



Two Way Transfer:
Developing multiple
pathways to and from the
Honours Bachelor in
Outdoor Recreation

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We would like to acknowledge all those who played a key role in producing the pathways outlined in this Final Report and look forward continually evolving our respective programs together in the future.

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Introduction

The School of Outdoor Recreation, Parks and Tourism (ORPT) at Lakehead University intended to develop block transfer pathways into the Honours Bachelor of Outdoor Recreation (HBOR) degree for a variety of reasons:

- An expressed need from current professionals holding a Recreation based diploma who require an Honours Bachelor credential to ladder up from or even maintain their current employment position;
- The exceptional successes of HBOR graduates who have completed accelerated college diplomas and certificates post degree;
- The success of the block transfer pathway into the Natural Resources Management program;
- Providing an efficient pathway for Recreation diploma graduates to access post-graduate studies and research related to Outdoor Recreation, Parks and Tourism, particularly in Northwestern Ontario; and
- Colleges advocating on behalf of their students to develop a block transfer pathway into the unique theoretical, experiential and geographic context of the HBOR degree program.

Through the alignment of program level and course level learning outcomes with OCAV university degree level expectations, significant changes in the Honours Bachelor of Outdoor Recreation degree program created conditions that were ripe for assessing credit transfer between Ontario colleges and the HBOR degree program.

In addition to creating credit transfer pathways from relevant diplomas into the HBOR, the School of ORPT intended to seek out and develop efficient diplomas and certificates that HBOR graduates could complete to enhance their vocational skill sets and competencies in relation to their intended field of professional practice.

The results of this project include the development/identification of:

- Nine diploma to degree block transfer agreements into the HBOR degree program with four Ontario colleges and one Quebec college,
- Two accelerated college diplomas and one certificate for HBOR graduates, and
- A new HBOR Nature Based Therapeutic Recreation degree concentration developed collaboratively by college and university staff and students, an external credentialing agency and employers in the community.

The Project

Sending Institutions and Associated Diplomas

In conducting an initial broad strokes analysis of potential sending institutions we were guided by a variety of principles including:

- The increasing trend for post-secondary students to remain 'close to home' to decrease the costs of obtaining post-secondary credentials.¹
- The wide variation in curriculum between recreation and tourism based programs designed to uniquely serve the needs of their community while still adhering to the Ministry of Training, Colleges and Universities standards
- The shifting and evolving field of theory and also employment in leisure and recreation, particularly in relation to the practice of using nature in health and wellness vocations

Based on these factors, we contacted Program Coordinators and Deans from the following programs at various stages, all of which agreed to work with the School of ORPT and put significant collaborative effort into the development and identification of multiple credit transfer pathways. Block transfer agreements were developed for the following college diploma programs:

1. Confederation College
 - a. Recreation Therapy Diploma (2 year)
 - b. Travel, Tourism and Eco-Adventure Diploma (2 year)
2. Georgian College
 - a. Tourism – Marketing and Product Development Diploma (2 year)
 - b. Recreation and Leisure Services Diploma (2 year)
3. Sault College
 - a. Adventure Recreation and Parks Technician (2 year)
4. Dawson College
 - a. Community Recreation and Leadership Training Diploma (3 year)
5. Canadore College
 - a. Recreation and Leisure Services Diploma (2 year)
 - b. Recreation Therapy Diploma (2 year)

¹ College University Consortium Council. (2011). *College-University Student Mobility Report*. Toronto, ON: CCI Research Inc.

A more detailed, visual outline of the transfer credit pathways and credentials available to degree and diploma graduates is outlined in Appendices A to C.

Content Gap Analysis and Consultations

Identification of specific courses to be included in the transfer credit agreement occurred through multiple phases that included:

- Developing an 80 page qualitative content gap analysis worksheet (available upon request) that aligned:
 - Program level learning outcomes between identified diplomas and degrees
 - Course level learning outcomes for courses considered as eligible for credit transfer
- Multiple rounds of in person, telephone and email based consultation with administrators, faculty, technical staff and students from both the colleges and university regarding: program content, pedagogy, assessment, employment prospects and access to graduate studies.

Overarching themes that arose from consultations with multiple stakeholders included:

- Challenges with assessing transfer credit between diploma and degree level field courses, placements, and internships. Faculty and students identified that within highly experiential diploma and degree programs, vocation based placement courses are different from placements that involve participating in scholarly research activities and the application of theoretical models. In addition, faculty identified that transfer credit should not disrupt carefully made pedagogical choices regarding the laddering of theory based degree level courses into practical application courses that seek to develop synthesis and evaluation competencies aligned with University Level Degree Expectations;
- Ensuring that awarded transfer credits do not negatively impact graduates' opportunities for future education and employment based on their transcripts. In particular, potential post-graduate programs and external credentialing agencies require the submission of transcripts that include specific university level course titles. Courses awarded through block transfer credits are NOT traditionally represented on a student's university transcript at Lakehead University, therefore it is necessary to carefully ensure that transfer credit does not impede students educational and vocational mobility over the course of their career;
- The importance of cohort development and the formation of peer to peer social support systems through field based, experiential learning is a significant factor in retention, developing a network of professional peers and enhancing the relationship between faculty, students, teaching assistants and technical staff within recreation and leisure focused

programs. Assessing credit transfer, for this project, went beyond learning outcomes and competencies (for example chain saw and snowmobile training [Sault College] versus ax and snowshoe training [Lakehead University] or linear regression versus factorial ANOVAs) and encompassed the social and professional connections formed through strategic course structuring and sequencing. Essentially, when designing credit transfer pathways, faculty frequently asked questions similar to the following:

Does the “ethos” of the receiving program, the overarching experiential product designed to produce creative, critically thinking professionals and researchers, still exist for students entering through a block transfer pathway?

Block Transfer Pathways and Curriculum

Drafts of transfer-mapped curriculum were distributed amongst the participating colleges and went through multiple rounds of revisions based on both university and college faculty consultations. Initially the project team targeted seamless, multi-lateral transfer agreements for diplomas categorized by Ontario MTCU program codes.

It became clear during our content gap analysis that there was a wide variation between recreation, leisure and tourism based diploma programs under the same MTCU code, and in some cases the MTCU had not yet developed (or was currently changing) their published program standards for a particular grouping.

Therefore we initially developed individualized transfer pathways with each college diploma program. Through the lengthy content gap analysis and consultation process these individual pathways were consolidated into four unique transfer pathways (Figures 1 through 4) that awarded diploma graduates from all programs assessed with one year of block transfer credit allowing them to complete the four-year HBOR degree within three years of full time study.

For diploma graduates who have completed a Recreation Therapy diploma from either Confederation College or Canadore College, students can elect to receive one year of block transfer credit towards the HBOR with a Concentration in Nature Based Therapeutic Recreation (NBTR).

Entry requirements include having a completed diploma from the aforementioned programs with an overall minimum average of 75%. Traditionally this average is consistent with Lakehead Universities transfer pathways, and was recommended by several college Program Coordinators to increase the likelihood of student success.

A summary of pathway development, transfer credit and the resulting curriculum of each unique pathway is addressed below.

Georgian College Tourism – Marketing and Product Development Diploma to HBOR

With a strong foundation in research, certification and business/administrative skill sets related to the field of tourism, multiple HBOR courses were assessed for potential awarded credit to Georgian College Tourism diploma graduates. Figure 1 outlines both transfer credits awarded and resulting curriculum.

Figure 1 – Georgian College Tourism to HBOR

Georgian College Tourism – Marketing and Product Development Diploma to Honours Bachelor of Outdoor Recreation Parks and Tourism^{1,2}

Year 1 Fall	Winter	Year 2 Fall	Winter	Year 3 Fall	Winter
OUTD 1150 - Land Relations (0.5 FCE)	OUTD 1010 – Group Dynamics (0.5 FCE)	OUTD 2511 – Research Design (0.5 FCE)		OUTD 3050 – Evaluation and Assessment (0.5 FCE)	
OUTD 1310 – OSAT 1 (0.5 FCE)	OUTD 2350 – OSAT II (0.5 FCE)	OUTD 2755 – Natural Areas and Tourism (0.5 FCE)		OUTD 3312 – Risk Management (0.5 FCE)	
Open Elective (1.5 FCE)	Open Elective 2 nd year or above (1.5 FCE)	OUTD 2210 – Leadership (0.5 FCE)			
		ORPT 3 rd year level electives (2.0 FCE)		ORPT 4 th year level electives (2.0 FCE)	
		OUTD 3380 – Field Explorations (1.0 FCE)		OUTD 4920 – Career Explorations (1.0 FCE)	
		Open Elective 2 nd year or above (0.5 FCE)		Open Elective 2 nd year or above (1.0 FCE)	

Notes

1. Diploma graduates would complete a total of 15 FCE at the university level over a three year period
2. Block transfer credit included: Foundations of Outdoor Recreation (0.5), Programming (0.5), ENG 1016 (0.5), List B Elective (1.0 FCE), Elective 1st year level (2.5 FCE)

Georgian College Recreation and Leisure Services Diploma; Canadore College Recreation and Leisure Services Diploma; Dawson College Community Recreation and Leadership Training Diploma to HBOR

Through initial discussions with Georgian College, potential credit transfer areas were identified related to courses that were aimed at:

- Developing skill sets in the systematic development, delivery and evaluation of recreation and leisure programming,
- Exploring leadership theory and applying it through programming and placement experiences,
- Developing skill sets and theory based strategies to manage group dynamics

In addition, Georgian College diploma graduates develop strong skill sets in the administration of recreation and leisure services as well as event coordination and business practices that may, in the future, benefit HBOR graduates through the provision of an accelerated diploma program. Due to the time constraints associated with this project, a proposed initial draft of an accelerated diploma curriculum was developed and remains available for future pathway development opportunities.

Through the course of this project we continually identified and established contact with additional colleges as per our commitments outlined in the initial ONCAT grant proposal. As the content gap analysis and consultations

progressed with both Canadore College and Dawson College, the project team identified that the content between Recreation and Leisure Services diplomas had similarities which could be translated into the development of additional transfer pathways. With a content gap analysis process already established through our work with Georgian College, the team was able to assess program level and course level learning outcomes and efficiently develop a block transfer pathway that was suitable for all three college programs. Figure 2 outlines both transfer credits awarded and the resulting curriculum.

Figure 2 – Recreation and Leisure Services Diploma to HBOR

Recreation and Leisure Services Diploma to Honours Bachelor of Outdoor Recreation Parks and Tourism					
Year 1 Fall	Winter	Year 2 Fall	Winter	Year 3 Fall	Winter
OUTD 1150 - Land Relations (0.5 FCE)	OUTD 1070 – Foundations of Recreation (0.5 FCE)	OUTD 2511 – Research Design (0.5 FCE)		OUTD 3050 Evaluation and Assessment (0.5 FCE)	
OUTD 1310 – OSAT 1 (0.5 FCE)	OUTD 2350 – OSAT II (0.5 FCE)	OUTD 2755 – Natural Areas and Tourism (0.5 FCE)		OUTD 3312 - Risk Management (0.5 FCE)	
Open electives (1.5 FCE)	Open Electives 2 nd year level or above (1.5 FCE)	OUTD 3380 – Field Explorations (1.0 FCE)		ORPT Electives 4 th year level (2.0 FCE) OUTD 4920 – Career Explorations (1.0 FCE)	
		Open Electives 2 nd year or above (1.0 FCE)			
		ORPT 3 rd year level electives (2.0)			
				Open Elective 2nd year level or above (1.0 FCE)	

Notes

1. Diploma graduates would complete a total of 15 FCE at the university level over a three year period
2. Block transfer credit included: Group Dynamics (0.5), Programming (0.5), Leadership (0.5), ENG 1016 (0.5), List B Social Science Elective (1.0), 1st year open electives (2.0)
3. The 3 diplomas eligible are: Georgian College Recreation and Leisure Services Diploma, Canadore College Recreation and Leisure Services Diploma, and Dawson College Community Recreation and Leadership Training Diploma

Confederation College Travel, Tourism, and Eco-Adventure Diploma; Sault College Adventure Recreation and Parks Technician to HBOR

The Confederation College Travel, Tourism, and Eco-Adventure Diploma has evolved to uniquely serve the surrounding community with a blend of international travel and airline certifications combined with nature based technical skill sets and outdoor certifications. The School of ORPT and the Travel/Tourism diploma at Confederation College have been in discussions regarding a transfer pathway for the past five years and this ONCAT funded opportunity brought these discussions and intentions to fruition.

Similar to the Confederation College Travel/Tourism program, the Sault College Adventure Recreation and Parks Technician contains curriculum related to technical outdoor skill sets but with a greater focus on the management, identification, and classification of flora/fauna. According to the Sault College coordinator, graduates of the Adventure Recreation and Parks Technician program will often apply to the HBOR program but are sometimes deterred from

enrolling when they receive minimal transfer credit in relation to other degree programs with established and generous transfer credit pathways. Based on the content gap analysis the pathway outlined in Figure 3 provides credit for both the theoretical and technical skill sets of the diploma graduates from the two aforementioned programs.

Figure 3 – Tourism and Adventure Diplomas to HBOR

Travel/Adventure Technician Diploma to Honours Bachelor of Outdoor Recreation Parks and Tourism					
Fall	Winter	Year 2 Fall	Winter	Year 3 Fall	Winter
OUTD 1150 - Land Relations (0.5 FCE) OUTD 2210 – Leadership (0.5 FCE) Open Electives (1.5 FCE)	OUTD 1010 – Group Dynamics (0.5 FCE) OUTD 2350 – OSAT II (0.5 FCE) Open FCEs 2 nd year level or above. (1.5 FCE)	OUTD 2755 – Natural Areas Tourism (0.5 FCE) OUTD 2511 – Research Design (0.5 FCE)	OUTD 2270 – Programming (0.5 FCE)	OUTD 3050 – Evaluation and Assessment (0.5 FCE) OUTD 3312 – Risk Management (0.5 FCE)	
		ORPT 3 rd year level electives (2.0 FCE) Open FCE 2 nd year level or above (0.5 FCE) OUTD 3380 – Field Explorations (1.0 FCE)		ORPT 4 th year level electives (2.0 FCE) OUTD 4920 – Career Explorations (1.0 FCE) Open FCE 2 nd year level or above (1.0 FCE)	

Notes

1. Diploma graduates would complete a total of 15 FCE at the university level over a three year period
2. Block transfer credit included: OUTD 1013 – OSAT I (0.5), OUTD 1070 Foundations (0.5), ENG 1016 (0.5 FCE), List B Social Sciences at First Year (1.0) First Year Electives (2.5 FCE)
3. The 2 diplomas eligible are: Sault College Adventure Recreation and Parks Technician Diploma & Confederation College Travel and Eco-Adventure Diploma.

Based on the success of HBOR graduates who have post-degree completed the Travel, Tourism and Eco-Adventure diploma program, our intention was to explore the potential of developing a one year accelerated diploma for HBOR graduates that could also be extended to include other degree graduates from across Ontario.

The project team, along with the Confederation College Program Coordinator, have developed a draft of potential transfer credits (Appendix D) for the proposed accelerated diploma which has been presented to Confederation College administration. Refinement and development of this pathway will continue beyond the grant period.

**Confederation College Recreation Therapy Diploma;
Canadore College Recreation Therapy Diploma to HBOR
with Concentration in Nature Based Therapeutic
Recreation (NBRT)**

At the outset of this project, we identified that a small portion of HBOR graduates interested in specializing in Therapeutic Recreation apply to the Confederation College Recreation Therapy program through their accelerated one year pathway, available for students with a previous degree. Our initial intention was to provide a complementary pathway from the college to the university by establishing block transfer credit for Recreation Therapy diploma graduates who were interested in specializing in nature based recreation.

Through consultations with the Confederation College Recreation Therapy Program Coordinator and associated Dean, the project team identified that there is currently no Recreation Therapy related degree level credential available to current and past Recreation Therapy diploma graduates as well as practicing professionals in Northwestern Ontario.

Guided by standards of practice established by external credentialing bodies including Therapeutic Recreation Ontario and the National Council for Therapeutic Recreation Certification, Confederation College and Lakehead University content experts developed a coordinated curriculum leading to the development of a unique HBOR concentration in Nature Based Therapeutic Recreation (NBTR). This required the development of a new Therapeutic Recreation course for the HBOR NBTR.

A key component in the development of this pathway involved an event where HBOR students, Recreation Therapy diploma students, educators and Recreation Therapy employers in Thunder Bay came together to discuss trends in the field and inform curriculum development decisions in regards to the respective programs. Themes included:

- An increased amount of high needs clients in long term care services for the Elderly requiring staff educated specifically on best practices in serving this population
- The place of perceived risk and skill sets required for delivering nature-based experiences to high needs clients and for rehabilitative recreation programming
- Opportunities for sharing of recreation equipment and educational facilities between community resources, Confederation College and Lakehead University to support education and participation in outdoor recreation.

The resulting credential, HBOR NBTR, was designed specifically for credit transfer and allows for the completion of a Recreation Therapy related degree and diploma in five years regardless of whether the student starts at the university or the college.

The HBOR NBTR provides HBOR graduates with the necessary course content to excel in the largely experiential one year accelerated Recreation Therapy diploma and be eligible to apply for external credentials with the appropriate amount of university level courses and also diploma/degree associated placement hours.

For diploma graduates the HBOR NBTR pathway provides the university level courses and placement hours necessary to both ladder to supervisory professional positions and access credentials requiring a degree while remaining in the Northwestern Ontario region.

Figure 4 - Recreation Therapy Diploma to HBOR NBTR Pathway

Recreation Therapy Diploma to Honours Bachelor of Outdoor Recreation Parks and Tourism with Concentration in Nature Based Therapeutic Recreation

Fall	Winter	Year 2 Fall	Winter	Year 3 Fall	Winter
OUTD 1150 - Land Relations (0.5 FCE) OUTD 1310 – OSAT 1 (0.5 FCE) OUTD 2210 – Leadership (0.5 FCE) ENG 1016 (0.5 FCE)	OUTD 1070 – Foundations of Recreation (0.5 FCE) OUTD 2350 – OSAT II (0.5 FCE) BIO 2011 – Anatomy Human Structure (0.5 FCE)	OUTD 2755 – Natural Area Tourism (0.5 FCE) OUTD 3312 - Risk Management (0.5 FCE) OUTD 3610 – Special and Inclusive Recreation (0.5 FCE)	ORPT 3 rd year level electives (0.5 FCE) OUTD 2511 – Research Design (0.5 FCE) OUTD 4611: Therapeutic Recreation (0.5 FCE)	OUTD 3050 – Evaluation and Assessment (0.5 FCE) OUTD 4911: Standards of Practice in Nature Based TR (0.5 FCE) PSYCH 2011: Child Development (0.5 FCE)	PSYCH 3131 – Psychology of Aging (0.5 FCE)
PSYCH 1100: Intro Psychology (1.0 FCE) Open Electives (0.5 FCE) • (0.5 FCE Type B Social Science List: Preferably Anthro/Geography)		OUTD 3380 – Field Explorations (1.0 FCE) PSYCH 2004 – Abnormal Psych (1.0 FCE)		ORPT 4 th year level electives (1.0 FCE) OUTD 4920 – Career Explorations (1.0 FCE) PSYCH 3401 – Drugs and Behaviour (1.0)	

Notes

1. Diploma graduates would complete a total of 15 FCE at the university level over a three year period
2. Block transfer credit included: OUTD 1010 – Group Dynamics (0.5), OUTD 2270 – Programming (0.5) , 4 half credit open Electives at the First Year level (2.0 FCE), 2 half credit open electives at the 2nd year level (1.0 FCE), 2 half credit ORPT electives at the 3rd year level (1.0 FCE).
3. The 2 diplomas eligible are: Confederation College Recreation Therapy Diploma, Canadore College Recreation Therapy Diploma

Through discussions with the Dean of Media, Arts, Recreation and Access at Canadore College during the 2016 ONCAT conference, the project team identified another regional Recreation Therapy program which would benefit from a block transfer pathway aligned with external credentialing bodies. After conducting a content gap analysis and consulting with faculty via email, the Recreation Therapy diploma program at Canadore College was deemed as congruent with credit transfer decisions made with Confederation College during the extensive development process of the HBOR NBTR transfer pathway. The curriculum and transfer credit for the Confederation/Canadore College Recreation Therapy Diploma to HBOR NBTR pathway are outlined in Figure 4.

Implementation

Due the nature of the bi-cameral governing system at Ontario Universities, new program modifications related to articulation agreements and block transfer at Lakehead University must pass through six intensive approval review phases after the articulation agreement has been approved by College and University faculties.

At the time of this report, based on the varying timelines of all the institutions involved in this project, each diploma to degree pathway and degree to diploma pathway is at different phases of approval as outlined below.

Recreation Therapy Diploma to HBOR NBTR Pathways

The HBOR NBTR Concentration and pathway from Confederation College has passed through all phases of approval and is available for students as of September 2016. The Canadore College Recreation Therapy diploma to HBOR NBTR pathway will be reviewed by School of ORPT faculty in Fall, 2016.

Tourism/Recreation and Leisure Services Diplomas to HBOR

Diploma to Degree pathways from Recreation and Leisure related diplomas (Dawson College; Georgian College) as well as all Tourism related diplomas (Confederation College; Georgian College; Sault College) have been approved by all associated faculties and will be submitted to the Senate approval workflow in Fall of 2016. These pathways, pending full approval, will be available for students in Fall of 2017.

Due to the late addition of the Canadore College Recreation and Leisure Services diploma to the development process, the School of ORPT faculty review will occur in Fall of 2016, and submission to the Senate workflow is slated for Winter of 2017.

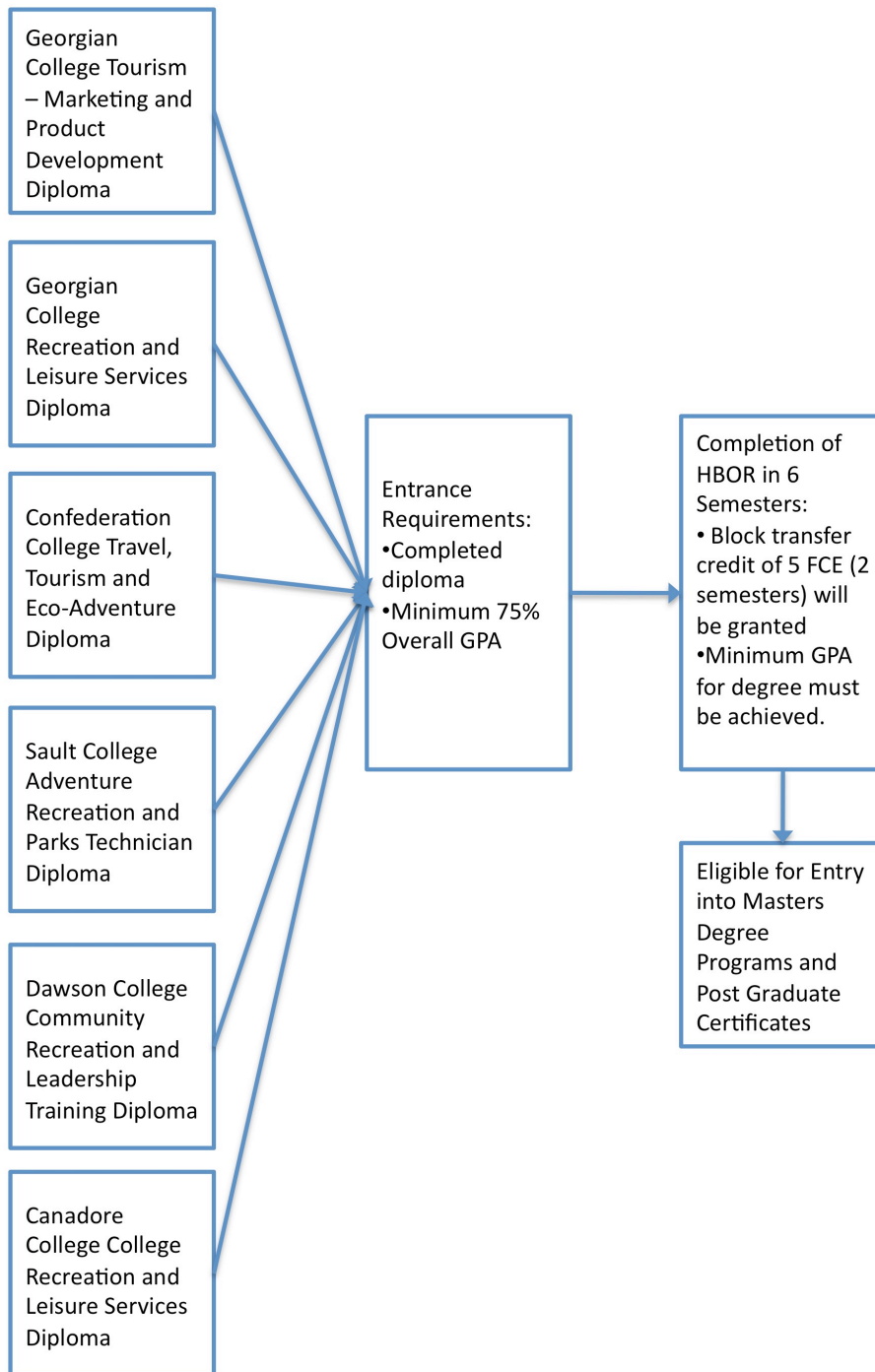
HBOR to Diploma Pathways

For HBOR degree graduates who are seeking a post-degree diploma, the following options have been identified and/or are developing as follows:

- HBOR NBTR and HBOR to Confederation College Accelerated Recreation Therapy Diploma: HBOR graduates can currently apply to the Accelerated Recreation Therapy Diploma program. Faculty members from both programs are seeking out additional certifications and working towards formalized provincial and international accreditation for the combined diploma/degree pathway.
- HBOR to Confederation College Accelerated Travel, Tourism and Eco-Adventure Diploma: A proposed curriculum draft is, at the time of this report, being reviewed by Confederation College administration. Development is slated to continue in Fall of 2016.
- HBOR NBTR and HBOR to Georgian College Therapeutic Recreation Certificate: HBOR graduates can currently apply to the Georgian College Therapeutic Recreation Certificate. This credential option is appealing to students who are looking to work in Therapeutic Recreation and relocate or return to Southern Ontario after completing their HBOR degree.
- Credit transfer pathways from HBOR to Georgian College Tourism and Recreation/Leisure diplomas related to the content gap analysis findings were explored in Spring 2015 and may continue to be developing in 2016/2017 based on faculty time and resources to continue development.

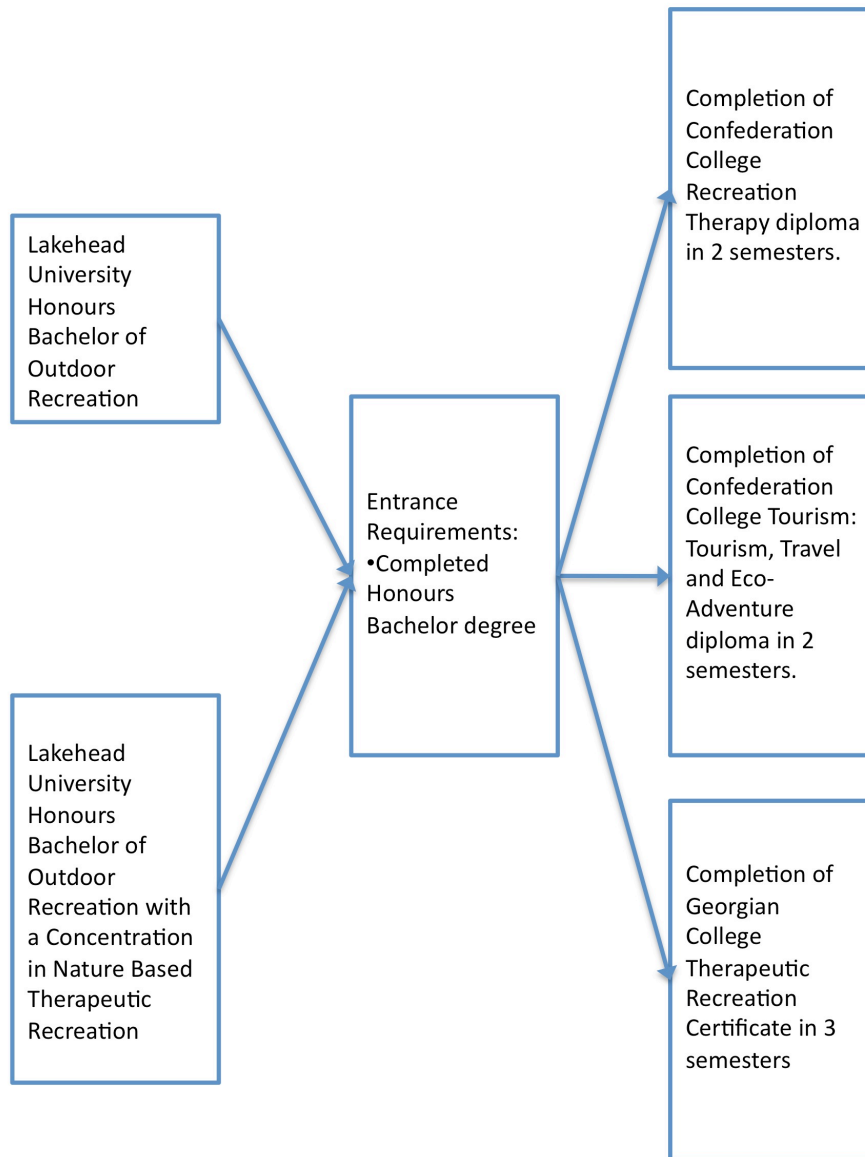
Appendix A

Diploma to HBOR Pathways



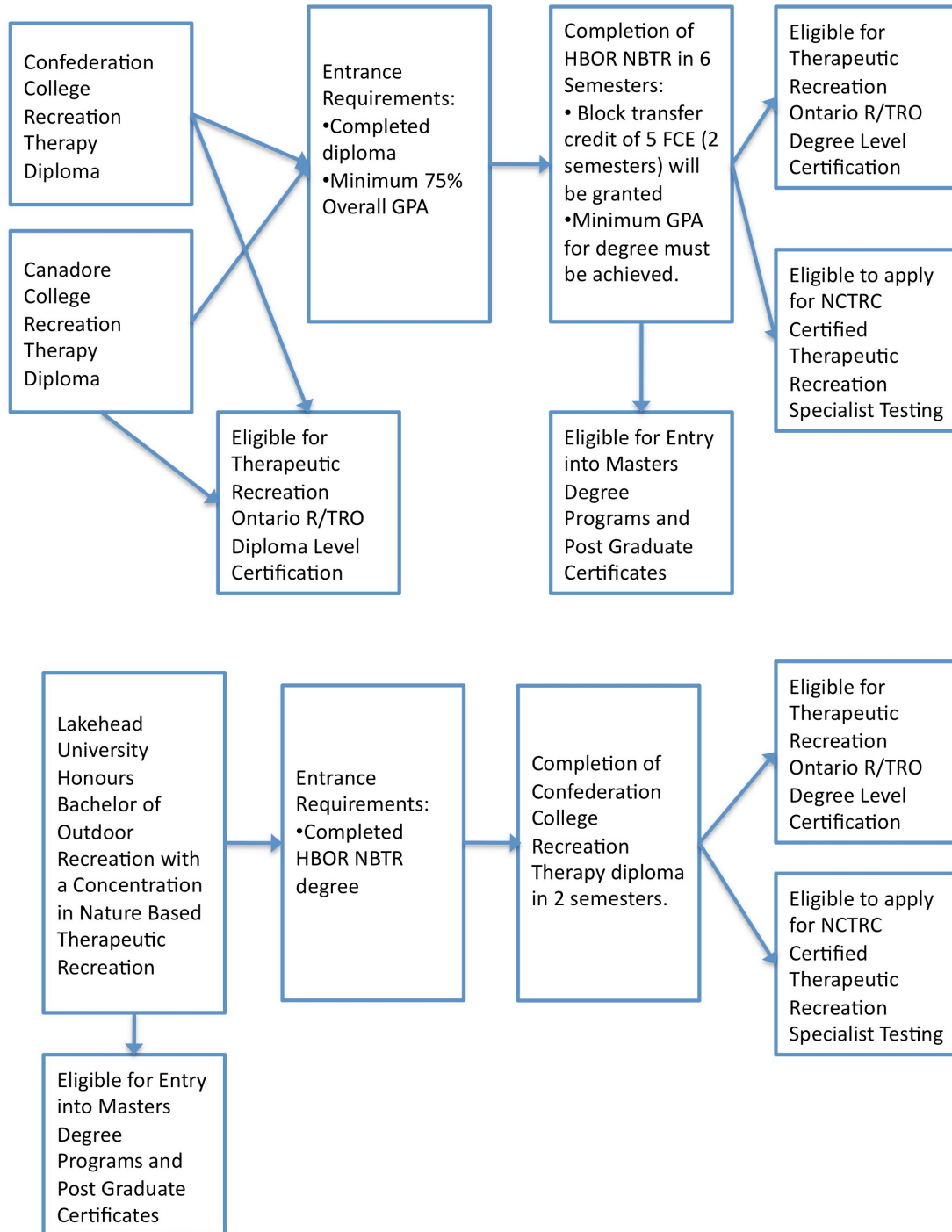
Appendix B

HBOR to Diploma/Certification Pathways



Appendix C

Two Way Recreation Therapy Pathways



Appendix D

Draft of Proposed Transfer Credits in Accelerated Confederation College Travel, Tourism and Eco- Adventure Diploma Curriculum

Tourism: Travel and Eco-Adventure Courses	HBOR Potential Transfer Credits (Orange)
Semester 1	Semester 1
CS 007 Persuasive Writing	X
TT 116 - Tourism Software Applications	TT 116 - Tourism Software Applications
TT 117 - Canada Travels - Issues and Destinations	X
TT 118 - Explore Tourism in NW Ontario	
TT 119 - Dimensions of the Airline Industry	TT 119 - Dimensions of the Airline Industry
TT 120 - The Customer Service Professional	TT 120 - The Customer Service Professional
GE - General Elective	X
Semester 2	Semester 2
TT 211 Global Destinations for CA Travellers	X
TT 212 Business Fundamentals	TT 212 Business Fundamentals
TT 213 Outdoor Adventure Principles	X
TT 214 Airline (CSA) Procedures	TT 214 Airline (CSA) Procedures
TT 215 Career Guide - Global Perspective	TT 215 Career Guide - Global Perspective
CS 220 - Business Communications	CS 220 - Business Communications
LA - Language Selection	LA - Language Selection
Semester 3	Semester 3
TT 330 Adventure Expeditions	X
TT 331 Welcome to Sabre Red	TT 331 Welcome to Sabre Red
TT 332 Sustainable Tourism Development	X
TT 333 Marketing for Tourism	TT 333 Marketing for Tourism
TT 334 Tour Operations	X
TT 335 Digital Photography	TT 335 Digital Photography
GE 099 - Passport to Latin America	GE 099 - Passport to Latin America
Semester 4	Semester 4
TT 430 Heritage and Environmental Interp	X
TT 431 School @ Sea	TT 431 School @ Sea
TT 432 Tourism Essentials	X
GE 080 Foods of the Americas	GE 080 Foods of the Americas
TT 434/435 Adventure/Flight Attendant	TT 434/435 Adventure/Flight Attendant
TT 433/436 Field Experience	TT 433/436 Field Experience

Appendix E

OUTD 4911: Standards of Practice in Therapeutic Recreation

Calendar Description: Students will examine and implement the phases of delivering therapeutic recreation programming. Assessment, evidence based program design, and evaluation of nature based experiences for a variety of populations will be explored theoretically and experientially.

Learning Outcomes:

1. Apply evidence based assessment and evaluation tools to Recreation Therapy programming and practice;
2. Demonstrate comprehension of Therapeutic Recreation Ontario's Standards of Practice;
3. Design and implement Therapeutic Recreation programming using Provincial Standards of Practice;
4. Demonstrate the ability to comprehend and apply multiple forms of data used to inform Therapeutic Recreation practice;
5. Know and understand best practices in Therapeutic Recreation program delivery for a variety of populations