



## Supplemental Guide to Artifact Selection

### Artifact Selection Guidelines

- Priority should be given to artifacts in the required categories first.
- Artifacts should be a reflection of your own individual or collective professional or scholarly work. Please indicate when you are submitting documents that are representative of a combined effort.
- Provide an introductory document for each educational component that briefly outlines the artifacts selected.
- The Optional Artifact Description table provides general categories for consideration when selecting and submitting artifacts.
- An additional table is provided for each of the 6+1 educational components highlighting artifacts germane to that particular educational component. Each artifact beyond those that are required are worth 10 points each.
- You may submit artifacts not captured in those identified in the tables below.

### Components

- [Optional Artifact Descriptions](#)
- [Judgment & Decision-Making](#)
- [Outdoor Living](#)
- [Leadership](#)
- [Environmental Integration](#)
- [Trip Planning & Logistics](#)
- [Leadership](#)
- [Risk Management](#)
- [Education](#)
- [Field Work Requirement](#)

## Optional categories for additional evidence

Additional evidence/artifacts for each component that complete 100 point requirement (10 points per artifact). The listed artifacts may be repeated for each educational component. Please provide explanation and documentation.

Optional Artifact Type	Optional Artifact Description	Points
Internship Supervision	Supervision of an intern that includes professional development and training in areas of educational component that results in documented artifacts and field time toward COL competencies for the intern.	10
Continuing Education (Formal)	Continuing Education includes participation in professional workshops, conferences, and other formal programs directly related to the educational components (Maximum of 3 stand alone experiences per component). These continuing education experiences are in-person events and involve interaction with a facilitator or instructor.	10
Continuing Education (Self-Directed)	Continuing Education that is self-directed may include activities like the review and incorporation of new text books and completion of self-directed continuing education courses. These educational experiences are often available online and do not involve interaction with a facilitator or instructor.	10
Presentations	Presentations made at professional conferences, workshops or programs (10 points per presentation).	10
Publications	Articles, editorials, professional editing of textbooks, etc., directly related to any of the educational components (Maximum of 1 per component).	10
Justification, Philosophical and Professional Development Statement	<p>A Justification statement is an approximately one page submission that:</p> <ul style="list-style-type: none"> <li>● Describes proficiency in a particular educational component</li> <li>● Traces professional development, competencies and training</li> <li>● Provides any philosophical approaches in program delivery and/or teaching.</li> </ul>	10
Demonstrated Teaching	Video of a 20-minute (minimum) lesson related to an educational component or component	10
Apprenticeship	Apprentice with a WEA COE for 5 -15 field days (can be counted toward 100 field days and results in artifacts for portfolio development). The number of artifacts varies based on the length of apprenticeship. 10 points for every 5 apprenticeship days, maximum of 30 points	10
Mentorship	Complete one-year mentorship (off-site internship). (Can result in artifacts for portfolio development)	30

## Judgment & Decision-Making

<p><b>Judgment &amp; Decision-Making Standards</b></p> <ul style="list-style-type: none"> <li>● <i>8.1 Demonstrates the ability to examine, evaluate, and adapt decisions to maintain the overall objectives required of each educational component.</i></li> <li>● <i>8.2 Understands the importance of consistent personal decision-making.</i></li> <li>● <i>8.3 Demonstrates consistent judgment development by conceptualizing and ritualizing decision-making processes within each educational component.</i></li> </ul>	
<p><i>Additional Evidence/Artifact Suggestions (each main bullet point is worth 10 points, unless otherwise noted):</i></p>	<p><b>Training</b></p> <ul style="list-style-type: none"> <li>● Coursework/ syllabus from academic or non-academic classes on Judgment &amp; Decision Making and processes, judgment, ethics</li> <li>● Instructor evaluations from completion of recognized outdoor leader/instructor training courses (NOLS, OB, etc...)</li> </ul> <p><b>Writing/Scholarship</b></p> <ul style="list-style-type: none"> <li>● Presenting on J&amp;DM at a professional conference</li> <li>● Books, articles, etc. published on J&amp;DM</li> <li>● Designing an academic course/unit/lecture on J&amp;DM</li> <li>● Additional Lesson Plan on J&amp;DM</li> <li>● Written Judgment &amp; Decision Making Analysis (e.g. Accidents in N. Amer. Mountaineering incident and analysis) <ul style="list-style-type: none"> <li>○ based on case-studies examples</li> <li>○ based on one's own leadership decisions in the field</li> </ul> </li> </ul> <p><b>Other</b></p> <ul style="list-style-type: none"> <li>● Teaching Decision Making lesson <ul style="list-style-type: none"> <li>○ Lesson plans involving multiple Decision Making models</li> <li>○ Videos of teaching Decision Making models</li> </ul> </li> <li>● Proceedings/ powerpoint of past conference presentation on Judgment &amp; Decision Making</li> </ul> <p><b>Potential Certificate of Completion for this component:</b></p> <ul style="list-style-type: none"> <li>● Certificate of institutional training on ethics and decision making (e.g., title IX, sexual harassment, etc...)</li> </ul>

## Outdoor Living

*The specific outdoor skills essential to individual/group sustainability in the backcountry.*

<p><b>Outdoor Living Standards:</b></p> <ul style="list-style-type: none"> <li>● 9.1.1 Understanding and demonstration of proper campfire use, camp establishment, and basic kitchen management.</li> <li>● 9.1.2 Understanding and demonstration of proper selection, repair, and storage of equipment and clothing for self and others.</li> <li>● 9.1.3 Understanding and demonstration of proper health and sanitation techniques.</li> <li>● 9.1.4 Understanding and demonstration of planning for the safety, comfort, and organization of a group in a backcountry environment.</li> <li>● 9.1.5 Understanding and demonstration of basic weather forecasting and the implications of the effects of weather on the comfort and safety of the group.</li> </ul>	
<p><i>Additional Evidence/Artifact Suggestions (each main bullet point is worth 10 points, unless otherwise noted):</i></p>	<p><b>Training</b></p> <ul style="list-style-type: none"> <li>● Workshop/Webinar Attendance with Reflection/Application submission.</li> </ul> <p>Example of topics:</p> <ul style="list-style-type: none"> <li>○ Primitive Outdoor Skills</li> <li>○ Survival Training</li> <li>○ Bear Country Practices</li> <li>○ Flora and Fauna Training for specific areas</li> </ul> <p><b>Writing/Scholarship</b></p> <ul style="list-style-type: none"> <li>● Presenting on OL at a professional conference</li> <li>● Books, chapters, articles, etc. published on OL</li> <li>● Designing an academic course/unit/lecture on OL</li> <li>● Published article on outdoor ethics</li> <li>● Submission of equipment and clothing list for trip or activity</li> <li>● Additional Lesson Plan on OL. Examples of topics: <ul style="list-style-type: none"> <li>○ Lesson plan on clothing selection</li> <li>○ Lesson plan on cookstove (starting/stopping/field cleaning)</li> <li>○ Lesson plan on natural resource campfires (building/terminating)</li> <li>○ Lesson plan on sanitation</li> <li>○ Lesson plan on campsite selection</li> <li>○ Lesson on how to pack your pack/ boat/ sled/...</li> </ul> </li> </ul> <p><b>Other</b></p> <ul style="list-style-type: none"> <li>● Course area selection articulating the prerequisite skills and outcomes of unique course and area</li> <li>● Student evaluations from outdoor pursuits skill related course or outdoor living skills presentation/course.</li> <li>● Peer evaluations from outdoor pursuits skill related course or outdoor living skills presentation/course.</li> <li>● Documentation of 50 additional days of field work (above the 100 field day requirement)</li> </ul> <p><b>Potential Certificate of Completion for this component:</b></p> <ul style="list-style-type: none"> <li>● Technical Certifications in specialized travel areas <ul style="list-style-type: none"> <li>○ e.g ACA Kayak/Canoe, AMGA,</li> </ul> </li> <li>● LNT Trainer or Master Educator</li> <li>● Survival School Completion</li> <li>● Equivalent military training documentation</li> <li>● Weather Forecasting certificate</li> </ul>

## Trip Planning & Logistics

Compose, implement, and guide outdoor expeditions minimum one week in length.

<p><b>Trip Planning &amp; Logistics Standards</b></p> <ul style="list-style-type: none"> <li>● <b>9.2.1 Understanding of and ability to prepare an effective plan for group outings of seven or more days in a backcountry environment.</b></li> <li>● <b>9.2.2 Demonstration of ability to design and manage proper travel progressions.</b></li> <li>● <b>9.2.3 Understanding of and ability to adequately plan and package rations for a group of 5 or more for an outing of seven or more days in a backcountry environment.</b></li> </ul>	
<p><i>Additional Evidence/Artifact Suggestions (each main bullet point is worth 10 points, unless otherwise noted):</i></p>	<p><b>Training</b></p> <ul style="list-style-type: none"> <li>● Workshop/Webinar Attendance with Reflection/Application submission. Topics may include:</li> </ul> <p><b>Writing/Scholarship</b></p> <ul style="list-style-type: none"> <li>● Presenting on TP at a professional conference</li> <li>● Books, articles, etc. published on TP</li> <li>● Designing an academic course/unit/lecture on TP</li> <li>● Additional Lesson Plan on TP</li> <li>● Trip Plans for trips 7+ days             <ul style="list-style-type: none"> <li>○ Should include Meal Plan, Itineraries, Daily Time Control Plan, Route Description and Mapping, Personal Evaluation, and Client/Student course evaluations.</li> </ul> </li> <li>● Evaluating personal trip plan</li> <li>● Evaluation of trip plan by peer</li> <li>● Evaluation of trip plan by instructor</li> <li>● Lesson progression design</li> </ul> <p><b>Other</b></p> <ul style="list-style-type: none"> <li>● Recorded teaching</li> <li>● Specific trip field guide (natural/cultural history, teaching topics, etc.)</li> <li>● Trip route with planned route and contingency exits</li> <li>● Inclement weather plan</li> </ul> <p><b>Potential Certificate of Completion for this component:</b></p> <ul style="list-style-type: none"> <li>● Navigation Courses</li> <li>● Canyoneering</li> </ul>

## Leadership

Guide and direct with self-awareness to effectively make decisions involving a group of people.

<p><b>WEA Leadership Standards:</b></p> <ul style="list-style-type: none"> <li>● <b>9.3.1 Understanding and demonstration of ability to control one's own emotions and behaviors and adapt to stressful or dynamic situations.</b></li> <li>● <b>9.3.2 Understanding and demonstration of ability to maximize the potential of others and motivate them to attain shared goals to improve expedition behavior.</b></li> <li>● <b>9.3.3 Understanding and demonstration of task-specific knowledge to guide a group to attaining its goals.</b></li> <li>● <b>9.3.4 Understanding and demonstration of creativity while taking initiative and calculated risks.</b></li> <li>● <b>9.3.5 Understanding and demonstration of integrity and honesty putting the best interest of a group before individual desires.</b></li> </ul>	
<p><i>Additional Evidence/Artifact Suggestions (each main bullet point is worth 10 points, unless otherwise noted):</i></p>	<p><b>Training</b></p> <ul style="list-style-type: none"> <li>● Workshop/Webinar Attendance with Reflection/Application submission. Topics may include:             <ul style="list-style-type: none"> <li>○ Communication, debriefing, conflict resolution, etc...</li> <li>○ Group dynamics/development</li> <li>○ Conditional Outdoor Leadership Theory, situational leadership, authentic leadership, transformational leadership, etc...</li> <li>○ Goals/Objectives</li> <li>○ Strategy, vision, mission, etc.</li> <li>○ Conference sessions attended specifically on Leadership</li> <li>○ Enrollment in leadership development course, i.e., academic, business/corporate development, non-profit, etc</li> </ul> </li> <li>● Organization-specific Leadership training: Attending or Facilitating</li> </ul> <p><b>Writing/Scholarship</b></p> <ul style="list-style-type: none"> <li>● Presenting on LDSP at a professional conference</li> <li>● Books, articles, etc. published on LDSP</li> <li>● Designing an academic course/unit/lecture on LDSP</li> <li>● Additional Lesson Plan on LDSP</li> <li>● Blogging on the topic</li> <li>● Leadership Philosophy Paper</li> </ul> <p><b>Other</b></p> <ul style="list-style-type: none"> <li>● Evaluations of LDSP from supervisors</li> <li>● Evaluations of LDSP from students/clients</li> <li>● Read a leadership topic book (motivation, goals, conflict resolution, group dynamics, effective behaviors, etc...) and document engagement and/or integration and reflection of text into professional work.</li> </ul> <p><b>Potential Certificate of Completion for this component:</b></p> <ul style="list-style-type: none"> <li>● Leadership Challenge Certificate of Completion</li> <li>● Leadership Challenge Certified Facilitator</li> <li>● Leadership Certificate</li> <li>● Personal Leadership Certificate</li> </ul>

## Risk Management

Calculate emotional, perceived, and physical risk through assessment and utilization of management and instructional resources in response to emergency protocols.

<p><b>WEA Risk Management Standards:</b></p> <ul style="list-style-type: none"> <li>● <b>9.4.1 Understanding and demonstration of the knowledge, skills and abilities needed to engage the process of identifying and implementing plans that control risk in outdoor activities.</b></li> <li>● <b>9.4.2 Demonstrate ability to design, implement and evaluate an effective risk management plan.</b></li> <li>● <b>9.4.3 Demonstrate proper balance between the potential of risk with the educational benefits of adventure.</b></li> <li>● <b>9.4.4 Demonstrate ability to manage group travel by moving a group in a safe manner.</b></li> <li>● <b>9.4.5 Demonstrate the ability to organize and implement search/evacuation procedures to locate group members in need of assistance.</b></li> </ul>	
<p><i>Additional Evidence/Artifact Suggestions (each main bullet point is worth 10 points, unless otherwise noted):</i></p>	<p><b>Training</b></p> <ul style="list-style-type: none"> <li>● Workshop/Webinar Attendance with Reflection/Application submission. Suggested topics include: <ul style="list-style-type: none"> <li>○ Legal issues</li> <li>○ Insurance</li> <li>○ Land agency procedures and policies</li> <li>○ Cost vs benefits analysis</li> <li>○ Conference sessions attended specifically on RM</li> </ul> </li> <li>● Organization-specific RM training: Attending or Facilitating</li> </ul> <p><b>Writing/Scholarship</b></p> <ul style="list-style-type: none"> <li>● Presenting on RM at a professional conference</li> <li>● Books, articles, chapters, etc. published on RM</li> <li>● Annual incident/accident report summary and analysis (from courses led, from organization)</li> <li>● Designing an academic course/unit/lecture on RM</li> <li>● Authoring (co or lead) a self-study report/section/chapter for any level of accreditation (must include RM)</li> <li>● Lesson Plan on RM</li> <li>● Author a RM policy or procedure for OR (proactive)</li> <li>● RM Plan for an expedition (in the field)</li> <li>● RM Plan for an Outdoor Recreation program</li> </ul> <p><b>Other</b></p> <ul style="list-style-type: none"> <li>● Accreditation reviewer/site visitor</li> <li>● Search &amp; Rescue volunteering</li> </ul> <p><b>Potential Certificate of Completion for this component:</b></p> <ul style="list-style-type: none"> <li>● Wilderness First Responder</li> <li>● WEMT or higher credential</li> <li>● Completion of NOLS RM workshop or related certification</li> <li>● Defensive driving</li> <li>● Commercial Drivers License</li> <li>● Food Handling</li> <li>● Search &amp; Rescue</li> <li>● High-Angle/Rope Technician</li> </ul>

## Environmental Integration

*Attention to ecological and cultural literacy alongside the planning and management skills needed to assure preservation through past, present, and future connections.*

<p><b>WEA Environmental Integration Standards:</b></p> <ul style="list-style-type: none"> <li>● <b>9.5.1 Understanding and demonstration of concepts that embody ecological and cultural literacy along with the cooperative planning and management skills needed to ensure preservation of resources.</b></li> <li>● <b>9.5.2 Demonstrates the capacity to perceive and interpret the basic health of environmental systems and take appropriate action to maintain, restore, or improve the health of those systems.</b></li> <li>● <b>9.5.3 Demonstrates the understanding of the theoretical foundations of environmental education.</b></li> <li>● <b>9.5.4 Understanding and demonstration of the civic responsibility to educate land users to reduce their impact in backcountry as well as in their day to day lives.</b></li> </ul>	
<p><i>Additional Evidence/Artifact Suggestions (each main bullet point is worth 10 points, unless otherwise noted):</i></p>	<p><b>Training</b></p> <ul style="list-style-type: none"> <li>● Workshop/Webinar Attendance with Reflection/Application submission. Suggested topics include:             <ul style="list-style-type: none"> <li>○ Environmental Science</li> <li>○ Flora and Fauna Training for specific areas</li> </ul> </li> </ul> <p><b>Writing/Scholarship</b></p> <ul style="list-style-type: none"> <li>● Presenting on EI at a professional conference</li> <li>● Books, articles, etc. published on EI</li> <li>● Designing an academic course/unit/lecture on EI</li> <li>● Additional Lesson Plan on EI</li> <li>● Completion of LNT Refresher</li> <li>● Conducts Master Educator Course (20 pts)             <ul style="list-style-type: none"> <li>○ including submission of student evaluations</li> </ul> </li> <li>● Conducts Trainer Course             <ul style="list-style-type: none"> <li>○ including submission of student evaluations</li> </ul> </li> <li>● Supplement LOP's with ecological and cultural literacy components/ lesson plan</li> </ul> <p><b>Potential Certificate of Completion for this component:</b></p> <ul style="list-style-type: none"> <li>● LNT Master Educator (30 points)</li> <li>● LNT Trainer</li> </ul>



## Education

*Implement theories and practices through teaching process and transference.*

<p><b>WEA Education Standards</b></p> <ul style="list-style-type: none"> <li>● <b>9.6.1 Demonstrates understanding of education theory and foundations.</b></li> <li>● <b>9.6.2 Demonstrates a variety of effective teaching and learning strategies in both traditional and outdoor environments.</b></li> <li>● <b>9.6.3 Demonstrates knowledge of teaching and learning skills to plan educational strategies and progressions.</b></li> <li>● <b>9.6.4 Demonstrates problem solving and critical thinking skills to understand instruction and learner achievement.</b></li> <li>● <b>9.6.5 Demonstrates understanding of appropriate educational assessment practices and procedures.</b></li> </ul>	
<p><i>Additional Evidence/Artifact Suggestions (each main bullet point is worth 10 points, unless otherwise noted):</i></p>	<p><b>Training</b></p> <ul style="list-style-type: none"> <li>● Workshop/Webinar Attendance with Reflection/Application submission. Suggested topics include:             <ul style="list-style-type: none"> <li>○ Education Methodology</li> <li>○ Outcomes-based lesson planning</li> <li>○ Scaffolding and Educational Progressions</li> <li>○ Outdoor Specific Educational Techniques</li> <li>○ PHRP (Protecting Human Research Participants)</li> </ul> </li> </ul> <p><b>Writing/Scholarship</b></p> <ul style="list-style-type: none"> <li>● Presenting on Ed. at a professional conference</li> <li>● Books, chapters, articles, etc. published on Ed.</li> <li>● Designing an academic course/unit/lecture on Ed.</li> <li>● Additional Lesson Plan on Ed.</li> <li>● Summary of Teaching Evaluations</li> <li>● Evidence of assessment of <i>student</i> educational lessons through submission of a developed rubric and evaluation form.</li> <li>● Identification of KSA's (knowledge, skills, &amp; abilities) related to specific outdoor topic or lesson (or similar pedagogical scaffold process)</li> <li>● Design a lesson plan that identifies different ways to incorporate various learning styles</li> <li>● Design of an assessment tool (formative, summative, etc..)</li> </ul> <p><b>Other</b></p> <ul style="list-style-type: none"> <li>● Climbing Wall Instructor certification (emphasis on teaching, lesson planning, feedback, etc.)</li> <li>● Submission of student's peer-teaching evaluations</li> </ul> <p><b>Potential Certificate of Completion for this component:</b></p> <ul style="list-style-type: none"> <li>● Education related graduate or undergraduate degree</li> <li>● State Teaching Credential</li> <li>● PCIA/AMGA/CWA: Climbing Wall Instructor Provider certification</li> <li>● NOLS/OB Instructor Training</li> <li>● Undergraduate or Graduate Level degree in Education, Outdoor Education, or similar field.</li> </ul>

## Field Work Requirement

*All fieldwork should be documented in a field log, wilderness experience inventory, or similar document that can be uploaded to their foliotek portfolio*

### 100 Field Days

- Documented role as Leader, Co-Leader, or Leader-in-Training of an Outdoor Experience.
- Can be a mixture of Field Weeks, Multi-day, and/or Technical Skill Instruction
- 10% (10 days) of experiences must be five consecutive days or longer.
- 70% (70 days) of experiences can come from multi-day experiences (2-4) days.
- 20% (max 20 days) of experiences can come from leadership of technical field days.
  - Technical Field Leadership (Leader, Co-Leader, Leader-in-Training) includes technical terrain (rock, ice etc.) that do not involve point-to-point travel. Applicants should document their role as a leader, co-leader, or Leader-in-Training . Technical Field experiences can also include environmental education, wilderness medicine training, challenge course facilitation, environmental education, and NPS/NFS or equivalent interpretative program delivery.

Category	Description
Field Week	A field week is 6 consecutive field days or longer.
Multi-Day	Field experiences that are two or more consecutive field days.
Technical Skills Instruction	Leading or teaching a technical skill/activity (rock climbing, ski, snowboard, etc.).  6 hrs of instruction = 1 Field Day