoor experiential activity. In general the soft adventure nature of our trips does not require any pre-conditioning. At pre-trip meetings students are informed about the goals and demands of classes through pre-trip meetings, health history forms, and release forms. Behavior expectations are outlined such as the no drug, no pot, and no alcohol policy and the specific consequence of a failing grade assignment or immediate dismissal for failure to comply with the drug and alcohol policy. In general group behaviors are managed through the use of group contracts and group accountability to the contract.

Evidence Reference:

- On site: review completed sample Field Trip Forms.

4.07 The program has a policy of no alcohol or illicit drug use that is enforced during all program activities. This policy applies to all participants and on-duty employees and volunteers.

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

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 this year the policy for abstinence will remain the same as with alcohol based on the unacceptable nature of impaired motor skills and judgement 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.

Evidence Reference:

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

4.08 Prior to an outing's start or prior to enrolling in the program or activity, the organization takes steps to make sure that participants are informed of, acknowledge, and assume the inherent risks and, if deemed appropriate by the program, other risks, of the activity. If the program allocates legal liability for injuries or losses, it does so by means of appropriate agreements.

Explanation: Prior to an activity start or as part of the enrollment process, an organization takes steps to inform participants (and parents/guardians of minors) of the risks, perils, and hazards that can be reasonably anticipated. This education process can be conducted via verbal instruction, written literature, video, or other means. This needs to be done at an appropriate time so that participants upon learning of the perils, can choose not to participate.

If an Acknowledgement and Assumption of Risk form (or release or waiver) is used, participants and/or their guardians are given the opportunity to discuss the document and/or ask questions prior to signing it. It is not expected that this document be inclusive of all possible risks.

Steps are taken to appropriately avoid or allocate responsibility and/or liability for injuries or losses related to program activities. Note that federal or state/provincial statutes, or other regulations, may limit the use of or otherwise affect the efficacy of these documents. Releases and related documents should be reviewed and approved by the program's legal counsel with respect to enforceability and consistency with the program's philosophy and intent. (For example, the program may choose not to be released for its negligence.)

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

Evidence Reference:

- Appendix H: Key Forms (to view multiple release documents)

4.09 All staff and participants go through an appropriate exchange of medical information prior to a course start. Staff and participant health information is reviewed by appropriate and applicable personnel prior to an activity, and the information is properly managed and stored.

Explanation: Prior to any activity or outing start, staff and participants are asked to identify in writing or verbally any preexisting medical and, if appropriate, psychological conditions that could potentially affect their well-being or success in the activity. Additionally, prior to a course start, the organization takes appropriate steps to warn staff and participants of potential environmental hazards that might affect a preexisting condition (e.g., participants who take birth control pills could be susceptible to strokes at high altitude). Specifically, staff and participants are informed that an activity might be contraindicated or modified if certain conditions are present.

If/when applicable, activities are adjusted for individuals with specific health conditions (e.g., it may be inappropriate for a person with a history of seizure disorder to belay a climber without close supervision and/or backup).

Any medical form used to gather information should state the importance of completing the form completely and honestly (e.g., it might state that missing information or misinformation could result in an injury or compound the severity of an injury.) The program has a system for identifying which employees should have access to confidential information, where the information is to be stored, and how long the information will be stored beyond staff/client involvement or employment. A procedure regarding form/document disposal should be in place as well.

Information should be disclosed only on an as-needed basis, and each participant's confidentiality should be respected as required by applicable law.

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 risks including accelerated heart rate and increased blood pressure and that participation is at their own risk.

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.

Evidence Reference:

- Appendix H: Key Forms (to view health history documents)

4.10 The program has explicitly designated staff-to-participant ratios for each activity.

Explanation: The ratio of staff-to-participants is sufficient to provide appropriate supervision, group management, and emergency response capability, as well as effective instruction. Considerations for determining ratios include the type of activity, the technical aspect of the activity, staff training and competency, remoteness of the activity location, environmental factors, and the participant profile. Only qualified staff are considered in determining ratios. Interns, instructors in training and others not fully qualified as staff (see Standard 5.01) are not considered part of the ratio. For example, if the program determines that a trip leader and an assistant instructor are necessary to lead the trip, an instructor in training cannot replace the assistant instructor. The program needs to be able to justify why it uses certain staff-to-participant ratios.

These ratios are commonly used for trained staff and physically capable participants with little or no prior experience:

- Backpacking (overnight or longer): 1 instructor to 6 to 8 participants
- Mountaineering: 1 instructor to 4 to 6 participants in Class 3 or 4 terrain; 1 instructor to 2 to 4 participants in Class 5 terrain
- Winter camping: 1 instructor to 6 participants
- Top-rope rock climbing: 1 instructor to 6 participants
- Multi-pitch rock or ice climbing: 1 instructor to 2 or 3 participants in Class 5 terrain
- Glacier travel: 1 instructor to 3 participants on snow-covered glaciers
- Flat water paddling: 1 instructor to 6 participants in Class I or II water
- Whitewater paddling: 1 instructor to 3 or 4 participants in Class III (or greater) water
- Sea kayaking: dependent on a variety of factors
- Rafting: 1 instructor per 1 or 2 boats in Class III (or lesser) water
- Rafting: 1 instructor per boat in Class IV (or greater) water
- (T) For remote activity locations, the ratio commonly used for therapeutic adventure participants is 1 instructor to 3 to 4 participants.
- (T) For base or residential camp: 1 instructor to 6 to 12 participants, dependent on a variety of factors (participant type, other support/staffing availability, geography, etc.)

It is recognized that land-management agency mandates sometimes affect ratios as well. If a program accepts ratios outside this range, the program must be able to logically and justifiably explain how and why activities are appropriately supervised.

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 some 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 rations. 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 1:7 for on-water activity and also requires a two staff minimum for any small programs.

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.

Evidence Reference:

- Appendix A: CSUN Outdoor SOP - Safety Operational Protocols, SOP 2.1
- Appendix E: Outdoor Adventures Trip Leader Manual p.10-13

4.11 If an organization allows solo instructing, appropriate risk management and crisis response steps have been considered and are in place.

Explanation: While it is acceptable for an organization to allow a single instructor to lead certain groups of participants during certain activities, the increase in risk – to participants as well as to staff – that solo instructing creates is addressed prior to the course start. For example, participants are made aware of fact that there will be only a single instructor on site. Additional risk management steps – such as enhanced emergency response preparations – are considered and implemented, as appropriate.

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.

4.12 The program has a lost-person protocol and an established system for calling upon rescue services (if needed) in the event that a person becomes separated from the group.

Explanation: If participants travel off-site, the program has procedures in place to help them avoid getting lost or separated from the group. Participants are educated about the steps to take if they become separated from the group. Staff are trained in knowing what to do once a participant (or staff member) is identified as missing.

The lost-person protocol includes, but is not limited to, an established time limit allowed for on-site search, criteria for determining the need for additional assistance, procedures for maintaining the whereabouts and well-being of all other participants during the search process, and a procedure for contacting additional assistance from either the organization or other agencies or groups.

Further, for all overnight outings, appropriate information and instructions should be left with program management and support, and/or rescue personnel. This information includes, but is not limited to, the wait time before beginning search procedures if the group does not show up as

scheduled, the medical history and contact person of each group member, a list of the supplies, including the amount of water and food taken with the group, and any deviations the group may take from the intended route.

Response: The staff are required to know the procedures to follow if a student were to be lost which 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.

Medical emergencies are covered by staff competencies in emergency medicine protocols. If the EMS system is needed staff have planned for their contact in advance of the field class. Evacuation routes are pre-planned as well for each day of the course.

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 Outdoor Coordinator or OA Manager would initiate a response if a group failed to return. The field trip planning form is posted in the Outdoor Coordinator's or OA Director's office so the group route is known. 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.

Evidence References

- Appendix H – Key Forms – Trip Planning Form
- Appendix I – Checklist in Use with SOP – Lost Student Checklist
- Appendix A: CSUN Outdoor Safety Operational Protocols - SOP 6.0

4.13 The program has a written field emergency action plan that addresses steps to be taken in the field and/or during initial response.

Explanation: Having pre-established procedures for responding to and managing emergency situations helps minimize confusion and miscommunication during crisis periods. An emergency action plan may be one inclusive document or a collection of documents that address specific aspects of emergency response and management. Emergency procedures need to reflect local conditions and the program's capabilities.

The emergency action plan includes, but is not limited to, first aid protocols, field notification procedures for leaders to contact management or request assistance, evacuation procedures for self-evacuation and/or requesting additional assistance such as helicopters or other agencies, procedures for contacting area emergency medical services, and serious injury or fatality protocols.

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.

Evidence References

- Appendix A: CSUN Outdoor SOP – 6.0
- Appendix I: Checklists for Communication and Runners

- Appendix F – Aquatic Center/ Student Lifeguard Training Manual pp. 12
- Appendix E – Outdoor Adventures Trip Leader Manual pp. 14-28

4.14 The program has a written administrative crisis management plan that is used during and following a serious emergency or incident.

Explanation: This standard differs from 4.13 in that it is specific to a crisis situation that involves a serious 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 (e.g., loss of limb, loss of life, serious illness). The administration has written guidelines for supporting the injured staff/participant once they are out of the field.

The plan includes steps for notifying the victim's family and working with the victim, the family, and non-injured staff and participants; a media response strategy; and a protocol for communicating with staff, insurance agents, attorneys, and relevant community members. The plan includes the provision of emotional support for survivors, participants, and staff (e.g., a critical incident stress debriefing, resources on post-traumatic stress).

The plan also addresses long-term issues related to serious emergencies, such as relations with the family of the patient(s)/victim(s), continued relations with and support of the survivors, incident investigations, and management of the investigative findings. It also addresses continuing support of employees involved in the incident, including work status and provisions for ongoing assistance.

The plan is periodically reviewed by the program's risk management committee – and if appropriate, its legal counsel and/or insurance carrier.

Response: Staff are trained in the Adverse Event Management Plan outlined in the SOP manual and are instructed when they must contact the OA Manager or Outdoor Coordinator in cases of death, serious medical condition, criminal incident and so forth. Contact with the family will be coordinated at the Campus office commander so they 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 contact with the Communications Office and the Dean of the College who 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.

Evidence References:

- Appendix A: CSUN Outdoor SOP - Safety Operational Protocols 6.0
- Appendix I – Checklist in Use with SOP – Incident Commander – Field and Administrator

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

Explanation: Standard 5.02 addresses first aid or wilderness medicine training and competency for staff. This standard specifically addresses the actual first aid practices the organization permits for use during the program. On one level, the curricula of wilderness medicine appears to be the same regardless of the training company. However, there are specific and important differences between the curricula of these companies. These differences can lead to confusion and/or conflict when treating patients. Some staff 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 context of the program. In addition, some wilderness medicine skills may be considered outside the scope of practice for non-medical professionals. Examples of these skills include, but are not limited to, spine assessment; reduction of a dislocation; prescription medication administration, including epinephrine; cessation of CPR; wound care; and the removal of impaled objects.

The organization identifies wilderness medicine skills or curricula that are approved for use in the program. Options for accomplishing this might include having one wilderness medicine company train all staff, and selecting a specific wilderness medicine/first aid book that is used as the first aid text in the field. It may also include the use of medical protocols that provide specific directions for treating common injuries and illnesses, provide evacuation decision-making criteria specific to the program, and provide guidance for any skills that might be considered outside the scope of practice for non-medical professionals. Medical protocols are written or reviewed and approved by a medical advisor. It is also important to be aware that a variety of different laws and regulations exist in relationship to some of these practices - for instance, participant and program medications - and that it may be helpful to consult medical and legal advisors on these issues.

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.

Evidence References:

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

4.16 The program has a policy identifying how medication will be carried, secured, and administered in the field.

Explanation: Because many programs carry emergency medications and participants may be taking personal medications in the field, it is important that the program has a system for communicating to staff and participants how it will handle the carrying, securing, administration, and documentation of these medications. For example, the program might need to identify whether or not its policies allow for providing over-the-counter medications to participants. The program also identifies documentation procedures it would require if medication is used. If field staff are allowed to administer participant medication, the program ensures that applicable law(s) and/or associated training requirements are reasonably complied with.

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 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.

4.16 (T) The program has policies and procedures that address the medication management needs of its participants.

Explanation: Participants in therapeutic adventure programs are often on psychiatric or mood-stabilizing medications. The program should have a methodology for determining the impact and appropriateness of these medications for their program and/or activities. It may be determined that some medications are not appropriate for therapeutic adventure environments. For example, lithium, Risperdal, or topiramate may be contraindicated in hot or cold weather. A sophisticated medication administration record may be necessary and may need to include information on contraindications and common side effects.

Response: NA

4.17 Participants are properly prepared for their role in injury prevention and emergency response.

Explanation: All participants play an important role in risk management and in minimizing incidents. As a result, it is often appropriate to provide participants with training and/or education in injury prevention and emergency response. At minimum, participants follow risk management procedures established by the program. If a group engages in overnight or extended trips, and/or if only a single instructor is used to supervise an activity, participants are taught emergency procedures prior to or shortly after the start of the program so they understand what to do in the event of an emergency.

If the program conducts "solos" or participant-led travel, participants also receive basic first aid training prior to the solo/expedition.

If it is foreseeable that participants would ever take part in an emergency action plan, they are trained and equipped to contact instructors and/or office personnel in the event of a crisis or significant field emergency.

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 4.11.

Evidence References:

- Appendix A: CSUN Outdoor SOP - Safety Operational Protocols 6.0

4.18 Appropriate first aid, emergency, and rescue equipment is available and/or accessible at each activity site.

Explanation: First aid supplies – appropriate for the location, activity, and clientele - are available or 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.

There is a system in place for ensuring that first aid kits are stocked and routinely checked so that non-complete kits are not inadvertently carried into the field. Similar steps are taken to ensure that other emergency equipment is routinely checked and properly maintained.

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.

4.19 The program has a system for tracking and analyzing field-related incidents.

Explanation: Collecting and analyzing incident data is useful in improving risk management as it allows for making informed and evidence-based decisions in program management. Incident data allows programs to identify trends of injuries, illnesses, and other events, and potentially make appropriate modifications in order to prevent future incidents. A system for recording incidents and analyzing the data on an ongoing basis is necessary.

AEE believes that the industry as a whole will benefit if industry-wide incident data is collected, analyzed, and shared.

Response: CSUN outdoor programs collect accident and incident information through the Accident/Incident form. An incident is defined as any 'near-miss' or 'mishap' that did not end in an accident requiring medical services. 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.

Evidence References:

- On Site – review of filed accident/incident forms and accident/incident follow up forms.

4.19 (T) The program has policies and procedures that address adverse reactions of participants.

Explanation: Participants in a therapeutic adventure program may have adverse reactions or psychiatric episodes (e.g., suicidality, psychotic break, mania). Policies and procedures would address the management of these adverse conditions as well as the contingency for program removal to a higher level of care.

Response: NA

4.20 (T) The program has policies and procedures that address the use of non-violent crisis intervention and therapeutic hold techniques, if applicable.

Explanation: Participants in a therapeutic adventure programs may, in some circumstances present a risk to themselves and/or others. It is important to recognize that many of the participants in therapeutic adventure programs are derived from vulnerable populations who require special care and attention. Many are also frequently identified as having struggles with anger, impulsivity and violent behavior. Furthermore, the staff who work with these populations are among those with the highest risk for abuse or assault in the workplace. Given all of these

circumstances, it is important that the program has given consideration and training to its staff regarding its policies and procedures about de-escalation techniques and therapeutic holds.

Response: NA

CHAPTER 3. PROGRAM MANAGEMENT, OPERATIONS, AND OVERSIGHT

Section 5. HUMAN RESOURCES: STAFF SELECTION, HIRING, TRAINING, AND SUPERVISION

5.01 There is a system for identifying and communicating qualifications and core competency requirements for field staff and program supervisory or management positions.

Explanation: The program uses position descriptions to clearly state the qualifications and/or experience needed to conduct a given activity or perform a job and at what level of responsibility (e.g., lead instructor, co-instructor, assistant instructor).

The program also states the core competencies for field staff that define what specific skills are necessary and at what level of competency for different staff positions and activities. Core competencies include, but are not limited to, specific technical skills, teaching skills, interpersonal skills, rescue skills, wilderness medical training, and the competency to carry out the organization's emergency action plans and search and rescue procedures.

Core competency also includes sound judgment and the ability to respond appropriately to varying unforeseen situations and circumstances. Examples include, but are not limited to, unusual or unwanted participant behavior, damaged or lost equipment, and environmental challenges such as rapidly changing or extreme weather.

Staff judgment is also relied on to select activities and activity sites based on participants' skill levels, physical abilities, and psychological or emotional readiness. When applicable, staff can modify program goals and expectations to meet the needs and abilities of the participants. For example, staff are able to assess the challenges (of the terrain and skills) relative to the students' readiness to face an increased challenge and make appropriate modifications to their itinerary or lesson plans; this may mean ceasing the activity, altering the activity, or proceeding with greater supervision.

Job descriptions and core competencies apply to field staff regardless of whether they are a paid employee, a volunteer, or a student or intern.

Job descriptions are available for key administrative positions as well. For example, the organization has a job description that identifies academic or experience-based requirements of the supervisor of the adventure program in addition to listing job responsibilities.

Response: OA uses student leaders who are selected, trained, and supervised by the OA Professional Staff and Graduate Assistants. The application process and qualifications is described in the OA Staff Training Manual where progressive qualifications and responsibilities is describe 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 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. Higher ranking faculty – such as a Lecturer or Adjunct Professor – must meet the above minimum requirements, but are expected to have additional qualifications, such as a Master's degree or 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.

Evidence Reference:

- 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 Staff have the appropriate theoretical and practical training to provide emergency medical care, and records of this training are kept on file.

Explanation: The level of emergency training required will vary according to the context within which programming occurs.

Whether the activity is conducted in a remote or urban setting, this standard requires that at least one CPR-trained person is on site and readily available. The level of CPR training will depend on the age of participants as well as the availability of emergency equipment. However, it minimally includes training in blood-borne pathogens, adult CPR, use of a barrier device and rescue breathing, and foreign body/airway obstruction. Programs working with children (less than eight years old) are trained accordingly. Programs that have access to an Automatic External Defibrillator (AED) have staff trained in its proper use on-site.

If/when an organization conducts an activity in an environment where it would take one hour or more to get an injured/ill person to definitive care (i.e., a hospital or medical clinic), at least one on-site employee is trained in at least 16 hours of "wilderness" first aid. If a program works in a remote environment where a patient might not reach definitive care (or be handed off to appropriate rescue personnel) for 4 to 6 hours or more, at least one on-site staff member has a current wilderness first responder (WFR) or wilderness emergency medical technician (WEMT) training. Coursework includes theory as well as hands-on practice.

Documentation of medical training should be kept current per the certifying entity. Copies of current staff certifications are kept on file and accessible.

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).

Evidence Reference:

- Appendix A: CSUN Outdoor SOP - Safety Operational Protocols 3.a.13s
- On Site: current certifications in the file maintained by the Outdoor Recreation Coordinator.

5.03 Staff members are familiar with the program areas and/or types of terrain where activities are conducted.

Explanation: All field staff have a general knowledge of the area and/or type of terrain in which the activity or outing will occur. This knowledge includes, but is not limited to, an understanding of the potential environmental hazards of the area; seasonal conditions and/or weather common to the area, and their effect on incident potential; the educational/therapeutic possibilities of the site; and contingency or alternate routes in the event that a preferred route is deemed too hazardous.

Staff who lead water trips have demonstrated competency boating in the given type and class of water, and are familiar with the hazards associated with winds, waves, tides, sweepers, strainers, rips, and shorelines.

Familiarity of an area does not necessarily imply that a staff member has visited a specific route or site. It does imply that he or she has enough familiarity with the terrain type so that the focus can be on the participants, the curriculum, and program goals.

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).

Evidence Reference:
Appendix A: CSUN Outdoor SOP - Safety Operational Protocols 3.a.17
Appendix H – Key Forms - Field Trip Planning Form

5.04 Staff are hired or selected who are technically qualified to lead activities, and are qualified to work with the populations they are instructing; and records of their qualifications are available.

Explanation: The organization's hiring or staff selection process is designed so that only staff who possess the core competencies defined for the position are used to conduct activities. Unpaid staff (volunteers and interns) hired for any type of teaching, leading, or supervisory position are subject to this standard.

Certain participant or clientele populations may require staff to have specific skills and experience with those populations. For example, staff who work with high-risk youth groups have received training specific to that population.

A personnel file for each staff member is available, and documents in the files might include, but are not limited to, an employment application and letters of recommendation; a resume identifying pertinent employment history and/or personal experience; a record of trainings attended; copies of current required certifications and licenses, such as wilderness medicine certificates; and copies of employee evaluations.

Response: RTM and OA have different staffing categories but both share the concepts of progressive responsibility based on demonstration of core competencies. The description in Standard 5.01 is appropriate for this standard as well. Personnel files are kept on all senior staff.

The RTM department 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 and d) employee evaluations from students or colleagues. The only exception is that copies of required certifications and licenses are kept in separate files maintained by the Outdoor Recreation Coordinator. OA maintains personnel files on all professional level staff and active Trip Leaders in their payroll system.

Evidence Reference:

- On Site – observation of files

5.04 (A) Faculty and other instructional staff are academically qualified to work with the populations they are instructing, and records of their qualifications are available.

Explanation: Examples may include educational preparation/degree and work history. Faculty can demonstrate theoretical and conceptual knowledge and skills that are relevant to the academic discipline and experiential pedagogy. They teach theory and concepts using experiential methods when appropriate.

Response: 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, is the only tenure track faculty that teaches 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.

Evidence Reference:

- On site personnel files can be verified at the campus visit.

5.05 Upon hiring, the program has a system for orienting and/or training new staff.

Explanation: The organization has a system to help orient new employees to the program's mission, activity goals and objectives, and any other training one might reasonably expect an employee to receive given his or her job duties. Prior to working in the field, staff understand how the organization conducts its activities, and they know what is expected of them.

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, a 3 day training in winter in addition to training opportunities throughout the year. RTM maintains many 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.

Evidence Reference:

- Training manuals available for review.

5.06 The program has a system for assessing and supervising staff.

Explanation: The program has a system for evaluating staff's field skills, interpersonal and group skills, and job performance; and records of these evaluation processes are kept on file. There is also a system for providing feedback to employees about their performance and/or professional development needs. The program also has a system to ensure that staff can provide feedback to management.

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.

Evidences References:

- OA Staff Training Manual pp.10-13

5.06 (T). The program has a system for the provision of clinical supervision.

Explanation: In clinically oriented programs, there is a method for providing clinical supervision. This may include standing supervisory structures, such as group or individual supervision, regular field communications, and also a provision for additional consultation when an emergent issue appears.

Response: NA

5.07 (A) The Institution takes into account the impact of extended field time on faculty performance expectations.

Explanation: Faculty-to-student ratios for field-based and technical skills courses are based on professional risk management protocols; more detailed student screening standards regarding fitness, medical, and behavioral conditions; and different course scheduling requirements (e.g., some courses may occur over semester breaks or 24/7 for many consecutive days). Therefore, faculty teaching loads, and research and service requirements within the institution reflect necessary curricular differences—for example, outdoor/adventure education courses may require up to double or triple the per-credit class time.

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 but the system has allowed for some course enrollment limits to be more reflective of necessary safety ratios as compared to the campus wide enrollment ratios. For example the 151B Rock Climbing class has been limited to 14 students when the campus wide minimum enrollment for a 100 level class is 20 students. Or as the ole outdoor saying goes – 'we get paid in sunsets'.

Evidence References:

- On site visitors can review 'email memos' required each semester to justify offering outdoor classes under the 'campus wide minimum'.

5.08 There is a system in place to keep employees up-to-date on changes in policies, procedures, and practices for all program activities.

Explanation: It is important that field staff and key administrators remain current in their knowledge of the program's policies and procedures, including agreed-upon practices for the activities taught. The organization recognizes this and takes steps to communicate changes to all affected employees. Examples of communication routes include, but are not limited to, regular staff meetings, newsletters, emails, and posted bulletins.

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 nature of many of our staff – face to face meetings are few and far between. OA staff use email in addition to regularly scheduled trainings. The Outdoor Coordinator for OA and for RTM meet on an informal basis to discuss any arising issues.

Evidence References:

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

5.09 If a program contracts out services for activities, a system is in place to assess and track the appropriateness of the subcontractor's credentials and performance.

Explanation: If a program hires a person or group to conduct or lead an activity, regardless of the length of the activity or employment, steps are taken to assess the subcontractor's competencies prior to the course or activity start. Also, a system is in place to assess the subcontractor's performance, specifically as the performance relates to risk management. The program shall also keep appropriate files on persons or groups that are subcontracted to provide services.

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.

Evidence References:

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

CHAPTER 3. PROGRAM MANAGEMENT, OPERATIONS, AND OVERSIGHT

Section 6. TRANSPORTATION

The standards in section 6 apply to vehicles owned, rented, or leased by an organization for the purpose of transporting staff, equipment, or participants. This section also identifies standards regarding the use of personal vehicles for program purposes. Standards regarding vehicles that are used as part of an activity (e.g., sailboats, canoes), are addressed in subsequent sections.

6.01 The organization has identified and follows specific driver eligibility requirements for operating motor vehicles.

Explanation: All drivers used to transport persons or equipment have proper operating licenses specific to the type, passenger load, and/or weight load of vehicle they will be driving. Drivers have satisfactory driving records verifiable through the state, province, or country (if possible) that issued the license. Criteria for evaluating driving records are often determined by automobile insurance carriers. Drivers also meet minimum age requirements in accordance with any applicable federal or state laws and the organization's insurance company.

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 does have a set of procedures for use of student vehicles and students are made aware of those forms and procedures.

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. 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.

Evidence References:

- OA Staff Training Manual

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

Explanation: Prior to operating a vehicle, drivers are trained in the operation and handling of the type of vehicle they will be driving. The assessment and training program can be done in-house, if the expertise exists, or through the use of a third-party program. The training includes vehicle handling, driving in diminished conditions, precautions for specific local conditions, and special equipment (e.g., trailers, racks, high-lift jacks). The organization takes steps to make sure drivers receive adequate supervised time behind the wheel prior to being allowed to drive with a loaded vehicle and/or with participants. Further, drivers are reasonably familiar with a vehicle, including the location of emergency equipment and its use, before driving that particular vehicle for any length of time or distance.

Response: OA van drivers must be specifically approved by the OA Coordinator prior to driving on student trips. Prior to that approval OA professional staff provide instruction and practice driving the vehicles to make sure drivers are adequately prepared, trained, and tested.

Evidence References:

- Appendix E: OA Staff Training Manual, pp 10-13, 23.

6.03 Specific and appropriate driver behavior practices are established and followed.

Explanation: Transportation management includes procedures for the allowable number of hours of work and/or driving in one continuous period, the required frequency of rest breaks for drivers, procedures for managing driver distractions, obstructions and passenger behavior, and rules regarding alcohol consumption prior to driving and transportation of alcohol, if applicable.

For instance, some governmental oversight agencies have "Hours of Service" regulations that must be followed for drivers with commercial driver licenses. These can be used or adapted for non-commercial drivers. Scheduling rest breaks and rotating drivers (as necessary or possible) can be used to avoid fatigue. Drivers must avoid distractions (e.g., the use of cell phones, physical obstructions to hearing such as headphones) while driving, and they need to be able to control the behavior of the passengers. The consumption of alcohol and use of drugs (other than those prescribed by a physician and used accordingly) are prohibited. Caution is used when

taking over-the-counter or prescription medications that may impair one's ability to operate a motor vehicle.

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.

Evidence References:

- Appendix A: CSUN Outdoor SOP - Safety Operational Protocol 4.0
- Appendix E – Outdoor Adventures Trip Leader Manual pp. 10-13, 23

6.04 The program has identified policies applicable to passenger safety.

Explanation: The program needs to take reasonable steps to see that all passengers follow appropriate safety policies, including using seatbelts as directed. The number of passengers in a vehicle does not exceed the number of seat belts available. Non-use of seatbelts places all passengers at significant risk of injury or death in the event of a vehicle collision or crash. Studies have shown that 80% of all passengers killed in 15-passenger van rollover crashes were not wearing seatbelts.

Response: 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.

Evidence References:

- Appendix A: CSUN Outdoor SOP - Safety Operational Protocols 4.0

6.05 All vehicles are licensed for operation.

Explanation: All program vehicle licenses and registrations must be current and kept on file. If state/provincial or national law requires it, copies must be carried in the vehicle as well.

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.

Evidence References:

- On site visit – documents can be inspected.

6.06 All vehicles have adequate and appropriate insurance coverage.

Explanation: Insurance coverage is maintained at appropriate levels for the type of vehicle, in accordance with state/provincial or national laws, number of passengers, distances driven, road conditions driven and type of driver. Proof of insurance is kept in the vehicle. Information on what to do in the event of an accident is kept in the vehicle and is known to the driver.

Response: 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.

Evidence References;

- On Site: documents can be inspected.

6.07 Vehicles are maintained and serviced in a manner consistent with prudent and reliable operation.

Explanation: Motor vehicles used by adventure programs are often subject to hard use from multiple drivers, rough roads, and high mileage. Vehicles are maintained on a regular service schedule by reputable mechanics. Records and/or receipts of service work are kept on file.

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

Evidence References:

- On Site – visitors can do vehicle records inspection.

6.08 Drivers inspect vehicles prior to each use.

Explanation: Drivers should know how to inspect various aspects of the vehicle prior to its use. These inspections include, but are not limited to, tire wear and proper inflation, oil and fluid levels, lights, horn, seatbelts, and cargo.

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.

Evidence References:

- On site: the vehicle records can be inspected during site visit.

6.09 Proper loading procedures and vehicle weight ratings are known and followed.

Explanation: Drivers are familiar with and follow proper loading procedures specific to the vehicle in use in accordance with the manufacturer's recommendations. The vehicle's Gross Vehicle Weight Rating (or Gross Combined Weight Rating if towing a trailer) is not exceeded. If an organization uses a 15-passenger van, state/provincial or national loading recommendations are followed.

Response: 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.

Evidence Reference:

- Appendix A: CSUN Outdoor SOP - Safety Operational Protocols – 4.0

6.10 If trailers are used, appropriate procedures are identified and followed.

Explanation: Towing a trailer requires additional driver training and competency. The trailer's size and capacity must match the vehicle's towing capacity. The tow vehicle needs to be equipped to handle the additional load and strain from towing a trailer. A proper hitch, safety equipment, and lighting are necessary. Proper trailer loading and procedures for distributing weight need to be followed. Drivers need to have training specific to the tow vehicle and trailer they will be operating.

Response: The Aquatic Center uses trailers to transport boats within the Castaic Lake 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 received training in their use. Transportation of boats to remote sites is not done at this time.

Evidence Reference:

- Appendix F – Aquatic Center/ Student Lifeguard Training Manual p. 24

6.11 Vehicles are equipped with adequate emergency equipment.

Explanation: Each vehicle has the appropriate emergency response gear on board for responding to a breakdown, crash, or passenger injury. Standard emergency equipment such as a first aid kit, a fire extinguisher, road flares or markers, and a flashlight are carried in an accessible, designated area of the vehicle. Equipment for specific seasonal or geographic conditions (e.g., tire chains, snow/dirt shovel, high-lift jack, 12-volt air pump) is also carried, especially if traveling in remote areas.

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.

Evidence Reference:

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

6.12 If any motorized vehicle other than a road vehicle is used to transport participants, staff, and/or equipment, the above standards are applicable as appropriate for the type of craft and intended use.

Explanation: AEE recognizes that organizations might use vehicles other than road vehicles to support trips and activities. Examples of non-road vehicles include, but are not limited to, all-terrain vehicles (ATVs), watercraft, aircraft, and snowmobiles. The operation of any of these vehicles is in accordance with applicable local and federal laws and regulations. Further, all applicable standards for motor vehicles are followed, regardless of the vehicle type.

Response: The Aquatic Center does utilize power boats for wakeboard/water ski instruction. Operation is in compliance with federal and state regulations. Drivers must have a CA boating operator's license which is kept on file at the Aquatic Center

Evidence References:

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

6.13 If an organization contracts with a transportation company, a system is in place to assess the appropriateness of the subcontractor's credentials and performance.

Explanation: Any company hired by the organization to transport participants, staff, and/or equipment is in compliance with the above standards, and the organization takes appropriate steps to verify that the subcontractor follows the standards, as applicable.

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.

Evidence References:

- On Site: visitors can examine contract example

6.14 If an organization allows personal vehicles to be used to transport participants, staff, and/or equipment, a system is in place to assess the driver and vehicle to ensure that all applicable standards, as identified above, apply.

Explanation: Whether the vehicle is owned and/or driven by an employee, volunteer, or student, the vehicle and driver are held to all standards previously described. For example, adequate insurance for all passengers is in place. Proper maintenance is verifiable, and emergency equipment is carried.

Response: 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.

Evidence Reference

- Appendix H – Key Forms – Authorization for Private Vehicle Use

.

CHAPTER 3. PROGRAM MANAGEMENT, OPERATIONS, AND OVERSIGHT

Section 7. EQUIPMENT, NUTRITION AND HYGIENE

7.01 Participants and staff have, or are provided with, the appropriate equipment, clothing, and footwear for each activity.

Explanation: Equipment, clothing, and footwear, are appropriate and adequate for the given activity and the specific environmental conditions in which it is being conducted. The appropriate equipment and clothing will vary depending on the activity, length of activity, type of terrain, environment, time of year and anticipated weather. Equipment may be provided by the organization, or participants may be required to supply their own. The organization provides clear direction as to what equipment they will supply and what the participants need to supply. Adequate information describing acceptable types of equipment is provided to participants for any equipment they need to supply.

If participants are allowed to use personal technical or group equipment, the organization has a method for assessing and approving its use.

The organization complies with any government regulations that mandate specific types, use, and/or amounts of equipment.

The organization has policies and procedures stating what protective equipment is needed for a particular activity and how it will be used. This includes, but is not limited to, helmets (for climbing, cycling, equestrian, caving or kayaking/paddle rafting), personal floatation devices (PFDs), repair kits, spares (paddles), eye protection, and rock or ice protection.

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.
- 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, and e) helmets as necessary f) goggles or sunglasses that protect against ultraviolet light g) prussic slings

- Caving: Helmets and lights are required. Each participant should have minimum of two sources of lighting. Other equipment includes but are not limited to: a) cave map; b) food; c) clothing – wool pants or polypro thermals with shells, gloves, appropriate boots; d) first aid; e) knee pads; f) water bottles f) compass; g) spare batteries and bulbs; h) survival kits.
- 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.

Evidence References:

- 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

7.02 Equipment is managed and maintained appropriately by the organization.

Explanation: The organization has a system for the storage, distribution, maintenance, and retirement of equipment. Equipment is stored in a clean, dry, secure facility according to manufacturers' recommendations and usually out of direct exposure to sunlight, which is important for certain items, such as climbing cordage and PFDs. Equipment storage facilities should be well organized. Appropriate equipment management systems are in place for tracking equipment check out and return as well as the condition of the equipment when it is returned. Technical equipment is stored in such a way as to limit access by the general public, staff, and/or participants.

Maintenance of equipment includes using established inspection methods appropriate for the particular types of equipment and follow manufacturers' recommendations, established industry standards, and/or any applicable government regulations. The program has established guidelines for when equipment should be retired or removed from service and has established replacement schedules. Equipment condition usage logs are kept, as appropriate, for certain protective equipment, such as lead climbing ropes.

Equipment management also includes record keeping of equipment purchases and rentals. Hazardous or flammable materials associated with the use or maintenance of equipment (e.g., stove fuel, caustic cleaning chemicals, adhesives) are stored appropriately, such as in approved fire-resistant containers or rooms, or at an adequate distance from facilities or areas where people congregate.

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.

Since 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.

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 since they also manage a rental program to the student body and can only 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.

Evidence Reference:

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

7.03 Field staff have an appropriate understanding of the equipment they will be using.

Explanation: Field staff have an advanced understanding of the equipment they will be required to use. This understanding includes, but is not limited to appropriate operation, use, fit, care, cleaning, and repair. Field staff check and assess the equipment's condition before use. Damaged equipment is not used. Field staff keep up-to-date on changes in technology and equipment design and use.

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 to them. Instruction information is kept on file in addition to encouraging staff to access manufacturer's online resources describing use of gear.

Evidence Reference:

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

7.04 Staff teach the use of equipment in an appropriate manner.

Explanation: Participants are instructed in the proper care and use of equipment. Damaged equipment is brought to the attention of staff. Participants are informed that jewelry (e.g., earrings (or other piercings), finger/toe rings, necklaces, bracelets) can cause injury when participating in certain activities. Long hair and loose baggy clothing are secured to prevent them from getting caught in a technical system, such as a rappel or belay device.

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 storage of the equipment properly.

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.

Evidence Reference:

- Appendix I – Checklist in Use with SOP – 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. This may include providing 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.

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 push folks to drink 4 quarts per person per full day.

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.

Evidence Reference:

- Appendix A: CSUN Outdoor SOP - Safety Operational Protocols – see safety briefings 3.a.4

7.06 Participants are provided with or have access to adequate nourishment.

Explanation: Adequate amounts of food are available to meet the caloric requirements of the activities conducted. The amount and type of food will vary depending on the specific activity, length of activity, type of terrain, 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.

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.

Evidence Reference:

- 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: Proper hygiene may reduce the frequency and severity of illnesses and infections. Measures are taken to minimize the risk of foodborne and waterborne illness. Participants are taught the importance of hand washing after urinating and defecating. Bathing is permitted using appropriate methods.

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 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.

Evidence Reference:

- On Site: field observations or student interviews

Chapter 3. Program Management, Operations, and Oversight

Section 8. VENUE SELECTION AND APPROPRIATENESS

8.01 The program has secured permission to use private lands, or secures appropriate land use and access permits for public lands.

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

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.

Evidence Reference:

- On Site: Permit examples for review.

8.02 The program uses an appropriate process for selecting venues.

Explanation: When planning an adventure program, activity sites and/or terrain are selected so that participants are appropriately challenged and have successful experiences. Selected venues enhance the likelihood of participant success. The program is aware that participants can be harmed if exposed to terrain or a route that is beyond their level of physical or psychological readiness.

Criteria by which the suitability of activity sites is determined include, but are not limited to, the nature of the activity, the terrain, the season, the weather, the altitude, the program's educational outcomes, and the participants' abilities. A system or method is regularly or consistently used for assessing and evaluating activity sites and terrain.

Response: The programs have settled into some traditional sites for class activities but only because they fit our class objectives and our risk management concerns. For example, the caving class uses a small cave system in the high Sierra because it is an excellent introductory horizontal cave experience. It is excellent because it allows for horizontal exploration of both a guided and unguided format, it's very accessible via a 2-3 hour backpack, and it fits our environmental awareness and appreciation goals since it sits at 10,000 feet at the end of a beautiful cirque valley. The cave class also has a tradition of using the famous Crystal Cave in Sequoia National Park which allows students to see both the 'tourism' style of the cave's front section and through special permission we are allowed to access the remote sections of the cave as well. All of our sites are evaluated closely for consistency for meeting program objectives.

Evidence Reference:

- On Site: interview time with student's who have participated on field trips.

CHAPTER 3. PROGRAM MANAGEMENT, OPERATIONS, AND OVERSIGHT

Section 9. ENVIRONMENT AND CULTURE

AEE would like to thank the Leave No Trace Center for Outdoor Ethics for their permission to adapt the Leave No Trace Principles for different environments and activities as appropriate. For more information on Leave No Trace, please visit www.LNT.org or call 1.800.332.4100.

9.01 The program follows written guidelines or principles for minimizing environmental impacts when conducting activities.

Explanation: The program follows the principles of Leave No Trace Outdoor Ethics when conducting activities on public or private lands or waters away from facilities. The program can adapt Leave No Trace principles in documents specific to its purposes or simply utilize the educational materials available from the Leave No Trace Center for Outdoor Ethics.

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

Evidence Reference:

- Appendix A: CSUN Outdoor SOP - Safety Operational Protocols 7.0

9.01 (A) The program teaches its students instructional practices for conveying to others Leave No Trace principles for minimizing environmental impacts when conducting activities.

Explanation: Students are taught how to instruct others in Leave No Trace principles as set forth in the Leave No Trace, Inc. training curriculum.

Response: The LNT curriculum is taught in all the outdoor programs. Many classes use the LNT.org online module as a teaching resource or review for students taking field based classes. Instructors or staff teach the principles consistently in the field. OA student leaders are students teaching students.

Evidence Reference:

- On site review of syllabus content or online modules.

9.02 The program follows the Leave No Trace principle "Plan Ahead and Prepare."

Explanation: This standard is similar to Standard 8.02, but the planning demanded by this standard is focused on mitigating the environmental impact of adventure activities. This planning involves: (1) knowing the environment and considering the time of year and anticipated weather conditions. Certain environments are more durable or resilient at certain times of the year; (2) avoiding (if possible) times of high use by the general public; (3) being well equipped to handle emergency situations without creating undue environmental impact; and (4) planning food supplies and meals to avoid excess packaging and to minimize having leftovers that have to be disposed of.

Response: The program subscribes to the Leave No Trace environmental ethic. All students are instructed in these principles prior to participation in outdoor programs. The written guidelines are included in the SOP document as well as in lecture material for some classes such as for the RTM 151 Intro to Backcountry and RTM 251 Recreation and the Natural Environment classes.

Planning courses will be influenced by spring versus fall season due to factors of water availability.

Field trips are often scheduled to use 'underutilized' areas. For example, Joshua Tree National Park backpacking trips will often never see other campers because we go where no one else goes.

Students providing personal food are instructed to be minimalist in what they bring and encouraged to never 'cook' more than you can eat,

Evidence Reference:

- On Site: student interviews will verify this practice.

9.03 The program follows the Leave No Trace principle "Travel and Camp on Durable Surfaces."

Explanation: Field staff are trained to recognize durable, resistant, or resilient surfaces for hiking and camping. In high-use areas, use is concentrated on established trails and campsites. In pristine areas, use is dispersed to avoid creating unwanted trails, durable or resilient surfaces are used for camping, and camps are used for one or two nights to avoid creating a lasting impact. All camps are cleaned of litter and/or refreshed (e.g., scuffed areas are covered, matted grass are fluffed up, rocks or logs that were moved are replaced) before leaving.

Response: Students are regularly briefed about the need to minimize impact while traveling in the backcountry environment. Established trails are frequently used but since our programs also travel off trail in the desert every attempt is made to limit impact. Examples include practices such as desert treks which focus on staying in the more resilience river bottoms and or taking advantage of boulders for walking. Leaving camp in the morning requires the rituals of 'leave no trace' in the camping area.

Evidence Reference:

- On Site: visitors can observe staff and students on field experiences and/or interview student participants about field practices.

9.04 The program follows the Leave No Trace principle "Dispose of Waste Properly."

Explanation: The program adheres to the maxim "Pack it in, Pack it out." All kitchen trash and garbage waste, including leftovers, is packed out. Human waste is properly disposed of using appropriate methods, such as cat holes, latrines, or portable toilets; and in some cases, solid human waste is packed out. Urinating is done in a manner that will not have detrimental effects on vegetation (from animals seeking the salts from the urine) or cause undue odors. Wastewater from bathing and washing dishes is disposed of properly at least 200 feet from lakes and streams. Dishwater is strained of food particles and scattered over a broad area.

Response: Resource managers such as National Park Service generally identify the method of human waste disposal preferred for that particular backcountry area. If options are available, classes are instructed in the cat hole method. Cat holes are dug a minimum or 200 feet from water sources (including dry stream beds). Toilet paper is most frequently burned in cat holes. Special environments like caving do not allow any disposal of urine or fecal matter in the cave.

Evidence Reference:

- On Site: visitors can observe staff and students on field experiences and/or interview student participants about field practices.

9.05 The program follows the Leave No Trace principle "Leave What You Find."

Explanation: Staff and participants understand that archeological and historical artifacts are important to the human history of the landscape and should not be disturbed. Artifacts, arrowheads, structures, dwellings, and historical and other such items on public land are protected by law and are not be removed. On lands managed by many agencies, disturbing or removing natural artifacts (e.g., antlers) is prohibited.

Response: Since the vast majority of our classes use federal lands for programs and it has been against the law to deface or remove artifacts since the Antiquities Act of 1906; we would not have this practice just to be consistent with the law. Current course areas do not conflict with the issue of using sacred sites. Photographing private ceremonies is also not an issue for any of our current wilderness course areas. The one potential exception for a photographic conflict would be the RTM 310 Adventure Recreation class which regularly visits religious ceremonies. However, students are instructed to only select public ceremonies and to be sensitive visitors when there.

Evidence Reference:

- On Site: visitors can observe staff and students on field experiences and/or interview student participants about field practices.

9.06 The program follows the Leave No Trace principle "Minimize Campfire Impacts."

Explanation: Stoves are used for cooking in place of fires whenever possible, as fires can adversely affect the environment. Fires in certain regions (e.g., desert, mountain) have a greater consequence than in other regions. Fires are built and used in a manner that minimizes the possibility of starting a wildfire. Minimum impact campfire methods are utilized such as building the fire in an established fire ring, or on sand or gravel, or building a mound fire or a pan fire. Wood is not gathered in a destructive manner. Campfire remains are cleaned up appropriately depending on the type of fire and conditions, and the surrounding area is restored as close to its original condition as possible. It is recognized that building a fire to save a life supersedes this general policy.

Response: Stoves are used where required by agencies and where, in the judgment of staff, there is either fire danger or minimal fuel wood resources in the natural environment. Where wood fires are appropriate, fires are built in established campsite locations at the request of the management agency. In remote backcountry settings the low impact fire pits are constructed. Staff are very familiar with this policy.

Evidence Reference:

- On Site: visitors can observe staff and students on field experiences and/or interview student participants about field practices.

9.07 The program follows the Leave No Trace principle "Respect Wildlife."

Explanation: Staff and participants recognize that by respecting wildlife and understanding their habits and habitats, recreational impact on wildlife can be minimized. Observe wildlife from a distance. Staff and participants should know what to do if dangerous wildlife is encountered. Be aware of and don't interfere with wildlife movements and migrations or sensitive habitats and seasons. Wildlife should not be approached, encircled, cornered, fed, or handled. Securely store food and trash so that it is unavailable to wildlife. Pets need to be well controlled.

Response: Programs work to both educate about wildlife and to engage in practices that will not harm wildlife. Instructors are always trying to maximize teaching opportunities which afford themselves in the field class setting. In the case of the RTM 351 Practices of Outdoor Education class, this type of learning is a central part of the course. But all our classes and programs are expected to encourage students to learn about the indigenous animals and plants and to respect their habitat. Part of this behavior is to manage food and trash meaning we use bear bins and/or bear canisters where needed. The outdoor setting of wilderness provides plenty of moments to interpret the natural phenomena we pass through. Pets are not allowed as part of the field programs.

Evidence Reference:

- On Site: visitors can observe staff and students on field experiences and/or interview student participants about field practices.

9.08 The program follows the Leave No Trace principle "Be Considerate of Others."

Explanation: Staff and participants need to be aware of their possible impact on the backcountry experience of other visitors. Keeping a low profile by wearing subdued or earth- toned colors, choosing campsites carefully so they are not visible from a distance (if practical), keeping voices at a reasonable level, yielding to other hikers, boaters, cyclists, climbers, or pack animals, and taking rest breaks a short distance off the trail can have a profound effect on the quality of experience of other backcountry visitors.

In addition, the program has a policy of learning about the indigenous culture in the places where programming takes place, and conducts practices that honor their rules and customs and do not disturb their physical aspects. These practices include, but are not limited to, care or avoidance of sites where indigenous cultures practice religious/spiritual ceremonies, adding to or eradicating pictographs, removing ceremonial or other important artifacts, and photographing sacred or private ceremonies and situations.

Response: Staff seek to establish camp sites separate from other backcounty users so as not to interfere with others experience with our 'large' groups of 15-17 people.

Staff involve students in the explanation of historical or indigenous cultures in course areas. This commitment will frequently involve the use of teachable moments that are not part of the stated curriculum of a particular class. An example is our RTM 151 F Survival class site. The identification of bedrock mortars, the presence of natural springs, and the multitude of pinyon pine

trees in the area demonstrate the harvest and trading lifecycle of Native Americans that were present in the area. Mining practices and cattle ranching in the Joshua Tree National Park are referenced as part of the climbing and backpacking programs conducted in those areas.

Evidence Reference:

- On Site: visitors can observe staff and students on field experiences and/or interview student participants about field practices.

9.09 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 local resource management guidelines or regulations.

Explanation: The seven principles of Leave No Trace apply to the use of pack animals, with modifications for the specific type of livestock used (e.g., horses, llamas, goats). Program staff know their stock well and choose animals that will behave the best and cause the least damage to the environment. Appropriate restraints should be used when animals are grazing, and staff know the dynamics of their herd such that they can restrain them effectively. Care should be taken to minimize any environmental impacts, such as soil damage from pawing and the spread of non-native plants when using supplemental feed.

Response: NA

CHAPTER 3. PROGRAM MANAGEMENT, OPERATIONS, AND OVERSIGHT

Section 10. INTERNATIONAL CONSIDERATIONS

NA – Currently neither OA or RTM operate international programs.

10.01 Program management is aware of the political and social conditions that prevail in the countries being visited and has made contact with the appropriate government officials.

Explanation: The program needs to be aware of the political and social conditions in the countries being visited in order to make informed decisions about security, crime, transportation, and other factors relevant to managing the risks of international travel. For example, using resources available from State departments or embassies may be useful in monitoring the political and social conditions. Other resources may also prove useful, particularly in-country contacts. Upon arrival in the host country, registering the group with the appropriate home country embassy is advised. Participants and instructors are made aware of the political and social conditions prior to agreeing to go.

NA

10.02 Health and medical considerations particular to the countries being visited are known and researched.

Explanation: The program needs to be aware of specific health and medical concerns in the countries being visited and how these concerns may be relevant to the planned activities. For visitors venturing off normal tourist routes or having close interactions with local populations, the

available information on health and medical issues may not be completely relevant. Additional research may be warranted if visiting developing countries or remote or rural areas. Local medical facilities may not be staffed and/or supplied and maintained to the same standards found in one's home country. The program or individuals may choose to bring medical supplies, such as latex gloves, sterile suture kits, and surgery-grade antibacterial soap. Participants and staff are informed of health and medical considerations and health risks associated with the planned itinerary prior to agreeing to go.

NA

10.03 Additional individual medical and health concerns for international travel are specifically addressed.

Explanation: The personal health history of staff and participants is reviewed and considerations are made for health conditions that may present challenges in another country. For example some medications may be illegal or unavailable in the host country, or an individual who takes inject-able medications may need to bring syringes and other supplies. Staff and participants need to be informed of any vaccinations that may be required for entry to a particular country and are referred to appropriate national resources for advice on other vaccinations that may be recommended. Participants are informed of health and medical considerations and health risks associated with the planned itinerary prior to agreeing to go.

NA

10.04 The program has conducted an environmental hazard assessment and risk analysis specific to the country being visited.

Explanation: This standard differs from Standards 4.01 and 10.01 in that it addresses specific environmental hazards and related risks inherent to the country and the activities being conducted. For example, the technical aspects of such activities as backpacking, canoeing, and sea kayaking may not differ much when conducted in a different country or location, but new hazards (e.g., local weather patterns, venomous reptiles or dangerous animals) may present risks that require new and/or specific management practices. Staff need to be knowledgeable in these practices.

NA

10.05 The program has an emergency action plan designed specifically for the country being visited.

Explanation: Managing medical or environmental emergencies in other countries, particularly developing countries may present significant challenges. Emergency services similar to those used in one's home country may not be available. Air evacuation services may be unavailable, limited in capability, or conducted through the military or other government entities. Emergency action plans for international travel include in-country emergency notification procedures that specify who has authority to request emergency services. For example, for the military to be mobilized, the request may need to come from the applicable embassy. Other aspects include, but are not limited to, evacuation procedures, knowledge of additional evacuation services and support, knowledge of medical facilities and plans for evacuees once they are out of the field.

NA

10.06 The program and/or participants have obtained appropriate insurance coverage for international programming.

Explanation: Insurance coverage in one's home country may not extend to international travel. Proper insurance coverage needs to be obtained by the program and/or individuals (staff and participants).

NA

10.07 The program plans and conducts activities with knowledge and awareness of the cultural context of the host country.

Explanation: As a guest in another country, staff and participants are responsible for understanding and respecting local customs. Considerations include, but are not limited to, having some ability to speak the local language in order to communicate with local residents; knowledge of laws; knowledge of religious or spiritual customs and holidays; dressing appropriately; and understanding the contextual characteristics of a different country and culture.

If the program has carefully selected local service providers, it should be expected that service providers such as transportation companies may not keep adequate records of vehicle maintenance or driver training. The program should resolve such issues appropriately and communicate the differences in transportation standards to participants prior to the trip.

NA

10.08 The program has appropriately addressed possible unique situations related to nutrition, hydration, and hygiene specific to the locale.

Explanation: Considerations are made for changes in diet. Plans for procuring food supplies consider types and amounts of foods available and possible impact to the local economy, particularly in small villages. The program has considered how or to what extent staff and participants will partake in local feasts or celebrations (if invited) where food is consumed. Standard 7.05 is adhered to and adapted as necessary for providing adequate water. Hygiene practices as addressed in Standard 7.07 are followed and adapted as necessary for the local conditions.

Chapter 4. Technical Activities: Land

General comment about compliance with the standards

Chapter 4 identifies standards specific to land-based activities. Many of the standards will appear identical from one section to the next, but because the activities differ, the proof of compliance for each activity will differ. In some sections—such as 11, 12, and 14—activities have been combined. For example, all climbing standards relevant to bouldering, top-rope rock climbing, and alpine mountaineering are included under section 12.

The activity standards specifically address the conduct of the activity. Related elements such as risk management, staff selection and qualifications, equipment, and venue selection are covered in sections 4, 5, 7, and 8 respectively.

When interpreting the standards, compliance will be affected by the background and experience levels of the staff and clientele. For example, Standard 11.04 states that activities are adequately supervised. However, what is meant by "adequate" supervision for a group of at-risk youths might differ considerably than that required for a group of high-functioning college students.

SECTION 11. HIKING, CAMPING, AND BACKPACKING

This section represents a continuum of activities from day hiking, to basic camping (including car

camping), to backpacking (i.e., multi-day foot-powered trips away from rapid transport).

Programs are asked to address the standards to the degree appropriate for the level of activities their organization conducts. For example, if the organization conducts car camping and day hiking the Evidence References: will be less than if the organization's activities extend to backpacking on multi-day remote expeditions.

If other activities (e.g., climbing, skiing) are incorporated into hiking, camping, or backpacking trips, the standards applicable to those specialized activities can be addressed in their respective sections.

11.01 The program has written policies and procedures for the conduct of hiking, camping, and backpacking.

Explanation: Specific guidelines that staff and/or participants are expected to follow—such as supervision requirements, off-trail hiking, and tent/gender composition—are easily accessible to and used by all staff and participants.

Response: Yes. SOP are followed by staff.

Evidence References:

- Appendix A: CSUN Outdoor SOP - Safety Operational Protocols – 5.h-5j

11.02 The program has an explicit and appropriate curriculum for hiking, camping, and backpacking.

Explanation: There are explicit educational or instructional objectives for this activity that address topics or skills taught, expected participant standards of performance, and appropriate assessment of participant abilities and understanding. Curriculum topics might include, but are not limited to, learning to recognize environmental hazards, hiking on or off-trail, dressing for the environment, camp craft and cooking, and maintaining/repairing equipment.

Response: Objectives are clearly stated. Appropriate sequence is designed. Examples include but are not limited to insuring fit of backpacks at trailhead and checking clothing against a prescribed list for the outing.

Evidence References:

- 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

11.02 (A) The program has an explicit and appropriate curriculum for teaching students how to lead and teach hiking, camping and backpacking, leadership, instruction, and risk management practices students need for conducting hiking, camping, and backpacking with their own clientele or students.

Explanation: Academic programs teach the skills needed to be competent and effective instructors of others. As applicable, students learn to assess the relationship of the technical activity being utilized to the mission and goals of the organization(s) in which they may work. Debriefings, feedback, or guiding processes are used to enhance application to students' academic knowledge and professional preparation. Procedures for assessment of learning are in place consistent with Standard 1.05 (A).

Response:

Within the RTM undergraduate curriculum students may select 'outdoor' as an area of professional emphasis. Students who follow this path take a series of professional electives that develop both technical (hard) skills and leadership/management (soft) skills. The RTM 151 series A-F focus on technical skills such as 151A Backpacking, 151B Rock Climbing, 151C Winter Mountaineering, 151D Flatwater Paddling, 151F Survival, 151G Ropes Course, 151H Caving. In addition students take RTM 251 Recreation and the Natural Environment for foundation in environmental issues and resource management history. RTM 351 and RTM 452 focus on outdoor education methods (351) and outdoor leadership (452). In addition to these specific outdoor classes, students are a part of the RTM core classes which broaden their professional development as leaders/managers through course work in programming, therapeutic recreation, marketing, finance and business development, leadership, internship, and evaluation.

OA contributes to this professional development mission by providing ongoing opportunities for students to develop their skills through engagement in the OA Trip Leaders program.

Evidence References:

- 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, RTM 351, RTM 452
- On Site: review of student academic advising worksheet

11.03 Participants are provided with adequate instruction for hiking, camping, and backpacking.

Explanation: Staff are competent to teach and lead these activities per the standards found in section 5 of this document. Hiking, backpacking, and camping techniques and related skills are taught in a progressive manner. Staff are practiced in and capable of providing instruction in hiking, camping, and backpacking, as appropriate for the environment, the type of student, and to meet the curriculum objectives.

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 climbing activities are competent and provide appropriate sequence.

Evidence References:

- 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

11.04 Adequate supervision is provided for hiking, camping, and backpacking.

Explanation: Staff provide appropriate supervision of participants and oversight of the activities based on the skill, number, and experience of participants, and environmental hazards. The program has clear expectations for when direct supervision (i.e., staff present) is required and under what circumstances (if any) participants can be indirectly supervised (see section 42 for standards for unaccompanied activities). Staff understand these expectations.

Response: Staff provide supervision by maintaining visual contact with students and by identifying point and sweep staff to ensure students are in consistent contact with staff in order to manage individual needs. Number of students is addressed in ratios provided in the SOP document. Participants are not allowed to engage in unaccompanied activities such as final expedition philosophy present in other programs.

Evidence References:

- 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

11.05 Participants proceed at a pace that is appropriate for all group members and which will reasonably prevent injury or illness.

Explanation: Staff monitor the strenuousness of the activity and adjust the pace as needed. Staff are able to gauge participants' fitness and comfort levels, and if/when a person is physically, mentally or emotionally unable to complete an activity, he or she may not be required to continue participating.

Response: As referenced in 11.04 staff provide supervision in part through keeping the group together. If a student is no longer able to complete a hike with full pack the group finds a creative solution to enable the student to continue to campsite unless it is a medical condition requiring evacuation.

Evidence References:

- 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

11.06 The activity is conducted appropriately.

Explanation: The program follows practices that are accepted within the industry. These practices might include, but are not limited to, minimum group sizes, following appropriate travel plans, and appropriate pack weights. Participants hike at appropriate speeds, at appropriate distances from one another, and on terrain that is appropriate for participants' skill levels. If programming is conducted at night or during other diminished conditions, the practice is justifiable and appropriate precautions are followed.

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.

Evidence References:

- 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

11.07 Participants are given a safety briefing prior to the activity or outing.

Explanation: Regardless of the program's mission, participants should be briefed prior to the activity. This briefing might include, but is not limited to, expectations for behavior, a discussion of the goals and objectives, assessment and evaluation criteria, and safety rules. If applicable, expectations regarding risk management, inherent risks, and food, water, and clothing requirements should be discussed.

Response: All students are generally prepared for the wilderness adventure through the orientation meetings prior to the field class experience. Once in the field, safety briefings are a mandatory part of every hazardous activity. For example on a Joshua Tree trip an initial safety briefing in the field would include discussion of hydration, sun protection, spotting others on scrambling terrain, snakes, and height hazards protocols. Additional safety briefing would be added if the group were to participate in a simulated search and rescue activity. Safety briefings will change based on the terrain (e.g. High Sierra versus High Desert) of the backpacking experience.

Evidence References:

- Appendix A: CSUN Outdoor SOP - Safety Operational Protocols – 5.h-5j and 3.0 (safety briefings)
- Appendix J - Recreation and Tourism Management Outdoor Classes Syllabi RTM 150 and RTM 151A

11.08 Educational briefings or other forms of framing are conducted prior to the start of the activity. Debriefings or guiding processes are used afterward to enhance the experiential education process.

Explanation: Experiential education is more than simply doing an activity. Appropriately introducing the learning experience and then offering opportunities for reflection after the activity is completed are essential components of the experiential education process. (T) Debriefings or therapeutic processes are used to enhance the experience.

Response: Learning goals are always part of the briefing. Debriefing is a part of our educational philosophy and groups will debrief after a significant experience or at the end of the day. Journal reflections are a routine practice for programs with a personal growth objective.

Evidence References:

- On Site: interview student participants.

11.09 If rivers, streams, or creeks are to be crossed by wading, swimming, or means other than an established bridge, it is done so in an appropriate manner.

Explanation: Staff are familiar with the particular types of rivers, streams, or creeks they intend (or may have) to cross and can appropriately assess crossing sites as appropriate for participants. Assessment considerations include, but are not limited to, downstream hazards; water depth, temperature, and opacity; rate of flow; time of day; composition of the river bottom; and physical size and condition of the participants.

Staff are skilled in knowing what to do in the event a participant is swept downstream and appropriate precautions are taken.

Methods used to cross the river are well understood and practiced by staff. Participants are instructed in appropriate crossing techniques, and they are given the opportunity to practice the skill. Elements of river crossing methods may include group size; configuration of group members; position of participants with respect to current, as well as size and strength of those crossing; and use of poles, hand-lines, or other balance aids. Prior to crossing, staff check and/or discuss the appropriateness of footwear and other clothing. They also check and/or discuss the appropriateness of buckling backpack hip and sternum straps.

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.

Evidence References:

- 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

11.10 When a program engages in remote wilderness travel, participants are warned of and prepared for the associated hazards, and the program modifies its practices appropriately.

Explanation: When a group is expected to travel to an area where communication with rescue personnel might be difficult, and/or where a rapid evacuation would be difficult or impossible, the program takes extra steps to prepare participants. This might include, but is not limited to, participants receiving clear explanations of the hazards associated with the environment, realistic information regarding the likelihood of assisted rescue, and information regarding any costs they might need to incur in the event they need to be evacuated.

Response:
Students are provided information at the pre-trip meeting regarding any remote wilderness travel where communication options will be limited due to terrain. The information is also noted in the assumption of risk/liability release form. Students always have the option to choose not to go on a trip if they do not want to assume the risks involved.

Evidence References:

- 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
- On site: review completed sample Field Trip Forms.

Section 12. CLIMBING ACTIVITIES

This section encompasses a continuum of climbing and/or roped activities, including bouldering, top-rope rock and ice climbing, belaying and rappelling, lead and multi-pitch climbing, alpine mountaineering, and glacier travel.

Programs are asked to address the standards to the degree appropriate for the level of activities the organization conducts. For example if the organization conducts only bouldering and top-rope rock climbing, some standards may not apply and the Evidence References: will be less than if the organization's activities extend to multi-pitch climbing and alpine mountaineering.

In the event other activities (e.g., camping, backpacking) are incorporated into climbing activities, the standards applicable to those specialized activities can be addressed in their respective sections.

12.01 The program has written policies and procedures for the conduct of climbing.

Explanation: Specific guidelines that staff and/or participants are expected to follow – such as supervision requirements, equipment requirements, types of anchors, use of helmets, and working near edges - are easily accessible to and used by all staff and participants.

Response: **T**hese can be found in the Safety Operational Protocols manual.

Evidence Reference:

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

12.02 The program has an explicit and appropriate curriculum for climbing.

Explanation: There are explicit educational or instructional objectives for this activity that address topics or skills taught, expected participant standards of performance, and appropriate assessment of participant abilities and understanding. Climbing curriculum might include, but is not limited to, knot tying, bouldering, spotting, commands and communication, belaying, rappelling, climbing movement and technique, protection placement, anchor building, lead climbing, and moving as a team.

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.

Evidence References:

- Appendix A: CSUN Outdoor SOP - Safety Operational Protocols – 5.b.5d.
- Appendix J - Recreation and Tourism Management Outdoor Classes Syllabi - RTM 151B Rock Climbing

12.02 (A) The program has an explicit and appropriate curriculum for training students in the leadership, instruction, and risk management practices necessary to teach climbing.

Explanation: Academic programs teach the skills needed to be competent and effective instructors of others. As applicable, students learn to assess the relationship of the technical activity being utilized to the mission and goals of the organization(s) in which they may work. Debriefings, feedback, or guiding processes are used to enhance application to students' academic knowledge and professional preparation. Procedures for assessment of learning are in place consistent with standard 1.05 (A).

Response: Students are given the opportunity to develop the skills necessary to teach climbing but only with individual instruction provided after basic introductory skills taught in courses. The 151B and 151G classes will teach belay skills and RTM 452 does reviews of safety protocols for rock site management. But for students who want to move to an instructional level they will need to participate in the RTM TA (Volunteer Teaching Assistant) model and/or work with OA climbing programs to move individual skills to a higher independent status.

Evidence References:

- Appendix A: CSUN Outdoor SOP - Safety Operational Protocols – 5.b-5d
- Appendix J - Recreation and Tourism Management Outdoor Classes Syllabi - RTM 151B Rock Climbing, RTM 351, RTM 452

12.03 Adequate instruction is provided for climbing activities.

Explanation: Staff are competent to teach and lead these activities per the standards found in section 5 of this document. Staff are practiced in and capable of providing instruction in climbing, as appropriate for the environment, the type of student, and to meet the curriculum objectives.

Climbing curriculum and related skills and techniques are presented sequentially. For example, all fundamental skills such as knots, belay, and communication should be taught and practiced before participants are allowed to attempt a roped climb or rappel.

Response: the response for standard 12.02 describes the instruction as part of the explanation of curriculum. Staff or faculty who provide instruction for climbing activities are competent and provide appropriate sequence.

12.04 Adequate supervision is provided for climbing activities.

Explanation: Staff provide appropriate supervision of participants and oversight of the activity based on the skill, number, and experience of participants, and environmental hazards. The program has clear expectations for when direct supervision (i.e., staff present) is required and under what circumstances (if any) participants can be indirectly supervised (see section 42 for standards for unaccompanied activities). When participants are beginners or novices, staff maintain contact with participants that will allow them to confirm that equipment, spotting, knots, belaying, and anchors are being used properly.

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. 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.

Evidence References:

- Appendix A: CSUN Outdoor SOP - Safety Operational Protocols – 5.b-5d
- Appendix J - Recreation and Tourism Management Outdoor Classes Syllabi - RTM 151B Rock Climbing

12.05 Participants proceed at a pace that is appropriate for all group members and which will reasonably prevent injury or illness.

Explanation: Staff monitor the strenuousness of the activity and adjust the pace as needed. Staff are able to gauge participants' fitness and comfort levels, and if/when a person is physically, mentally or emotionally unable to complete an activity, he or she may not be required to continue participating. Climbers are mindful to not climb too fast for their belayers. Climbers are careful and deliberate in their selection and the use of foot and handholds in order to climb efficiently and

avoid causing rock-fall. In high altitude mountaineering situations, ascending to high altitude is done appropriately to avoid altitude-related illnesses.

Response: A climber will not climb faster than her belayer can belay. Climbers will be told this is their responsibility. Belayers will monitor this behavior. A stop command will be taught to students as a means of anticipating this situation should it occur. Staff will monitor belayers and climbers for this condition.

Evidence References:

- Appendix A: CSUN Outdoor SOP - Safety Operational Protocols – 5.b-5d.
- Appendix J - Recreation and Tourism Management Outdoor Classes Syllabi - RTM 151B Rock Climbing

12.06 The activity is conducted appropriately.

Explanation: The program follows practices that are accepted within the industry. These practices might include, but are not limited to, tying into the rope using direct tie-ins or locking carabiners, using helmets, using manufactured or appropriately tied harnesses, and using an understandable communication system. Anchor systems are checked prior to being used.

Participants are roped together at appropriate distances from one another. The terrain or climbs are appropriate for participants' skill levels. Non-climbing participants are staged in an appropriate area, at a distance away from cliff edges, and free from falling items from above. If programming is conducted at night or during other diminished conditions, the practice is justifiable and appropriate precautions are followed.

Response: The response to standard 12.04 could be restated here. Other conduct of activity include the safety briefing which includes equipment use and fit. Practice areas away from the cliff edge. Protocols for climber tie-in is traditionally with a tie-in direct to the rope rather than the carabiner clip-in. The clip-in can be used as an alternative if meeting program objectives. The principle example of diminished conditions are weather related: excessive heat or cold or threat of lightning. Since we climb in several different ecosystems (chaparral, desert, alpine) all of these factors must be considered. Lightning must be responded to immediately and temperature changes should be monitored and preventive action taken by students or staff to remain in correct thermal balance.

Evidence References:

- Appendix A: CSUN Outdoor SOP - Safety Operational Protocols – 5.b-5d.
- Appendix J - Recreation and Tourism Management Outdoor Classes Syllabi - RTM 151B Rock Climbing

12.07 Participants are given a safety briefing prior to the activity or outing.

Explanation: Regardless of the program's mission, participants should be briefed prior to the activity. This briefing might include, but is not limited to, expectations for behavior, a discussion of the goals and objectives, assessment and evaluation criteria, and safety rules. If applicable, expectations regarding risk management, inherent risks, and food, water, and clothing requirements should be discussed.

Response: safety briefings occur at the start of any risk based activity and in climbing the briefing will include general issues of comfort and safety (e.g. food, water, warmth) in addition to specific hazards at the site which includes climb considerations (no edge approaches without tie-in, rock fall hazard, climber communication, and tie-ins and so forth).

Evidence References:

- Appendix A: CSUN Outdoor SOP - Safety Operational Protocols – 5.b-5d and 3.a4
- Appendix J - Recreation and Tourism Management Outdoor Classes Syllabi - RTM 151B Rock Climbing

12.08 Educational briefings or other forms of framing are conducted prior to the start of the activity. Debriefings or guiding processes are used afterward to enhance the experiential education process.

Explanation: Experiential education is more than simply doing an activity. Appropriately introducing the learning experience and then offering opportunities for reflection after the activity is completed are essential components of the experiential education process. (T) Debriefings or therapeutic processes are used to enhance the experience.

Response: Learning goals are always part of the briefing. Debriefing is a part of our educational philosophy and groups will debrief after a significant experience or at the end of the day. Journal reflections are a routine practice for programs with a personal growth objective.

Evidence References:

- On Site: interview student participants.

12.09 The routes selected are appropriate for the level of participant skills.

Explanation: The specific climbing routes selected are within the physical and psychological capabilities of participants. Participants are not put on routes that are beyond their level of physical and psychological readiness.

Response: In top roped rock climbing, the staff will select a variety of routes so students can match skill levels with challenge level. In general mountaineering/backpacking programs, the routes remain at novice level to match the low fitness levels of American college students (i.e. to be inclusive).

12.10 Before participants are allowed to lead climb, appropriate steps have been taken to help verify that they are prepared for the experience.

Explanation: Verification procedures might include, but are not limited to, 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 technique in belay and rappel.

NA – true lead climbs are not conducted.

12.11 When traveling on a snow-covered glacier, appropriate safety measures are in place.

Explanation: A program can minimize the potential for a crevasse fall by taking certain precautions which might include, but are not limited to, requiring that participants are roped together during travel, requiring that rest or camp sites are probed, using glaciers that are known to be crevasse free, and/or requiring that at least two rope teams travel together at all times.

NA – glacier travel is not conducted.

12.12 When a participant is carrying a heavy pack on a snow-covered glacier, precautions are taken so that the participant does not flip upside down in a crevasse fall.

Explanation: The use of a full body harness (or chest harness of some type) is standard procedure for minimizing injury from this type of fall. Regardless of the system used, the program should take steps to minimize the potential of this situation occurring.

NA – glacier travel is not conducted.

SECTION 13. MANUFACTURED CLIMBING WALLS

Manufactured climbing walls are separate from other climbing activities since it is an activity done at a facility and not on natural rock. The use of a climbing wall may be part of a rock climbing skills progression, but management of the wall is unique in some ways from the management of a natural rock climbing site.

13.01 The program has written policies and procedures for the conduct of climbing.

Explanation: Specific guidelines that staff and/or participants are expected to follow - such as supervision requirements, equipment requirements, types of anchors, type and use of belay devices, backup belayers, and equipment inspection procedures (i.e., ropes, harness, belay devices, periodic anchor inspections) - are easily accessible to and used by all staff and participants.

Response: The OA staff manage the Ridge Climbing Wall at the campus Student Recreation Center (SRC). Staff must be belayed on set-up and/or inspection of master belay points on the wall. Procedures are in place as described in the CSUN Climbing Wall Manual. These standards are consistent with other climbing procedures outside at the CSUN Challenge Course and in rock climbing settings.

Evidence References:

- Appendix A: CSUN Outdoor SOP - Safety Operational Protocols – 5.b-5d.
- Appendix C – Cal State Northridge Climbing Wall Manual
- Appendix D – CSUN Challenge Course Staff Training Manual

13.02 The program has an explicit and appropriate curriculum for climbing.

Explanation: There are explicit educational or instructional objectives for this activity that address topics or skills taught, expected participant standards of performance, and appropriate assessment of participant abilities and understanding. Climbing curriculum might include, but is not limited to, knot tying, spotting, commands and communication, belaying, lowering, climbing movement and technique, anchor use, and lead climbing.

Response: As the rock wall is part of the Student Recreation Center, its primary use is for exercise and physical skill development of drop-in students. Students must receive belay training and testing in order to belay others and OA staff supervise this function.

13.02 (A) The program has an explicit and appropriate curriculum for training students in the leadership, instruction, and risk management practices necessary to teach climbing.

Explanation: Academic programs teach the skills needed to be competent and effective instructors of others. As applicable, students learn to assess the relationship of the technical activity being utilized to the mission and goals of the organization(s) in which they may work. Debriefings, feedback, or guiding processes are used to enhance application to students' academic knowledge and professional preparation. Procedures for assessment of learning are in place consistent with standard 1.05 (A).

Response: see standard 12.02 as inclusive to this standard. The rock wall does provide one additional context for skill development in climbing for the aspiring student professional.

13.03 Adequate instruction is provided for climbing activities.

Explanation: Staff are competent to teach and lead these activities per the standards found in section 5 of this document. Staff are practiced in and capable of providing instruction in climbing, as appropriate for the environment, the type of student, and to meet the curriculum objectives.

Climbing curriculum and related skills and techniques are presented sequentially. For example, all fundamental skills such as knots, belay, and communication should be taught and practiced before participants are allowed to attempt a roped climb.

Response: Appropriate sequence is included at the beginning of the wall use by students. All belaying is done by trained staff who have had adequate instruction. Participants can demonstrate belay technique and gain the approval of the Ridge Rock Wall staff to belay independently. Traditional belay communication is used at the wall – on belay, belay on, climbing, climb-on, off belay, belay off.

Evidence References

- Appendix C – Cal State Northridge Climbing Wall Manual

13.04 Adequate supervision is provided for climbing activities.

Explanation: Staff provide appropriate supervision of participants and oversight of the activity and/or facility, based on the skill, number, and experience of participants, and environmental hazards. The program has clear expectations for when direct supervision (i.e., staff present) is required and under what circumstances (if any) participants can be indirectly supervised (see section 42 for standards for unaccompanied activities). When participants are beginners or novices, staff maintain contact with participants that will allow them to confirm that equipment, spotting, knots, belaying, and anchors are being used properly.

Response: Safety is a combination of following consistent procedures and having field staff make effective judgment. Standard procedures are listed in the Ridge Wall Training Manual and include a number of behaviors from keeping students out of fall lines of climbers, staff competence, evaluation of ropes and belay systems, use of helmets by climbers, safety checks of harness and tie in system. Helmets are constructed to protect one's head from falling objects and to limit head injury from a fall and are used in all climbing events in our program unless otherwise indicated. Instructors are expected to make good judgments and to maintain procedures throughout the field class experience.

Evidence References

- Appendix C – Cal State Northridge Climbing Wall Manual

13.05 Participants proceed at a pace that is appropriate for all group members and which will reasonably prevent injury or illness.

Explanation: Staff monitor the strenuousness of the activity and adjust the pace as needed. Staff also monitor that climbers do not climb too fast for their belayers. Staff are able to gauge participants' fitness and comfort levels, and if/when a person is physically, mentally or emotionally unable to complete an activity, he or she may not be required to continue participating.

Response: Staff monitor or conduct belays and belayers are expected to have sufficient technique to keep up with the climber. In case this is not true the climber is told to stop and wait for the belayer to catch up. In the case of a deaf student or a non-responsive student the belayer has only to step backwards rapidly to insure the slack is removed from the rope.

Evidence References

- Appendix C – Cal State Northridge Climbing Wall Manual

13.06 The activity is conducted appropriately.

Explanation: The program follows practices that are accepted within the industry. These practices might include, but are not limited to, tying into the rope using direct tie ins or locking carabiners, using helmets, using manufactured harnesses, appropriate belay methods, and using an understandable communication system.

Non-climbing participants are staged in an appropriate area, at a distance away and free from falling objects or persons from above. If programming is conducted at night or during other diminished conditions, the practice is justifiable and appropriate precautions are followed.

Response: The response to standard 13.04 could be restated here. Other conduct of activity include the safety briefing which includes equipment use and fit. Protocols for climber tie-in is traditionally with a carabiner clip-in or a tie-in direct to the rope. The principle example of diminished conditions would be noise or commotion in the SRC area that might distract belayers.

Evidence References

- Appendix C – Cal State Northridge Climbing Wall Manual

13.07 Participants are given a safety briefing prior to the activity or outing.

Explanation: Regardless of the program's mission, participants should be briefed prior to the activity. This briefing might include, but is not limited to, expectations for behavior, a discussion of the goals and objectives, assessment and evaluation criteria, and safety rules. If applicable, expectations regarding risk management, inherent risks, and food, water, and clothing requirements should be discussed.

Response: safety briefings occur at the start of any risk based activity and in climbing the briefing will include general issues of comfort and safety (e.g. water) in addition to specific hazards of climbing the rock wall. Many times this safety briefing is conducted individually or in small groups when the wall is open for drop-in use.

13.08 Educational briefings or other forms of framing are conducted prior to the start of the activity. Debriefings or guiding processes are used afterward to enhance the experiential education process.

Explanation: Experiential education is more than simply doing an activity. Appropriately introducing the learning experience and then offering opportunities for reflection after the activity is completed are essential components of the experiential education process. (T) Debriefings or therapeutic processes are used to enhance the experience.

Response: The primary recreational use of the wall leads to few formal briefings but staff will certainly provide encouragement and congratulations to climbers which is a form of experiential debriefing.

13.09 Staff are familiar with the climbing wall.

Explanation: If the program owns its own wall or uses one owned and operated by another company, staff are responsible for having a working knowledge of the particular climbing wall and accepted practice for the conduct of activities on the wall.

Response: As mentioned in standard 13.01, the wall is part of the Student Recreation Center (SRC) and managed by OA. Staff are specifically trained for this wall. The climbing wall at the high ropes course is managed by staff trained as ropes course facilitators.

13.10 The routes selected are appropriate for the level of participant skills.

Explanation: The climbing routes selected are within the reasonable physical and psychological capabilities of participants. Participants are not placed on routes that are beyond their physical readiness without their consent.

Response: A variety of routes are set on the wall so climbers can match skill levels to challenge level.

13.11 The program uses or has constructed an artificial climbing wall with hard and soft materials which meet accepted standards.

Explanation: The program uses or has built an artificial climbing wall that meets accepted standards. Considerations include, but are not limited to, the site or existing structure can accommodate the additional loads of an artificial climbing structure, the climbing structure conforms to local zoning requirements and building codes, the design of the climbing structure is appropriate for the site, the climbing structure is designed and constructed to withstand the loads and forces acting on all components, use of appropriate construction materials and techniques, incorporation of an appropriate impact absorbing surface at the base of the climbing structure, and all soft materials conform to appropriate standards and are of the appropriate type and strength for their intended use.

Response: The climbing wall was designed and installed by and meets all industry standards.

13.12 Appropriate inspection of the climbing wall is conducted prior to programming and adjustments are made accordingly.

Explanation: Climbing walls are prone to wear and tear from the forces exerted on them during climbing and due to the often large numbers of people using them. Staff should inspect different components of the wall prior to using them. These components might include, but are not limited to, tightness of holds, condition of padding at the base of the climb, and worn or frayed belay ropes or cables.

Response: The wall staff follow general inspection guidelines of all programs that all safety gear is inspected “as it is put into use”. A more thorough inspection of all gear is supervised by the Outdoor Adventure Coordinator.

SECTION 14. BICYCLE TOURING AND MOUNTAIN BIKING

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

In the event other activities (e.g., camping) are incorporated into bicycle touring or mountain biking, the standards applicable to those specialized activities can be addressed in their respective sections.

NA – Although the OA provides a bike service to students. Staff do not conduct biking activity as a supervised activity.

14.01 The program has written policies and procedures for the conduct of bicycle touring and/or mountain biking.

Explanation: Specific guidelines that staff and/or participants are expected to follow—such as supervision requirements, night riding, and use of helmets—are easily accessible to and used by all staff and participants.

14.02 The program has an explicit and appropriate curriculum for bicycle touring and/or mountain biking.

Explanation: There are explicit educational or instructional objectives for this activity that address topics or skills taught, expected participant standards of performance, and appropriate assessment of participant abilities and understanding. Cycling curriculum might include, but is not limited to, how to pedal and ride in varied terrain, gear shifting, bike repair and maintenance, proper procedures for riding in traffic, riding in groups, and communicating in various environments.

14.02 (A) The program has an explicit and appropriate curriculum for training students in the leadership, instruction, and risk management practices necessary to teach bicycle touring and/or mountain biking.

Explanation: Academic programs teach the skills needed to be competent and effective instructors of others. As applicable, students learn to assess the relationship of the technical activity being utilized to the mission and goals of the organization(s) in which they may work. Debriefings, feedback, or guiding processes are used to enhance application to students' academic knowledge and professional preparation. Procedures for assessment of learning are in place consistent with Standard 1.05 (A).

14.03 Adequate instruction is provided for bicycle touring and/or mountain biking.

Explanation: Staff are competent to teach and lead these activities per the standards found in section 5 of this document. Cycling techniques and related skills are taught in a progressive manner. Staff are practiced in and capable of providing instruction in cycling, as appropriate for the environment, the type of student, and to meet the curriculum objectives.

14.04 Adequate supervision is provided for bicycle touring and/or mountain biking.

Explanation: Staff provide appropriate supervision of participants and oversight of the activity based on the skill, number, and experience of participants, traffic, and environmental hazards. The program has clear expectations for when direct supervision (i.e., staff present) is required and under what circumstances (if any) participants can be indirectly supervised (see section 42 for standards for unaccompanied activities).

14.05 Participants proceed at a pace which is appropriate for all group members and which will reasonably prevent injury or illness.

Explanation: Staff monitor the strenuousness of the activity and adjust the pace as needed. Staff are able to gauge participants' fitness and comfort levels, and if/when a person is physically, mentally or emotionally unable to complete an activity, he or she may not be required to continue participating.

14.06 The activity is conducted appropriately.

Explanation: The program follows practices that are accepted within the industry. These practices might include, but are not limited to, wearing helmets, following the rules of the road, and regular mechanical inspections of bicycles. Participants ride at appropriate speeds, at appropriate distances from one another, and on terrain that is appropriate for participants' skill levels. If

programming is conducted at night or during other diminished conditions, the practice is justifiable and appropriate precautions are followed.

14.07 Participants are given a safety briefing prior to the activity or outing.

Explanation: Regardless of the program's mission, participants should be briefed prior to the activity. This briefing might include, but is not limited to, expectations for behavior, a discussion of the goals and objectives, assessment and evaluation criteria, and safety rules. If applicable, expectations regarding risk management, inherent risks, and food, water, and clothing requirements should be discussed.

14.08 Educational briefings or other forms of framing are conducted prior to the start of the activity. Debriefings or guiding processes are used afterward to enhance the experiential education process.

Explanation: Experiential education is more than simply doing an activity. Appropriately introducing the learning experience and then offering opportunities for reflection after the activity is completed are essential components of the experiential education process. (T) Debriefings or therapeutic processes are used to enhance the experience.

SECTION 15. CAVING

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

In the event other activities (e.g., camping) are combined with caving activities, the standards applicable to those specialized activities can be addressed in their respective sections.

15.01 The program has written policies and procedures for the conduct of caving.

Explanation: Specific guidelines that staff and/or participants are expected to follow—such as supervision requirements, equipment requirements, group size and management, use of helmets, and working near edges—are easily accessible to and used by all staff and participants.

Response: Yes, review the CSUN Outdoor SOP manual.

Evidence References

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

15.02 The program has an explicit and appropriate curriculum for caving.

Explanation: There are explicit educational or instructional objectives for this activity that address topics or skills taught, expected participant standards of performance, and appropriate assessment of participant abilities and understanding. Caving curriculum might include, but is not limited to, caving movement and technique, moving as a team, route finding, knot tying, bouldering, spotting, commands and communication, belaying, and rappelling.

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.

Evidence References

- Appendix A: CSUN Outdoor SOP - Safety Operational Protocols – (5.e)
- Appendix J - Recreation and Tourism Management Outdoor Classes Syllabi, RTM 151H

15.02 (A) The program has an explicit and appropriate curriculum for training students in the leadership, instruction, and risk management practices necessary to teach caving.

Explanation: Academic programs teach the skills needed to be competent and effective instructors of others. As applicable, students learn to assess the relationship of the technical activity being utilized to the mission and goals of the organization(s) in which they may work. Debriefings, feedback, or guiding processes are used to enhance application to students' academic knowledge and professional preparation. Procedures for assessment of learning are in place consistent with Standard 1.05 (A).

Response: Students are given the opportunity to develop the skills necessary to teach caving but only with individual instruction provided after basic introductory skills taught in courses. The 151B Rock Climbing and 151H Caving classes will teach belay skills and RTM 452 does reviews of safety protocols for cave site management. But for students who want to move to an instructional level will need to participate in the RTM TA (Volunteer Teaching Assistant) model and/or work with the activity during Internship (RTM 494C) to move individual skills to a higher independent status.

Evidence References

- Appendix A: CSUN Outdoor SOP - Safety Operational Protocols – (5.e)
- Appendix J - Recreation and Tourism Management Outdoor Classes Syllabi, RTM 151H

15.03 Adequate instruction is provided for caving activities.

Explanation: Staff are competent to teach and lead these activities per the standards found in section 5 of this document. Staff are practiced in and capable of providing instruction in caving, as appropriate for the environment, the type of student, and to meet the curriculum objectives.

Caving curriculum and related skills and techniques are presented sequentially. For example, all fundamental skills such as movement, light use, and communication should be taught and practiced before participants are allowed to enter a cave.

Response: Students are provided with pre-field class orientation that covers topics such as equipment, clothing, and hypothermia. Students are briefed on immediate hazards at the site to avoid injury. As referenced in response to 15.02, appropriate sequence is included at the beginning of the field experience. Students begin with horizontal cave environments and then move to practice of vertical technique of descent and ascent.

Staff are experts in their field of caving and have demonstrated competence.

Evidence References

- Appendix A: CSUN Outdoor SOP - Safety Operational Protocols – (5.e)
- Appendix J - Recreation and Tourism Management Outdoor Classes Syllabi, RTM 151H

15.04 Adequate supervision is provided for caving activities.

Explanation: Staff provide appropriate supervision of participants and oversight of the activity based on the skill, number, and experience of participants and environmental hazards. The program has clear expectations for when direct supervision (i.e., staff present) is required and under what circumstances (if any) participants can be indirectly supervised (see section 42 for standards for unaccompanied activities). When participants are beginners or novices, staff maintain contact with participants that will allow them to confirm that equipment, spotting, knots, belaying, and anchors are being used properly.

Response: Staff provide supervision by maintaining contact with students during the caving. Group management for supervision includes student count at all major junctions, point and sweep positions for staff, and/or a buddy system. Critical moves with greater risk may require direct staff supervision of spotting. Vertical technique involves the same supervision principles related to the climbing program in terms of gear inspection, SHARK tests, and independent belay for rope ascents and rope descents.

Evidence References

- Appendix A: CSUN Outdoor SOP - Safety Operational Protocols – (5.e)
- Appendix J - Recreation and Tourism Management Outdoor Classes Syllabi, RTM 151H

15.05 Participants proceed at a pace that is appropriate for all group members and which will reasonably prevent injury or illness.

Explanation: Staff monitor the strenuousness of the activity and adjust the pace as needed. Staff monitor that participants do not cave too fast for their group and become separated. Staff are able to gauge participants' fitness and comfort levels, and if/when a person is physically, mentally or emotionally unable to complete an activity, he or she may not be required to continue participating.

Response: The pace will be maintained at a rate to keep the group together as referenced under the supervision standard 15.04. The cave environment can be slippery and special care will be taken by staff to create a pace that will not cause students to rush.

15.06 The activity is conducted appropriately.

Explanation: The program follows practices that are accepted within the industry. These practices might include, but are not limited to, using appropriate knots for tying into ropes, appropriate group size for caving trips, spotting as needed, adequate number and types of light sources, and use of helmets. Participants cave at appropriate speeds, at appropriate distances from one another, and in caves and on routes that are appropriate for participants' skill levels. If programming is conducted during other diminished conditions, such as during wet seasons, the practice is justifiable and appropriate precautions are followed.

Response: The activity is conducted consistent with industry standards as reflected in the National Speleology Society. Our current caving instructor has held national positions with NSS safety committee and is highly respected in the caving community. Since most caves are by definition pretty stable environments the diminished conditions are more apt to be student centered rather than environment or weather centered. The exception would be caves with a history of water fluctuation and those caves are not entered during times of risky water levels (i.e. early spring runoff in the Sierra).

Evidence References

- Appendix A: CSUN Outdoor SOP - Safety Operational Protocols – (5.e)
- Appendix J - Recreation and Tourism Management Outdoor Classes Syllabi, RTM 151H

15.07 Participants are given a safety briefing prior to the activity or outing.

Explanation: Regardless of the program's mission, participants should be briefed prior to the activity. This briefing might include, but is not limited to, expectations for behavior, a discussion of the goals and objectives, assessment and evaluation criteria, and safety rules. If applicable, expectations regarding risk management, inherent risks, and food, water, and clothing requirements should be discussed.

Response: All students are generally prepared for the class through the orientation meetings prior to the field class experience. Safety briefings are a mandatory part of every hazardous activity. Topics such as warmth, water as well as cave procedures related to group travel are also covered.

Evidence References

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

15.08 Educational briefings or other forms of framing are conducted prior to the start of the activity. Debriefings or guiding processes are used afterward to enhance the experiential education process.

Explanation: Experiential education is more than simply doing an activity. Appropriately introducing the learning experience and then offering opportunities for reflection after the activity is completed are essential components of the experiential education process. (T) Debriefings or therapeutic processes are used to enhance the experience.

Response: Learning goals are always part of the briefing as well. Debriefing is a part of our educational philosophy.

Evidence Reference:

- Site Visit: interview student participants

15.09 The caves and routes selected are appropriate for the level of participant skills.

Explanation: The caving routes selected are within the physical and psychological capabilities of participants. Participants are not put on routes that are beyond their level of physical and psychological readiness.

Response: Cave routes are well within the emotional and physical skill levels of the students. Some passages may become optional based on student challenge level (or body size). Vertical routes are elementary for the introductory experience of the class.

SECTION 16. HORSEBACK RIDING AND PACK ANIMALS

This section addresses activities of horseback riding, packing with animals such as horses, llamas, and goats, and animal care.

In the event other activities (e.g., camping) are combined with riding or packing activities, the standards applicable to those specialized activities can be addressed in their respective sections.

NA – no riding programs are conducted.

16.01 The program has written policies and procedures for the conduct of horseback riding and/or pack animals.

Explanation: Specific guidelines that staff and/or participants are expected to follow—such as supervision requirements, equipment requirements, group size, conduct on the trail, use of helmets, knowledge of individual animals, and matching participants to animals—are easily accessible to and used by all staff and participants.

16.02 The program has an explicit and appropriate curriculum for horseback riding and/or pack animals.

Explanation: There are explicit educational or instructional objectives for this activity that address topics or skills taught, expected participant standards of performance, and appropriate assessment of participant abilities and understanding. Horseback riding and animal packing curriculum might include, but is not limited to, learning to recognize environmental hazards, learning riding techniques, conduct while on the trail, corral or pasture when riding or leading animals, saddling skills, communication skills between riders and animals and between participants, and care of the animals.

16.02 (A) The program has an explicit and appropriate curriculum for training students in the leadership, instruction, and risk management practices necessary to teach horseback riding and/or pack animals.

Explanation: Academic programs teach the skills needed to be competent and effective instructors of others. As applicable, students learn to assess the relationship of the technical activity being utilized to the mission and goals of the organization(s) in which they may work. Debriefings, feedback, or guiding processes are used to enhance application to students' academic knowledge and professional preparation. Procedures for assessment of learning are in place consistent with Standard 1.05 (A).

16.03 Adequate instruction is provided for horseback riding and/or pack animals.

Explanation: Staff are competent to teach and lead these activities per the standards found in section 5 of this document. Staff are practiced in and capable of providing instruction in horseback riding and/or animal packing, as appropriate for the environment, the type of student, and to meet the curriculum objectives.

Horseback riding and/or packing curriculum and related skills and techniques are presented sequentially. For example, all fundamental skills such as approaching animals, mounting/dismounting/packing loads, and riding skills should be taught and practiced in controlled settings.

16.04 Adequate supervision is provided for horseback riding and/or pack animals.

Explanation: Staff provide appropriate supervision of participants and animals and maintain oversight of the activity based on the skill, number, and experience of participants; type and personality of the animals; the location such as in a corral or on the trail; and environmental hazards. The program has clear expectations for when direct supervision (i.e., staff present) is required and under what circumstances (if any) participants can be indirectly supervised (see section 42 for standards for unaccompanied activities). When participants are beginners or novices, staff maintain contact with participants.

16.05 Participants proceed at a pace that is appropriate for all group members and animals, which will reasonably prevent injury or illness.

Explanation: Staff monitor the strenuousness of the activity for both participants and animals and adjust the pace as needed. Staff are able to gauge participants' fitness and comfort levels, and

if/when a person is physically, mentally or emotionally unable to complete an activity, he or she may not be required to continue participating or other adjustments are made. Animals are given appropriate rest as needed on a daily and weekly basis.

16.06 The activity is conducted appropriately.

Explanation: The program follows practices that are accepted within the industry. These practices might include, but are not limited to, staff knowing the appropriate history of the animals, participants being taught appropriate emergency procedures such as emergency dismounts, and keeping appropriate distances between riders or animals. If programming is conducted at night or during other diminished conditions, the practice is justifiable and appropriate precautions are followed.

16.07 Participants are given a safety briefing prior to the activity or outing.

Explanation: Regardless of the program's mission, participants should be briefed prior to the activity. This briefing might include, but is not limited to, expectations for behavior a discussion of the goals and objectives, assessment and evaluation criteria, and safety rules. If applicable, expectations regarding risk management, inherent risks, and food, water, and clothing requirements should be discussed.

16.08 Educational briefings or other forms of framing are conducted prior to the start of the activity. Debriefings or guiding processes are used afterward to enhance the experiential education process.

Explanation: Experiential education is more than simply doing an activity. Appropriately introducing the learning experience and then offering opportunities for reflection after the activity is completed are essential components of the experiential education process. (T) Debriefings or therapeutic processes are used to enhance the experience.

16.09 Animal facilities are maintained in accordance with acceptable standards.

Explanation: The program recognizes the importance of the upkeep of the animals' shelters such as barns, sheds, stalls, paddocks, and corrals. These structures are structurally sound and are free of bare electrical wires and projections and are kept clean, dry, and free from the accumulation of soiled bedding and manure. Barn facilities have proper insect control. Provisions have been made for the consistent disposal of manure. Pastures are properly fenced. Feed grain and hay is not contaminated by dirt, mold, manure, insects or foreign objects.

16.10 Animal health is regularly monitored and maintained.

Explanation: The program cares for the health of the animals in appropriate ways that include, but are not limited to, appropriate feed and fresh water is provided daily, animals are turned out in a pasture daily, the number of hours animals work are limited and rest time is provided, animals are groomed before and after being used and other care is provided after they are worked as appropriate, animals are checked regularly to ensure they are maintaining good weight and health and are provided appropriate supplements as needed, regular and routine veterinary care is provided, sick or injured animals are not used in the program, and veterinary supplies are stored appropriately.

SECTION 17. WINTER ACTIVITIES

This section represents a continuum of winter activities. Specifically, the following activities are represented: snowshoeing, Nordic skiing (classic, skate, or ski touring), backcountry skiing/riding (telemark, randonee, or snowboard), downhill skiing and riding (lift-served resort skiing or snowboarding), winter camping, and dog sledding.

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, in the event 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 DNA or identify where else the standard is addressed. During the accreditation site visit, reviewers will be asked to address compliance accordingly.

When interpreting the standards, compliance will be affected by the backgrounds and experience levels of an organization's staff and clientele. For example, what is meant by "adequate" supervision for a group of at-risk youths might differ considerably than that required for a group of high-functioning college students.

The standards in section 17 cover the foundation, supervision, and instruction of various winter activities. Standards associated with staffs' ability to lead these activities are not addressed here; instead, they are addressed under staff competency in section 5. There are no standards associated with venue appropriateness in this section; they are addressed in section 5 and 8 as well. Standards associated with an organization's ability to select and maintain winter-related equipment are not addressed here; they can be found in section 7.

TRAVELING IN AVALANCHE TERRAIN

In the event an organization travels near potential avalanche terrain, regardless of the mode of travel, Standard 17.01 applies. In the event an organization travels in and/or across potential avalanche terrain, regardless of the mode of travel, Standard 17.02 also applies.

NA - Classes do not travel "near" avalanche terrain though the topic is covered in the RTM 151C Winter Mountaineering curriculum

17.01 Staff who lead activities in or near potential avalanche terrain are appropriately skilled and knowledgeable in avalanche hazard evaluation, route finding, travel skills and rescue techniques.

Explanation: In the event a group will be traveling near snow slopes that could potentially avalanche, at least one of the staff should be trained in avalanche hazard evaluation. A snow slope that is considered potentially hazardous is one of 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 an ability to recognize and evaluate terrain features, weather conditions, snowpack structure and the human factor. Appropriate training might include, but is not limited to, a Level I avalanche hazard evaluation and rescue workshop.

17.02 In the event a group will be traveling in an area or across a slope that has the potential to avalanche, all staff and participants must have appropriate rescue equipment.

Explanation. All staff and participants who will be traveling in or through a potential avalanche area will wear a working avalanche rescue beacon and have practiced its use. Further, the group should have an adequate number of probes and shovels in the event of a burial. Prior to traveling in avalanche terrain, participants and staff will have practiced avalanche rescue skills, including but not limited to, what to do if caught, practice with using and locating beacons, and instruction and practice in organizing and performing a search.

SNOWSHOEING, NORDIC SKIING, AND BACKCOUNTRY SKIING OR SNOWBOARDING

Snowshoeing is an activity that 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 or snowboarding takes place away from established lift-served ski areas. In the event a program conducts downhill or alpine skiing or snowboarding at a lift-served area, it should demonstrate competency for the activity based on the backcountry skiing and snowboarding standards.

17.03 The program has written policies and procedures for the conduct of snowshoeing, Nordic skiing, or backcountry skiing or snowboarding.

Explanation: Specific guidelines that staff 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 staff and participants.

Response: Yes these can be found in the *Standards and Policies for Staff* manual. The RTM Winter Mountaineering class (RTM 151C) does cover snowshoeing and Nordic skiing. The OA trips to snowboarding are conducted within traditional ski resort areas that are appropriately groomed and protected.

Evidence References

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

17.04 The program has an explicit and appropriate curriculum for snowshoeing, Nordic skiing, or backcountry skiing or snowboarding.

Explanation: There are explicit educational or instructional objectives for this activity that address topics or skills taught, expected participant standards of performance, and appropriate assessment of participant abilities and understanding. Curriculum topics might include, but are not limited to, learning to recognize environmental hazards, technique, learning how to fall properly, dressing for the environment, and maintaining/repairing equipment.

Response: Objectives are clearly stated in course syllabi. Appropriate sequence is designed. Examples include but are not limited to stretching, acclimatization too cold as well as elevation, introduction to safety skills such as falling technique, introduction to progressive ski technique such as star turns, step turns, diagonal stride, herring bone, and others.

Evidence References

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

17.04 (A) The program has an explicit and appropriate curriculum for training students in the leadership, instruction, and risk management practices necessary to teach snowshoeing, Nordic skiing, or backcountry skiing or snowboarding.

Explanation: Academic programs teach the skills needed to be competent and effective instructors of others. As applicable, students learn to assess the relationship of the technical activity being utilized to the mission and goals of the organization(s) in which they may work. Debriefings, feedback, or guiding processes are used to enhance application to students' academic knowledge and professional preparation. Procedures for assessment of learning are in place consistent with Standard 1.05 (A).

Response: Students are given the opportunity to develop the skills necessary to teach winter travel techniques but only with individual instruction provided after basic introductory skills taught in courses. The 151C Winter Mountaineering class introduces the skill sets and RTM 452 does reviews of safety protocols for winter environments and avalanche terrain assessment. But for students who want to move to an instructional level will need to participate in the RTM TA (Volunteer Teaching Assistant) model and/or work with the activity during Internship (RTM 494C) to move individual skills to a higher independent status.

Evidence References

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

17.05 Participants are provided with adequate instruction for snowshoeing, Nordic skiing, or backcountry skiing or snowboarding.

Explanation: Staff are competent to teach and lead these activities per the standards found in section 5 of this document. Snowshoeing, skiing and snowboarding techniques and related skills are taught in a progressive manner. Staff are practiced in and capable of providing instruction in snowshoeing, Nordic skiing, or backcountry skiing or snowboarding as appropriate for the environment, the type of participant, and to meet the curriculum objectives.

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.

Evidence References

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

17.06 Adequate supervision is provided for snowshoeing, Nordic skiing, or backcountry skiing or snowboarding.

Explanation: Staff provide appropriate supervision of participants and oversight of the activities based on the skill, number, and experience of participants, and environmental hazards. The program has clear expectations for when direct supervision (i.e., staff present) is required and under what circumstances (if any) participants can be indirectly supervised (see section 42 for standards for unaccompanied activities). Staff understand these expectations.

Response: 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.

Evidence References

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

17.07 Participants proceed at a pace that is appropriate for all group members and which will reasonably prevent injury or illness.

Explanation: Staff monitor the strenuousness of the activity and adjust the pace as needed. Staff are able to gauge participants' fitness and comfort levels, and if/when a person is physically, mentally, or emotionally unable to complete an activity, he or she may not be required to continue participating.

Response: As indicated under the supervision standard, 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 or traveling in smaller sub-groups 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.

17.08 The activity is conducted appropriately.

Explanation: The program follows practices that are accepted within the industry. These practices might include, but are not limited to, appropriate group size, appropriate gear for the specific type of skiing or riding being done, and warm up or stretching. Participants ski or ride at appropriate speeds, at appropriate distances from one another, and on terrain that is appropriate for participants' skill levels. If programming is conducted at night or during other diminished conditions, the practice is justifiable and appropriate precautions are followed.

Response: The principle example of diminished conditions would be weather related: excessive cold or wind or new snowfall. All of these factors must be considered for their impact on the snow pack and on group vitality. Anticipation is critical as the need for shelter in a protected environment can be difficult to achieve in a short time frame. An abundance of snow shovels (1 shovel to 2 participants) is the minimum ratio.

Evidence References

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

17.09 Participants are given a safety briefing prior to the start of the activity.

Explanation: This briefing might include, but is not limited to, expectations for behavior a discussion of the goals and objectives, assessment and evaluation criteria, and safety rules. If applicable, expectations regarding risk management, inherent risks, and food, water, and clothing requirements should be discussed.

Response: All students are generally prepared for the class through the orientation meetings prior to the field class experience. Safety briefings are a mandatory part of every hazardous activity. Snow travel includes special reminders about eye wear, hydration, and the effects of altitude on well-being. Although travel is never planned for hazardous snow pack terrain, instructors are trained to provide appropriate safety briefings.

Evidence References

- 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.

17.10 Educational briefings or other forms of framing are conducted prior to the start of the activity. Debriefings or guiding processes are used afterward to enhance the experiential education process.

Explanation: Experiential education is more than simply doing an activity. Appropriately introducing the learning experience and then offering opportunities for reflection after the activity is completed are essential components of the experiential education process. (T) Debriefings or therapeutic processes are used to enhance the experience.

In the event snowshoeing, Nordic skiing, or backcountry skiing or snowboarding are not conducted as stand-alone activities and are only used as a method of transport for activities addressed elsewhere in this manual, this standard need not apply.

Response: Learning goals are always part of the briefing as well. Debriefing is a part of our educational philosophy. The snow environment sometimes limits or postpones full group debriefing which increases individual journaling opportunities.

Evidence Reference:

- On Site: interview student participants.

WINTER CAMPING

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 in the backcountry, and regardless of the type of shelter used (e.g., tent, tarp, snow shelter, lean-to or other structure) the following standards apply.

In the event a program by the above definition winter camps, but winter camping is not a stand-alone activity (e.g., alpine mountaineering), some of the following standards will not apply or may be addressed elsewhere in this manual.

NA – The standards are covered in the winter travel section – snow shoeing & nordic skiing

17.11 The program has written policies and procedures for the conduct of winter camping.

Explanation: Specific guidelines that staff and/or participants are expected to follow—such as supervision requirements, buddy system, or frostbite checks— are easily accessible to and used by all staff and participants.

In the event participants are allowed to cook in a shelter, appropriate guidelines are in place to minimize injuries (e.g., burns via flame or hot water, carbon monoxide poisoning).

17.12 The program has an explicit and appropriate curriculum for winter camping.

Explanation: There are explicit educational or instructional objectives for this activity that address topics or skills taught, expected participant standards of performance, and appropriate

assessment of participant abilities and understanding. Curriculum topics might include, but are not limited to, learning to recognize environmental hazards, dressing for the environment, shelters, nutrition and hydration needs, maintaining/repairing equipment, and natural history.

17.12 (A) The program has an explicit and appropriate curriculum for training students in the leadership, instruction, and risk management practices necessary to teach winter camping.

Explanation: Academic programs teach the skills needed to be competent and effective instructors of others. As applicable, students learn to assess the relationship of the technical activity being utilized to the mission and goals of the organization(s) in which they may work. Debriefings, feedback, or guiding processes are used to enhance application to students' academic knowledge and professional preparation. Procedures for assessment of learning are in place consistent with Standard 1.05 (A).

17.13 Participants are provided with adequate instruction for winter camping.

Explanation: Staff are competent to teach and lead these activities per the standards found in section 5 of this document. Winter camping techniques and related skills are taught in a progressive manner. Staff are practiced in and capable of providing instruction in winter camping and snow shelters, as appropriate for the environment, the type of participant, and to meet the curriculum objectives.

17.14 Adequate supervision is provided for winter camping.

Explanation: Staff provide appropriate supervision of participants and oversight of the activities, based on the environmental hazards as well as the skill, number, and experience of participants. The program has clear expectations for when direct supervision (i.e., staff present) is required and under what circumstances (if any) participants can be indirectly supervised (see section 42 for standards for unaccompanied activities). Staff understand these expectations.

17.15 The activity is conducted appropriately.

Explanation: The program follows practices that are accepted within the industry. These practices might include, but are not limited to, appropriate clothing and food supplies, cold weather injury prevention, and appropriate snow shelter design and construction methods if applicable. If programming is conducted during diminished conditions, the practice is justifiable and appropriate precautions are followed.

17.16 Participants are given a safety briefing prior to the start of the activity.

Explanation: This briefing might include, but is not limited to, expectations for behavior a discussion of the goals and objectives, assessment and evaluation criteria, and safety rules. If applicable, expectations regarding risk management, inherent risks, and food, water, and clothing requirements should be discussed.

17.17 Educational briefings or other forms of framing are conducted prior to the start of the activity. Debriefings or guiding processes are used afterward to enhance the experiential education process.

Explanation: Experiential education is more than simply doing an activity. Appropriately introducing the learning experience and then offering opportunities for reflection after the activity is completed are essential components of the experiential education process. (T) Debriefings or therapeutic processes are used to enhance the experience.

DOG SLEDDING

NA – No Dog Sledding Activity is Conducted.

17.18 The program has written policies and procedures for the conduct of dog sledding.

Explanation: Specific guidelines that staff and/or participants are expected to follow—such as supervision requirements, or rules regarding leashing— are easily accessible to and used by all staff and participants.

17.19 The program has an explicit and appropriate curriculum for dog sledding.

Explanation: There are explicit educational or instructional objectives for this activity that address topics or skills taught, expected participant standards of performance, and appropriate assessment of participant abilities and understanding. Curriculum topics might include, but are not limited to, learning to recognize environmental hazards, dog handling techniques, dog care and kenneling, and equipment selection, maintenance, and care. In the event dog sledding is not a stand-alone activity and instead is a subset of an activity addressed elsewhere in this manual, this standard need not apply.

17.19 (A) The program has an explicit and appropriate curriculum for training students in the leadership, instruction, and risk management practices necessary to teach dog sledding.

Explanation: Academic programs teach the skills needed to be competent and effective instructors of others. As applicable, students learn to assess the relationship of the technical activity being utilized to the mission and goals of the organization(s) in which they may work. Debriefings, feedback, or guiding processes are used to enhance application to students' academic knowledge and professional preparation. Procedures for assessment of learning are in place consistent with Standard 1.05 (A).

17.20 Participants are provided with adequate instruction for dog sledding.

Explanation: Staff are competent to teach and lead these activities per the standards found in section 5 of this document. In the event a subcontractor is hired to teach these skills, care has been taken so that a competent contractor is selected and used.

Dog sledding techniques and related skills are taught in a progressive manner. Staff are practiced in and capable of providing instruction in dog sledding, as appropriate for the environment, the type of student, and to meet the curriculum objectives.

17.21 Adequate supervision is provided for dog sledding.

Explanation: Staff provide appropriate supervision of participants and oversight of the activities based on the environmental hazards as well as the skill, number, and experience of participants. The program has clear expectations for when direct supervision (i.e., staff present) is required and under what circumstances (if any) participants can be indirectly supervised (see section 42 for standards for unaccompanied activities). Staff understand these expectations.

17.22 The activity is conducted appropriately.

Explanation: The program follows practices that are accepted within the industry. These practices might include, but are not limited to, proper loading and weight distribution of sleds, awareness of animal characteristics and team pecking order, and appropriate communication and signals between driver and team. Participants travel at appropriate speeds, at appropriate distances from one another, and on terrain that is appropriate for participants' skill levels. If programming is

conducted at night or during other diminished conditions, the practice is justifiable and appropriate precautions are followed.

17.23 Participants are given a safety briefing prior to the start of the activity.

Explanation: This briefing might include, but are not limited to, expectations for behavior; expectations regarding risk management; a discussion of inherent risks; and food, water, and clothing requirements.

17.24 Educational briefings or other forms of framing are conducted prior to the start of the activity. Debriefings or guiding processes are used afterward to enhance the experiential education process.

Explanation: Experiential education is more than simply doing an activity. Appropriately introducing the learning experience and then offering opportunities for reflection after the activity is completed are essential components of the experiential education process. (T) Debriefings or therapeutic processes are used to enhance the experience.

In the event dog sledding is not conducted as a stand-alone activity and is instead a subset of another activity addressed elsewhere in this manual, this standard need not apply.

17.25 Animal facilities are maintained in accordance with acceptable standards.

Explanation: The program recognizes the importance of the upkeep of the animals' shelters such as kennels, pens and dog yards. These shelters are structurally sound and are kept clean, dry, and free from the accumulation of soiled bedding and feces. Provisions have been made for the consistent disposal of feces. Food and water is not contaminated by dirt, mold, feces, insects or foreign objects.

17.26 Animal health is regularly monitored and maintained.

Explanation: The program cares for the health of the animals in appropriate ways that include, but is are not limited to, being up to date on rabies (and potentially other) vaccinations, and verifying documentation is available upon request; appropriate food and fresh water is provided daily; the number of hours animals work are limited and rest time is provided; animals are groomed before and after being used and other care is provided after they are worked as appropriate; animals are checked regularly to ensure they are maintaining good weight and health and are provided appropriate supplements as needed; regular and routine veterinary care is provided; sick or injured animals are not used in the program; and veterinary supplies are stored appropriately. Dogs are licensed as per local laws or regulations.

SECTION 18. RUNNING

This section addresses standards for running activities, which may also be referred to as "marathons" or personal challenge activities. In the event other activities are incorporated into running, the standards applicable to those specialized activities can be addressed in their respective sections.

NA – No supervised Running programs are conducted.

18.01 The program has written policies and procedures for the conduct of running.

Explanation: Specific guidelines that staff and/or participants are expected to follow—such as, supervision requirements, having a "sweeper", and water/aid stations—are easily accessible to and used by all staff and participants.

18.02 The program has an explicit and appropriate curriculum for running.

Explanation: There are explicit educational or instructional objectives for this activity that address topics or skills taught, expected participant standards of performance, and appropriate assessment of participant abilities and understanding. Curriculum topics might include, but are not limited to, reasons for engaging in the activity such as increased cardio strength, introducing a new form of exercise, and pushing personal and physical limits.

18.02 (A) The program has an explicit and appropriate curriculum for training students in the leadership, instruction, and risk management practices necessary to teach running.

Explanation: Academic programs teach the skills needed to be competent and effective instructors of others. As applicable, students learn to assess the relationship of the technical activity being utilized to the mission and goals of the organization(s) in which they may work. Debriefings, feedback, or guiding processes are used to enhance application to students' academic knowledge and professional preparation. Procedures for assessment of learning are in place consistent with Standard 1.05 (A).

18.03 Participants are provided with adequate instruction for running.

Explanation: Staff are competent to teach and lead these activities per the standards found in section 5 of this document. Instruction in stretching, warm up activities, and running technique are provided when appropriate. Participants might also be instructed on the route description, possible points where navigation is difficult, and location of water/aid stations.

18.04 Adequate supervision is provided for running.

Explanation: Staff provide appropriate supervision of participants and oversight of the activities based on the skill, number, and experience of participants, and environmental hazards. Other considerations for supervision might include positioning staff at road/trail intersections where participants may get lost, flagging trails that are difficult to follow, and having a staff member(s) "sweep" the route at the end.

18.05 Participants proceed at a pace that is appropriate for all group members and which will reasonably prevent injury or illness.

Explanation: Staff monitor the strenuousness of the activity and adjust the pace as needed. Staff are able to gauge participants' fitness and comfort levels, and if/when a person is physically, mentally, or emotionally unable to complete an activity, he or she may not be required to continue participating.

18.06 The activity is conducted appropriately.

Explanation: The program follows practices that are accepted within the industry. These practices might include, but are not limited to, length of route, appropriate route description, and procedures if a participant becomes lost or injured. Participants run at appropriate speeds, at appropriate distances from one another, and on terrain that is appropriate for participants' skill levels. If programming is conducted at night or during other diminished conditions, the practice is justifiable and appropriate precautions are followed.

18.07 Participants are given a safety briefing prior to the activity or outing.

Explanation: Regardless of the program's mission, participants should be briefed prior to the activity. This briefing might include, but is not limited to, expectations for behavior, a discussion of the goals and objectives, assessment and evaluation criteria, and safety rules. If applicable, expectations regarding risk management, inherent risks, and food, water, and clothing requirements should be discussed.

18.08 Educational briefings or other forms of framing are conducted prior to the start of the activity. Debriefings or guiding processes are used afterward to enhance the experiential education process.

Explanation: Experiential education is more than simply doing an activity. Appropriately introducing the learning experience and then offering opportunities for reflection after the activity is completed are essential components of the experiential education process. (T) Debriefings or therapeutic processes are used to enhance the experience.

SECTION 19. INITIATIVE GAMES AND PROBLEM SOLVING EXERCISES

In the event other activities are incorporated into initiative games and problem-solving exercises, the standards applicable to those specialized activities can be addressed in their respective sections.

19.01 The program has written policies and procedures for the conduct of initiative games and problem-solving exercises.

Explanation: Specific guidelines that staff and/or participants are expected to follow—such as supervision requirements, staff-to-participant ratios, and code of conduct—are easily accessible to and used by all staff and participants.

Response: Yes, review the SOP document and *Challenge Course Facilitator Manual.*

Evidence References:

- Appendix A: CSUN Outdoor SOP - Safety Operational Protocols (5.f)
- Appendix D – CSUN Challenge Course Staff Training Manual

19.02 The program has an explicit and appropriate curriculum for initiative games and problem-solving exercises.

Explanation: There are explicit educational or instructional objectives for this activity that address topics or skills taught, expected participant standards of performance, appropriate assessment of participant abilities and understanding, and psychological readiness. Curriculum topics might include, but are not limited to, teamwork, and pushing personal and physical limits.

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.

Evidence References:

- Appendix A: CSUN Outdoor SOP - Safety Operational Protocols (5.f)
- Appendix D – CSUN Challenge Course Staff Training Manual
- Appendix J - Recreation and Tourism Management Outdoor Classes Syllabi, RTM 151G

19.02 (A) The program has an explicit and appropriate curriculum for training students in the leadership, instruction, and risk management practices necessary to teach initiative games and problem-solving exercises.

Explanation: Academic programs teach the skills needed to be competent and effective instructors of others. As applicable, students learn to assess the relationship of the technical activity being utilized to the mission and goals of the organization(s) in which they may work. Debriefings, feedback, or guiding processes are used to enhance application to students' academic knowledge and professional preparation. Procedures for assessment of learning are in place consistent with Standard 1.05 (A).

Response: Students are given the opportunity to develop the skills necessary to facilitate others through two principle courses. RTM 151G focuses on the technical skills for safe operation of high challenge courses. RTM 351 Outdoor/Environmental Education commits significant learning time to develop the soft skills of facilitation. RTM 452 does reviews of safety protocols for ropes course activity management. But for students who want to move to an instructional level they will need to participate in the RTM TA (Volunteer Teaching Assistant) model and/or work with the Challenge Course community programs and/or participate in a challenge course internship (RTM 494C) to move individual skills to a higher independent instructional status.

Evidence References:

- Appendix A: CSUN Outdoor SOP - Safety Operational Protocols (5.f)
- Appendix D – CSUN Challenge Course Staff Training Manual
- Appendix J - Recreation and Tourism Management Outdoor Classes Syllabi, RTM 151G

19.03 Participants are provided with adequate instruction for initiative games and problem-solving exercises.

Explanation: Staff are competent to teach and lead these activities per the standards found in section 5 of this document. Instruction in game rules, proper warm up and warm down activities, such as, stretching and procedures are taught in a progressive manner. Staff are practiced in and capable of providing instruction in chosen activities, as appropriate for the environment, the type of student, and to meet the curriculum objectives.

Response: Students are provided with a pre-field class orientation that covers topics such as clothing and equipment. Students are briefed on immediate hazards at the site in order to avoid injury such as the use of safety gear, protection from UV rays and dehydration. As referenced in response 19.02, appropriate sequence is included at the beginning of the field experience.

Evidence References:

- Appendix A: CSUN Outdoor SOP - Safety Operational Protocols (5.f)
- Appendix D – CSUN Challenge Course Staff Training Manual
- Appendix J - Recreation and Tourism Management Outdoor Classes Syllabi, RTM 151G

19.04 Adequate supervision is provided for initiative games and problem-solving exercises.

Explanation: Staff provide appropriate supervision of participants and oversight of the activities based on the skill, number, and experience of participants, and environmental hazards.

Response: Staff provide supervision by maintaining visual contact with students and by providing specific safety instruction regarding spotting technique.

Evidence References:

- Appendix A: CSUN Outdoor SOP - Safety Operational Protocols (5.f)
- Appendix D – CSUN Challenge Course Staff Training Manual
- Appendix J - Recreation and Tourism Management Outdoor Classes Syllabi, RTM 151G

19.05 Participants proceed at a pace that is appropriate for all group members and which will reasonably prevent injury or illness.

Explanation: Staff monitor the strenuousness of the activity and adjust the pace as needed. Staff are able to gauge participants' skill, fitness and comfort levels, and if/when a person is physically, mentally, or emotionally unable to complete an activity, he or she may not be required to continue participating.

Response: The pace of the activity is driven primarily by programmatic outcomes as most initiatives are not physically taxing. Participants may be instructed to slow down a compulsive problem solving process which may lead to behaviors that would encourage injury.

19.06 The activity is conducted appropriately.

Explanation: The program follows practices that are accepted within the industry. These practices might include, but are not limited to, warm up activities, spotting, commands and other procedures and precautions. Initiatives games and problem-solving exercises are appropriate for the participants' skill levels. If programming is conducted at night or during other diminished conditions, the practice is justifiable and appropriate precautions are followed.

Response: Proper spotting and proper facilitation philosophy are the most important part of acceptable industry standards. Staff adhere to proper spotting and also provide warm-up, sequencing, and safety briefings for each activity as required. Diminished conditions warrant moving to another activity option.

19.07 Participants are given a safety briefing prior to the activity or outing.

Explanation: Regardless of the program's mission, participants should be briefed prior to the activity. This briefing might include, but is not limited to, expectations for behavior, a discussion of the goals and objectives, assessment and evaluation criteria, and safety rules. If applicable, expectations regarding risk management, inherent risks, and food, water, and clothing requirements should be discussed.

Response: All students are generally prepared for the class through the orientation meetings prior to the field class experience. Safety briefings are a mandatory part of every hazardous activity.

Evidence References:
Appendix A: CSUN Outdoor SOP - Safety Operational Protocols (5.f) and briefing 3.a.4)
Appendix D – CSUN Challenge Course Staff Training Manual
Appendix J - Recreation and Tourism Management Outdoor Classes Syllabi, RTM 151G

19.08 Educational briefings or other forms of framing are conducted prior to the start of the activity. Debriefings or guiding processes are used afterward to enhance the experiential education process.

Explanation: Experiential education is more than simply doing an activity. Appropriately introducing the learning experience and then offering opportunities for reflection after the activity is completed are essential components of the experiential education process. (T) Debriefings or therapeutic processes are used to enhance the experience.

Response:
Learning goals are always part of the briefing as well. Debriefing is a part of our educational philosophy and is done consistently throughout the initiatives process.

Evidence Reference:

- On Site: interview student participants

SECTION 20. HIGH AND LOW CHALLENGE COURSES

Standards which pertain to the challenge course field have been developed by the Association for Challenge Course Technology (ACCT). These standards should be used to help programs assess whether they are meeting "accepted" practices in the challenge course field. AEE makes references to ACCT standards primarily concerning challenge course construction, materials, and maintenance. Copies of the ACCT Standards may be obtained by contacting the ACCT at http://www.acctinfo.org

This section represents a continuum of activities from low ropes initiatives to high ropes. Programs are asked to address the standards to the degree appropriate for the level of activities the organization conducts.

In the event other activities are incorporated into high and low challenge courses, the standards applicable to those specialized activities can be addressed in their respective sections.

20.01 The program has written policies and procedures for the conduct of challenge courses.

Explanation: Specific guidelines that staff and/or participants are expected to follow—such as supervision requirements, staff-to-participant ratios, levels of facilitator training required, and available rescue equipment onsite—are easily accessible to and used by all staff and participants.

Response: Yes these can be found in the *Challenge Course Staff Training Manual* and the SOP document. Documents are accessible to staff in electronic format.

Evidence References:

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

20.02 The program has an explicit and appropriate curriculum for challenge courses.

Explanation: There are explicit educational or instructional objectives for this activity that address topics or skills taught, expected participant standards of performance, appropriate assessment of participant abilities and understanding, and psychological readiness. Curriculum topics might include, but are not limited to, pushing personal and physical limits, spotting, equipment use, and belaying, when appropriate.

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.

Evidence References:

- Appendix A: CSUN Outdoor SOP - Safety Operational Protocols (5.g.)
- Appendix D – CSUN Challenge Course Staff Training Manual
- Appendix J - Recreation and Tourism Management Outdoor Classes Syllabi RTM 151G

20.02 (A) The program has an explicit and appropriate curriculum for training students in the leadership, instruction, and risk management practices necessary to conduct the use of challenge courses.

Explanation: Academic programs teach the skills needed to be competent and effective instructors of others. As applicable, students learn to assess the relationship of the technical activity being utilized to the mission and goals of the organization(s) in which they may work. Debriefings, feedback, or guiding processes are used to enhance application to students' academic knowledge and professional preparation. Procedures for assessment of learning are in place consistent with Standard 1.05 (A).

Response: Students are given the opportunity to develop the skills necessary to facilitate others through two principle courses. RTM 151G focuses on the technical skills for safe operation of high challenge courses. RTM 351 Outdoor/Environmental Education commits significant learning time to develop the soft skills of facilitation. RTM 452 does reviews of safety protocols for ropes course activity management. But for students who want to move to an instructional level they will need to participate in the RTM TA (Volunteer Teaching Assistant) model and/or work with the Challenge Course community programs and/or participate in an challenge course internship (RTM 494C) to move individual skills to a higher independent instructional status.

Evidence References:

- Appendix A: CSUN Outdoor SOP - Safety Operational Protocols (5.g.)
- Appendix D – CSUN Challenge Course Staff Training Manual
- Appendix J - Recreation and Tourism Management Outdoor Classes Syllabi RTM 151G and RTM 351 and RTM 452

20.03 Participants are provided with adequate instruction for high and low challenge courses.

Explanation: Staff are competent to teach and lead these activities per the standards found in section 5 of this document. Instruction procedures and rules are presented in a progressive manner, and proper warm up and warm down activities such as stretching are taught. Staff are practiced in and capable of providing instruction in challenge course activities as well as type of student, and to meet the curriculum objectives.

Response: Students are provided with pre-field class orientation that covers topics such as clothing, hydration, food, and equipment. Students are briefed on immediate hazards at the site to avoid injury. As referenced in response 20.02 appropriate sequence is included at the beginning of the field experience. Staff have extensive experience and competence to teach students about standards in the field.

Evidence References:

- Appendix A: CSUN Outdoor SOP - Safety Operational Protocols (5.g.)
- Appendix D – CSUN Challenge Course Staff Training Manual
- Appendix J - Recreation and Tourism Management Outdoor Classes Syllabi RTM 151G and RTM 351 and RTM 452

20.04 Adequate supervision is provided for challenge course activities.

Explanation: Staff provide appropriate supervision of participants and oversight of the activities based on the skill, number, and experience of participants, and environmental hazards. Staff are located in appropriate positions on and around the challenge course in order to provided adequate supervision.

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.

Evidence References:

- Appendix A: CSUN Outdoor SOP - Safety Operational Protocols (5.g.)
- Appendix D – CSUN Challenge Course Staff Training Manual
- Appendix J - Recreation and Tourism Management Outdoor Classes Syllabi RTM 151G and RTM 351 and RTM 452

20.05 Participants proceed at a pace that is appropriate for all group members and which will reasonably prevent injury or illness.

Explanation: Staff monitor the strenuousness of the activity and adjust the pace as needed. Staff are able to gauge participants' fitness and comfort levels, and if/when a person is physically, mentally, or emotionally unable to complete an activity, he or she may not be required to continue participating.

Response: Participants are 'challenged by choice' and follow their own pace through obstacles. If participants do 'freeze' then staff are trained to work with them to continue and/or to be lowered to the ground via the lowering procedure.

20.06 The activity is conducted appropriately.

Explanation: The program follows practices that are accepted within the industry. These practices might include, but are not limited to, hands on helmet, harness and knot checks, and appropriate tie-ins using knots or crab claws. Particular elements used on the challenge course are appropriate for participants' skill levels. If programming is conducted at night or during other diminished conditions, the practice is justifiable and appropriate precautions are followed.

Response: Safety is a combination of following consistent procedures and by having field instructors make effective judgments. Standard procedures are listed in our SOP manual and include a number of behaviors from keeping students out of fall lines, to instructing staff to avoid all leading edge climbing exposures, to rigorous implementation of the safety partner system, and following the safety briefings outline. Responses to other 20.0X standards reflect some of these procedures. Instructors are expected to make good judgments and to maintain procedures throughout the field class experience. Diminished conditions for the high ropes course relate to the Santa Anna wind conditions and at high winds the course is shut down.

Evidence References:

- Appendix A: CSUN Outdoor SOP - Safety Operational Protocols (5.g.)
- Appendix D – CSUN Challenge Course Staff Training Manual
- Appendix J - Recreation and Tourism Management Outdoor Classes Syllabi RTM 151G and RTM 351 and RTM 452

20.07 Participants are given a safety briefing prior to the activity or outing.

Explanation: Regardless of the program's mission, participants should be briefed prior to the activity. This briefing might include, but is not limited to, expectations for behavior, a discussion of the goals and objectives, assessment and evaluation criteria, and safety rules. If applicable,

expectations regarding risk management, inherent risks, and food, water, and clothing requirements should be discussed.

Response: All students are generally prepared for the class through the orientation meetings prior to the field class experience. Safety briefings are a mandatory part of every hazardous activity. The safety briefing for high ropes takes 15-20 minutes as helmet, harness, lobster claw, team belays, and descents are all rehearsed. Generic food, water, and clothing are all part of that mix.

Evidence References:

- Appendix A: CSUN Outdoor SOP - Safety Operational Protocols (5.g.)
- Appendix D – CSUN Challenge Course Staff Training Manual
- Appendix J - Recreation and Tourism Management Outdoor Classes Syllabi RTM 151G and RTM 351 and RTM 452

20.08 Educational briefings or other forms of framing are conducted prior to the start of the activity. Debriefings or guiding processes are used afterward to enhance the experiential education process.

Explanation: Experiential education is more than simply doing an activity. Appropriately introducing the learning experience and then offering opportunities for reflection after the activity is completed are essential components of the experiential education process. (T) Debriefings or therapeutic processes are used to enhance the experience.

Response: Learning goals are always part of the briefing as well. Debriefing is a part of our educational philosophy and used extensively on high challenge course experiences.

Evidence References:
On Site: interview past participants.

20.09 The program uses or has built high and low challenge courses with hard and soft materials for construction, anchoring, fastening, securing, and belaying methods which meet ACCT challenge course installation standards.

Explanation: Even though many programs have relied upon outside vendors to construct and inspect their ropes/challenge courses, program staff are still responsible for having a thorough working knowledge of the accepted standards for the construction and conduct of course elements. Staff have familiarity with and knowledge of associated terminology and accepted usage and standards for support structures (including trees and poles), cable systems and anchors, minimum breaking strength, safe working load, cable terminations, fall protection anchor points, appropriate equipment, and static and dynamic belay methods.

Safe working loads and minimum breaking strengths have been established to compensate for environmental and other conditions. Administration and staff understand that the strength, or integrity, of any ropes/challenge course element and anchoring associated with it can be seriously affected by environmental conditions. This includes, but is not limited to, trees with diseases not visible or obvious, high winds, intense sun, lightning, damage to root systems, erosion, and rot.

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

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.

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 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 belay blocks are used where warranted.

Evidence References:

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

20.10 The program has its courses inspected both annually by a qualified challenge course professional and periodically through internal inspections.

Explanation: An annual inspection of the course, including support structures, cable systems, cable terminations, anchor points, and equipment is required. All course elements, both low and high, must be inspected. The inspection should be documented in writing and any changes or modifications required in the report must be implemented in a timely manner.
The program also has an ongoing, periodic system of "in-house" inspection and documentation that is used in conjunction with the annual inspection. In the case of low courses with few elements the annual inspection may be conducted "in-house" if the inspector is qualified.

Response: The ropes course has been inspected regularly by challenge course vendors. The external inspections have been on a biennial basis.

Evidence References:

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

Section 21. TREE CLIMBING

NA – no programs are conducted

This section encompasses facilitated rope and harness tree climbing programs. These programs are also referred to as recreational, program, technical, experiential, group, adventure, educational, or similarly-named facilitated tree climbing. While there is some gear and technique common to other roped activities (e.g., Section 12) the majority of gear, technique and safety practices are specific to tree climbing.

Specific program climb guidelines for single-anchor, doubled-rope, facilitated tree climbing have been developed by the Global Organization of Tree Climbers (GOTC) and should be used to help programs assess whether they are meeting current "accepted" practices in the programmed tree climbing field.

The GOTC Program Climb Guidelines may be viewed by visiting:

http://www.gotreeclimbing.org/
Printed copies can be obtained by emailing a request to info@gotreeclimbing.org or by mailing a request to GOTC, P.O. Box 142062 Fayetteville, GA 30214

Programs are asked to address the standards to the degree appropriate for the level of activities the organization conducts. For example the guidelines described in this section at a minimum address single anchor tree climbing. They do not necessarily apply to multiple pitch tree climbing activities which require additional levels of technical skill and safety procedures.

In the event other activities (e.g., camping, backpacking) are combined with tree climbing activities, the standards applicable to those specialized activities can be addressed in their respective sections.

21.01 The program has written policies and procedures for the conduct of tree climbing.

Explanation: Specific guidelines that staff and/or participants are expected to follow—such as supervision requirements, staff-to-participant ratios, levels of facilitator training required, and available rescue equipment onsite—are easily accessible to and used by all staff and participants.

21.02 The program has an explicit and appropriate curriculum for tree climbing.

Explanation: There are explicit educational or instructional objectives for this activity that address topics or skills taught, appropriate assessment of participant abilities and understanding, and psychological readiness. Curriculum topics might include, but are not limited to, knot tying, commands and communication, understanding personal and physical limits (climber and instructors expectations), climbing movement and technique, equipment use, basic tree structure, biology and forest ecosystem concepts.

21.02 (A) The program has an explicit and appropriate curriculum for training students in the leadership, instruction, and risk management practices necessary to teach tree climbing.

Explanation: Academic programs teach the skills needed to be competent and effective instructors of others. As applicable, students learn to assess the relationship of the technical activity being utilized to the mission and goals of the organization(s) in which they may work. Debriefings, feedback, or guiding processes are used to enhance application to students' academic knowledge and professional preparation. Procedures for assessment of learning are in place consistent with Standard 1.05 (A).

21.03 Participants are provided with adequate instruction for tree climbing.

Explanation: Staff are competent to teach and lead these activities per the standards found in section 5 of this document. Staff are trained, practiced in and capable of providing instruction and facilitation in the skills required for technical tree climbing, as appropriate for the environment, the type of participant, and to meet the curriculum objectives. Tree climbing curriculum and related skills and techniques are presented sequentially. For example all fundamental skills are demonstrated and taught before participants are put on rope.

21.04 Adequate supervision is provided for tree climbing.

Explanation: Staff provide appropriate supervision of participants and oversight of the activities based on the skill, number, and experience of participants, and environmental hazards. Staff are trained in ground-based and aerial rescue for tree climbing. The program has clear expectations for when direct supervision by staff is required. All climbing knots will be tied by staff or trained personnel on facilitated climbs, and each sequence of knots will undergo being tied, dressed, seated, and tested prior to use. Staff maintains contact with all participants (novice or

experienced) to allow them to confirm that equipment and knots are being used properly and that participants are conforming to safe tree climbing practices.

21.05 Participants proceed at a pace that is appropriate for all group members and which will reasonably prevent injury or illness.

Explanation: Staff monitor the strenuousness of the activity and adjusts the pace as needed. Staff are able to gauge participants' skill, fitness and comfort levels, and if/when a person is physically, mentally, or emotionally unable to complete an activity, he or she will not be required to continue participating. Participation is always voluntary, and participants may choose to challenge themselves or not, within the limitations of the program.

Staff should be prepared to provide mechanical advantage tree climbing systems to assist climbers with less than optimal physical capabilities. Climbers with physical disability or other special needs may be able to participate in tree climbing activities provided that the staff has appropriate training and is prepared to configure the required climbing systems and safely facilitate their climbing activities.

21.06 The activity is conducted appropriately.

Explanation: The program follows practices that are accepted within the industry. These practices might include, but are not limited to, using helmets, direct tie-in or locking carabiners, using appropriate harnesses for tree climbing (harnesses intended and rated for tree climbing), using ropes appropriate for tree climbing (i.e., dynamic rock climbing ropes may not be used) and an understandable communication system.

For "fixed sites" (a climbing site that will be used regularly for a tree climbing program) a qualified individual, trained and experienced in tree and climbing site evaluation, must inspect the tree(s) before the beginning of the program season to identify any hazards present. Staff members should 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, should be consulted following a major weather event that causes tree damage. For climb sites used during an expedition or outing, tree assessment and selection must be made by a staff member qualified for this task.

The program will have specific guidelines in place for vital program aspects including, but not limited to, knot and gear inspection, rope placements and spacing, non-participant (i.e., individuals not enrolled in the course/climb but may be observing only such as parents, passers-by, etc.) management, climb zone safety and integrity, acceptable distance from power lines, and participant safety before, during, and after climbing activity.

If programming is conducted at night or during other diminished conditions, the practice is justifiable and appropriate precautions are followed.

21.07 Participants are given a safety briefing prior to the activity or outing.

Explanation: Regardless of the program's mission, participants will be briefed prior to the activity. This briefing will include, but will not be limited to, expectations for behavior, a discussion of the goals and objectives, assessment and evaluation criteria, and safety rules. If applicable, expectations regarding risk management, inherent risks, and food, water, and clothing requirements should be discussed.

"Safety knots" will be tied at regular intervals on participants' rope during ascent to prevent uncontrolled descent.

21.08 Educational briefings or other forms of framing are conducted prior to the start of the activity. Debriefings or guiding processes are used afterward to enhance the experiential education process.

Explanation: Experiential education is more than simply doing an activity. Appropriately introducing the learning experience and then offering opportunities for reflection after the activity is completed are essential components of the experiential education process. (T) Debriefings or therapeutic processes are used to enhance the experience.

Each participant assesses his/her own comfort factor prior to climbing; once aloft and then after completion.

Chapter 5. Technical Activities: Water

General comment about compliance with the standards

Chapter 5 identifies standards specific to water-based activities. Many of the standards will appear identical from one section to the next, but because the activities differ, the proof of compliance for each activity will differ. In some sections—such as 30—activities have been combined. For example, all river and flat water boating standards relevant to canoeing, rafting, and whitewater kayaking are included under section 30.

The activity standards specifically address the conduct of the activity. Related elements such as risk management, staff selection and qualifications, equipment, and venue selection are covered in Sections 4, 5, 7, and 8 respectively.

When interpreting the standards, compliance will be affected by the background and experience level of the staff and clientele. For example, Standard 30.04 states that activities are adequately supervised. However, what is meant by "adequate" supervision for a group of at-risk youths might differ considerably than that required for a group of high-functioning college participants.

Section 30. FLAT AND WHITEWATER CANOEING, KAYAKING, AND RAFTING

This section includes standards for operations in a tandem canoe, solo canoe, river kayak and/or raft. Programs are asked to address the standards to the degree appropriate for the level of activities the organization conducts. For example, if the organization only conducts lake canoeing for a few hours near a facility, the Evidence References: will be less than if the organization's activities extend to multiday, whitewater expeditions.

In the event other activities (e.g., camping) are incorporated into canoeing, kayaking and rafting, the standards applicable to those specialized activities can be addressed in their respective sections.

30.01 The program has written policies and procedures for the conduct of flat and whitewater canoeing, kayaking, and rafting.

Explanation: Specific guidelines that staff and/or participants are expected to follow—such as supervision requirements, PFD use, group management on the water, or resource management regulations—are easily accessible to and used by all staff and participants.

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.

Evidence References:

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

30.02 The program has an explicit and appropriate curriculum for flat and whitewater canoeing, kayaking, and rafting.

Explanation: There are explicit educational or instructional objectives for this activity that address topics or skills taught, expected participant standards of performance, and appropriate assessment of participant abilities and understanding. Having participants trained in maneuvering their craft, rescue, and self-rescue skills are essential to managing the risks of paddling.

Rescue and self-rescue curriculum topics might include, but are not limited to, capsize training, re-entry techniques, appropriate swimming position in whitewater, getting upstream of a capsized boat, canoe-over-canoe rescue, throw bag use, and when to stay with a capsized boat.

Other curriculum topics might include, but are not limited to, proper clothing and equipment, food and hydration needs, navigation, conduct on the water, and injury prevention.

Some skills and maneuvers appropriate to the type of boat used might include, but are not limited to, power strokes, turning, corrective strokes, braces, spins, forward straight, reverse straight, sideslips or shifts, eddy turns or peel outs, bracing, ferries (forward and back), and rolling.

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 that a credit class given the more recreational versus educational objectives of the experience.

Evidence References:

- Appendix A: CSUN Outdoor SOP - Safety Operational Protocols (5.a)
- Appendix F – Aquatic Center/ Student Lifeguard Training Manual
- Appendix J - Recreation and Tourism Management Outdoor Classes Syllabi – RTM 151D

30.02 (A) The program has an explicit and appropriate curriculum for training students in the leadership, instruction, and risk management practices necessary to teach flat and whitewater canoeing, kayaking and rafting.

Explanation: Academic programs teach the skills needed to be competent and effective instructors of others. As applicable, students learn to assess the relationship of the technical activity being utilized to the mission and goals of the organization(s) in which they may work. Debriefings, feedback, or guiding processes are used to enhance application to students' academic knowledge and professional preparation. Procedures for assessment of learning are in place consistent with Standard 1.05 (A).

Response: Students are given the opportunity to develop the skills necessary to teach canoeing and kayaking but only with individual instruction provided after basic introductory skills taught in courses. The 151D classes will teach paddling skills and RTM 452 does reviews of safety protocols for aquatic based activity management. But for students who want to move to an instructional level they will need to participate in the RTM TA (Volunteer Teaching Assistant) model and/or work with the Aquatic Center programs and/or participate in an aquatic internship (RTM 494C) to move individual skills to a higher independent instructional status.

Evidence References:

- Appendix A: CSUN Outdoor SOP - Safety Operational Protocols (5.a)

- Appendix F – Aquatic Center/ Student Lifeguard Training Manual
- Appendix J - Recreation and Tourism Management Outdoor Classes Syllabi – RTM 151D and RTM 452.

30.03 Adequate instruction is provided for flat and whitewater canoeing, kayaking, and rafting.

Explanation: Staff are competent to teach and lead these activities per the standards found in section 5 of this document. Staff are practiced in and capable of providing instruction in all core topics of boating as appropriate for the craft, the environment, the type of participant, and to meet the curriculum objectives.

Boating techniques and related skills appropriate to the type of boat used are taught in a progressive manner. For example, paddle strokes, boat control and maneuvering, wet exits, basic expectations for what to do in a capsize, and basic group ("pod") management on the water are presented and practiced in calm conditions with unloaded boats prior to paddling loaded boats or exposure to rougher water conditions.

Response: Students are provided with a pre-field class orientation that covers topics such as clothing, safety procedures, equipment, and PFD use. Students are briefed on immediate hazards at the site to avoid injury. As referenced in response 30.02, appropriate sequence is included at the beginning of the field experience. Specific instruction described in the course outline includes power strokes, J-stroke, sweeps, low brace, and high brace. Additional skills include corrective strokes and ferries, T-rescue, eddie turns, and boat over drills.

Evidence References:

- Appendix A: CSUN Outdoor SOP - Safety Operational Protocols (5.a)
- Appendix F – Aquatic Center/ Student Lifeguard Training Manual
- Appendix J - Recreation and Tourism Management Outdoor Classes Syllabi – RTM 151D.

30.04 Adequate supervision is provided for flat and whitewater canoeing, kayaking, and rafting.

Explanation: Staff provide appropriate supervision of participants and oversight of the activities based on the skill, number, and experience of participants, and environmental hazards. The program has clear expectations for when direct supervision (i.e., staff present) is required and under what circumstances (if any) participants can be indirectly supervised (see section 42 for standards for unaccompanied activities). Staff understand these expectations.

Visual supervision is essential for beginners and/or for individuals unfamiliar with the activity. Visual supervision is also appropriate when participants could deviate from the intended route in rapids, or when running rapids "duckling style."

Response: 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. When doing river travel a point and one 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.

Evidence References:

- Appendix A: CSUN Outdoor SOP - Safety Operational Protocols (5.a)
- Appendix F – Aquatic Center/ Student Lifeguard Training Manual
- Appendix J - Recreation and Tourism Management Outdoor Classes Syllabi – RTM

151D.

30.05 Participants proceed at a pace that is appropriate for all group members and which will reasonably prevent injury or illness.

Explanation: Staff monitor the strenuousness of the activity and adjust the pace as needed. For example, boaters are mindful to use proper paddling technique and provide adequate rest breaks to avoid tendonitis and overuse injuries. If or when a person is physically, mentally or emotionally unable to complete an activity, he or she may not be required to continue participating.

Response: As referenced in 30.04 staff provide supervision in conjunction with managing group movement. Students have very early starts in the morning when on the river to ensure adequate time for a reasonable pace to achieve the necessary goals related to river campsites. Overnight camping at Castaic Lake uses the permitted campgrounds and extended paddling on the upper lake but still kept within skill levels of the paddlers.

Evidence References:

- Appendix A: CSUN Outdoor SOP - Safety Operational Protocols (5.a)
- Appendix F – Aquatic Center/ Student Lifeguard Training Manual
- Appendix J - Recreation and Tourism Management Outdoor Classes Syllabi – RTM 151D.

30.06 The activity is conducted appropriately.

Explanation: The program follows practices that are accepted within the industry. These practices might include, but are not limited to, organization of boats with boats designated as lead and sweep; having rescue equipment, spare paddles and first aid kits readily available and their location known to all staff and participants; and appropriate on-water communication and signaling methods such as hand, arm, and paddle signals. Participants paddle at appropriate speeds, at appropriate distances from one another, and on waters and in conditions that are appropriate for participants' skill levels. If programming is conducted at night or during other diminished conditions, the practice is justifiable and appropriate precautions are followed.

Response: The response for supervision (30.04) addresses appropriate conduct. The principle cause of diminished conditions would be weather related to excessive wind and night paddling. Both conditions require a closer boat configuration for the group and a PFD check for everyone. Night time paddling requires flash lights and staying close to shore because of the hazards of motorized boat traffic at the river or the lake.

Evidence References:

- Appendix A: CSUN Outdoor SOP - Safety Operational Protocols (5.a)
- Appendix F – Aquatic Center/ Student Lifeguard Training Manual
- Appendix J - Recreation and Tourism Management Outdoor Classes Syllabi – RTM 151D.

30.07 Participants are given a safety briefing prior to the activity or outing.

Explanation: Regardless of the program's mission, participants should be briefed prior to the activity. This briefing might include, but is not limited to, expectations for behavior, a discussion of the goals and objectives, assessment and evaluation criteria, and safety rules. If applicable, expectations regarding risk management, inherent risks, and food, water, and clothing re

Response: All students are generally prepared for the class through the orientation meetings prior to the field class experience. Safety briefings are a mandatory part of every hazardous

activity. Typical briefing includes PFD use and fit, boundaries of activity area, what to do in case of boat over, and comfort concerns of water, food, clothing and sun protection.

Evidence References:

- Appendix A: CSUN Outdoor SOP - Safety Operational Protocols (5.a) and Briefing (3.a.4)
- Appendix F – Aquatic Center/ Student Lifeguard Training Manual
- Appendix J - Recreation and Tourism Management Outdoor Classes Syllabi – RTM 151D.

30.08 Educational briefings or other forms of framing are conducted prior to the start of the activity. Debriefings or guiding processes are used afterward to enhance the experiential education process.

Explanation: Experiential education is more than simply doing an activity. Appropriately introducing the learning experience and then offering opportunities for reflection after the activity is completed are essential components of the experiential education process. (T) Debriefings or therapeutic processes are used to enhance the experience.

Response: Learning goals are always part of the briefing as well. Debriefing is a part of our educational philosophy and used consistently on the river or the lake.

Evidence Reference:

- On Site: interview students participants

30.09 When a program engages in remote wilderness travel, participants are warned of and prepared for the associated hazards, and the program modifies its practices appropriately.

Explanation: When a group is expected to travel to an area where communication with rescue personnel might be difficult, and/or where a rapid evacuation would be difficult or impossible, the program takes extra steps to prepare participants. This might include, but is not limited to, participants receiving clear explanations of the hazards associated with the environment, realistic information regarding the likelihood of assisted rescue, and information regarding any costs they might need to incur in the event they need to be evacuated.

Response:
Students are provided information at the pre-trip meeting regarding any remote wilderness travel on the Colorado River where communication options will be limited due to terrain. The information is also noted in the assumption of risk/liability release form. Students always have the option to choose not to go on a trip if they do not want to assume the risks involved.

Evidence References:

- On site: review completed sample Field Trip Forms.
- Appendix H – Key Forms – Review Release Forms

30.10 Staff and participants have—or are provided with—appropriate PFDs for each water activity, and staff teach the appropriate use and fit of PFDs.

Explanation: The program and staff are aware that the leading cause of any boating fatality stems from not wearing an appropriate and properly fitted PFD. Programs enforce the standard that PFDs are worn at all times—by staff and participants—while on the water. Staff recognize that there are times where it is important for participants to wear PFDs such while standing near the water's edge or practicing rescue drills in the water.

Prior to starting an activity, the following steps are taken: participants are taught how to fit and fasten PFDs properly; participants are informed as to how their PFDs work in the water under the conditions they are likely to experience; participants are taught to check PFDs prior to each use; and participants are informed of and, when appropriate, practice the methods of swimming while wearing PFDs. Further, participants should be taught to bring any damaged PFDs to a staff member's attention. PFDs should not be altered or used in a manner for which they are not intended.

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

Evidence References:

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

30.11 All boats must have adequate floatation.

Explanation: Some boats arrive from the factory without adequate floatation to support the paddler(s) when the boat is swamped. A swamped canoe or kayak without adequate floatation is much easier to inadvertently pin around a rock in a current, and it is also harder to unpin than boats that have adequate floatation.

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

Evidence Reference:

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

SECTION 31. SEA KAYAKING

NA – No programs are conducted.

Sea kayaking refers to kayaking using touring kayaks on coastal or intercoastal waterways. Because lakes such as the Great Lakes can have conditions similar to a maritime environment, programs that kayak on large lakes should address the following standards.

In the event other activities (e.g., camping) are conducted along with sea kayaking, the standards applicable to those specialized activities can be addressed in their respective sections.

31.01 There are written policies and procedures for the conduct of sea kayaking.

Explanation: Specific guidelines that staff and/or participants are expected to follow—such as supervision requirements, required PFD use, and group management on the water—are easily accessible to and used by all staff and participants.

31.02 The program has an explicit and appropriate curriculum for sea kayaking.

Explanation: There are explicit educational or instructional objectives for this activity that address topics or skills taught, expected participant standards of performance, and appropriate assessment of participant abilities and understanding. Sea kayaking curriculum might include, but is not limited to, loading boats, lifting and carrying boats, paddle strokes, rescue techniques, surf landings, and on-water communication.

31.02 (A) The program has an explicit and appropriate curriculum for training students in the leadership, instruction, and risk management practices necessary to teach sea kayaking.

Explanation: Academic programs teach the skills needed to be competent and effective instructors of others. As applicable, students learn to assess the relationship of the technical activity being utilized to the mission and goals of the organization(s) in which they may work. Debriefings, feedback, or guiding processes are used to enhance application to students' academic knowledge and professional preparation. Procedures for assessment of learning are in place consistent with Standard 1.05 (A).

31.03 Adequate instruction is provided for sea kayaking.

Explanation: Staff are competent to teach and lead these activities per the standards found in section 5 of this document. Staff are practiced in and capable of providing instruction in all core topics of boating as appropriate for the craft, the environment, the type of participant and to meet the curriculum objectives.

Sea kayak techniques and related skills are taught in a progressive manner. For example, paddle strokes, boat control and maneuvering, wet exits, basic expectations for what to do in a capsize, and basic group ("pod") management on the water are presented and practiced in calm conditions with unloaded boats prior to paddling loaded boats or exposure to rougher water conditions.

31.04 Adequate supervision is provided for sea kayaking.

Explanation: Staff provide appropriate supervision of participants and oversight of the activities, based the skill, number, and experience of participants, and environmental hazards. The program has clear expectations for when direct supervision (i.e., staff present) is required and under what circumstances (if any) participants can be indirectly supervised (see section 42 for standards for unaccompanied activities). Staff understand these expectations. Visual supervision is essential for beginners and/or for individuals unfamiliar with the activity.

31.05 Participants proceed at a pace that is appropriate for all group members and which will reasonably prevent injury or illness.

Explanation: Staff monitor the strenuousness of the activity and adjust the pace as needed. For example, boaters are mindful to use proper paddling technique and provide adequate rest breaks to avoid tendonitis and overuse injuries. If or when a person is physically, mentally or emotionally unable to complete an activity, he or she may not be required to continue participating.

31.06 The activity is conducted appropriately.

Explanation: The program follows practices that are accepted within the industry. These practices might include, but are not limited to, organization of boats with boats designated as lead and sweep; having rescue equipment, spare paddles and first aid kits readily available and their location known to all staff and participants; and appropriate on-water communication and signaling methods such as hand, arm, and paddle signals. Participants paddle at appropriate speeds, at appropriate distances from one another, and on waters and in conditions that are appropriate for participants' skill levels. Long open water crossings or travel along difficult shorelines (e.g., cliffs, shoals, or strong currents) are not attempted until participants have demonstrated proficiency in paddling and boat re-entry skills. If programming is conducted at night or during other diminished conditions, the practice is justifiable and appropriate precautions are followed.

31.07 Participants are given a safety briefing prior to the activity or outing.

Explanation: Regardless of the program's mission, participants should be briefed prior to the activity. This briefing might include, but is not limited to, expectations for behavior, a discussion of the goals and objectives, assessment and evaluation criteria, and safety rules. If applicable,

expectations regarding risk management, inherent risks, and food, water, and clothing requirements should be discussed.

31.08 Educational briefings or other forms of framing are conducted prior to the start of the activity. Debriefings or guiding processes are used afterward to enhance the experiential education process.

Explanation: Experiential education is more than simply doing an activity. Appropriately introducing the learning experience and then offering opportunities for reflection after the activity is completed are essential components of the experiential education process. (T) Debriefings or therapeutic processes are used to enhance the experience.

31.09 When a program engages in remote wilderness travel, participants are warned of and prepared for the associated hazards, and the program modifies its practices appropriately.

Explanation: When a group is expected to paddle in an area where communication with rescue personnel might be difficult, and/or where a rapid evacuation would be difficult or impossible, the program takes extra steps to prepare participants. This might include, but is not limited to: participants receiving clear explanations of the hazards associated with the environment, realistic information regarding the likelihood of assisted rescue, and information regarding any costs they might need to incur in the event they need to be evacuated.

31.10 Staff and participants have—or are provided with—appropriate PFDs and staff teach the appropriate use and fit of PFDs.

Explanation: The program and staff are aware that the leading cause of any boating fatality stems from not wearing an appropriate properly fitted PFD. Programs enforce the standard that PFDs are worn at all times—by staff and participants—while participants are on the water. Staff recognize that there are times where it is important for participants to wear PFDs such as while standing near the water's edge or practicing rescue drills in the water.

Prior to starting an activity, the following steps are taken: participants are taught how to fit and fasten PFDs properly; participants are informed as to how their PFDs work in the water under the conditions they are likely to experience; participants are taught to check PFDs prior to each use; and participants are informed of and, when appropriate, practice the methods of swimming while wearing PFDs. Further, participants should be taught to bring any damaged PFDs to a staff member's attention. PFDs should not be altered or used in a manner for which they are not intended.

SECTION 32. SAILING

In the event other activities (e.g., camping) are incorporated into sailing, the standards applicable to those specialized activities can be addressed in their respective sections

32.01 The program uses appropriate vessels for the anticipated weather and water conditions, and it has assessed the seaworthiness of sailing vessels using coast guard standards, where applicable.

Explanation: A program vessel needs to be appropriate for the educational mission and the number of crew assigned, and seaworthy for the full range of wind, sea, and other climatic effects that are possible during the operating season. The vessel needs to be constructed to withstand the floating and submerged hazards that may be encountered. A vessel should have positive buoyancy, and if not, then appropriate abandon ship options are available. The vessel needs to comply with coast guard inspected and uninspected regulations where applicable and other requirements imposed by the jurisdiction of the waters utilized.

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.

Evidence References:

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

32.02 Program staff conducts an inspection of the vessel prior to sailing, and adjustments or repairs are made accordingly.

Explanation: Vessels are thoroughly inspected on regular intervals and pre-sail inspections are conducted prior to sailing excursions. The inspections might include, but are not limited to, the hull and deck, spars and rigging, sails, steering system, tender, ground tackle, docking gear, safety gear, engine, electronics, navigation equipment, head and holding tank, galley, and repair and maintenance tools and materials. The vessel must meet requirements for number of people on board. Crew are thoroughly introduced to safety equipment and procedures before departure.

Response: Consistent with all critical safety gear, 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. Participants are engaged in the inspection process as well as an instructional objective.

32.02 (A) The program has an explicit and appropriate curriculum for training students in the leadership, instruction, and risk management practices necessary to teach sailing.

Explanation: Academic programs teach the skills needed to be competent and effective instructors of others. As applicable, students learn to assess the relationship of the technical activity being utilized to the mission and goals of the organization(s) in which they may work. Debriefings, feedback, or guiding processes are used to enhance application to students' academic knowledge and professional preparation. Procedures for assessment of learning are in place consistent with Standard 1.05 (A).

Response: Students are given the opportunity to develop the skills necessary to teach sailing but only with individual instruction provided after basic introductory skills taught in courses. The RTM 267 and 267L classes will teach the fundamentals of rigging and tacking and RTM 452 does reviews of safety protocols for aquatic based activity management. But for students who want to move to an instructional level they will need to participate in the RTM TA (Volunteer Teaching Assistant) model and/or work with the Aquatic Center programs and/or participate in an aquatic internship (RTM 494C) to move individual skills to a higher independent instructional status.

Evidence References:

- Appendix A: CSUN Outdoor SOP - Safety Operational Protocols (5.a)
- Appendix F – Aquatic Center/ Student Lifeguard Training Manual
- Appendix J - Recreation and Tourism Management Outdoor Classes Syllabi – RTM 267 and RTM 452.

32.03 There are written policies and procedures for the conduct of sailing.

Explanation: Specific guidelines that staff and/or participants are expected to follow—such as supervision requirements, required PFD use, anchoring procedures, and appropriate conditions for sailing—are easily accessible to and used by all staff and participants.

Response: SOP are practiced as reflected in the supporting documents.

Evidence References:

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

32.04 The program has an explicit and appropriate curriculum for sailing.

Explanation: There are explicit educational or instructional objectives for this activity that address topics or skills taught, expected participant standards of performance, and appropriate assessment of participant abilities and understanding. Sailing curriculum might include, but is not limited to, points of sail, sail terminology, knots, navigation, and boat handling.

Response: Students are provided with a pre-field class orientation that covers topics such as clothing, safety procedures, equipment, and PFD use. Students are briefed on immediate hazards at the site to avoid injury. As referenced in response 32.02, 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.

Evidence References:

- Appendix A: CSUN Outdoor SOP - Safety Operational Protocols (5.a)
- Appendix F – Aquatic Center/ Student Lifeguard Training Manual
- Appendix J - Recreation and Tourism Management Outdoor Classes Syllabi – RTM 267/L.

32.05 Adequate instruction is provided for sailing.

Explanation: Staff are competent to teach and lead these activities per the standards found in section 5 of this document. Staff are practiced in and capable of providing instruction in all core topics of sailing as appropriate for the craft, the environment, the type of participant, and to meet the curriculum objectives.

Sailing techniques and related skills are taught in a progressive manner. 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 crew overboard situations.

Response: Instructional staff are competent and experienced and manage appropriate progression including wind conditions at the lake which can be quite variable.

32.06 Adequate supervision is provided for sailing.

Explanation: Staff provide appropriate supervision of participants and oversight of the activities, based the skill, number, and experience of participants, and environmental hazards. The program has clear expectations for when direct supervision (i.e., staff present) is required and under what circumstances (if any) participants can be indirectly supervised. (see section 42 for standards for unaccompanied activities). Staff understand these expectations.

Response: 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.

32.07 Participants proceed at a pace that is appropriate for all group members and which will reasonably prevent injury or illness.

Explanation: Staff monitor the strenuousness of the activity and adjust the pace as needed. For example, sailors are mindful that participants will need time to become competent moving about the boat, and sailing in higher wind conditions should be done in respect to the type of craft and abilities of the participants. If or when a person is physically, mentally or emotionally unable to complete an activity, he or she may not be required to continue participating.

Response: High windy conditions result in a closing of the boating program for the windy period. Windy conditions are matched with the developing skill level of the participants. Water temperatures are also part of the emotional readiness factor for students (especially for the southern CA mindset of what 'cold' means).

32.08 The activity is conducted appropriately.

Explanation: The program follows practices that are accepted within the industry. These practices might include, but are not limited to, following specific procedures for anchoring and getting underway, communication on board among crew and/or communication if more than one vessel is used, and following Coast Guard and other regulations as necessary and appropriate. Participants sail at appropriate speeds, at appropriate distances from one another, and on waters and conditions that are appropriate for participants' skill levels. If programming is conducted at night or during other diminished conditions, the practice is justifiable and appropriate precautions are followed. (T) Debriefings or therapeutic processes are used to enhance the experience.

Response: the 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. There is no night sailing in this environment and wind decisions are made based on student skill level and decisions on closing the lake which are controlled by the LA County administration.

32.09 Participants are given a safety briefing prior to the activity or outing.

Explanation: Regardless of the program's mission, participants should be briefed prior to the activity. This briefing might include, but is not limited to, expectations for behavior, a discussion of the goals and objectives, assessment and evaluation criteria, and safety rules. If applicable, expectations regarding risk management, inherent risks, and food, water, and clothing requirements should be discussed.

Response: Safety briefings are given prior to launch of boats onto the water. PFD checks are part of that mandatory briefing as well as identification of any special hazards or appropriate boundaries for the crews. Hydration and sun protection are ongoing reminders to participants.

Evidence References:

- Appendix A: CSUN Outdoor SOP - Safety Operational Protocols (5.a) and Briefing (3.a.4)
- Appendix F – Aquatic Center/ Student Lifeguard Training Manual

32.10 Educational briefings or other forms of framing are conducted prior to the start of the activity. Debriefings or guiding processes are used afterward to enhance the experiential education process.

Explanation: Experiential education is more than simply doing an activity. Appropriately introducing the learning experience and then offering opportunities for reflection after the activity is completed are essential components of the experiential education process. (T) Debriefings or therapeutic processes are used to enhance the experience.

Response: Instructors frequently outline the 'frame' of the day in terms of setting learner expectations. Debriefing experiences vary but the 'group debrief' is the primary model for the

short term experience. Longer classes may use journals or testing procedures to enhance the reflection and learning.

32.11 Staff and participants have—or are provided with—appropriate PFDs and staff teach the appropriate use and fit of PFDs.

Explanation: The program has a policy for when PFDs must be worn based on the size and type of vessel, if vessel is equipped with life lines, water temperature, sea state, and other environmental factors. Staff recognize that there are times where it is important for participants to wear PFDs while standing near the water's edge and practicing rescue drills in the water.

Prior to starting an activity, the following steps are taken: participants are taught how to fit and fasten PFDs properly; participants are informed as to how their PFDs work in the water under the conditions they are likely to experience; participants are taught to check PFDs prior to each use; and participants are informed of and, when appropriate, practice the methods of swimming while wearing PFDs. Further, participants should be taught to bring any damaged PFDs to a staff member's attention. PFDs should not be altered or used in a manner for which they are not intended.

Response: Staff use PFD's for all water activity for the classes or 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.

Evidence References:

- Appendix A: CSUN Outdoor SOP - Safety Operational Protocols (5.a) and Briefing (3.a.4)
- Appendix F – Aquatic Center/ Student Lifeguard Training Manual

SECTION 33. SNORKELING

In the event other activities (e.g., camping) are incorporated into snorkeling, the standards applicable to those specialized activities can be addressed in their respective sections.

NA – No programs are conducted.

33.01 There are written policies and procedures for the conduct of snorkeling.

Explanation: Specific guidelines that staff and/or participants are expected to follow—such as supervision requirements, buddy systems, and appropriate conditions for snorkeling—are easily accessible to and used by all staff and participants.

33.02 The program has an explicit and appropriate curriculum for snorkeling.

Explanation: There are explicit educational or instructional objectives for this activity that address topics or skills taught, expected participant standards of performance, and appropriate assessment of participant abilities and understanding. Curriculum topics might include, but are not limited to, learning to recognize environmental hazards, breath holding, clearing mask, clearing ears, communication signals, and maintaining/repairing equipment.

33.02 (A) The program has an explicit and appropriate curriculum for training students in the leadership, instruction, and risk management practices necessary to teach snorkeling.

Explanation: Academic programs teach the skills needed to be competent and effective instructors of others. As applicable, students learn to assess the relationship of the technical activity being utilized to the mission and goals of the organization(s) in which they may work. Debriefings, feedback, or guiding processes are used to enhance application to students' academic knowledge and professional preparation. Procedures for assessment of learning are in place consistent with Standard 1.05 (A).

33.03 Adequate instruction is provided for snorkeling.

Explanation: Staff are competent to teach and lead these activities per the standards found in section 5 of this document. Staff are practiced in and capable of providing instruction in all core topics of snorkeling as appropriate for the environment, the type of participant, and to meet the curriculum objectives. Snorkeling techniques and related skills are taught in a progressive manner.

33.04 Adequate supervision is provided for snorkeling.

Explanation: Staff provide appropriate supervision of participants and oversight of the activities, based the skill, number, and experience of participants, and environmental hazards. The program has clear expectations for when direct supervision (i.e., staff present) is required and under what circumstances (if any) participants can be indirectly supervised (see section 42 for standards for unaccompanied activities). Staff understand these expectations. Visual supervision is essential for beginners and/or for individuals unfamiliar with the activity.

33.05 The activity is conducted appropriately.

Explanation: The program follows practices that are accepted within the industry. These practices might include, but are not limited to, snorkeling at appropriate depths. Participants snorkel at appropriate speeds, at appropriate distances from one another from shore or support boat, and in waters and conditions that are appropriate for participants' skill levels. If programming is conducted at night or during other diminished conditions, the practice is justifiable and appropriate precautions are followed.

33.06 Participants are given a safety briefing prior to the activity or outing.

Explanation: Regardless of the program's mission, participants should be briefed prior to the activity. This briefing might include, but is not limited to, expectations for behavior, a discussion of the goals and objectives, assessment and evaluation criteria, and safety rules. If applicable, expectations regarding risk management, inherent risks, and food, water, and clothing requirements should be discussed.

33.07 Educational briefings or other forms of framing are conducted prior to the start of the activity. Debriefings or guiding processes are used afterward to enhance the experiential education process.

Explanation: Experiential education is more than simply doing an activity. Appropriately introducing the learning experience and then offering opportunities for reflection after the activity is completed are essential components of the experiential education process. (T) Debriefings or therapeutic processes are used to enhance the experience.

SECTION 34. SCUBA DIVING

NA – No programs are conducted.

In the event other activities (e.g., snorkeling) are incorporated into scuba diving, the standards applicable to those specialized activities can be addressed in their respective sections

34.01 There are written policies and procedures for the conduct of scuba diving.

Explanation: Specific guidelines that staff and/or participants are expected to follow—such as supervision requirements, buddy systems, and appropriate conditions for scuba diving—are easily accessible to and used by all staff and participants.

34.02 The program has an explicit and appropriate curriculum for scuba diving.

Explanation: There are explicit educational or instructional objectives for this activity that address topics or skills taught, expected participant standards of performance, and appropriate assessment of participant abilities and understanding. Participants have an appropriate understanding of the operation of scuba diving equipment. Curriculum topics might include, but are not limited to, learning to recognize environmental hazards, rates of ascent and descent, diver physiology, breath holding, clearing mask, clearing ears, communication signals, and maintaining/repairing equipment.

34.02 (A) The program has an explicit and appropriate curriculum for training students in the leadership, instruction, and risk management practices necessary to teach scuba diving.

Explanation: Academic programs teach the skills needed to be competent and effective instructors of others. As applicable, students learn to assess the relationship of the technical activity being utilized to the mission and goals of the organization(s) in which they may work. Debriefings, feedback, or guiding processes are used to enhance application to students' academic knowledge and professional preparation. Procedures for assessment of learning are in place consistent with Standard 1.05 (A).

34.03 Adequate instruction is provided for scuba diving.

Explanation: Staff are competent to teach and lead these activities per the standards found in section 5 of this document. Staff are practiced in and capable of providing instruction in all core topics of scuba diving as appropriate for the craft, the environment, the type of participant, and to meet the curriculum objectives. Scuba diving techniques and related skills are taught in a progressive manner.

34.04 Adequate supervision is provided for scuba diving.

Explanation: Staff provide appropriate supervision of participants and oversight of the activities, based the skill, number, and experience of participants, and environmental hazards. The program has clear expectations for when direct supervision (i.e., staff present) is required and under what circumstances (if any) participants can be indirectly supervised (see section 42 for standards for unaccompanied activities). Staff understand these expectations. Visual supervision is essential for beginners and/or for individuals unfamiliar with the activity.

34.05 The activity is conducted appropriately.

Explanation: The program follows practices that are accepted within the industry. These practices might include, but are not limited to, diving at appropriate depths and having an appropriate rate descent and ascent. Participants dive at appropriate speeds, at appropriate distances from one another from shore or support boat, and in waters and conditions that are appropriate for participants' skill levels. If programming is conducted at night or during other diminished conditions, the practice is justifiable and appropriate precautions are followed.

34.06 Participants are given a safety briefing prior to the activity or outing.

Explanation: Regardless of the program's mission, participants should be briefed prior to the activity. This briefing might include, but is not limited to, expectations for behavior, a discussion of the goals and objectives, assessment and evaluation criteria, and safety rules. If applicable, expectations regarding risk management, inherent risks, and food, water, and clothing requirements should be discussed.

34.07 Educational briefings or other forms of framing are conducted prior to the start of the activity. Debriefings or guiding processes are used afterward to enhance the experiential education process.

Explanation: Experiential education is more than simply doing an activity. Appropriately introducing the learning experience and then offering opportunities for reflection after the activity is completed are essential components of the experiential education process. (T) Debriefings or therapeutic processes are used to enhance the experience.

SECTION 35. SWIMMING AND WADING

NA - No swimming programs are conducted.

In the event other activities are incorporated into swimming and wading, the standards applicable to those specialized activities can be addressed in their respective sections.

35.01 The program has written policies and procedures for the conduct of swimming and wading.

Explanation: Specific guidelines that staff and/or participants are expected to follow when conducting swimming or wading activities—such as supervision requirements, staff-to-participant ratios, and code of conduct or expected behaviors—are easily accessible to and used by all staff and participants.

35.02 The program has an explicit and appropriate curriculum for swimming and wading.

Explanation: There are explicit educational or instructional objectives for swimming and wading. Often in backcountry settings swimming and wading is done primarily for hygienic and cooling off reasons and secondarily for recreation. Teaching a non-swimmer to swim in a backcountry setting is not appropriate. Curriculum topics for swimming and wading in the backcountry should be focused on conducting the activity appropriately and might include, but is not limited to, using the buddy system, site assessment, appropriateness of diving, and expectations for rescue.

35.02 (A) The program has an explicit and appropriate curriculum for training students in the leadership, instruction, and risk management practices necessary to teach swimming and wading.

Explanation: Academic programs teach the skills needed to be competent and effective instructors of others. As applicable, students learn to assess the relationship of the technical activity being utilized to the mission and goals of the organization(s) in which they may work. Debriefings, feedback, or guiding processes are used to enhance application to students' academic knowledge and professional preparation. Procedures for assessment of learning are in place consistent with Standard 1.05 (A).

35.03 Participants are provided with adequate instruction for swimming and wading.

Explanation: Staff are competent to teach and/or lead these activities per the standards found in section 5 of this document. Instruction in swim techniques, if the organization determines that this is appropriate, are reserved for staff qualified to teach swimming to non-swimmers. Non-swimmers should otherwise be limited to shallow water wading.

35.04 Adequate supervision is provided for swimming and wading.

Explanation: Staff provide appropriate supervision of participants and oversight of the activities based on the skill, number, and experience of participants, and environmental hazards. Supervision factors to consider include, but are not limited to, establishing a specific time to swim/wade, communication of who is swimming/wading when and where, staff presence on the shore, expectations for where in the body of water swimming/wading will be done, awareness of deep water, currents and water temperature, and expectations and preparations for rescue. Lifeguard training is not required, but may be deemed useful by the organization if backcountry swimming is conducted frequently or for long durations.

35.05 Participants proceed at a pace that is appropriate for all group members and which will reasonably prevent injury or illness.

Explanation: If swimming and wading is an optional activity that information is communicated to participants. Mandatory swimming/wading or “dips” is also communicated to participants and conducted in a manner that is appropriate for any non-swimmers in the group. Staff are able to gauge participants’ skill, fitness and comfort levels, and if/when a person is physically, mentally, or emotionally unable to complete an activity, he or she may not be required to continue participating.

35.06 Participants are given a safety briefing prior to the activity or outing.

Explanation: Regardless of the program’s mission, participants should be briefed prior to the activity. This briefing might include, but is not limited to, expectations for behavior, a discussion of the goals and objectives, assessment and evaluation criteria, and safety rules. If applicable, expectations regarding risk management and inherent risks should be discussed.

35.07 Educational briefings or other forms of framing are conducted prior to the start of the activity. Debriefings or guiding processes are used afterward to enhance the experiential education process.

Explanation: Experiential education is more than simply doing an activity. Appropriately introducing the learning experience and then offering opportunities for reflection after the activity is completed are essential components of the experiential education process. (T) Debriefings or therapeutic processes are used to enhance the experience.

Chapter 6. Technical Activities: Miscellaneous

The activities addressed in this chapter may be conducted on either land-based or water-based programs and are separated from the other technical activities so as not to imply they are only pertinent to one or the other. Obviously a canoeing program that does solos does them on land, but unaccompanied canoeing may be an activity done in a water-based program.

Section 43, Incidental Activities, is to be used if the program conducts activities that are not specifically addressed as a distinct section in the manual. For example, if parapente is an activity conducted in the program then section 43 can be used to address how the program meets the standards for that activity. If a program offers more than one activity that is not specifically addressed in the manual then use the incidental activity standards multiple times (simply cut and paste to modify the document) to address the activities.

SECTION 40. SOLOS

NA – No Solo Programs Conducted

A solo is an activity conducted within the scope of a program where participants are provided time to be alone to reflect and contemplate the experiences of the program and their meaning to the participants' life. 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.

In the event other activities (e.g., camping) are combined with solos, the standards applicable to those specialized activities can be addressed in their respective sections.

40.01 The program has written policies and procedures for the conduct of solos.

Explanation: Specific guidelines that staff and/or participants are expected to follow—such as supervision requirements, equipment requirements, use of fires, amount and type of food, communication/signaling systems, location of sites and staff camp—are easily accessible to and used by all staff and participants.

40.02 The program has an explicit and appropriate curriculum for solos.

Explanation: There are explicit educational or instructional objectives for this activity that address topics or skills taught, expected participant standards of performance, and appropriate assessment of participant abilities and understanding. Participant assessment might include maturity/readiness to be left alone, and if they have the necessary skills to camp alone if it is a multi-day solo. Curriculum topics might include, but are not limited to, journal writing, drawing, and natural history observation.

40.02 (A) The program has an explicit and appropriate curriculum for training students in the leadership, instruction, and risk management practices necessary to supervise a solo experience.

Explanation: Academic programs teach the skills needed to be competent and effective instructors of others. As applicable, students learn to assess the relationship of the technical activity being utilized to the mission and goals of the organization(s) in which they may work. Debriefings, feedback, or guiding processes are used to enhance application to students' academic knowledge and professional preparation. Procedures for assessment of learning are in place consistent with Standard 1.05 (A).

40.03 Participants are provided with adequate instruction for solos.

Explanation: Staff are competent to teach and lead these activities per the standards found in section 5 of this document. Participants are provided with the skills necessary to achieve success during the solo experience. These skills include, but are not limited to, shelter construction, logistics, knowledge of self-sustaining skills, what to do in case of changes in weather, and emergency procedures.

40.04 Adequate supervision is provided for solos.

Explanation: Staff provide appropriate supervision of participants and oversight of the activities based on the skill, number, and experience of participants, and environmental hazards. In addition participants are placed at appropriate distances from each other. Participants needing special attention for reasons such as health concerns, maturity level, and familiarity with wilderness environments are supervised accordingly. The solo area and individual sites are mapped and the locations and boundary are known to participants and staff. Expectations are clear for whether or not (or when) staff will visually observe participants and how they will

approach participants if necessary during the solo experience. (T) It is understood that solo may not be appropriate or would require major modification for some participants.

40.05 Participants proceed at a pace that is appropriate for all group members and which will reasonably prevent injury or illness.

Explanation: Staff monitor the strenuousness of the activity and adjust the pace as needed. Staff are able to gauge participants' fitness and comfort levels, and if/when a person is physically, mentally or emotionally unable to complete an activity, he or she may not be required to continue participating.

40.06 The activity is conducted appropriately.

Explanation: The program follows practices that are accepted within the industry. These practices might include, but are not limited to, participants are informed of and do not participate in potentially dangerous activities such as hiking, swimming, climbing, hunting, or building large fires; participants are told not to leave their solo site or visit other members; participants are told what to do if they encounter an unfamiliar person; and participants know the role and responsibilities of staff during the solo experience. The program has a system for conducting food drop offs or medication if necessary. There is a contingency plan in place for a lost or missing person and it is known to the participants (this plan is addition to or may vary from Standard 4.12). If programming is conducted at night or during other diminished conditions, the practice can be justified and appropriate precautions are followed.

40.07 Participants are given a safety briefing prior to the activity or outing.

Explanation: Regardless of the program's mission, participants should be briefed prior to the activity. This briefing might include, but is not limited to, expectations for behavior, a discussion of the goals and objectives, assessment and evaluation criteria, and safety rules. If applicable, expectations regarding risk management, inherent risks, and food, water, and clothing requirements should be discussed.

40.08 Educational briefings or other forms of framing are conducted prior to the start of the activity. Debriefings or guiding processes are used afterward to enhance the experiential education process.

Explanation: Experiential education is more than simply doing an activity. Appropriately introducing the learning experience and then offering opportunities for reflection after the activity is completed are essential components of the experiential education process. (T) Debriefings or therapeutic processes are used to enhance the experience.

SECTION 41. SERVICE PROJECTS

This section addresses service projects that are performed during the program. Service work may be done in front or backcountry locations. Service work may involve the use of tools or other specialized equipment that participants have no or limited training in using.

In the event other activities (e.g., camping) are combined with service projects, the standards applicable to those specialized activities can be addressed in their respective sections.

NA – Environmental clean-up is a perpetual part of our outdoor field trip experiences and so management of those activity procedures are sufficient to reflect our participation in service projects.

41.01 The program has written policies and procedures for the conduct of service projects.

Explanation: Specific guidelines that staff and/or participants are expected to follow—such as supervision requirements, equipment requirements, role and authority of program staff and staff from the sponsoring agency—are easily accessible to and used by all staff and participants.

41.02 The program has an explicit and appropriate curriculum for service projects.

Explanation: There are explicit educational or instructional objectives for this activity that address topics or skills taught, expected participant standards of performance, and appropriate assessment of participant abilities and understanding.

41.02 (A) The program has an explicit and appropriate curriculum for training students in the leadership, instruction, and risk management practices necessary to conduct a service project.

Explanation: Academic programs teach the skills needed to be competent and effective instructors of others. As applicable, students learn to assess the relationship of the technical activity being utilized to the mission and goals of the organization(s) in which they may work. Debriefings, feedback, or guiding processes are used to enhance application to students' academic knowledge and professional preparation. Procedures for assessment of learning are in place consistent with Standard 1.05 (A).

41.03 Participants are provided with adequate instruction for the tasks to be performed, including the use of any tools or equipment that might be involved.

Explanation: Staff are competent to teach and lead these activities per the standards found in section 5 of this document. If the project requires skills beyond staff ability, qualified personnel from the sponsoring agency are present to teach how to use tools and perform the work. Participants are taught the skills necessary to perform the work.

41.04 Adequate supervision is provided for service projects.

Explanation: Staff provide appropriate supervision of participants and oversight of the activities based on the skill, number, and experience of participants, and environmental hazards.

41.05 Participants proceed at a pace that is appropriate for all group members and which will reasonably prevent injury or illness.

Explanation: Staff monitor the strenuousness of the activity and adjust the pace as needed. Staff are able to gauge participants' fitness and comfort levels, and if/when a person is physically, mentally or emotionally unable to complete an activity, he or she may not be required to continue participating.

41.06 The activity is conducted appropriately.

Explanation: The program follows practices that are accepted within the industry. These practices might include, but are not limited to, use of proper safety gear such as eye protection, helmets, and gloves; proper techniques for lifting heavy objects; appropriate spacing of participants; and communication methods between and among participants and staff. Work tasks are performed at appropriate speeds and are appropriate for participants' skill levels. If programming is conducted at night or during other diminished conditions, the practice is justifiable and appropriate precautions are followed.

41.07 Participants are given a safety briefing prior to the activity or outing.

Explanation: Regardless of the program's mission, participants should be briefed prior to the activity. This briefing might include, but is not limited to, expectations for behavior, a discussion of the goals and objectives, assessment and evaluation criteria, and safety rules. If applicable,

expectations regarding risk management, inherent risks, and food, water, and clothing requirements should be discussed.

41.08 Educational briefings or other forms of framing are conducted prior to the start of the activity. Debriefings or guiding processes are used afterward to enhance the experiential education process.

Explanation: Experiential education is more than simply doing an activity. Appropriately introducing the learning experience and then offering opportunities for reflection after the activity is completed are essential components of the experiential education process. (T) Debriefings or therapeutic processes are used to enhance the experience.

SECTION 42. UNACCOMPANIED ACTIVITIES

NA – NO UNACCOMPANIED ACTIVITIES ARE CONDUCTED

Unaccompanied activities are defined as activities where staff are not immediately present in the participant group, but are supervising from a distance. The distance from which staff are supervising may vary from yards to miles. These types of activities might include, but are not limited to, day hikes, backpacking expeditions, lake or river canoeing, kayaking or rafting, sea kayaking, glacier travel, and rock or mountain climbing. The intention of unaccompanied activities is to allow participants the opportunity to exercise their skills in a more independent setting. The following standards are to be applied if an organization conducts unaccompanied activities.

This section represents a continuum of activities. Programs are asked to address the standards to the degree appropriate for the level of activities the organization conducts. For example, if the organization conducts base camping or day hiking, the Evidence References: would be less than if the organization's activities extend to backpacking or paddling on remote wilderness travel expeditions.

Unaccompanied activities involve skills that are covered in the standards of other specialized activities such as camping, navigation, or wilderness medicine. In the event other activities or skills are incorporated into these activities, the standards applicable to those specialized activities can be addressed in their respective sections. **It should be noted that not all adventure activities are appropriate as unaccompanied activities. The technical and risk management skills required for these activities need to be commensurate with the participants' training, experience, and familiarity with the terrain.**

42.01 The program has written policies and procedures for the conduct of unaccompanied activities.

Explanation: Specific guidelines that staff and participants are expected to follow—such as requisite skills, navigation, tent/gender composition, expectations for leadership, emergency procedures, and when direct supervision is required—are easily accessible to and used by all staff and participants.

42.02 The program has an explicit and appropriate curriculum for unaccompanied activities.

Explanation: There are explicit educational or instructional objectives for this activity that address topics or skills taught, expected participant standards of performance, and appropriate assessment of participant abilities and understanding prior to participating in unaccompanied activities. Curriculum topics might include, but are not limited to, the following: pre-activity planning; hazard assessment and expectations for risk management; leadership skills, including decision-making and interpersonal and group communication skills; technical skills appropriate for

the terrain; emergency procedures, including first aid skills; and when and how to contact staff for consultation or assistance.

42.02 (A) The program has an explicit and appropriate curriculum for training students in the leadership, instruction, and risk management practices necessary to supervise the activity from a distance.

Explanation: Academic programs teach students the technical skills for personal involvement with the activity, but also prepare students with the professional skills required for leadership, instruction, and risk management of the activity. If applicable to the program's mission and goals, students are also instructed in strategies to facilitate 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 application to students' academic knowledge and professional preparation. Procedures for assessment of learning are in place consistent with Standard 1.05 (A).

42.03 Participants are provided with adequate instruction for unaccompanied activities.

Explanation: Staff are competent to teach these activities per the standards found in section 5 of this document. Leadership, followership, decision-making and risk management techniques, and related skills are taught in a progressive manner. Staff are practiced in and capable of providing instruction for unaccompanied activities as appropriate for the environment, type of participant and to meet the curriculum objectives.

42.04 Adequate supervision is provided for unaccompanied activities.

Explanation: Staff provide appropriate supervision of participants and oversight of the activities based on the skill, number, and experience of participants, and environmental hazards. Examples of the types of supervision employed include, but are not limited to, traveling silently with the participants, traveling ahead or behind the participants, or traveling separate routes from the participants with detailed written travel plans indicating each group's route and campsite and with clear communication protocols for contacting staff or another group of participants. The program has clear expectations for when direct supervision (i.e., staff present) is required and under what circumstances participants can be indirectly supervised (e.g., if negotiating a technical or difficult terrain feature). Staff and participants understand these expectations.

42.05 Participants proceed at a pace that is appropriate for all group members and which will reasonably prevent injury or illness.

Explanation: Staff and participants monitor the strenuousness of the activity and adjust the pace as needed. Staff and participants are able to gauge participants' fitness and comfort levels, and if/when a person is physically, mentally or emotionally unable to complete an activity, he or she may not be required to continue participating.

42.06 The activity is conducted appropriately.

Explanation: The program follows practices that are accepted within the industry. These practices might include, but are not limited to, the following: participation in unaccompanied activities is a privilege not a right, participants earn the chance to participate by displaying competency in the requisite skills, staff are prepared to withhold a participant from the activity if they do not meet the requirements and provide them a different experience (such as traveling and camping with the staff), participants have exhibited appropriate caution and conservative judgment prior to the unaccompanied activity. If programming is conducted at night or during other diminished conditions, the practice is justifiable and appropriate precautions are followed and it is consistent with participants' training and experience.

42.07 Participants are given a safety briefing prior to the activity or outing.

Explanation: Regardless of the program's mission, participants should be briefed prior to the activity. This briefing might include, but is not limited to, expectations for behavior; a discussion of the goals and objectives; assessment and evaluation criteria; and safety rules. If applicable, expectations regarding risk management, inherent risks, and food, water, and clothing requirements should be discussed.

42.08 Educational briefings or other forms of framing are conducted prior to the start of the activity. Debriefings or guiding processes are used afterward to enhance the experiential education process.

Explanation: Experiential education is more than simply doing an activity. Appropriately introducing the learning experience and then offering opportunities for reflection after the activity is completed are essential components of the experiential education process. (T) Debriefings or therapeutic processes are used to enhance the experience.

42.09 When a program engages in remote wilderness travel, participants are warned of and prepared for the associated hazards, and the program modifies its practices appropriately.

Explanation: When a group is expected to travel to an area where communication with rescue personnel might be difficult, and/or where a rapid evacuation would be difficult or impossible, the program takes extra steps to prepare participants. This might include, but is not limited to, participants receive clear explanations of the hazards associated with the environment, participants receive realistic information regarding the likelihood of assisted rescue, participants receive information regarding any costs they might need to incur in the event they need to be evacuated.

SECTION 43. INCIDENTAL ACTIVITIES

NA – No Activities are Conducted

This section is provided for activities that are not specifically addressed. Examples of these activities include, but are not limited to, hang gliding, orienteering, parachuting, bungee jumping, free-diving, or firearm training. There are some activities that AEE will not be able to review. Unusual activities that do not yet have accepted standards by the field of adventure education should be discussed with the AEE accreditation director before completing section 43.

In the event other activities are incorporated into this activity, the standards applicable to those specialized activities can be addressed in their respective sections.

43.01 The program has written policies and procedures for conducting the activity.

Explanation: Specific guidelines that staff and/or participants are expected to follow are easily accessible to and used by all staff and participants.

43.02 The program has an explicit and appropriate curriculum for the activity.

Explanation: There are explicit educational or instructional objectives for this activity that address topics or skills taught, expected participant standards of performance, and appropriate assessment of participant abilities and understanding, psychological readiness, and proper sequencing of activities.

43.02 (A) The program has an explicit and appropriate curriculum for training students in the leadership, instruction, and risk management practices necessary to teach the activity.

Explanation: Academic programs teach students the technical skills for personal involvement with the activity, but also prepare students with the professional skills required for leadership, instruction, and risk management of the activity. If applicable to the program's mission and goals, students are also instructed in strategies to facilitate 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 application to students' academic knowledge and professional preparation. Procedures for assessment of learning are in place consistent with Standard 1.05 (A).

43.03 Participants are provided with adequate instruction for the activity.

Explanation: Staff are competent to teach and lead these activities per the standards found in section 5 of this document.

43.04 Adequate supervision is provided for the activity.

Explanation: Staff provide appropriate supervision of participants and oversight of the activities based on the skill, number, and experience of participants, and environmental hazards. The program has clear expectations for when direct supervision (i.e., staff present) is required and under what circumstances (if any) participants can be indirectly supervised (see section 42 for standards for unaccompanied activities).

43.05 Participants proceed at a pace that is appropriate for all group members and which will reasonably prevent injury or illness.

Explanation: Staff monitor the strenuousness of the activity and adjust the pace as needed. Staff are able to gauge participants' fitness and comfort levels, and if/when a person is physically, mentally, or emotionally unable to complete an activity, he or she may not be required to continue participating.

43.06 The activity is conducted appropriately.

Explanation: Staff follow the current and accepted industry standards or practices for the activity. If programming is conducted during other diminished conditions, the practice can be justified and appropriate precautions are followed.

43.07 Participants are given a safety briefing prior to the activity or outing.

Explanation: Regardless of the program's mission, participants should be briefed prior to the activity. This briefing might include, but is not limited to, expectations for behavior, a discussion of the goals and objectives, assessment and evaluation criteria, and safety rules. If applicable, expectations regarding risk management, inherent risks, and food, water, and clothing requirements should be discussed.

43.08 Educational briefings or other forms of framing are conducted prior to the start of the activity. Debriefings or guiding processes are used afterward to enhance the experiential education process.

Explanation: Experiential education is more than simply doing an activity. Appropriately introducing the learning experience and then offering opportunities for reflection after the activity is completed are essential components of the experiential education process. (T) Debriefings or therapeutic processes are used to enhance the experience.

43.09 Staff are familiar with the activity.

Explanation: In order to minimize the potential for encountering unexpected hazards, staff conduct an appropriate preliminary orientation to the site and/or activity being used. This might include, but is not limited to, staff are knowledgeable about current and accepted industry practices, staff having appropriate training and experience with the activity, and receiving input from other staff or knowledgeable people concerning the activity.