

Course Prospectus

For THL 236 Christian Camp Leadership

Overview

Welcome. The Camp Leadership Course is designed to give instruction and provide training for leadership at our “summer camps.” Many positions of leadership must be filled at our various camps now and in the future. The material covered in this class is intended to help train current and future leaders.

Course catalog description for this course

This course is designed to prepare students for service as a Christian camp counselor or activity leader. Emphasis is on techniques of Christian camp counseling and leadership; camp safety, activities and program development. Upon completion, students should be able to demonstrate knowledge of the various philosophies, administration, and programming of Christian camps; and serve in the capacity of a Christian camp counselor or activity leader.

Prerequisites and corequisites

Prerequisites: Consent of Instructor.

Corequisites: None.

Course credit

Two (2) semester hours.

Instructional objectives

On completion of this course, a student should be able to:

1. Demonstrate understanding of and the ability to use various camp leadership techniques and strategies including assessing personal strengths and weaknesses and the techniques for doing task analysis, setting priorities, and delegation;
2. Identify and articulate camp mission, philosophy and goals to parents, participants, and others, and evaluate current issues and their implications on desired goals and outcome objectives;
3. Identify the behavioral issues, techniques and rules necessary to organize and manage the residential camping experience of children and youth;
4. Design and evaluate the effectiveness of an organizational structure for the camp program that is appropriate for those being served, the camp's philosophy, goals and objectives, and the environment utilized.

5. Demonstrate a understanding of the basic teaching styles and techniques utilized in the camp setting;
6. Demonstrate skills in maintaining camp safety and risk and crisis management planning;
7. Demonstrate knowledge and skills of effective camp counseling; and
8. Develop and implement a plan for camp food service management, food service styles and the relationship of food service to the total camp operation;

Your instructor

The instructor for this course is Sheldon C. Monson (His email address is smonson@lcg.org). Mr. Monson attended Ambassador College in Pasadena, CA (1981-1985) and graduated with a liberal arts degree with a major in Theology. He completed his graduate work at California State University, Los Angeles, CA (1997), earning a Master of Arts Degree in Physical Education. His major areas of study were in athletic administration and exercise physiology. For over a decade he was a full-time faculty member of Imperial Schools, Pasadena, CA serving as teacher, coach, athletic director, and industrial arts department chair. He was also a part-time faculty member at Ambassador College in Pasadena. Sheldon has extensive experience involving the Summer Educational Programs (SEP), as a member of the Worldwide Church of God, in Orr, Minnesota, Australia, South Africa, and Pasadena, California; and winter camp (WEP) in Austria. He is currently a full-time pastor in the Living Church of God, in the Minneapolis area serving congregations in Minnesota, Wisconsin, Iowa, North Dakota, and Ontario, Canada. He has served at the LYC summer camp in Michigan, directed the Adventure Camp Program in Jackson, Wyoming 2005, and in 2008 served as Director of the Adventure Program in the Bridger-Teton National Forest.

Students with disabilities

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please inform your instructor through the "Contact Instructor" link on your course home page.

Technology access

This course requires web access. You also have to have an established e-mail account. The Adobe Acrobat Reader is necessary to view documents that are PDF files. If you do not already have it, you may download the free Adobe Acrobat reader at

<http://www.adobe.com/products/acrobat/readstep2.html> , which you may then install and use to access PDF documents on this site.

Course evaluation

We welcome your input for improving this course. Making suggestions to us by e-mail is helpful. Our goal in this course is to facilitate the successful achievement of all instructional objectives by all students. At the end of the course you will have the opportunity of assessing the course. We want to make distance learning courses as effective as we can. We may also ask some other questions concerning your experience in distance learning to help us improve our program. We appreciate your letting us know how we can improve our products and services for you and other distance learners. We welcome your input for improving the course and making suggestions by email is helpful.

Textbooks

Required textbooks for this course are:

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Recommended supplementary references are:

Elwell, Walter A and Robert W. Yarbrough. *Encountering the New Testament: A Historical and Theological Survey*. 2nd Edition. Grand Rapids: Baker Academic, 2008.

Howard B. Altman & William E. Cashin (1992) *Idea Paper No. 27 – Writing a Syllabus* Center for Faculty Evaluation and Development Kansas State University.

Armand & Beverly Ball (2000) *Basic Camp Management - Fifth Edition* American Camping Association, Inc.

Anthony D. Fredericks, Ed. D. (2005) *The Complete Idiot's Guide to Success as a Teacher* Penguin Group Inc.

W. Michael Kelley (2003) *Rookie Teaching for Dummies* Wiley Publishing, Inc.

Melissa Kelly (2004) *The Everything New Teacher Book* F+W Publications, Inc.

Joel F. Meier & A. Viola Mitchell (2003) *Camp Counseling - Seventh Edition* Waveland Press, Inc.

Joshua Piven and David Borgenicht (1999) *The Worst-Case Scenario Survival Handbook* Chronicle Books - Book Soup Publishing, Inc.

Chris Townsend (2005) *The Backpacker's Handbook* Ragged Mountain Press/McGraw-Hill.

Icebreaker assignment

To officially begin a course you must complete an icebreaker assignment by which you introduce yourself to your classmates through posting a short autobiography on the course Forum. The icebreaker assignment must be submitted by the eighth day of the semester. Post your biography as a reply to the "Bios" topic on the course forum. You can earn 25 bonus points in this course by doing so "on time." Simply tell the class about yourself and your goals. This is not the place for a profession of faith, or the details your conversion experience, or problems you have had with previous fellowships, as that information is more of a private nature. Here you inform your classmates what you would like them to know about you. As we have people from all over the world enrolled in this course each autobiography will help us know, understand and appreciate each other. Please read and comment on each other's bios throughout the first week of class.

Course requirements and grades

Due dates

The last official day of instruction is May 10. The semester ends May 14.

Reading assignments

Refer to "Course outline and assignments" section for reading assignments and the program schedule.

Study tips

Distance learning emphasizes self-motivation. Your instructor functions as a facilitator with you as the driving force in mastering course content. Do not put off completing your readings and assignments. While there are many different learning styles the following strategy should serve the needs of most students.

- Look over assigned readings.
- Read the assigned readings making notes before viewing the assigned lecture.
- As you view lectures complete your notes.
- If you have a question, ask. Questions should arise in the teaching-learning process. By bringing questions to our attention you not only acquire assistance but you also maintain the interaction necessary in higher education. Use the Inbox on your course home page to send questions.

Lectures

Links to lectures are placed in lessons.

Examinations

Exams are timed, closed book tests to be taken online and you have only one opportunity to complete the exam. They are not proctored. As Living University students do not cheat, steal or lie, we rely on our students' integrity during these examinations. Questions may be objective (true/false, multiple choice, multiple answer, matching) and/or essay (open ended questions).

Term Paper

You are required to complete a term paper worth 50 percent of your grade in this course. You may use any book(s) or any source(s) available in the completion of this assignment. **Feel free to get help from others** (*parents, teachers, experts in the field, former department heads, friends, etc.*). There are no stipulations on the number of hours that others help you, or on the number of people that you enlist to help you, in order to complete this assignment. **Be sure to document sources as necessary.** List your references. You have no budget restrictions (*within reason*), and you get to decide how many staff members you consider necessary to do the job.

In order to fulfill the requirements of this assignment select and complete **one of** the following two options:

Option #1: If you choose this option – review Lecture 13 (Lesson 10 Food Service) before you begin.

You have been selected to be the **food service supervisor** at LYC (Living Youth Camp) in the Upper Peninsula of Michigan. You must develop menus, a shopping list, and a budget for your department. Make this your “ideal” food service department! As a result of your discussion with the camp director you have gathered the following information for planning purposes:

1. You must develop your own budget.
2. You can choose to prepare food from scratch, from packaged foods, or a combination of both.
3. You will be feeding 75 staff members and 100 campers. The campers will spend 14 days at camp. You are required to feed them 3 meals per day, except on the Sabbath (*There are only two meals on the Sabbath – Brunch & Dinner*). The staff will be training for 3 days prior to the start of camp. You will need to feed them 3 meals per day on these training days, and of course, feed them throughout the rest of camp as well.
4. Meals should be nutritious & balanced.
5. You determine how many staff members you need on your staff.

Your assignment is to:

1. Develop menus for each day of camp.
2. Put together a purchasing list (list all groceries that you will need to purchase).
3. Develop a budget (total cost to run the kitchen).
4. Determine the number of staff needed in the kitchen (dishwashers & cooks, etc.).
5. Write a job description for the food service supervisor (*Refer to **Lecture 14** – section on job descriptions*).

Option #2: If you choose this option – review Lecture 5 (Lesson 4 Department Heads – Course Outlines & Lesson Plans) before you begin.

You have been selected to be a Department Head at one of the LYC (Living Youth Camps). Select a department and develop it. *(You may select any activity, or department you wish to be the Department Head of – you may even choose an activity that we do not currently offer at camp.)* Put together your “ultimate” department!

You will need to:

1. Write a course outline/syllabus for your department.
2. Write 3 lesson plans. *(Each dorm will come to your activity 3 times.)*
3. Determine the number of staff needed for your activity.
4. Write a job description for your job – Department Head of _____ *(Whatever department you’re head of.)*
5. Write one job description for “staff positions” that need to be filled in your department.
6. Determine a budget *(You must purchase new equipment for your activity.)*
7. Be sure to list any safety rules that apply.
8. Be sure to put together an equipment list.

Always keep a copy of your work for this course.

Grading

Your course grade will be determined based on the number of points you have earned over the semester as follows:

Exam 1 (Lessons 1-3)	100 points
Exam 2 (Lessons 4-7)	100 points
Exam 3 (Lessons 8-10)	100 points
Exam 4 (Lessons 11-12)	100 points
Term Paper/Assignment:	400 points
Total:	800 points

By getting your autobiography posted on time you can earn 25 bonus points and by posting your annotated bibliography by the due date you can earn an additional 25 bonus points. These points could make the difference between an A or a B, or passing or not passing.

Grades are assigned in the traditional American style of an A, B, C, D, or F. In distance learning we believe that mastery of the subject matter is achieved when a student can demonstrate that they have achieved 80% of the objectives for a course. That means that we want you to earn at least 800 points in this course. If you do not do so then you have not developed the mastery we would like you to have.

We want this course to be competency-based and so it is possible for the entire class to receive an A or a B. There is no artificial curving of scores in the assignment of grades (if you don't know what that means, don't worry about it). Also, don't go on a guilt trip if you get a C. That is an honorable grade, but if you receive a D or below, then you might want to retake the course. Mastery of the material is what your goal should be.

Grades are assigned by points as follows:

A	720-800 points
B	640-719 points
C	560-639 points
D	480-559 points
F	Below 400 points

Academic irregularity

Students have the responsibility for conducting themselves in such a manner as to avoid any suspicion that they are improperly giving or receiving aid on any assignment or examination. An academic irregularity not only includes cheating but also includes plagiarism (taking another's ideas and/or words and presenting them as if they were your own) and the submitting of the same paper in separate courses without prior consent from the faculty members concerned.

In cases of suspected academic irregularity, faculty members are authorized to refuse to grade such papers, in whole or in part, or examinations, and to record each of them as a failure.

If an academic irregularity is sufficiently serious, the University may take one or more of, but not limited to, the following actions:

1. Drop the student from the course with a grade of F;
2. Place the student on academic probation; and/or
3. Dismiss the student from the University.

Course calendar

All reading and viewing assignments are set forth in the lessons on the course website. Other readings are found in the lessons.)

Lesson 1 Camp Leadership

Purpose of the Class

Qualities of Successful leadership (Part 1)

Qualities of Successful Leadership (Part 2)

Lesson 2 Camp Goals & Objectives

What is a “mission statement”?

Why do we have camp?

Setting goals

Lesson 3 | Rules & Structure

Why have rules?

What are the rules?

Points to consider when making rules (for your dorm or activity area)

Exam 1 (Lessons 1-3)

Lesson 4 Department Heads – Course Outlines & Lesson Plans

Planning and preparation

Developing a syllabus/course outline

Writing lesson plans

Lesson 5 Teaching a Class

Three types of learning styles

Visuals & handouts

Preparing class lectures

Teaching the skills

Characteristics of highly effective teachers

Lesson 6 Staff Development

Three opportunities to train the staff

Three levels of staff development

Staff training

Station work

How to maintain quality instruction

Lesson 7 Camp Safety

Camp Safety (Part 1)

- How to prepare for handling emergencies
- Fire safety
- Severe weather (lightning)
- Animals & snakes (bears, mountain lions, & snakes)

Camp Safety (Part 2)

- Keeping the campers safe

- Blisters
- Dehydration
- Heat exhaustion & heat stroke
- Hypothermia
- Altitude sickness
- Sunburn

Exam 2 (Lessons 4-7)

Lesson 8 Effective Camp Counseling

Effective Camp Counseling (Part 1)

- The role of the counselor
- The role of the assistant counselor
- How do you become a counselor?
- What does it take to be an effective camp counselor?
- Counselor's participation in activities

Effective Camp Counseling (Part 2)

- Dealing with campers
- Observing behavior
- Counselor's role in guidance
- Values education

Lesson 9 Risk Management & Legal Considerations

Risk management (defined)

Areas in which camps are exposed to risk

Legal terms defined

Managing risks

Lesson 10 Food Service

Food service supervisor

Menu selection

Food purchasing

Food service staff

Meal organization

Sanitation and health

Exam 3 (Lessons 8-10)

Lesson 11 Staff Organization

Job responsibilities

Number of staff required

Supervisory lines (governmental structure)

Job descriptions

Age requirements

Personnel policies

Lesson 12 Camping in the Outdoors

Dressing for the Outdoors

- Four ways the body loses heat
- The layer system
- Leg wear
- Hats
- Footwear (*selecting sandals, boots, and socks*)

Equipment Selection & Final Thoughts

- The pack (backpack selection)
- Carrying the load
- Tents
- Sleeping bags
- Final thoughts!

Exam 4 (Lessons 11-12)