



**Cégep de la Gaspésie
et des Îles**



ADVENTURE TOURISM TECHNOLOGY

COURSE DESCRIPTIONS

YEAR 1

Course name & description	Certification	Course hours	Theory : lab
<p>Canoeing and Camping*</p> <p>The canoe-camping course is one of the first field courses that students take. Therefore, the fundamental elements of canoe technique, camping and wilderness travel will be the focus of the course, during which expeditionary skills will be "role-modeled" by the instructors. Students will have the opportunity to see and experience a well-organized expedition, campsite, kitchen and route, as well as leave-no-trace techniques for canoe-camping.</p> <p>The course is given over 5 days, 2 of which are spent learning techniques on flat water and moving water and 3 of which are spent on a descent of the Cascapedia River, a classic salmon river which flows through the heart of the Chic Choc mountains.</p> <p>Students will have the opportunity to receive canoe certification from Paddle Canada (CRCA) and/ or Fédération Québécoise de Canot kayak (FQCK). After the course, students will have basic flatwater and moving-water canoeing and camping skills, as well as certification to build their experience and employability.</p>	<p>Paddle Canada</p> <ul style="list-style-type: none"> - Introduction to Canoeing Skills Tandem - Lake Canoe Skills Introduction Tandem - Lake Canoe Skills Intermediate Tandem - Whitewater Canoe Skills Introduction Tandem <p>Fédération Québécoise du Canot et du Kayak (FQCK)</p> <ul style="list-style-type: none"> - Canotage I - Canot II Eau vive 	45	15:30

<p>Fundamentals of the Profession The course explores the adventure tourism industry from past to present. The course provides students an overall perspective of the various sectors of the industry and career paths available. This course will examine and demonstrate the current trends in the adventure tourism industry. Topics include relevant associations, certifying bodies and legislation governing work in adventure tourism.</p> <p>Upon completion of the course, students will have a clear understanding of the adventure tourism industry, the careers paths available to guides, how to create and maintain a client focused experience and the current issues relevant to guiding.</p> <p>Students will also engage in a practical overnight guided experience, which will demonstrate how a guide provides an experience for clients on a trip. Students will observe, discuss and evaluate the elements of guiding and have an opportunity to practice these skills.</p>		45	30:15
<p>Leadership The leadership course will use the principles of leadership described by the National Outdoor Leadership School (NOLS) as a framework of study. Students will practice these skills in several field activities, culminating with a multi-day integrated activity. Students will have the opportunity to learn, discuss, practice and evaluate many aspects of leadership throughout the course. Upon completion of the course, students will be able to recognize, evaluate and apply various leadership styles, decision-making styles, and group management techniques. Students will be aware of their personal leadership strengths and styles and will be able to adapt these to various guiding situations.</p> <p>Other topics include communication, gender and leadership, conflict resolution, giving and receiving feedback, risk analysis, judgment and decision-making.</p>		45	15:30
<p>Nature interpretation – Fresh Water This course gives students the necessary knowledge and skills needed to integrate an interpretative component within an adventure product.</p> <p>During the course, the student will acquire, through formal classes, labs and field trips, an understanding of the ecology of the different fresh water ecosystems. The student will learn to identify the main species of plants and wildlife related to this environment and to describe their various adaptations and behaviors. In harmony with Leave No Trace principles, emphasis will be placed on the importance of working in the field with a deep respect for our natural resources.</p> <p>During field trips, students will visit the marsh at Lake Fromenteau, River Saint-Jean and a bog on Pointe St-Pierre</p>		45	15:30

<p>At the end of the course, the student will have acquired communication and interpretive techniques, and will be able to plan a research and deliver the information during the “Adventure and Interpretation Trade Show”</p>		
<p>Outdoor Cooking This course focuses on backcountry nutrition, and food management in the field. Topics include food and menu planning for different types of expeditions, food preparation, preservation and packaging, backcountry kitchen set up and management, hygiene and food safety, cooking on fires and on stoves, and more.</p> <p>At the end of this course, the student will be able to identify different nutrients so as to integrate them into varied menus suited to the participants, the activity, the season, and the mode of travel. S/he will be aware of different methods of packing food for longer or shorter expeditions. S/he will know the methods of cooking on different sources of heat and will be able to adequately use the equipment. S/he will also be able to ensure the hygiene of the kitchen and to minimise its impact on environment.</p>	<p>45</p>	<p>15:30</p>
<p>Wilderness Travel: Basic Concepts This course will prepare students for appropriate wilderness travel with groups and for emergency camping situations. Students will be able to prepare emergency shelters, fires, and be comfortable spending significant time outside. Topics include fire building, knots, tarp setting, campsite selection, survival techniques, and other aspects of campcraft. Leave No Trace techniques will be emphasized. The course includes a survival night in a supervised environment, and a multi-day integration excursion.</p> <p>At the end of the course, students will be able to camp safely and efficiently in a variety of situations.</p>	<p>45</p>	<p>15:30</p>

YEAR 1 – SECOND SEMESTER

Course name & description	Certification	Course hours	Theory : lab
<p>Wilderness Rescue & First Aid* This course follows the curriculum of SIRIUS WILDERNESS MEDICINE’S “First Aid for Backcountry Leaders”. It is recognized throughout Canada as a minimum standard for guides leading client in any backcountry pursuit.</p> <p>This course focuses on backcountry leadership, prevention, proper trip preparation, accident scene management, client care, proper response and follow-up in emergencies and more.</p> <p>Upon completion of the course, students will be able to assess and manage first aid emergencies in the backcountry, recognize the abilities and limitations of first responders in the backcountry and have had an opportunity to gain a 40hour Wilderness First Aid for Backcountry Leaders certification from SIRIUS WILDERNESS MEDICINE.</p>	<p>Sirius Wilderness Medicine</p> <p>Wilderness First Aid for Outdoor Leaders</p>	60	30:30
<p>Backcountry Skiing 1 This field course provides students with the knowledge necessary to plan, participate in and guide backcountry ski outings. During the course, students will learn the elements of backcountry skiing including: telemark & nordic ski movements on flat and inclined surfaces, progression during a backcountry outing, descent techniques, using climbing skins and heel lifts, and winter camping techniques. The course includes 2 days at a lift-serviced ski centre and a 3-day backcountry outing in the Chic Choc mountains.</p> <p>By the end of this course, students will have become familiar with backcountry skiing and will be able to complete outings in easy to intermediate terrain. Students will have a basic knowledge of the risks associated with mountain travel during the winter.</p>		60	0:60
<p>Nature interpretation – Winter Landscapes This course gives students the necessary knowledge and skills needed to integrate an interpretative component within an adventure product.</p> <p>During the course, the student will acquire, through formal classes, labs and field trips, an understanding of the ecology of the different winter ecosystems. The student will learn to identify the main species of plants and wildlife</p>		45	15:30

<ul style="list-style-type: none"> Understand the limits of their training. 			
<p>Equipment Maintenance & Repair In this course students develop the capacity to properly and effectively take care of equipment related to adventure tourism. Students will learn how to inventory, maintain, repair, replace and sign out equipment for adventure tourism programs.</p> <p>The course takes place in the equipment bay of the Adventure Tourism Program, where students will learn the basics of operating a logistics centre and of maintaining and repairing equipment that is used in a variety of outdoor activities. Students will practice repairing and maintaining fundamental outdoor equipment such as backcountry stoves, fabrics (gore-tex, nylon and neoprene), tent poles, canoes, kayaks and related nautical gear, and skis and ski equipment.</p> <p>At the end of the course, students will understand the importance of an accurate inventory and will adopt a preventative approach regarding the maintenance of outdoor equipment. Overall, the student should complete the course with the understanding that the maintenance and repair of field equipment requires an imaginative approach, and the capacity to adapt and invent, all of which are essential attitudes in adventure tourism.</p>		45	0:45
<p>Photography and Adventure Tourism In this course students experiment with digital photography in the outdoors. Students will become familiar with natural lighting, locations and composition in order to identify ideal times and places for taking photographs in the outdoors. Students will also digitally edit their photographs and will integrate these into promotion tools such as brochures and posters.</p>		45	15:30

YEAR 2 – FIRST SEMESTER

Course name & description	Certification	Course hours	Theory: lab
<p>Sea Kayak 1* This field course provides students with the knowledge necessary to plan, participate in and guide sea kayak outings. During the course, students will learn the elements of sea kayaking, including: Strokes, towing, surfing, launching and landing, group management, and rescues. Theoretical information such as marine chart use, route planning, and more will also be covered. The course includes 2 days of skill progression and a 3-day outing in the Gaspé-Perce area.</p> <p>By the end of this course, students will have become familiar with sea kayaking and will be able to complete outings in easy to intermediate terrain. Students will have a basic knowledge of the risks associated with outings in a marine environment. Students have the opportunity to receive certification from Paddle Canada and/or the FQCK.</p>	<p>Paddle Canada: - Sea Kayak Skills Introduction to Kayaking - Sea Kayak Skills Level 1</p> <p>Fédération Québécoise du Canot et du Kayak - Kayak de mer 1 - Kayak de mer 2</p>	45	0:45
<p>Nature Interpretation – Summer Landscapes This course gives students the necessary knowledge and skills to be able to integrate an interpretative component to an adventure product.</p> <p>During the course, the student will acquire, through formal classes, labs and field trips, an understanding of the ecology of the different terrestrial ecosystems. The student will learn to identify the main species of plants and wildlife related to these ecosystems and to describe their various adaptations and behaviors. In harmony with Leave No Trace principles, emphasis will be placed on the importance of working in the field with a deep respect for our natural resources.</p> <p>A two day expedition is planned to study the boreal forest and the alpine tundra in the “Parc de la Gaspésie”</p> <p>At the end of the course, the student will have acquired communication and interpretive techniques, and will be able to plan and deliver an interactive interpretive talk.</p>		45	15:30

<p>Orientation: Maps & Instruments Upon completion of this course the student will be capable of planning and preparing outdoor itineraries. The future guide in Adventure Tourism will be capable of using different instruments, such as a compass and a GPS, in order to orient him or herself in a natural environment. In particular, he or she will be able to:</p> <ul style="list-style-type: none"> •Read different types of maps (topographic, forest, bathymetric, etc); •Use topographic maps in order to measure distances, calculate bearings, slope and direction; •Use a map and compass in order to travel and orient themselves outdoors; •Understand and use a GPS system to travel and orient themselves; •Use a computer program to visualise digital maps, as well as, transfer and manipulate information from the GPS; •Locate his or her position without a compass and know the steps to follow if lost. •Use map and compass to plan a backpacking route of appropriate length and difficulty. 		
<p>Trekking 1 (Backpack Hiking 1)* This course allows students to integrate their knowledge and skills from first year, and begin working on the application of their leadership and hard skills in a wilderness environment. Students are introduced to trip planning and preparation, including route and emergency plans, menu plans, and detailed itinerary planning. They also plan and prepare an appropriate menu for hiking. This course is also given in conjunction with Orientation: Maps and Instruments, allowing students to integrate the two courses.</p> <p>During the 4-day trek, students practice leading, setting up efficient and safe campsites, working with maps, compass and GPS, managing risk on the trail, and managing their personal systems. Students work on leadership techniques as well as wilderness travel skills. During this trip, students practice teaching and interpretation skills and have the opportunity to become certified Leave No Trace instructors.</p>	<p>Leave No Trace Leave No Trace Trainer</p>	<p>45</p> <p>0:45</p>
<p>White Water Rescue* This course will reinforce and build on some of the knowledge and skills that students have acquired in their first year of study, notably: wilderness canoeing, avalanche rescue and wilderness first aid. In addition to students developing swiftwater rescue skills, this course will illustrate the difference between recreational outdoors people and professional guides.</p> <p>In this course students will develop a strong basic understanding of the swiftwater environment, how to safely work and lead clients within it, and how to respond in an emergency situation.</p>	<p>Rescue Canada - Level I River Rescue Safety (RRS-I) - Level II River Rescue Operations (RR0-II)</p>	<p>45</p> <p>0:45</p>

<p>At the end of the course, students will have a strong foundation of skills and knowledge that they will need to practice and to develop throughout their guiding career. If successful, students will acquire Swiftwater Rescue certification from both the Royal Lifesaving Society of Canada and from Rescue Canada.</p>	<p>- Level III Whitewater Rescue Technician (WRT-III) (possible)</p> <p>Fédération Québécoise du Canot et du Kayak (FQCK) - Sauvetage en eau vive 1 - Sauvetage en eau vive 2</p>		
<p>Communication and Adventure Tourism Communication and Adventure Tourism introduces students to the characteristics, dynamics and purpose of interpersonal communication. Interpersonal communication plays an important role in society, affecting individual learning styles and the way people relate to each other. This course will provide an opportunity for students to consider their own personal communication style and the elements that influence their communication practice.</p> <p>Effective communication is a skill that can be developed through training and practice. This course is designed to improve students' skills in the areas of self-concept, personal learning style, verbal and non-verbal communication, active listening, conflict resolution and leadership. Using the knowledge acquired throughout the course, students will have a better understanding of interpersonal communication and will have enhanced their ability to communicate effectively in the workplace.</p>		45	15:30
<p>Adventure Tourism - Second Language 1 Students in Adventure Tourism are expected to graduate with a working knowledge of a second language. For Francophone students, this means second language courses in either English or in Spanish; for Anglophone students, this means either French or Spanish. In these courses, students learn the basics of the language and practice vocabulary relevant to adventure tourism.</p>		45	15:30

YEAR 2 – SECOND SEMESTER

Course name & description	Certification	Course hours	Theory: lab
<p>Adventure Tourism - Second Language 2 Students in Adventure Tourism are expected to graduate with a working knowledge of a second language. For Francophone students, this means second language courses in either English or in Spanish; for Anglophone students, this means either French or Spanish. In these courses, students learn the basics of the language and practice vocabulary relevant to adventure tourism.</p>		45	15:30
<p>Land and Sea Safety and Security* This course is designed to give the student theoretical and practical field experience in basic safety and security measures they will encounter during employment within the adventure tourism industry. For maritime applications this will include:</p> <ul style="list-style-type: none"> • VHF radio operation, function and protocol knowledge, and Operator’s Certificate. • Safety practices, theory and standards for small vessel use. This may lead to obtaining the Pleasure Boat Operator’s Certificate if the student so chooses. <p>For land applications this will include:</p> <ul style="list-style-type: none"> • A commercial driving module. The theoretical knowledge covered will prepare the student to obtain her or his class 4a/4b (up to 24 passengers) Quebec Driver’s licence. • Risk management module: students will learn the skills to develop a risk management plan for an adventure activity 	<p>Lifesaving society - Pleasure Craft Operator Card</p> <p>Canadian Power & Sail Squadron - Restricted Operator’s Certificate (Maritime)</p>	45	15:30
<p>Backcountry Skiing 2: Expedition The aim of this course is to extend the students’ technical, travel, and organizational skills in the winter environment.</p> <p>Students will spend several hours planning and preparing a 6-day ski trip in the Chic Choc mountains of Quebec. They will apply knowledge previously gained in Trekking and other courses to create route plans, emergency plans, and detailed itineraries.</p>	<p>Canadian Avalanche Association: AST 2</p>	75	30:45

During the expedition, students will also have the opportunity to complete the AST 2 course of the Canadian Avalanche Association. The avalanche course objective are :

- Use the Avaluator™ as a filtering tool to determine when additional planning and travel techniques are required to travel safely.
- Be familiar with Avalanche Danger Ratings verification techniques for personal use on a local scale.
- Be familiar with the ATES technical model as a means to develop personal, local terrain ratings.
- Use routefinding to take advantage of nuances in terrain to manage personal risk.
- Use travel techniques in avalanche terrain appropriate to the avalanche conditions.
- Proficiently carry out a companion rescue.
- Understand the limits of their training.

During the expedition, the student will formally or informally take turns leading there peers, including route finding, group management, risk management, experience building, cooking and other typical guiding duties.

At the end of this course, students will have experience planning, preparing and executing an expedition in a winter environment.

Interpretation of the Sky *

This course covers interpretation of the night sky as well as of weather patterns. This course is placed before students start their first work placement, and will provide them with a solid base in astronomy and meteorology prior to this.

Astronomy topics include constellation identification and interpretation, origins of celestial bodies, dimensions of the universe, using binoculars and star charts, phases of the moon, tides, seasons and other relevant topics.

Weather topics include pressure systems, cloud identification, fronts, severe weather, reading weather maps, weather prediction, weather folklore, and other relevant topics.

By the end of this course, students will be able to identify several celestial bodies visible to the

**Canadian Power
& Sail
Squadron**
Fundamentals of
Weather

60

30:30

<p>naked eye in the night sky, and will be able to interpret these for clients. Students will also be able to interpret weather patterns in order to make sound decisions when in the backcountry. Through the Canadian Power and Sail Squadrons, students have the opportunity to gain the “Fundamentals of Weather” course certification.</p>			
<p>Geography for Adventure Tourism This course is intended to equip students with the tools needed to analyse and interpret geographical and cultural data in an adventure tourism context. Students will study the geo-cultural elements that allow a better comprehension of the interaction between the natural and human components of a given geographic space. The concept of sustainable development from a geographical perspective will also be studied.</p> <p>At the end of this course, students will have developed tools enabling them to look critically through a cultural geographic lens at the adventure guide profession. Students will understand how the cultural and physical geography of a landscape affect their profession and product offerings.</p>		45	0:45
<p>Industry Training The aim of this course is to build on the technical skills acquired so far, while gaining valuable experience in fundamental customer relation skills. This hands-on approach will help the student acquire the organization and communication skills necessary within the adventure tourism industry.</p> <p>The educational intention is to impart the techniques associated with a winter activity by means of offering a winter tourism experience. Students will plan, prepare, promote and deliver an adventure tourism activity to clients. This exercise aims to complement the student’s theoretical knowledge with practical industry experience.</p> <p>At the end of the course, students will be able to identify the benefits and challenges of delivering winter adventure tourism activities.</p> <p>The main objective of this course is for student to learn the components of technical delivery relating to the practice of a winter activity. The chosen winter activity for this course is Dogsled.</p>		45	15:30
<p>Summer Practicum This is the first of two industry-contact experiences available to students. During this first practicum, students are required to work in an adventure-, nature-based- or eco-tourism facility in order to gain experience and contacts in a company of their choice.</p> <p>Students will prepare for their practicum during the winter through several workshops focusing</p>	<p>Certifications may be gained through training offered by the employer.</p> <p>The summer practicum is expected to be at least 8 weeks long.</p>		

on resumé and cover-letter writing, succeeding in an interview, and goal-setting. With the help of the practicum coordinators, students are required to apply to several jobs, go through the interview process, and select a company to work for during the summer.

Students will do reflection work upon completion of their practicum in order to identify their strengths, weaknesses, and future goals. At the end of this practicum, students will have gained valuable experience in the guiding field, will have made industry contacts, and will have a stronger resumé.

YEAR 3 – FIRST SEMESTER

Course name & description	Certification	Course hours	Theory: lab
<p>Interpretation of the Sea This course gives students the necessary knowledge and skills to be able to integrate an interpretative component to an adventure product.</p> <p>During the course, the student will acquire, through formal classes, labs and field trips, an understanding of the ecology of the different marine ecosystems. The student will learn to identify the main species of plants and wildlife related to the marine environment and to describe their various adaptations and behaviors. In harmony with Leave No Trace principles, emphasis will be placed on the importance of working in the field with a deep respect for our natural resources.</p> <p>Students will discover seabirds on Bonaventure Island, whales of the Bay of Gaspé and will explore the sandy and rocky beaches of the area.</p> <p>By the end of the course, the student will learn communication and interpretive techniques, and will be able to plan and deliver a self-guided activity.</p>		45	15:30
<p>Site and Trail Maintenance This course equips the student with the tools, and knowledge necessary to plan, create, and maintain trails and outdoor sites. Students will determine appropriate sites, use the appropriate tools, complete actual field work, and evaluate existing sites and trails. Local regulations, client needs, and environmental considerations will be examined in the planning phase. Students will learn to safely use and power tools such as chainsaws and brush cutters.</p>		45	0:45
<p>Traditional and Native Cultures In this course, students will study the main events of the first major migration period of aboriginal peoples during one of the defining eras in Canadian history, the fur trade. Through history lessons, as well as through a traditional living colloquium, students will be able to create and deliver an interpretation activity relating to aboriginal cultures.</p> <p>The colloquium is a three-day workshop-based field experience during which students will live as closely as possible to the way people would have lived during the fur trade era. During this colloquium, students will present interpretive capsules and traditional skills that they have researched. As well, students will learn and practice skills taught by aboriginal guest speakers.</p>		45	15:30

<p>By the end of this course, students will be able to use traditional travel and camping techniques with clients, and will be able to interpret the history of aboriginal cultures in Canada.</p>		
<p>Trekking 2: Expedition The aim of this course will be to extend the students' technical, organizational and navigational skills on an extended land-based expedition.</p> <p>The educational intention is to complement the student's theoretical knowledge with a practical field experience. Supervised by an instructor, students will be fully responsible for the planning and preparation of this course, including transport logistics, risk management plans, budgeting, route planning, map preparation and more.</p> <p>The 6-day expedition takes place in the Groulx Mountains on the north shore of Quebec near the Labrador border. This remote environment will expose students to route finding and minimal-impact travelling in a tundra/taiga landscape. At the end of the course, students will be able to identify the organizational structure involved in planning and executing an expedition in a remote area.</p>	75	30:45
<p>Sea Kayak 2: Expedition* This course is a final, largely student-led course in which students have the opportunity to perform and perfect their guiding skills in a supportive environment.</p> <p>Supervised by an instructor, students will plan all trip logistics; including, route, safety, food, logistics, shuttles, activities and more. In addition, students will guide the 6-day trip, with the instructors acting as coaches and providing a safety net to facilitate learning.</p> <p>Upon completion of the course, students will be familiar with all aspects of leading a water-based expedition, from planning through guiding and wrap up. Further, students will develop practical guiding skills that will be applicable to a variety of adventure tourism careers. Finally, students will understand and demonstrate a professional attitude while on the expedition. During this course, students may have the opportunity to gain a Paddle Canada sea kayak certification.</p>	<p>Paddle Canada Sea Kayak skills level 1 (if not already obtained)</p>	75 30:45

YEAR 3 – SECOND SEMESTER

Course name & description	Certification	Course hours	Theory: lab
<p>Winter practicum This practicum takes place in the first 2 months of the final winter semester. During this period, students have the opportunity to complete a Professional Development Project, which they have designed in order to meet their personal professional development goals.</p> <p>This project may take the form of a traditional work practicum in a company. It may also include further training and certifications that the student feels he /she needs to be competitive in the adventure tourism industry. Students may also choose to complete large-scale expeditions, to travel to other countries to work or learn another language, or a combination of these.</p> <p>Students prepare for this experience by submitting a proposal, and are required to plan all aspects of their project. Upon completion of the project, students evaluate their learnings, and identify the next steps they will take in their ongoing professional development.</p> <p>At the end of this practicum, students will have a total of 5 ½ months of industry experience tailored to their specific needs and interests.</p>	<p>Certifications may be gained through training offered by the employer.</p> <p>The winter practicum is expected to be at least 8 weeks long.</p>		
<p>The Adventure Tourism Industry This course discusses advanced topics pertaining to the adventure tourism industry, and builds upon the experience students have gained in their industry experience. The course will help students make the transition to the job market and to contribute to the growth of a professional Adventure tourism industry in Quebec, Canada and throughout the world.</p> <p>Topics include: trends in the marketplace, current issues in the industry, government and relevant associations, and funding available for tourism development. Students will also study current organizational risk management and insurance practices, land management policies, and</p>	<p>Conseil québécois des ressources humaines en tourisme (C.Q.R.H.T.) - Guide ÉMERIT (examen de connaissance de</p>	45	15:30

<p>professional guidelines for Outdoor Adventure guides as outlined by the CHRCT.</p> <p>Upon completion of the course, students will have a clear understanding of the role of tourism associations, government tourism agencies, land management, risk management and professional norms in the adventure tourism industry. This course is designed to compliment the courses of Sustainable Development in Adventure Tourism and Conception and Promotion of Adventure Tourism Products.</p>	<p>la norme)</p>		
<p>Design and Promotion of Adventure Tourism Products</p> <p>This course will allow the student to integrate skills and theoretical ideas in designing and promoting sustainable ecotourism and adventure tourism business products. Students will examine the components that are involved in developing a product and/or business and how to promote that to potential customers. Students will develop a business plan for their business or product idea.</p> <p>After this course, students will have an understanding of the factors for Product Conception/Business Development, including organization, financing, and promotion.</p>		<p>45</p>	<p>15:30</p>
<p>Adventure, Ecotourism and Sustainable Development</p> <p>This course will introduce the student to current issues in sustainable development as it pertains to the nature-based tourism industry. Local, national and global issues in sustainable development will be studied and debated. Course work will be integrated with <i>Design & Promotion of Adventure Tourism Products</i> and <i>The Adventure Tourism Industry</i> to provide a varied and complete perspective.</p> <p>At the end of this course, the student will be able to comment and debate on current issues relating to environmental sustainability, resource management, ecotourism, and regional development. The student will be able to apply these concepts to the development of adventure tourism and/or ecotourism products, in order to minimise the environmental impact of these products.</p>		<p>45</p>	<p>15:30</p>
<p>White Water</p> <p>This third whitewater-based course follows <i>Canoe and camping</i> and <i>Whitewater Rescue</i>, and builds upon the solid base students have developed in the moving-water environment.</p> <p>Through multiple descents of local rivers, this course aims to review whitewater techniques, norms and safety, and will increase the students comfort, management and guiding experience in the whitewater environment. Students may travel in canoes, rafts, or kayaks, depending on</p>	<p>Paddle Canada - Whitewater Canoe Skills Intermediate Tandem (possible)</p>	<p>45</p>	<p>15:30</p>

resource availability and student skill. At the end of the course, students will have knowledge of the norms, certification and skills required to guide in many of the segments of river based whitewater adventure tourism industry in Canada.	Fédération Québécoise du Canot et du Kayak (FQCK) - Canot III Eau vive (duo ou solo) (possible)		
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GENERAL EDUCATION COURSES

In order to obtain a Collegial Studies Diploma, all students are required to complete courses in Humanities, Literature, Physical Education, and elective fields, in addition to their Adventure Tourism courses. Students thus graduate with complete, well-rounded education which enables them to think critically, and which prepares them for post-collegial studies.

Courses are comprised of:

Humanities	Knowledge	75 h
	World Views	60 h
	Sciences	60 h
Languages & Literature	College English	75h
	French	60h x two courses
	Literary Genres	75 h
	Literary Themes	60 h
Physical Education	Health & Physical Education	30 h
	Physical Activity	30 h
	Physical Education	30 h

Elective credits	Examples: Auto repair, music, pottery, Spanish, sciences...	60 h x two courses
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