

Tompkins Cortland Community College

Master Course Syllabus

Course Discipline and Number: RECR 260

Year: 2023-2024

Course Title: Camp Counseling and Outdoor Education

Credit Hours: 3

I. Course Description: This course, which includes field experiences, teaches the methods, techniques, strategies, skills, activities, and current practices for traditional summer camps, outdoor education, and recreation. Students learn about the chief functions of a camp counselor/outdoor educator as a leader, teacher, arbitrator, and friend to participants in an organized camp program. Emphasis on camper safety and youth protection will be a central focus of the course. Prerequisites: Prior completion of, or concurrent enrollment in, ENGL 100. 3 Cr. (3 Lec.) Spring semesters.

II. Additional Course Information:

1.	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.
2.	The course is appropriate for anyone with general interest in the subject matter and may serve as an unrestricted elective for students in other programs...
3.	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.

III. Student Learning Outcomes

Upon successful completion of this course, students will be able to:

1.	Explain the value of outdoor education, outdoor recreation, and organized camps for individuals, groups and society and the impact organized camping and outdoor education has on children and their individual development.
2.	Gain an understanding of Explain the roles and responsibilities of a camp counselor and outdoor educator.
3.	Discuss and demonstrate techniques and strategies of an effective camp counselor and outdoor educator.
4.	Learn how to Plan, organize, teach outdoor education skills, and lead outdoor recreation and outdoor educational activities to enhance understanding of the environment.
5.	Identify the types, history, and purpose of organized camping in America.

IV. Tompkins Cortland Institutional Learning Outcomes; Program Learning Outcomes; SUNY General Education Outcomes

Tompkins Cortland ILOs N/A

Complete this section for "service" courses only (e.g. courses that are required of all students; courses that are not program specific but satisfy liberal arts requirements; or commonly used in multiple academic programs to meet non-program-specific requirements). Check only Institutional Learning Outcomes (ILOs) that are meaningfully developed and assessed in this course. For each ILO chosen, include the SLO to which it aligns.

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Students will:

- ☐ Communicate effectively, in oral and written forms, taking into consideration audience and purpose.
- ☐ Apply principles and methods of scientific inquiry and quantitative reasoning appropriate to their discipline.
- ☐ Use information, critical thinking, and the creative process to solve problems and reach conclusions.
- ☐ Use technology appropriate to their discipline.
- ☐ Describe the ways in which social, economic, or environmental sustainability depends on their own and the collective contributions of a diversity of ideas and people.

Program Learning Outcomes

Complete this section for program-specific courses (e.g. those that share the same 4 letter designation as the academic program or satisfy requirements in related programs). List the academic program(s) here and note which Student Learning Outcomes align to specific Programmatic Learning Outcomes. Please see the MCS Instructions for more details.

Specify the Academic Program

Recreation Leadership A.S. and Outdoor Recreation A.S.

PLO: Describe/explain the history, development, impact, and value of leisure, recreation, and parks to individuals, society, and the environment.

SLOs:

- | |
|---|
| 1. Explain the value of outdoor education, outdoor recreation, and organized camps for individuals, groups and society and the impact organized camping and outdoor education has on children and their individual development. |
| 5. Identify the types, history, and purpose of organized camping in America. |

PLO - Design, implement, lead, analyze, and evaluate services that facilitate targeted human experiences, recreation, and leisure requirements using technology and equipment appropriate for the leisure experience.

SLO:

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| 4. Plan, organize, teach outdoor education skills, and lead outdoor recreation and outdoor educational activities to enhance understanding of the environment. |
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PLO: Describe/explain the role of the recreation professional as an advocate for leisure, diversity, human rights, and services for individuals with illnesses and disabilities.

SLOs:

- | |
|---|
| 1. Explain the value of outdoor education, outdoor recreation, and organized camps for individuals, groups and society and the impact organized camping and outdoor education has on children and their individual development. |
| 5. Identify the types, history, and purpose of organized camping in America. |

SUNY General Education Outcomes N/A

If this course **assesses** a SUNY GEN ED Outcome, check all that apply and indicate which course outcome(s) address each checked item:

☐ **CRITICAL THINKING** - Students will:

- a. identify, analyze, and evaluate arguments as they occur in their own or others' work; and

- b. develop well-reasoned arguments.

☐ **INFORMATION MANAGEMENT** - Students will:

- a. perform the basic operations of personal computer use;
- b. understand and use basic research techniques; and
- c. locate, evaluate and synthesize information from a variety of sources.

☐ **GENERAL EDUCATION CATEGORY** - Area(s): **N/A**

For courses that are approved to meet one (or more) of the ten SUNY General Education categories, indicate which category the course fulfills, and which outcome(s) are aligned with the SUNY outcomes for that category:

☐ This course does not address any of the above Tompkins Cortland ILOs, PLOs, or SUNY General Education Outcomes.

V. Essential Topics/Themes

1. History, development, and trends of organized camping and outdoor education
2. Organizational structure, leadership levels, and philosophy of organized camps and outdoor education
3. Benefits of camping and outdoor education
4. Management of leisure behaviors, groups, needs, motivation and outdoor skills
5. Situational leadership for various participation patterns
6. Planning, organizing, leading, and facilitating activities and program elements for camp, school, and outdoor education units
7. Outdoor ethics
8. Risk management practices for camps and outdoor education centers
9. Careers in camps and outdoor education
10. Camp and outdoor education standards
11. Youth protection guidelines
12. Song leading and campfire programs

VI. Methods of Assessment/Evaluation

Method	% Course Grade
1. Research readings and reflections	10-40%
2. Planning, teaching, leading, and evaluating assignments activities and lessons	10-50%
3. Written assignments including lesson plan development	10-40%
4. Practical exam and/or quizzes	10-30%

VII. Texts – ☒ Required ☐ Recommended ☐ Used for more than one course (list courses)

1. Meier, J. F. & Henderson, K. A. <i>Camp Counseling: Leadership and Programming for the Organized Camp</i> . 8 th ed. 2012. Wm. C. Brown Communications, Inc., Iowa.
2. Cornell, Joseph. <i>Sharing Nature with Children</i> . 1998. Dawn Publications, CA.

Editions

VIII. Bibliography of Supplemental Materials

1. Ditter, B. <i>In the Trenches</i> . 1997. American Camping Association, Inc., Indiana.
2. <i>American Camp Association's Accreditation Process Guide</i> . Current ed.
3. <i>Designing Quality Youth Programs</i> . American Camping Association.
4. Lowe, Harriet. <i>Staff Training: By the Experts</i> . Current ed. Coaches Choice Books.
5. Rohnke, Karl. <i>Silver Bullets: A Revised Guide to Initiative Problems, Adventure Games, and Trust Activities</i> . 2009. Kendall Hunt Publishing.
6. Jordan and Degraaf. <i>Programming for Parks, Recreation and Leisure Services: A Servant Leadership Approach</i> . 2019. Venture Publishing, Inc.
7. Bulik, Kenneth J. <i>Group Games and Activity Leadership</i> . 2000. Sagamore Publishing.
8. Moore, Annette C. <i>The Game Finder: A Leader's Guide to Great Activities</i> . 1992. Sagamore Publishing.
9. <i>Journal of Experiential Education</i>
10. Ball, Armand and Ball, Beverly. <i>Basic Camp Management</i> . 2012 or Latest Ed. American Camping Association.

Editions listed are current as of date of syllabus. More recent editions may be used.

IX. Other Learning Resources

Audiovisual: None specified
Electronic: American Camping Association: www.acacamp.org – Online article Database Association for Experiential Education - Journal
Other:

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 academic adjustments. All course materials are available in alternate formats upon request.

Academic Integrity: Every student at Tompkins Cortland Community College is expected to act in an academically honest fashion in all aspects of his or her academic work: in writing papers and reports, in taking examinations, in performing laboratory experiments and reporting the results, in clinical and cooperative learning experiences, and in attending to paperwork such as registration forms.

Any written work submitted by a student must be his or her own. If the student uses the words or ideas of someone else, he or she must cite the source by such means as a footnote. Our guiding principle is that any honest evaluation of a student's performance must be based on that student's work. Any action taken by a student that would result in misrepresentation of someone else's work or actions as the student's own — such as cheating on a test, submitting for credit a paper written by another person, or forging an advisor's signature — is intellectually dishonest and deserving of censure.

Several degree programs offer student learning opportunities (such as internships, field work, and clinical experiences) outside the standard classroom setting. As part of the learning process, students must understand and engage in conduct that adheres to principles guiding employment within the professional workplace. These behaviors include, but are not limited to, academic integrity, accountability, reliability, respect, use of appropriate language and dress, civility, professional ethics, honesty, and trustworthiness. Disciplinary action may be initiated for inappropriate conduct occurring while participating in any course-related project or event.