

**Tompkins Cortland Community College**  
**Master Course Syllabus**

**Course Discipline and Number: RECR 260**  
**Course Title: Camp Counseling and Outdoor Education**

**Year: 2021-2022**  
**Credit Hours: 3**

**Attendance Policy:** *To maintain good grades, regular attendance in class is necessary. Absence from class is considered a serious matter and absence never excuses a student from class work. It is the responsibility of all instructors to distribute reasonable attendance policies in writing during the first week of class. Students are required to comply with the attendance policy set by each of their instructors. Students are not penalized if they are unable to attend classes or participate in exams on particular days because of religious beliefs, in accordance with Chapter 161, Section 224-a of the Education Law of the State of New York. Students who plan to be absent from classroom activity for religious reasons should discuss the absence in advance with their instructors. See college catalog for more information.*

**Services for Students with Disabilities:** *It is the College's policy to provide, on an individual basis, appropriate academic adjustments for students with disabilities, which may affect their ability to fully participate in program or course activities or to meet course requirements. Students with disabilities should contact the Coordinator of Access and Equity Services, to discuss their particular need for accommodations. All course materials are available in alternate formats upon request.*

### **Course Description**

This course, which includes field experiences, teaches the methods, techniques, strategies, skills, activities, and current practices in outdoor education and recreation. Students learn about the chief functions of a camp counselor as a leader, teacher, arbitrator, and friend to participants in an organized camp program. Prerequisites: RDNG 099 if required by placement testing; prior completion or concurrent enrollment in ENGL 101. 3 Cr. (3 Lec.) Spring semester.

### **Course Context/Audience**

This course is required in the Outdoor Recreation A.S. degree program; Recreation Leadership program majors may want to take it as an elective course. It provides students with the opportunity to engage in a variety of outdoor education and recreation activities, analyze activities for participation requirements, and develop camp counselor strategies and techniques to enhance experiences. Appropriate for anyone with general interest in the subject matter. Serves as an unrestricted elective for non-majors.

### **Basic Skills/Entry Level Expectations**

**Writing:** W2 Student should have completed ENGL 099 (if needed). The course requires short written responses and/or short papers without documentation, particularly personal reflection or narrative.

**Math:** M0 Course requires very little or no math.

**Reading:** R2 Before taking this course, students must have a C or better in RDNG 099 or assessment indicating that RDNG 099 was not required.

### **Course Goals**

As a result of successfully completing this course, the student will

1. Gain insight into the nature and evolution of outdoor education and outdoor recreation.
2. Learn to appreciate the value of outdoor education and outdoor recreation for the individual, groups, and society.
3. Gain an understanding of the roles and responsibilities of a camp counselor.
4. Learn the techniques and strategies of an effective camp counselor.
5. Learn how to plan, organize, teach outdoor education skills and lead outdoor recreation activities.
6. Explain the impact organized camping has on kids and their individual development
7. Identify the types, history and purpose of organized camping.

## Course Objectives/Topics

Objective/Topic	# Hours
Students will conduct one or more peer leadership exercise and camp counselor activity, which are evaluated by the instructor.	5-15 Hours
Students will understand the nature and leadership requirements for various camp and outdoor education/recreation skills and activities for all ages. =	5-10 Hours
Students will be able to communicate effectively as a camp counselor, both verbally and in writing.	2-6 Hours
Describe elements of the history and development of outdoor education and the field of organized camping in the U. S. and other contributing countries.	1-5 hours
Recognize and explain an operational philosophy of several different types of camps.	1-5 hours
Understand and explain the benefits and values of camping experiences for a variety of camp clients.	1-5 hours
Demonstrate an ability to manage leisure behavior, groups, needs, motivation, and skills in a camp type program and setting.	1-7 hours
Apply situational leadership styles to organize and enhance the learning process for all participants.	1-5 hours
Develop and refine an understanding of human values through experiential learning processes.	1-5 hours
Identify personal strengths and limitations in-group leadership roles.	1-5 hours
Demonstrate the ability to plan, organize, lead and facilitate activities and program elements suited to camp, school, and other outdoor education units.	1-5 hours
Develop outdoor living skills, attitudes, and the associated discipline essential to extended outdoor experiences in natural environments.	1-5 hours
Develop and practice the professional ethics of a camp counselor.	1-5 hours
Demonstrate an understanding of risk management practices for recreational groups and be able to apply them in a camp program or setting.	1-5 hours
Identify and better enhance a personal career direction and focus.	1-5 hours

## General Education Goals - Critical Thinking & Social/Global Awareness

CRITICAL THINKING OUTCOMES	HOW DOES THE COURSE ADDRESS THE OUTCOMES (Include required or recommended instructional resources, strategies, learning activities, assignments, etc., that must or could be used to address the goal/outcomes)
<p>Students will be able to</p> <ul style="list-style-type: none"> <li>➤ develop meaningful questions to address problems or issues.</li> <li>➤ gather, interpret, and evaluate relevant sources of information.</li> <li>➤ reach informed conclusions and solutions.</li> <li>➤ consider analytically the viewpoints of self and others.</li> </ul>	<p>To be a successful outdoor educator and camp counselor, students must understand the group dynamic process of living and working in both a small group and a large group setting.</p>
SOCIAL/GLOBAL AWARENESS OUTCOMES	HOW DOES THE COURSE ADDRESS THE OUTCOMES (Include required or recommended instructional resources, strategies, learning activities, assignments, etc., that must or could be used to address the goal/outcomes)

<ul style="list-style-type: none"> <li>➤ Students will begin to understand how their lives are shaped by the complex world in which they live.</li>   <li>➤ Students will understand that their actions have social, economic and environmental consequences.</li> </ul>	<p>To be a successful outdoor educator and camp counselor, students must understand the social, ethical, moral, and educational impact camp and outdoor education staff have on their campers and clients.</p> <p>The quality of a camping and outdoor education program is dependent on the professionalism of the program staff. By being successful and responsible camp Class discussions, experiential learning process, practical supervised experience and outdoor education staff, students will contribute to the overall financial success of the camp or outdoor education center they work for.</p> <p>Camp and outdoor education experience revolve around, use and teach about the natural environment. Every aspect of camp and outdoor education becomes an opportunity for understanding self and group environmental impact.</p>
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**Instructional Methods**

Lectures, demonstrations, hands-on teaching and leading exercises, group work, field trips, and an over-night camping trip should be used to teach this course.

**Methods of Assessment/Evaluation**

Method	% Course Grade
Written exams and quizzes	10 - 50%
Teaching and leading assignments	0 - 50%
Written assignments including lesson plan development	0 - 40%
Practical exam	0 - 30%
NOTE: The course instructor, with approval of the program chair, can make changes to evaluation methods.	

**Text(s)**

Meier and Henderson (2012) (or latest edition), Camp Counseling. Leadership and programming for the organized camp. Waveland Press. Long Grove, IL

Ditter, B (1997), In the Trenches: Answers from the expert Bob Ditter to the toughest questions you face. American Camping Association

Cornell, J. (1979) or latest revised edition. Sharing Nature with Children: The classic parents' and teachers' nature awareness guidebook. Dawn Publications. Nevada City, CA

**Bibliography**

Shenk, Ellen. Outdoor Careers, 1992.

Darst, Paul. Outdoor Adventure Activities for School and Recreation Programs, 1991.

Douglass, Robert. Forest Recreation, 1993.

Ford, Phyllis. Leadership and Administration of Outdoor Pursuits, 1985.

Kelly, John R. Recreation Trends Toward the Year 2000.

Link, Michael. Outdoor Education: A Manual for Teaching in Nature's Classroom, 1981.

Loeffelbein, R.L. Recreation Handbook, 1992.

Maguire, Jack. Hopscotch, Hangman, Hot Potato, and HaHaHa, 1990.

Moore, Robin. Play for All Guidelines: Planning, Design Management of Outdoor Play Settings for All Children, 1987.

Rohnke, Karl. Silver Bullets, 1984.

Russell, Ruth V. Leadership in Recreation, 1986.

Stumbo, Norma. Leisure Education: A Manual of Activities, 1986.

Vick, Candace Goode. You Can Be a Leader: A Guide for Developing Leadership Skills, 1989.

### **Other Learning Resources**

<b>Audiovisual</b> No resources specified
<b>Electronic</b> Online, Specialized Databases ERIC SportDiscus WorldCat Health Reference Center Proquest
<b>Other</b> No resources specified