



El Camino College

COURSE OUTLINE OF RECORD - Official

I. GENERAL COURSE INFORMATION

Subject and Number: Recreation 307
Descriptive Title: Camp Counseling: Leadership and Programming

Course Disciplines: Recreation Administration
or Physical Education

Division: Health Sciences and Athletics

Catalog Description: This course covers the history, practices, and philosophy of the organized camp and camp counseling. Emphasis is placed on the camp counselor's role in guidance and leadership, analysis of techniques of camp counseling, proper planning, and theory of camping. The operations of day and short-term recreational camps and outdoor camps, as well as professional opportunities in the field are also examined.

Conditions of Enrollment: Recommended Preparation
eligibility for English 1A

Course Length: Full Term Other (Specify number of weeks):
Hours Lecture: 3.00 hours per week TBA
Hours Laboratory: 0 hours per week TBA
Course Units: 3.00

Grading Method: Letter
Credit Status: Associate Degree Credit

Transfer CSU: Effective Date: Prior to July 1992
Transfer UC: No

General Education:

El Camino College: _____

CSU GE: _____

IGETC: _____

II. OUTCOMES AND OBJECTIVES

A. COURSE STUDENT LEARNING OUTCOMES (The course student learning outcomes are listed below, along with a representative assessment method for

each. Student learning outcomes are not subject to review, revision or approval by the College Curriculum Committee)

1. Students will identify recreation leadership skills and correctly apply those skills while facilitating cooperative play activities.
2. Students will analyze the safe and best practice in the operation of a day or overnight camp.
3. Students will identify strategies to promote positive discipline in dealing with camp participants.

The above SLOs were the most recent available SLOs at the time of course review. For the most current SLO statements, visit the El Camino College SLO webpage at <http://www.elcamino.edu/academics/slo/>.

B. Course Student Learning Objectives (The major learning objective for students enrolled in this course are listed below, along with a representative assessment method for each)

1. Describe historical and social contexts of organized camping.
Objective Exams
2. Appraise the characteristics of the camping environment and its potential benefits.
Objective Exams
3. Discuss the basic roles of the camp counselor.
Written homework
4. Analyze and evaluate the programming techniques suited for use in organized camping.
Objective Exams
5. Examine adventure programs and activities used in the organized camp.
Class Performance
6. Categorize the major skills necessary for living in the out-of-door setting.
Written homework
7. Examine styles of leadership as they pertain to behavior management.
Class Performance
8. Recognize how developmental characteristics of children and older campers influence program development and structure.
Quizzes
9. Discuss common problems and situations that develop in a camp environment and possible solutions.
Essay exams
10. Describe and evaluate teaching-learning process and teaching methods and their impact on proper activity progression.
Essay exams

III. OUTLINE OF SUBJECT MATTER (Topics are detailed enough to enable a qualified instructor to determine the major areas that should be covered as well as ensure consistency from instructor to instructor and semester to semester.)

Lecture or Lab	Approximate Hours	Topic Number	Major Topic

Lecture	3	I	Introduction to the Course Objectives Grading Required assignments Types and sponsors of camps
Lecture	6	II	History of Organized Camping Developmental periods of camping The organization of the camping profession
Lecture	3	III	Values and Trends in Organized Camping Characteristics of the camping environment Trends in organized camping The camping profession
Lecture	6	IV	The Camp Counselor Characteristics of a good counselor Self appraisal Getting a job
Lecture	6	V	The Counselor on the Job Camp staff structure Pre-camp training Camp responsibilities
Lecture	3	VI	Understanding Human Nature Basic human needs Developmental characteristics Behavior management
Lecture	6	VII	Leadership Defining leadership Types of leaders Characteristics of a good leader Group development
Lecture	3	VIII	Program Development Planning the program Program goals and objectives Variables in program development
Lecture	9	IX	Camp Activities Arts and crafts Music and drama Camping and trail skills Nature and ecology Special events Sports and games
Lecture	9	X	Application of Counselor Skills Innovative methods of presentation of material to campers Practice of camp-craft skills Facilitating cooperative play activities
Total Lecture Hours		54	
Total Laboratory Hours		0	
Total Hours		54	

IV. PRIMARY METHOD OF EVALUATION AND SAMPLE ASSIGNMENTS

A. PRIMARY METHOD OF EVALUATION:

Substantial writing assignments

B. TYPICAL ASSIGNMENT USING PRIMARY METHOD OF EVALUATION:

In a two- to three-page essay examine the counselor's role regarding the following types of camper: the braggart, the bully, the tough guy, and the camper who responds with aggression.

C. COLLEGE-LEVEL CRITICAL THINKING ASSIGNMENTS:

1. In a two- to three-page essay, analyze the relationship between campers and their various environments.
2. Develop strategies for integrating children and youths who have special needs into camp programs. Create a plan for implementing your strategies.

D. OTHER TYPICAL ASSESSMENT AND EVALUATION METHODS:

Essay exams

Performance exams

Written homework

Field work

Class Performance

Term or other papers

Multiple Choice

Completion

Matching Items

True/False

V. INSTRUCTIONAL METHODS

Demonstration

Discussion

Group Activities

Guest Speakers

Lecture

Other (please specify)

Evaluation of skill techniques and teaching technique

Note: In compliance with Board Policies 1600 and 3410, Title 5 California Code of Regulations, the Rehabilitation Act of 1973, and Sections 504 and 508 of the Americans with Disabilities Act, instruction delivery shall provide access, full inclusion, and effective communication for students with disabilities.

VI. WORK OUTSIDE OF CLASS

- Study
- Answer questions
- Skill practice
- Required reading
- Written work
- Observation of or participation in an activity related to course content

Estimated Independent Study Hours per Week: 6

VII. TEXTS AND MATERIALS

A. UP-TO-DATE REPRESENTATIVE TEXTBOOKS

Joel F. Meier, A. Viola Mitchell. Camp Counseling: Leadership and Programming for the Organized Camp. Waveland Press, Inc., 2005.
 Qualifier Text: Discipline Standard,

B. ALTERNATIVE TEXTBOOKS

C. REQUIRED SUPPLEMENTARY READINGS

D. OTHER REQUIRED MATERIALS

VIII. CONDITIONS OF ENROLLMENT

A. Requisites (Course and Non-Course Prerequisites and Corequisites)

Requisites	Category and Justification
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B. Requisite Skills

Requisite Skills

C. Recommended Preparations (Course and Non-Course)

Recommended Preparation	Category and Justification
Non-Course Recommended Preparation eligibility for English 1A	With the course having substantial writing assignments and with the textbook being college appropriate. Students success in the course is strongly enhanced when they have reading and writing skills that would place them to be eligible for English 1A.

D. Recommended Skills

Recommended Skills
Adequate reading comprehension level. ENGL 84 - Utilize comprehension and vocabulary strategies to improve reading rate.ENGL 84 - Select and employ reading strategies to interpret the content of a collegelevel textbook, with special focus on constructing a thesis statement and providing valid support.ENGL 84 - Identify an implied main idea (thesis), and support with major and minor details, from a longer text or novel.ENGL 84 - Interpret a book-length work through discussion, journal writing, or composition writing.
Write an organized paper with proper grammer. ENGL A - Read and apply critical thinking skills to college-level expository prose for the purposes of writing and discussion.ENGL A - Apply appropriate strategies in the writing process including prewriting, composing, revising, and editing techniques.ENGL A - Plan, write, and revise 500-word multi-paragraph expository essays including an introduction and conclusion, exhibiting coherence and unity, avoiding major grammatical and

mechanical errors that interfere with meaning, and demonstrating awareness of audience, purpose, and language choice.

E. Enrollment Limitations

Enrollment Limitations and Category	Enrollment Limitations Impact
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Course created by Paul Manahan on 04/25/2018.

BOARD APPROVAL DATE: 09/01/1969

LAST BOARD APPROVAL DATE: 06/18/2018

Last Reviewed and/or Revised by David Bacon on 04/25/2018

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