



THE JASPER FIELD SEMESTER

Strong in body. Free in mind.

A six-week, in-person curriculum for camping, hiking, martial arts, meditation, scientific inquiry and philosophical argument.



6 WEEKS

144 HOURS

3 CAMP NIGHTS

Four teaching days each week

Six integrated courses

One night in Week 2; two in Week 5

The Instructor Guide | University of Jasper | Jasper, Alberta, Canada

A proposed non-degree programme for 6-8 adults. Enrolment, approved activities and booked campsites remain unconfirmed. Final English edition: 28 September 2026. Founding vision: Vincent Zhang.



01 / EDUCATIONAL PURPOSE

The whole human.

Our mission

To unite sustained physical training, humanistic learning across world civilizations, and original inquiry in mathematics, physics, chemistry and economics. Through life in nature, lectures, close dialogue, debate, field study, experiments and shared projects, we cultivate people of courage, deep learning, independent judgment, initiative, self-discipline and a commitment to justice. We use AI to extend inquiry while strengthening human understanding, creativity and responsibility.

What this semester must make possible

Learners should be able to care for themselves and companions outdoors; train with control; direct attention voluntarily; measure and reason from evidence; interpret texts and challenge arguments fairly; and complete useful work with others.

Three foundations, six courses

Physical strength is developed through fieldcraft and martial practice. Humanities are lived through attention, reading, debate and responsibility. Fundamental inquiry connects mathematics and physics to chemistry, economic choices and the natural world.

AI and human agency

The core is offline. Printed, clearly labelled model-like claims become objects of criticism. Learners reason first, test claims and explain uncertainty. A later, optional connected audit can examine real AI outputs after the semester; it is outside the 144-hour core.

The standard of excellence

High expectations apply to preparation, precision, honesty, revision and care. Distance covered, combat dominance, meditation endurance, obedience and agreement with the founder are not measures of worth.

Fearless in learning. Lead by example. One University > One Family means mutual care with freedom to disagree, decline a practice or leave the programme.



02 / ACADEMIC ARCHITECTURE

Six courses. One education.

Course	Hours	Evidence
JAS 101 Fieldcraft, Hiking & Camping	36	A route-and-camp dossier; observed field judgment
JAS 102 Martial Arts & Restraint	18	A coached control demonstration; practice record
JAS 103 Attention & Reflective Practice	12	An attention-method comparison; personal protocol
JAS 104 Mathematics & Physics in Nature	30	A reproducible investigation; individual oral defence
JAS 105 Philosophy, Reading & Argument	30	Text annotations, a fair opposing argument, revised essay
JAS 106 The Commons & Original Inquiry	18	A useful analogue artifact; stewardship and cost account

Total: 144 facilitated learning hours = 24 days × 6 hours. Weekly allocation: fieldcraft 6; martial arts 3; attention 2; science 5; philosophy 5; commons 3. Course codes are internal design labels, not accredited credit codes.

The learner profile

Adults aged 18 or over; cohort of 6-8; no martial-arts experience required. An opening diagnostic checks arithmetic, graph reading, short-text comprehension and support needs. It shapes teaching and adaptations, not a public ranking.

Workload and scope

The timetable includes reading, writing and project work. Optional independent work is capped at two hours weekly. Meals, breaks, transport, sleep and camp duty are not counted as instruction. This is an introductory field semester, not a substitute for undergraduate disciplinary depth.



03 / THE WEEKLY TIMETABLE

A demanding, humane rhythm.

Day	Morning	Afternoon
A	09:00 attention 15m 09:15 science 150m 11:45 break 15m	12:00 lunch 45m 12:45 martial arts 90m 14:15 break 15m 14:30 philosophy 105m
B	09:00 attention 15m 09:15 fieldcraft: 180m taught + 30m breaks	12:45 lunch 45m 13:30 philosophy 90m 15:00 commons 75m
C	09:00 attention 15m 09:15 science 150m 11:45 break 15m	12:00 lunch 45m 12:45 martial arts 90m 14:15 break 15m 14:30 attention seminar 60m 15:30 commons 45m
D	09:00 attention 15m 09:15 fieldcraft: 180m taught + 30m breaks	12:45 lunch 45m 13:30 philosophy 105m 15:15 commons 60m

Each day ends at 16:15. Every day contains exactly 360 teaching minutes and 75 minutes of meals/breaks. Field breaks may be redistributed by the lead; access, weather and health needs take priority over the clock.

Academic calendar / winter break

Winter break: mid-December to mid-February, approximately two months. No required teaching or camping takes place during this period. Six-week cohorts finish before the break or begin after it. Exact dates are confirmed each academic year.

Camping weeks

Use A on Tuesday, C on Wednesday, B on Thursday and D on Friday. Week 2: camp Thursday night. Week 5: camp Thursday and Friday nights, with Saturday checkout and return. Camp meals, sleep, transfer and checkout are ungraded; separately resource supervision and staff rest.

Three days each week carry no compulsory training. Protect an approximately nine-hour overnight sleep opportunity at camp. Do not add surprise night tasks or compulsory extra exercise.



04 / THE OFFLINE COVENANT

Attention without disconnection from care.

Learning environment

Personal phones, watches with messaging, social media, internet browsing and live AI are not used during teaching or the camp immersion. Use paper books, maps, pencils, analogue watches, printed reference tables, compasses and dedicated measuring instruments. A basic offline calculator is an access option, not a requirement.

Voluntary storage and exceptions

Explain the arrangement before registration. Learners may switch devices off and retain them in a sealed pouch, or choose documented secure storage. Devices are returned on request; no searches, punitive confiscation or forced isolation. Agree private exceptions for disability, medical equipment, caregiving, essential work and urgent contact.

Emergency communications remain live

Designate a staff phone and a tested satellite communicator where coverage warrants it, with backup power and an off-site contact. The learning group does not browse. Staff obtain current weather, closure and emergency information before each departure and whenever conditions change. Personal silence never prevents warnings, help-seeking or navigation communication. [S1]

Offline preparation

Before the first class, prepare the printed reader, maps and route cards, contact card, fieldbook, equipment instructions, scientific tables and a labelled set of illustrative claim cards. Check every page is legible. Carry spare paper and accessibility formats.

Evidence and privacy

No routine filming, location posting or recording of private reflection. Learners decide what personal writing to share. Keep operational health and emergency information separate from assessed portfolios. No learner needs to surrender private journal pages.

The offline format is an educational choice. Do not advertise it as a cure, a “dopamine reset” or a scientifically proven path to superiority.



SIGNATURE INQUIRY / DESIGN

One question Six disciplines

The founder's 2015 letter asks learners to accept responsibility for making society and the world better. Use a shared question to connect the six courses and make that responsibility visible in work. These teaching choices use the existing 144 hours; they do not add a new course.

Warmth / What does it take to keep someone warm?

A cold morning becomes a question about physics, preparation and our obligations to one another. Build a paper packing guide. Ask a peer to use it, record what they misunderstand and revise it. Evidence: A graph, a reasoned argument, a tested guide and a decision you changed.

Direction / How do you know which way to go?

Navigation connects geometry and physical judgment with the question of when to trust another person. Create a route-decision worksheet with a clear return plan and an accessible alternative. Test its clarity indoors. Evidence: A labelled map, an uncertainty estimate, a fair counterargument and a usable worksheet.

Conviction / What would change your mind?

A persuasive claim becomes an invitation to investigate your reasoning, your reactions and your responsibility as an author. Write a brief account of an error you corrected. Give a peer enough detail to follow your reasoning without trusting your status. Evidence: A claim audit, a passage-based argument, an explicit revision and an individual oral defence.

Integration without extra hours

Use the question to frame an existing field decision, coached drill, attention reflection, science lab, text discussion and commons artifact. Record time under its scheduled course once. Camps and private reflection are not extra assessed contact hours.

These are proposed learning designs, not outcomes already demonstrated by a Jasper cohort. Challenge means depth, revision and responsibility; difficulty is adapted to the learner.



SIGNATURE INQUIRY / TEACHING EXAMPLE

Warmth as a shared investigation

Week 1 / Observe before explaining

In existing fieldcraft time, compare two printed clothing plans for a staff-approved outing. Record assumptions. In the science course, form a prediction about heat loss and name a result that would challenge it.

Weeks 2-3 / Measure and practise

Use the existing heat-transfer laboratory: staff-approved warm water, containers, insulating materials and repeated temperature readings indoors. No human cold-exposure test. Use existing mathematics time to graph real measurements with units and discuss uncertainty.

Week 4 / Argue the purpose

Use an already assigned passage about character or voluntary hardship in the philosophy course. Debate when challenge is educational. In existing martial and attention sessions, reflect on control and choice without turning discomfort into a score.

Week 5 / Make the contribution

During commons time, make a paper preparation guide that includes accessible choices, costs and limits. Obtain a peer's consent to test its clarity. This guide does not approve a route or replace the responsible guide's equipment decisions.

Week 6 / Defend and revise

Present the graph, cited argument, first guide and revised guide. Each learner explains one changed judgment and one unresolved limitation. Use the existing final assessment time and five-dimension rubric.

A fair assessment prompt

What did you observe? Which claim is supported? What could explain the result differently? Whose needs did your first version miss? Show the correction and explain your own contribution.

The guide chooses exact contexts only after local conditions, access and the actual group are known. Printed scenarios provide equivalent reasoning tasks when an outing is cancelled.



05 / ASSESSMENT

Evidence before prestige.

Use five dimensions, scored 0-3. Apply the same standards to equivalent adapted tasks. Provide the rubric before teaching, descriptive feedback in Week 3 and a revision opportunity in Week 6.

Dimension	2: competent for this introductory course	3: strong independent evidence
Practice & care	Prepares, observes boundaries, adapts load and acts reliably.	Anticipates needs and helps peers without taking over.
Evidence & reasoning	Uses units, sources and a defensible method; names limitations.	Tests alternatives and explains consequences of uncertainty.
Interpretation & argument	Cites a passage, reconstructs an opposing view and answers it.	Makes a precise distinction and revises after a strong objection.
Original work & revision	Makes a useful artifact, tests it and documents a revision.	A peer can reproduce or use it; revisions improve demonstrated quality.
Contribution & autonomy	Keeps an agreed commitment; respects consent and dissent.	Creates fair conditions for others to contribute and choose.

Level 0: evidence absent or task not yet demonstrated. Level 1: partial evidence requiring substantial prompts. A high score in one dimension does not cancel a missing safety-critical demonstration.

Completion rule

Submit all six weekly portfolio entries and the final capstone; reach at least level 2 in each dimension after revision; demonstrate the required field and martial stop procedures under the responsible instructor. Missing sessions are addressed through documented equivalent work. Award only a descriptive, non-credit participation record.

Fairness

Assess what learners can show, not personality, confidence, physique, spiritual experience or agreement with a doctrine. Allow oral, written, diagrammatic and adapted demonstrations. A second educator reviews disputed assessments.



06 / THE SIX-WEEK ARC

From attention to contribution.

Week	Shared question	Weekly portfolio
1 / Attention	What do I notice, and what do I merely assume?	Observation baseline; map-and-measure sheet; 250-word position.
2 / Discipline	When does restraint make us stronger?	First camp review; balanced practice plan; opportunity-cost account.
3 / Evidence	What would change my mind?	Repeatable experiment; uncertainty record; revised claim.
4 / Freedom	What makes disagreement productive?	Structured debate; printed-claim audit; capstone proposal.
5 / Responsibility	What do I owe to a place and to other people?	Two-night camp dossier; prototype test; stewardship evidence.
6 / Contribution	What can I now explain, do and give?	Final portfolio; individual oral defence; 30-day commitment.

The Jasper learning cycle

Encounter something directly. Form a question before consulting authority. Make a model or argument. Try to disprove it. Ask a peer to challenge it. Revise it. Give the resulting knowledge or work a practical use.

One example across all six courses

A cold morning prompts a field decision about clothing and shelter. Science compares heat retention. Mathematics makes a graph. Philosophy asks what hardship is for. Martial practice tests restraint under effort. Meditation notices a response without demanding endurance. The commons project produces a tested, readable packing guide.

Every week must leave a trace of changed judgment, not merely a memory of attendance. The final work should reveal how the learner grew and what still needs study.



JAS 101 / 36 HOURS

Fieldcraft, Hiking & Camping

Purpose and outcomes

Move through an approved outdoor setting with preparation and judgment. Read a map, communicate a route decision, manage a camp responsibly and explain why turning back can be the strongest decision. Learn to observe nature without collecting or disturbing it.

Teaching conditions

Two competent field staff for the proposed group of eight, as a design minimum rather than a universal legal ratio. The responsible guide sets a lower ratio if required by the route, participants, insurer or authorisation. Use licensed local guiding arrangements where required and instructors whose qualifications match the terrain. [S2, S3]

Scope

Begin with maintained, non-technical routes and serviced frontcountry camping. No scrambling, glaciers, avalanche terrain, river crossings, remote survival exercises, compulsory cold-water immersion or unaccompanied journeys. The lead chooses exact sites only after current closure and condition checks.

Each 180-minute block

30 minutes: readiness, route and personal plan. 95 minutes: guided travel or campcraft practice. 35 minutes: observation, measurement or a real decision discussion. 20 minutes: debrief and fieldbook. The scheduled 30 minutes of breaks are additional; increase them as needed.

Kit and progression

Printed map and route card, compass, adequate clothing and footwear, food/water, appropriate shelter and sleep kit, first aid, wildlife equipment and communications selected by the lead. Progress from observation to shared planning to a short supervised lead role. Carrying a heavier pack or walking farther is never the automatic next step.

Completion evidence

A route-and-camp dossier; witnessed preparation and attractant-storage checks; a clear stop/turnaround decision; and an explanation of how the plan accommodates a companion. See fieldbook sections 02, 03 and 10.



Fieldcraft: Weeks 1-3.

1A / Read a place

Use a staff-approved short local route. Record ten observations, three inferences and one uncertainty. Read legend, scale and orientation at three agreed stops. Evidence: A sketch with orientation, units and an observation/inference distinction.

1B / Plan before departure

At the venue, compare two printed route plans and test a packed-kit checklist. Practise a regroup and a plain-language help message without leaving the supervised area. Evidence: A route card with turnaround time, exit options and named responsibilities.

2A / Make a camp work

At a reserved serviced campsite, practise shelter setup, layout, dry storage and shared chores. The lead teaches the site's actual food and wildlife procedures. Use staff-approved cooking equipment only. Evidence: A camp layout and witnessed food/attractant check; no food stored in sleeping space.

2B / First-night review

After the first camping night, complete a short guided walk or an accessible observation circuit. Compare predicted and actual clothing, sleep and equipment needs; pack out and leave the site clean. Evidence: Three adjustments justified by experience, not a public sleep or toughness score.

3A / Pacing and uncertainty

Choose an approved route with simple observation stops. Measure sections against the printed map; explain why pace, grade and weather change a time estimate. Evidence: A revised time estimate with a range and a stated limitation.

3B / A decision to turn

The guide presents a tabletop change in weather, pace or access. Learners choose proceed, shorten, move indoors or cancel and communicate their reasons. No unsafe situation is staged. Evidence: A decision record showing evidence, alternatives and who may veto departure.



Fieldcraft: Weeks 4-6.

4A / Shared navigation

Pairs explain the next short section while the guide retains control. Rotate leader, navigator, companion-check and recorder roles. Keep the party together. Evidence: A map-based explanation and a peer check, not an unsupported navigation claim.

4B / Shelter as a system

Compare two camp layouts on paper and set up approved shelter on permitted ground. Examine wind, drainage, accessibility and shared space without digging, cutting or building structures. Evidence: A labelled plan with two trade-offs and an accessible alternative.

5A / Establish the two-night camp

Repeat the readiness gate. Set up in a reserved serviced site; assign fair chores, verify communications and practise the agreed regroup location. Evidence: A signed camp plan and private access arrangements; no automatic remote progression.

5B / Lead with responsibility

On an approved daytime route from the camp, learners lead short bounded segments. Conduct one field observation useful to the capstone. Staff keep route and risk decisions. Evidence: Evidence of a justified adjustment and of listening to the slowest or least comfortable member.

6A / Repeat and explain

Revisit a comparable accessible route or indoor map problem. Compare preparation and decisions with Week 1. Explain the difference between better judgment and simply better conditions. Evidence: A before-and-after analysis that does not treat distance or speed as character.

6B / Teach a useful skill

In the supervised venue, teach a peer one approved field skill, check their understanding and revise the handout. Finish with a leave-no-trace audit of the actual learning space. Evidence: A usable instruction sheet and a witnessed teach-back.



Earn the overnight.

Week 2: one night

Use the B/D learning days consecutively at or near a reserved serviced campground. Day B fieldcraft establishes the camp. Reading, discussion and commons work use a permitted sheltered space. Meals and evening rest are ungraded. Day D begins with the normal attention practice, followed by a short field session and review. Return to the base venue if weather prevents discussion outdoors.

Week 5: two nights

Use the same standard of access and supervision; two nights add responsibility and repeated practice, not remoteness. B and D hold the scheduled learning; the second evening is quiet recovery. Saturday is breakfast, camp closure and return, without an extra compulsory lesson or fitness test.

Readiness gate before either camp

The lead verifies bookings and relevant permissions, two competent staff and rest coverage, usable toilets and potable-water arrangements, food storage, weather and closure review, transport and exit options, participant equipment, private support arrangements, an off-site contact and functioning emergency communications. A missing essential item postpones the camp.

Same educational standing without an overnight

A learner may use an accessible sleeping arrangement, return to local accommodation with arranged transport, or complete a supervised day-camp equivalent. They demonstrate shelter planning, storage, navigation, decision-making and contribution. Record what they actually completed; do not imply overnight experience they did not have.

Camp conduct

Use designated sites and the booking's conditions. Secure all attractants when not in use, including toiletries and rubbish. No curriculum activity depends on a campfire, foraging, collecting park objects or approaching wildlife. Plan hygiene, food allergies, medication access and respectful quiet hours privately. [S4]

The instructor guide does not authorise a location. The photograph of Spirit Island is part of the university identity, not a course destination.



JAS 102 / 18 HOURS

Martial Arts & Restraint

Purpose

Develop coordination, balance, disciplined effort, clear boundaries and the ability to stop. Use boxing-inspired footwork and pad work, with optional low-resistance grappling balance exercises only under an appropriately qualified coach. These are introductory sport practices, not combat qualifications.

People, space and consent

Use a qualified, insured martial-arts coach with current first aid and a clear safeguarding process. Inspect floor, spacing, mats and cleaned shared equipment. Match partners by consent, size, experience and comfort. Touch, partner changes and intensity each require agreement. Observing, solo practice or an adapted movement task earns equivalent learning evidence.

Boundaries of this beginner course

No head strikes, hard sparring, knockouts, chokeholds, neck cranks, joint submissions, weapon work or uncoached takedowns. Floor exercises require suitable mats and a coach competent to teach them. No technique is taught on a trail or beside a fire. Do not claim the course makes a learner safe in a real assault.

Every 90-minute lesson

5 minutes readiness and consent; 15 warm-up; 20 coached technique; 25 controlled practice; 15 stop-signal, pacing and recovery work; 10 journal and peer teach-back. Rest and adaptation occur throughout. Stop immediately for pain, dizziness, distress or loss of control.

If concussion is suspected

Remove the participant from physical activity; arrange appropriate medical assessment and follow the current concussion protocol. No same-day return. Emergency signs trigger emergency care. A coach cannot clear a participant by asking whether they feel “tough enough.” [S5]

Assessment

Acknowledge the partner’s consent, maintain an agreed pace, respond immediately to stop, explain one mechanical principle and reflect on restraint. No grading by winning a bout or enduring discomfort.



Martial practice: Weeks 1-3.

1A / Base and boundaries

Practise posture, spacing, footwork and a verbal stop cue with a coach. Use solo movement before any paired task. Evidence: Explain where balance is lost and demonstrate an immediate stop.

1B / Coordination before force

Use slow pad-target work or a solo equivalent selected by the coach. Notice stance recovery rather than power or speed. Evidence: A coach checks alignment and a learner names a correction.

2A / Balance under a small change

On suitable mats, use coach-chosen low-resistance balance tasks; no throws or submissions. Partners continuously agree the level of contact. Evidence: Relate base of support to the science lesson without claiming a universal fighting rule.

2B / Pacing and recovery

Repeat a short coach-set practice at a conversational effort where appropriate. Learners choose and explain rest intervals. Evidence: A personal pacing plan with a reason to reduce or stop.

3A / Observe, do not assume

Watch a short technical demonstration and distinguish what was seen from what was inferred. Practise the selected correction slowly. Evidence: Two observations and one testable technique question.

3B / Partner feedback

One learner practises, one observes a single coach-approved cue, then they change roles. Feedback is specific and consent-based. Evidence: Describe one improvement without comparing people's bodies.



Martial practice: Weeks 4-6.

4A / Boundary language

Rehearse assertive verbal boundaries, stepping away and seeking help through non-contact scenarios. No simulated ambush or coercive role-play. Evidence: Clear communication and a decision to disengage.

4B / Control under distraction

Use a predictable coach-led cue change during solo footwork or pad practice. Learners stop, reset and describe what changed. Evidence: Control and responsiveness, not reaction-speed ranking.

5A / Cooperative sequence

Design a short safe sequence from previously approved movements, then have the coach review it before practice. Evidence: A sequence card with purpose, stop conditions and adaptations.

5B / Teach with humility

Explain one approved movement to a peer under the coach's supervision. The coach corrects any unsafe instruction. Evidence: A clear cue, a check for understanding and a correction accepted.

6A / Demonstration rehearsal

Practise the final sequence at an agreed pace. Show the solo or adapted equivalent. Include a stop and restart decision. Evidence: Feedback against the published control criteria.

6B / Control demonstration

Complete a three-minute coached demonstration, explain one physics connection and discuss one decision to exercise restraint. Evidence: Coach-reviewed evidence; no belt, fighting licence or professional credential.



Attention & Reflective Practice

Purpose and allocation

Learn to notice distraction, choose an attention method and return to a task. Each week has four 15-minute opening sessions and one 60-minute seminar: two hours weekly, twelve in total. Meditation is one available method, alongside quiet drawing, attentive walking, reading or sensory orientation.

Daily opening: 15 minutes

2 minutes: offer choices and notice comfort. Up to 10 minutes: selected practice, beginning with shorter intervals in early weeks. At least 3 minutes: write one observation and choose an intention. Unused practice time becomes orientation or journalling, not pressure to sit longer.

A usable invitation

“Choose a comfortable seated or standing position. Eyes may remain open. Notice an ordinary sound, a visible object or natural breathing. When attention moves, notice that and choose where to place it next. You may change the practice, stop or step out.” Do not direct unusual breathing, breath holding or pain endurance.

The 60-minute seminar

10 minutes of context and choice; 10 of practice or an equivalent; 15 comparing observations; 15 discussing an idea; 10 designing a personal protocol. Keep personal disclosures voluntary. The instructor never interprets someone’s distress as necessary progress.

Professional boundary

Use a facilitator trained to offer short, accessible practices and respond appropriately to distress. This is education, not psychotherapy or treatment. Stop or change an uncomfortable exercise; offer private support and appropriate referral when needed. Evidence on benefits and adverse effects is mixed, so no clinical promises are made. [S6]

Assessment

Explain how a method affects your own attention, distinguish an observation from a belief, and make a reasonable adaptation. Stillness, closed eyes, spiritual experiences and willingness to disclose are not graded.



Attention: Weeks 1-3.

Week 1 / Notice

Use 3-5 minute intervals within the opening. Compare attending to a sound and to a visible object. Seminar question: When did attention change? What did you observe rather than assume? Evidence: A private two-column observation/inference note; share only a chosen example.

Week 2 / Return

Use up to 5-7 minutes if comfortable, or stay with shorter intervals. The seminar compares a rigid rule with a flexible, repeatable practice. Seminar question: Can discipline include changing the plan? Evidence: A protocol with a preferred method, duration, alternative and stop condition.

Week 3 / Test

Compare quiet reading with attentive observation on separate occasions. Keep setting and task similar where practical. Seminar question: Does one experience justify a general claim about everyone? Evidence: A short method comparison with confounders and no health conclusion.

Facilitator review

Invite a private check-in, not a compulsory emotional disclosure. Record attendance or the chosen equivalent; do not retain intimate journal content. If a practice is not helpful, changing it is an acceptable result.

The shared university vision protects independent thought. A meditation instructor's authority never extends to requiring a worldview, secrecy, isolation or unquestioning obedience.



Attention: Weeks 4-6.

Week 4 / Listen

Use paired listening: two minutes speaking, two listening, then a faithful restatement and a check. Silent presence is optional. Seminar question: Can I understand a position before preparing my reply? Evidence: A restatement the speaker recognises as fair.

Week 5 / Attend in company

At camp, practise still observation within the supervised group. Maintain wildlife awareness and ordinary safety communication. Seminar question: How does attention serve a companion and a place? Evidence: One example of noticing a practical need and asking before helping.

Week 6 / Choose

Try the preferred method for up to 10 minutes; shorter or non-meditative alternatives remain equally valid. Design a realistic continuation. Seminar question: What helps me return to worthwhile work? Evidence: A 30-day plan without a promise of transformation or mandatory reporting.

Facilitator review

Invite a private check-in, not a compulsory emotional disclosure. Record attendance or the chosen equivalent; do not retain intimate journal content. If a practice is not helpful, changing it is an acceptable result.

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Mathematics & Physics in Nature

Intellectual ambition

Use observation to form a model, mathematics to state it precisely, and experiment to test it. Distinguish proof inside a mathematical system from evidence about a physical world. The course includes a chemistry investigation and an economic reasoning application to retain the wider founding mission.

Entry support and extension

Offer an initial paper diagnostic on ratios, units, graph axes and rearranging a simple equation. Foundation learners use worked examples and printed tables; extensions derive relationships, propagate uncertainty or test a competing model. Learners share the same question with different depths of analysis.

Every 150-minute lab

15 minutes: individual prediction. 20: model and method discussion. 45: investigation. 25: calculation and graph. 25: peer challenge or replication. 20: revise and write an exit claim. Include safety checks within instruction; scheduled breaks remain outside these minutes.

Materials

Rulers, tape measures, paper maps, string, soft small pendulum bobs, a secure low support, cardboard ramps, blocks and trays, non-breakable cups, sugar, room-temperature water, ordinary thermometers and an analogue timing device. Use staff-provided printed data when equipment or outdoor conditions are unsuitable.

The laboratory standard

Label every datum with a unit or category; preserve original measurements; record repeated trials, relevant controls and limitations. A failed prediction can be excellent work. Illustrative datasets in this guide are invented for teaching and must never be presented as Jasper field measurements.

Evidence

Each learner submits one substantial investigation with raw data, graph, calculations, a repeatable method, an alternative explanation and a limitation. A peer repeats or audits the method. The individual oral defence checks understanding. [S7, S8]



Investigations 1 & 2.

1 / Measure before explaining

How much confidence does a measurement deserve?

Measure a paper map segment or ordinary classroom object five times using two methods. Record instrument resolution, units and the raw values. Compare the mean and range; explain why repeatability alone does not establish accuracy.

Mathematics: Ratios, metric conversion, mean and range; foundation: scale drawing. Extension: estimate a plausible uncertainty interval without claiming a statistical confidence level.

Evidence: Five readings, a labelled estimate and a distinction between resolution, repeatability and accuracy. Materials: Ruler, map, string, paper; no environmental sampling.

2 / Distance, grade and a route

Why does a map not tell us the whole journey?

Convert a printed map distance with its stated scale. Compare horizontal distance and elevation change. Draw two possible profiles and identify assumptions behind a travel-time estimate. Use staff-supplied profiles when a map lacks reliable elevation data.

Mathematics: Scale, ratios and percentage grade. Extension: use a printed trigonometric table; distinguish grade from angle and slope length.

Evidence: A route calculation with units, stated assumptions and an uncertainty note. Materials: Printed map and synthetic elevation card; do not choose an actual trip from this calculation alone.



Investigations 3 & 4.

3 / Balance and moments

What makes a balanced arrangement remain balanced?

Use a short ruler or beam and small known masses over a low tray. Predict and test balance at marked distances from a support. Draw the force diagram, include the beam's weight if material, and compare prediction with observation.

Mathematics: Torque magnitude = perpendicular force $\times$ distance; balanced moments under stated static assumptions. Extension: shift the pivot and solve for an unknown mass.

Evidence: A diagram and two tested predictions; explain why the body is more complex than a ruler.

Materials: Low-height apparatus, small masses, tray; no human-load experiment.

4 / Friction and the limit of a model

When will a small object begin to slide?

Raise a short cardboard ramp slowly with a small block captured by a tray. Repeat the onset observation with one surface, then another. Do not place people on ramps. Identify the uncertainty in defining "starts moving."

Mathematics: Under an ideal sliding model, $\mu_s \approx \tan(\theta)$ at onset. Foundation: compare rise/run.

Extension: explain forces and why rolling or deforming objects violate assumptions.

Evidence: Repeated onset estimates and an explanation of a model boundary. Materials: Stable tabletop, small block, ramp, ruler, protractor/table, catch tray.



Investigations 5 & 6.

5 / The pendulum argument

Which variable best predicts a small pendulum's period?

Suspend a small soft bob from a secure low support. Use a small release angle and keep clear of its path. Time ten swings at three measured lengths with repeated trials. Define length from pivot to bob centre. Compare predictions made before measuring.

Mathematics: $T = t/N$; for an ideal small-angle pendulum $T \approx 2\pi\sqrt{L/g}$. Plot T squared against L .
Extension: estimate g from slope, not a claim of high precision.

Evidence: Raw timing, a graph and one controlled variable; no unsupported claim that real period never depends on amplitude. Materials: String, soft bob, metre rule, secure stand and analogue timing device. [S7]

6 / Why a layer can help

How can we compare two insulation arrangements fairly?

Indoors, compare identical non-breakable cups with equal volumes of water, one wrapped and one unwrapped. Staff choose a safe starting temperature no higher than 40 C. Measure temperature over ten minutes and note the room temperature. Repeat or exchange roles.

Mathematics: Temperature change and rate; graph both series. Extension: discuss conduction, convection and evaporation without inferring a material constant from this simple setup.

Evidence: A controlled comparison and two confounders, such as lids, start temperature or measurement timing. Materials: Cups, water, cloth, thermometers, tray; no open flame, tasting or discharge into the park. [S8]



Investigations 7 & 8.

7 / A sample is a decision

Can two honest samples support different estimates?

Use a printed 100-cell grid with marked regions. Compare a convenience sample with numbers selected from a prepared random-number sheet. Estimate the proportion marked, then reveal the full count. Explain selection bias and small-sample variation.

Mathematics: Fractions, percentages, sample means and variation. Extension: compare several repeated samples; do not declare a confidence interval without a justified method.

Evidence: Sampling rule, selected cells, estimate and an explanation of why “more data” alone may not remove bias. Materials: Printed grids and number sheet; the data are explicitly illustrative.

8 / Chemistry and reproducibility

What changes the time for ordinary sugar to dissolve?

Indoors, compare equal masses of sugar and equal volumes of room-temperature water with a clearly defined stirring condition. Define the endpoint, repeat trials and let another pair repeat the method. Do not change several factors together.

Mathematics: Rates and controlled comparison. Distinguish dissolving speed from solubility, and particle movement from a chemical reaction claim.

Evidence: Repeatable method, times with units and a limitation; audit the printed claim “stirring increases sugar’s solubility.” Materials: Cups, spoon, sugar, water, timing device; do not taste, use wild samples or release materials outdoors.



Investigations 9 & 10.

9 / Work, energy and choice

What does gaining height cost in a physical model?

Use a synthetic route card with a specified mass, elevation gain and time. Calculate gravitational potential-energy change. Compare two routes for time, access and purpose. Do not measure or publish a peer's body mass.

Mathematics: $\Delta E = m \cdot g \cdot h$; average mechanical power = $\Delta E / \text{time}$. Explain why neither value is a personal calorie prescription. Add a non-monetary opportunity-cost account.

Evidence: Correct units, one model limitation and a reasoned route choice that includes access and uncertainty. Materials: Printed fictional route cards; use 9.81 m/s^2 as an assumed local approximation.

10 / A mathematical landscape

How can an indirect measurement be justified?

Use a model pole indoors or a staff-approved observation of a fixed feature from safe ground. Compare similar-triangle and angle-table estimates. Draw the construction and identify hidden assumptions about level ground and verticality.

Mathematics: Similar triangles, proportion and optional tangent. Separate a geometric proof from the practical uncertainty of applying it outdoors.

Evidence: A diagram, derivation and comparison of two estimates. Do not approach cliffs, water edges or wildlife for a better measurement. Materials: Ruler, string, paper, model pole, printed trigonometric table; no climbing.



Investigations 11 & 12.

11 / An original question

What small claim can our group investigate responsibly?

Choose a question from an earlier lab. Submit a one-page design before collecting data: prediction, variables, method, equipment, boundaries and a falsifying result. Instructor approves scope. Gather a modest dataset and preserve failed trials.

Mathematics: Select the simplest relevant model. Foundation: a clear comparison. Extension: test competing functional relationships or improve uncertainty handling.

Evidence: Approved plan, raw data and a first analysis that distinguishes invented practice data from measured observations. Materials: Only previously approved equipment and methods; no human health experiments or unapproved park research.

12 / Defend and revise

Can someone else understand and challenge my reasoning?

Exchange methods with another pair. Replicate one part or audit every calculation. Each learner explains the central claim without notes, answers a counterexample and then submits a revised conclusion.

Mathematics: Check dimensions, assumptions, graph labels and numerical consistency. A correct result without an understood method is insufficient.

Evidence: A peer audit, a correction record and a conclusion proportionate to the evidence. Materials: Original notebooks, graph paper, printed references and the assessment rubric.



JAS 104 / WORKED EXAMPLES

Model answers, not model obedience.

Map and grade

Teaching example: at 1:25,000, 4.0 cm represents 1,000 m. A 60 m rise over 1,000 m horizontal distance gives 6% grade, not 6 degrees. A uniform straight slope would have length $\sqrt{1000^2 + 60^2}$, about 1,002 m. A real route may curve and undulate.

Pendulum

Illustrative values: $L = 0.50$ m; ten swings take 14.2 s. $T = 1.42$ s and $g \approx 4\pi^2 \cdot 0.50 / (1.42^2) \approx 9.79$ m/s². This apparent closeness to 9.81 does not establish accuracy: timing, length, amplitude and air resistance remain relevant. Ask what repeated trials would reveal.

Energy

For an explicitly fictional 60 kg system rising 40 m, $m \cdot g \cdot h = 23,544$ J. Over 900 s the average mechanical power for that height change is about 26.2 W. This omits other motion and biological efficiency; it is not a food-energy or exercise recommendation.

Proof and evidence

A geometric result follows from definitions and assumptions. A measured height can still be wrong because the angle, ground level or baseline was mismeasured. Ask learners to mark which sentence is a mathematical deduction and which is an empirical claim.

Four printed claim cards

1: "A longer pendulum always swings faster." 2: "A very precise instrument guarantees an accurate answer." 3: "Stirring makes more sugar soluble at the same temperature." 4: "A 6% grade is a 6-degree incline." These are instructor-written illustrative claims, not outputs attributed to a real AI system. Learners correct each and name the conditions under which their correction applies.

Answer criteria: a prediction, an inspectable method, correct units, an alternative explanation and a bounded conclusion. Reward a justified correction more than an unsupported first answer.



JAS 105 / 30 HOURS

Philosophy, Reading & Argument

Purpose

Read closely enough to understand a thinker, argue carefully enough to expose a weakness, and remain free enough to revise your own view. Place texts in historical and cultural context. No author or civilization represents a single timeless doctrine.

Day A: 105 minutes

15 context and vocabulary; 30 quiet reading with optional read-aloud support; 30 reconstruct the argument; 20 paired explanation; 10 exit question. Mark claim, reason, assumption and a passage reference.

Day B: 90 minutes

10 retrieval; 20 close reading of a disputed passage; 30 exploratory discussion; 20 present the strongest opposing position; 10 revise a sentence. The opponent must recognise their view before rebuttal begins.

Day D: 105 minutes

15 preparation; 35 structured debate; 25 exchange positions and answer the strongest objection; 20 write a revised claim; 10 reflect on discussion conduct. Roles rotate: proposer, respondent, textual examiner, questioner, chair and observer.

The 35-minute debate protocol

Two opening statements of four minutes each; six minutes of clarifying questions; ten of evidence and objections; six of role reversal; five of individual written revision. The chair enforces time, participation and respectful challenge. Learners may submit questions in writing.

Reading load and access

Select approximately 1,000-1,500 primary-text words per week across the identified passages; reading time is already in the timetable. Supply exact edition, translator and printed page or paragraph numbers. Use a glossary, larger print or read-aloud support without removing intellectual challenge.

Assessment

Keep three annotated passages, two argument maps, one opponent-approved restatement and a 900-1,200 word final essay, or an equivalent recorded-by-scribe oral defence. The essay answers one question with evidence, a serious objection and a meaningful revision.



Reading & argument: Weeks 1-2.

Week 1 / The examined life

Read: Plato, Apology 29d-30b and 38a (Jowett); Laozi, Tao Te Ching 1, 2 and 11 (Legge).

Question: Can naming and examining a good life also narrow it? Debate motion: A university should teach people how to question before it teaches them what to achieve.

Teaching focus: Distinguish Socratic examination from Laozi's treatment of naming, contrast and usefulness. Do not make them agree by replacing their arguments with a slogan.

Evidence: 250 words: an initial view, two passage references and one question you cannot yet settle.

Week 2 / Discipline and character

Read: Aristotle, Nicomachean Ethics II.1-6 (Ross); Analects 2.4, 4.17, 12.1 and 15.24 (Legge).

Question: When does repeated action become character, and when does it become conformity? Debate motion: A demanding education should assess how a person practises, not only what the person knows.

Teaching focus: Compare habituation and judgment with self-cultivation and relational conduct. Discuss differences in translation and context. Relate to camp chores and martial restraint.

Evidence: An argument map and a 400-word comparison with a serious counterexample.



Reading & argument: Weeks 3-4.

Week 3 / Knowing and doubting

Read: Hume, *An Enquiry Concerning Human Understanding*, Section IV, Parts I and II; select a passage on causal inference and experience.

Question: Why expect a pattern to continue? Debate motion: A repeated successful test is enough to call a claim true.

Teaching focus: Separate Hume's philosophical challenge from the practical value of testing. Use the pendulum lab to show how evidence can support a limited conclusion without certainty.

Evidence: A 450-word revised laboratory claim explaining what would change your mind.

Week 4 / Freedom and disagreement

Read: Mill, *On Liberty*, Chapter II; Wollstonecraft, *A Vindication of the Rights of Woman*, Chapter II.

Question: Who gets the education, independence and standing needed to speak freely? Debate motion: Protecting debate is insufficient unless people have a fair chance to learn and participate.

Teaching focus: Choose Mill's argument about fallibility and Wollstonecraft's critique of unequal education. Examine the conditions of participation, not merely permission to talk.

Evidence: A formal debate record, a fair opposing case and a revision after switching sides.



Reading & argument: Weeks 5-6.

Week 5 / Place and responsibility

Read: Tagore, Gitanjali, poems 35 and 36; E. Pauline Johnson, Legends of Vancouver, author's foreword and "The Siwash Rock."

Question: How can a place make claims on our imagination and our conduct? Debate motion: A place where we learn should never be treated only as a resource for our goals.

Teaching focus: Read Johnson's historical title with context and acknowledge her named source, Chief Joe Capilano. This Vancouver text is not Jasper-specific Indigenous authority. Invite local voices only through an agreed, paid relationship; do not invent a ceremony.

Evidence: A 500-word reflection linking a textual interpretation to one concrete camp responsibility.

Week 6 / Freedom and contribution

Read: Frederick Douglass, Narrative, Chapters VI-VII; Epictetus, Enchiridion 1, 5 and 30 (Carter).

Question: What can personal agency achieve, and what requires changing institutions? Debate motion: Personal discipline alone cannot secure human freedom.

Teaching focus: Compare an account of literacy under enslavement with Stoic distinctions about control and duty. Never use inward control to excuse injustice or deny material constraints.

Evidence: Final essay or equivalent defence: sources, claim, objection, revision and a contribution you can actually make.



Read the text itself.

Plato / Apology

29d-30b; 38a; Benjamin Jowett Source edition.

Laozi / Tao Te Ching

1, 2, 11; James Legge Source edition.

Aristotle / Nicomachean Ethics

Book II, 1-6; W. D. Ross Source edition.

Confucius / Analects

2.4; 4.17; 12.1; 15.24; James Legge Source edition.

David Hume / Enquiry Concerning Human Understanding

Section IV, Parts I-II Source edition.

John Stuart Mill / On Liberty

Chapter II: selected fallibility argument Source edition.

Mary Wollstonecraft / Vindication of the Rights of Woman

Chapter II: education and reason Source edition.

Rabindranath Tagore / Gitanjali

Poems 35 and 36; author's English rendering Source edition.

E. Pauline Johnson / Legends of Vancouver

Author's foreword and "The Siwash Rock" Source edition.

Frederick Douglass / Narrative of the Life of Frederick Douglass

Chapters VI-VII Source edition.

Epictetus / Enchiridion

1, 5, 30; Elizabeth Carter Source edition.

Prepare the reader before the offline semester. The selections above are precise assignment locations, not permission to reproduce any modern translation. Confirm reproduction terms for the chosen edition in Canada, retain attribution and number the printed paragraphs. Do not replace primary texts with AI summaries.



JAS 106 / 18 HOURS

The Commons & Original Inquiry

Purpose and weekly structure

Turn knowledge into something another person can use. Each week combines a 75-minute commons workshop, a 45-minute project clinic and a 60-minute review. Learners rotate roles without fixed status: convenor, recorder, materials steward, access reviewer and critic.

Week 1 / A charter for working together

Workshop: distinguish personal preferences from shared obligations. Clinic: choose one small question. Review: agree a revisable compact on consent, speaking time, evidence and care. Output: a one-page group charter plus an individual question.

Week 2 / The cost of a choice

Workshop: allocate a fictional fixed resource budget. Clinic: compare time, materials and access costs. Review: examine who loses an opportunity when a choice is made. Output: an explicit opportunity-cost account; no real spending is required.

Week 3 / Failure becomes information

Workshop: exchange incomplete experiments and identify the most useful criticism. Clinic: choose a prototype. Review: name what failed and revise one method. Output: a prototype brief with an honest evidence boundary.

Week 4 / A claim deserves a test

Workshop: audit printed illustrative AI-like claims from the science cards. Clinic: approve a bounded capstone. Review: give each project a sceptical peer. Output: a plan with user, question, method, materials and a falsifying result.

Week 5 / Build for someone

Workshop: make and test the analogue artifact. Clinic: obtain consenting peer or confirmed host feedback. Review: ask who benefits, bears costs or is excluded. Output: version two with a change log. Label peer feedback honestly if no external reviewer attends.

Week 6 / Give and continue

Workshop: prepare the final evidence table. Clinic: rehearse the oral defence. Review: present, challenge and revise. Output: a portable portfolio, useful artifact and voluntary 30-day continuation.



The Jasper Commons Hearing

The task

In pairs, investigate one question that joins physical experience, scientific reasoning and a human judgment. Produce a paper artifact usable by a consenting peer or confirmed local host. Every learner also explains their own reasoning independently.

Examples with a real intellectual demand

A packing guide based on a controlled heat-retention comparison; an accessible route-decision worksheet using scale, grade and uncertainty; a fair-use plan for shared camp materials with an opportunity-cost analysis; or a philosophical reader that makes a genuine disagreement understandable. No unapproved construction, environmental sampling or human health research.

Required dossier

One-page question and context; relevant source passages; original raw data or documented observations; a model or argument; limitations and a competing explanation; artifact versions 1 and 2; a record of consenting feedback; cost/access consequences; individual contribution statements.

Final Day D commons session: 60 minutes

5 minutes opening. Up to four pairs receive 10 minutes each: 3 demonstration, 3 evidence questions, 2 individual questions (one minute per learner) and 2 revision summary. Use the remaining 15 minutes for private feedback and a next-step commitment. With three pairs, use spare time for deeper critique.

A separate individual academic defence

The science Lab 12 and philosophy Day D already provide individual assessment time. The commons hearing synthesises that evidence; it does not replace it or require surprise extra hours. A learner may use diagrams, written responses or a scribe where agreed.

Judgment and limits

Use the five-dimension rubric, plus the instructor-reviewed field and martial demonstrations. "Original" means a genuine question, choice or revision by the learner, not a claim of a globally novel discovery. Intellectual honesty is essential.

The work must be useful, inspectable and proportionate to six weeks of learning. A modest result explained well is stronger than an impressive claim that cannot be defended.



07 / PEOPLE & MATERIALS

Resource the actual work.

Role	Minimum capability for this design	Planned teaching
Academic lead	Coordinates curriculum, assessment, access and safeguarding; confirms subject competence.	Commons 18h plus coordination
Field lead + assistant	Terrain-appropriate guiding competence; current wilderness first aid/response and CPR as appropriate; local operating requirements verified.	Field lead 36h + assistant 36h; camp duty additional
Martial-arts coach	Relevant coaching competence, first aid, insurance and consent-based beginner teaching.	18h; an assistant if the coach requires one
STEM educator	Can teach units, mechanics, experimental design and uncertainty; can supervise the selected chemistry task.	30h
Humanities educator	Can interpret the selected texts in context and facilitate fair, rigorous disagreement.	30h
Attention facilitator	Trained in accessible short practices, boundaries, distress response and referral.	12h

One person may cover more than one role only with demonstrated competence and adequate preparation/rest. A title or volunteer offer alone is not a qualification. Establish an independent route for concerns that does not require approaching the person complained about.

Shared equipment inventory

Eight fieldbooks and readers plus two spares; maps, route/contact cards, writing and measuring materials; appropriate camp shelter, sleeping systems and dry storage; food and drinking-water arrangements; first aid, wildlife and emergency equipment; suitable martial mats/pads; low-risk science apparatus; secure storage and an indoor fallback venue.

Inspect, fit, clean and allocate borrowed equipment before teaching. An unfilled essential role or missing essential kit changes the plan; it is not a reason to improvise competence.



08 / BUDGET & FEASIBILITY

Fund the field semester.

Use the digital planning files to establish feasibility before committing funds. Protect the founder's personal capital: obtain real quotes and secure sufficient external support for qualified staff, supervised camping, insurance and programme delivery before launch.

Resource to quote	Quantity basis	Record before launch
Instruction	144 lead teaching hours; additional field assistant 36 hours	Qualified people, rates, preparation and assessment time
Camp coverage	Three nights; two field staff minimum in this design	Actual duty/rest roster, coverage and compensation
Facilities	24 teaching days; indoor room and suitable martial space	Venue agreement, access and contingency availability
Camping & travel	One one-night camp + one two-night camp for 6-8 adults	Authorised site capacity, fees, transport and food
Equipment & materials	8 learners + staff; see inventory	Condition, loan terms, replacements and consumables
Operations	Guide requirements, permissions, insurance, communications	Written confirmation and emergency-response arrangements

A real budget equation

Total delivery cost = teaching + preparation/assessment + additional field/camp staffing + facilities + transport + camping/food + equipment + permissions/insurance + communications + contingency. Record cash and in-kind contributions separately. Obtain current local quotes; do not present a hypothetical rate as an offer.

A zero-purchase beginning

With an already available room, printed or borrowed texts and a competent discussion host, begin with curriculum review or a short reading-and-reasoning demonstration. This does not authorise the field semester. Do not improvise overnight or contact activities to stay below the spending ceiling.

Do not announce free tuition, enrolment dates or included equipment until the funding and delivery arrangements are confirmed. No funds, bookings or appointments are created by this document.



09 / LAUNCH & DAILY DECISIONS

A clear go / no-go standard.

Before recruitment

Confirm the programme's legal and operating status, responsible entity, insurance, appropriately qualified people, local host, venues, camp reservations and access arrangements. Confirm which park or municipal permissions apply to the actual activity. The Jasper business-licensing source identifies guided operations as a licensing category; obtain a determination for this programme. [S3]

Before each field departure

The field lead checks current closures, post-wildfire hazards, weather and air quality; route suitability and exit options; participant readiness; functioning communications; food/water and kit; daylight and turnaround time. Record a decision and the source/time of checks. Never infer current safety from a historic map or brochure. [S1]

Authority to stop

Any participant may request a stop. The responsible instructor may shorten, adapt, move indoors, postpone or cancel. Unsafe conditions are not an exam. If a safety-critical requirement is unconfirmed, choose the venue-based alternative.

Emergency roles

Before departure, name the incident lead, first-aid lead, group-care lead and off-site contact; one person may hold compatible roles. Record the actual location, access points, communications procedure and overdue trigger. Call emergency services when needed; staff must know how to use the selected satellite device. Test the non-emergency functions before the trip. [S1]

Health information and follow-up

Collect only information necessary to plan access and respond to emergencies, through a private process. Keep it out of the learning portfolio. Agree storage, access and deletion arrangements before collection. Document incidents and near misses, notify relevant people and review the programme before resuming.

This is an operating framework for qualified local staff. It is not a wilderness medicine manual, a route approval or a substitute for on-site professional judgment.



10 / ADAPTATION & QUALITY

Protect the learning purpose.

If the original activity cannot run	Equivalent task	Evidence retained
Route closed, smoke or weather unsuitable	Indoor map/grade problem, route decision hearing and kit simulation	Navigation reasoning and a justified decision
Camp postponed or overnight inaccessible	Supervised day-camp setup in an authorised venue plus a tabletop overnight plan	Shelter, storage, roles and contingency reasoning
Martial contact not appropriate	Coach-led solo movement, observation analysis and a verbal boundary task	Coordination, consent, control and explanation
Meditation uncomfortable	Quiet drawing, reading, sensory orientation or supported reflection	A chosen attention method and reasoned adaptation
Science equipment absent	Clearly labelled printed dataset plus critique of method and a paper model	Mathematical analysis; no claim of having performed the experiment
External recipient unavailable	Consenting peer usability review labelled as peer feedback	A test, revision and honest evidence boundary

Evaluate the programme, too

Week 1: baseline reasoning task and private access check. Week 3: review workload, assessment consistency and adaptations. Week 6: compare the same reasoning task, collect voluntary anonymous feedback, review incidents and inspect portfolios. Report the denominator and missing data; six to eight learners cannot establish broad causal effects.

The next cohort

Retain changes justified by evidence. Revise unclear readings, inaccessible activities and tasks that reward performance without understanding. Ask whether the programme strengthened agency, judgment and dependable contribution.

One University > One Family is sustained through voluntary, reciprocal relationships. No compulsory alumni duty, public confession, secrecy agreement or lifelong personal obligation is part of this curriculum.



11 / REFERENCES & PUBLICATION

Sources. Scope. Authorship.

S1 / Parks Canada: Jasper visitor safety

Current closures, wildfire, wildlife and communication links; staff verify conditions before departure. Read source.

S2 / Parks Canada: Guided adventures

Check a guide's lawful operation and qualifications appropriate to the activity. Read source.

S3 / Parks Canada: Jasper business licences

Operating and guided-business categories; confirm the actual programme's requirements. Read source.

S4 / Parks Canada: Backcountry planning guide

Camp reservations, designated sites and secure attractant storage; site-specific rules control. Read source.

S5 / Parachute: Canadian Guideline on Concussion in Sport, 2nd ed.

Removal, assessment and return-to-sport processes. This course does not provide medical clearance. Read source.

S6 / NCCIH: Meditation and Mindfulness

Benefits, limitations and potential adverse experiences; educational practices are not treatment. Read source.

S7 / OpenStax: The Simple Pendulum

The small-angle model, variables and assumptions. Read source.

S8 / OpenStax: Heat Transfer Methods

Conduction, convection and radiation as a conceptual framework. Read source.

Reading editions are linked in the printed-reader section. Source review: 24 September 2026. These sources inform the design; none is an institutional partner, approver or endorser. Proposed ratios, timetables and assessment rules are Jasper design choices, not claimed statutory standards.

Founding vision and original crest: Vincent Zhang. Curriculum edition: 28 September 2026. Photograph: Morning at Spirit Island, Sergey Pesterev / Wikimedia Commons, CC BY-SA 4.0. Cropped presentation remains under the same licence; it does not establish a teaching location.