Course Prospectus
For PHED 236 Christian Camp Leadership

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Overview
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. This course is highly recommended for BOTH those who already serve regularly at our Church summer camps and for those who plan to serve at our summer camps for the first time in the future.

Course description
This very practical course is designed to prepare students for service as a Christian camp counselor or activity leader. Emphasis is placed 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
Consent of instructor.

Course credit
Three (3) semester credit hours.
**Instructional Objectives**

Upon successful 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 of 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 an 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 services styles and the relationship of food service to the total camp operation.

**Your Instructor**

The instructor for this course is Sheldon Monson, M.A.

**Email:** smonson@lcg.org  \hspace{1cm} **Phone:** 301-605-7215 \hspace{1cm} **Office Hours:** Flexible (9:00am – 9:00pm EST)

Sheldon 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 serving congregations in Maryland, Pennsylvania and Washington DC. He is also Director of the Church’s Youth Programs (LYC) and serves as a member of the Council of Elders.

You may email your instructor with questions or thoughts. Please include PHED 236 as your subject heading in your email. This will allow your instructor to know that the email is a course matter and enable him to tend to your email accordingly. Please allow time for your instructor to get back to you with respect to their responsibilities outside of Living University.

**Course Protocols**

**Technology access**

This course requires web access and an established email account. The Adobe Acrobat Reader is necessary to view documents that are PDF files. One can download the reader free at:
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 by email (on the course “Info” page, click on the instructor’s name and then select “Send Email”).

Attendance in this online course
One of the most vital aspects of the college and university experience is attendance and punctuality in the learning environment. Regularity of attendance is necessary for students to derive maximum benefit from a course and to maintain a satisfactory academic record, whether in an online course or in an on-campus course. We have noticed that students who fall behind in their coursework typically drop out. Therefore, we highly encourage you to complete your assignments on time, as we want you to succeed. Remember Ecclesiastes 9:10: “Whatever your hand finds to do, do it with your might; for there is no work, nor device, nor knowledge, nor wisdom, in the grave, where you go.”

Please be aware that all students who fall behind in an online course and do not complete twenty-five percent (25%) or more of the total assignments and other required activities for a course, on or before “Last day to withdraw from a course” without a grade penalty as set forth in the University Academic Calendar, will receive a grade of “W” for it. After that date, the grade will be a “WF” and counted in a student’s GPA. Moreover, an instructor may drop a student from a course whenever the instructor concludes that a student’s class attendance or punctuality endangers the student’s success or places other students at risk.

Withdrawing from or dropping this course
It is the responsibility of a student to drop a course if he or she cannot meet the requirements of the course. Any student who stops attending a course without officially withdrawing from it risks receiving a punitive grade for that course. Withdrawal requests may be conveyed in any manner to the course professor, Registrar, or Dean of Faculty. This action is sufficient for ensuring any refund owed you. Please note the following:

• If a student drops a course on or before the “Last day to withdraw from a course without a grade penalty” as published in the University Academic Calendar, even if his or her work is not of a passing grade, then a “W” is recorded.
• If a course is dropped after that date, but before the last 21 calendar days of the semester, then the instructor determines the grade. The faculty member will at this time record a grade of “W” if passing (not computed in GPA) or “WF” if failing (computed in GPA).
• Students who drop a course, yet remain in one or more other courses during the last 18 calendar days of the semester, will receive a grade of “WF.”
• Students who completely withdraw from the University at any time during the semester may be given a grade of “WF” on all courses.

If students do not initiate the withdrawal process, the instructor is required to initiate the administrative process and to record a grade of “W” or “WF” for the course depending on the date the faculty member drops the student from the course. Students who register for a course as an audit, but then withdraw will be assigned a grade of “W” for the course.
Study tips
Distance learning emphasizes self-motivation. The instructor functions as a facilitator with the student as the driving force in mastering course content. Students are encouraged not to put off completing their 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 students view lectures, they should complete their notes.
- If a student has a question, ask. Questions should arise in the teaching-learning process. By bringing questions to our attention, students not only acquire assistance but they also maintain the interaction necessary in higher education. To submit a question, just click on the instructor’s name on the course Info webpage and send your question by email through the Populi system.

Course evaluation
Student input is welcome for improving this course. Making suggestions by email 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 students have the opportunity of assessing the course. We want to make e-learning courses as effective as we can. We may also ask some other questions concerning a student’s experience in distance learning to help us improve our program. We appreciate students letting us know how we can improve our products and services for them and other distance learners.

Textbooks

Required Text:
Camp Leadership Manual. (All notes will be posted. It is recommended that all students enrolled in the class print these notes and build their own hard copy of this Manual – and put them in a 3-ring binder.)

Additional Reading:
Course Syllabus for PHED 236- Christian Camp Leadership

Course Requirements

Due dates and extensions
Submit assignments on or before the due date. Students must complete the course by the last official day of instruction as set forth in the academic calendar.

Icebreaker assignment
To officially begin this course you must complete an Icebreaker assignment by which you introduce yourself to your classmates through posting a short autobiography on the Icebreaker discussion forum thread. A student can earn 10 points by posting the Icebreaker assignment on time. This assignment is to be submitted by the eighth day of class. You must read and comment on at least two other student icebreakers by the due date in order to get full credit for this assignment.

In your forum post, briefly answer the following questions (250 to 350 words):

1. Tell a little of you background
2. Calling into God’s Church
3. State some of your hobbies and interests
4. Why you decided to take this class

Tell those things about yourself which would be interesting and helpful and will enable all of us to get to know you better. Break the ice!

Writing assignments
Any writing assignments in this course should follow the MLA style as set forth in Writing Research Papers: A Complete Guide by Lester & Lester. Please cite your sources and use quotation marks where needed. The Files feature on an Assignment Submission page lets you submit your work so your instructor can have it handy for download, review, and grading.

Term Paper Assignment
Option #1: Food Service Supervisor Position

You have been selected to be the food service supervisor at LYC (Living Youth Camp). You must develop menus, a shopping list, and budget for your department. Make this the “ideal” food service department!

As a result of your discussion with the camp director you have gathered the following information for planning purposes:

- You must develop your own budget.
- You can choose to prepare food from scratch, from packaged foods, or a combination of both.
- You will be feeding 100 staff members and 200 campers.
- Everyone will arrive on a Sunday (you will need to serve dinner only on this arrival day).
- You will need to feed the entire camp for the next 13 days (ending on a Saturday night – with a final banquet meal).
- Only two meals need to be prepared on each Sabbath (brunch and dinner), and these should be special meals.
- All meals should be nutritious and the menus balanced.
- As the food service supervisor you will determine how many staff members you will need on your staff.
Your assignment is to:
- Develop menus for each day of camp.
- Put together a purchasing list (a list of groceries that will need to be purchased each day).
- Develop a budget (total cost to run the kitchen).
- Determine the number of staff needed in the kitchen (dishwashers, cooks, salad bar, etc.).

**Grading:**
- Camp menus for each day (note details & number of days above) 120 Points
- Grocery lists for each meal (how much & what needs to be purchased) 120 Points
- Develop a budget (what each meal cost) also note a grand total 120 Points
- List of staff needed 10 Points
- Rotating work schedule for assigned staff (assigned to work 2 meals per day) 20 Points

*Total: 390 Points*

**Term Paper Assignment**

**Option #2:**

**Activity Director**

You have been selected to be an activity director at LYC (Living Youth Camp). You will be required to select an activity (i.e. – volleyball, softball, canoeing, dance, swimming and water polo, archery, riflery, etc., etc.) and make plans to run it. You may choose any activity already offered at camp, or you may choose an activity that we do not currently offer – your choice. Your job is to put together your “ultimate camp activity!”

Your assignment is to:
- Write a course outline (syllabus) for your activity.
- Write four lesson plans (as each dorm will come to your activity 4 times each).
- Determine the number of staff needed to “ideally staff” your activity.
- Develop a budget (assume that you have no equipment and that you will need to purchase everything needed to run this activity. List all equipment needed and what each will cost).
- Be sure to list any “safety rules” that apply.

**Grading:**
- Course outline (syllabus) 30 Points
- Four lesson plans (one for each class/dorm to come 4 times each) 200 Points (50 each)
- Write two job descriptions (1 for activity director and 1 for a staff member) 60 Points (30 each)
- Develop a budget (note actual equipment and actual costs) 75 Points
- List of “safety rules” 25 Points

*Total: 390 Points*

**Quizzes and examinations**

There are four online exams in this course. Students may take exams once they are posted. Exams may only be taken once. Students may use ONLY their Bibles and any notes written in, or permanently attached to, them when taking exams. They are not proctored. All exams must be completed by 11:59pm EST on the due date.
Grading
A course grade will be determined based on the number of points a student has earned over the semester as follows:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>Icebreaker Assignment</td>
<td>10</td>
</tr>
<tr>
<td>Exam 1</td>
<td>50</td>
</tr>
<tr>
<td>Exam 2</td>
<td>50</td>
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<tr>
<td>Exam 3</td>
<td>50</td>
</tr>
<tr>
<td>Exam 4</td>
<td>50</td>
</tr>
<tr>
<td>Term Paper</td>
<td>390</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>600</strong></td>
</tr>
</tbody>
</table>

Grades are in the traditional American style of an A, B, C, D, or F. Grades, assigned by points, are as follows:

- **A** 540-600 points
- **B** 480-539 points
- **C** 420-479 points
- **D** 360-419 points
- **F** Below 360 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 the writer’s 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 may refuse to grade such papers or examinations, completely or in part, 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 Outline

<table>
<thead>
<tr>
<th>Lesson 1</th>
<th>Christian Camp Leadership (Part 1)</th>
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<tbody>
<tr>
<td>Lesson 2</td>
<td>Christian Camp Leadership (Part 2)</td>
</tr>
<tr>
<td>Lesson 3</td>
<td>Why Camp? What Are Our Goals?</td>
</tr>
<tr>
<td>Lesson 4</td>
<td>Teaching a Class</td>
</tr>
<tr>
<td>Lesson 5</td>
<td>Writing a Syllabus and Lesson Plans</td>
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<td>Lesson 6</td>
<td>Staff Selection, Organization, Training and Development</td>
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<td>Lesson 7</td>
<td>Food Service</td>
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<td>Lesson 8</td>
<td>Effective Camp Counseling (Part 1)</td>
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<tr>
<td>Lesson 9</td>
<td>Effective Camp Counseling (Part 2)</td>
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<tr>
<td>Lesson 10</td>
<td>Risk Management and Legal Considerations</td>
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<td>Lesson 11</td>
<td>Structure &amp; Rules</td>
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<td>Lesson 12</td>
<td>Camp Safety</td>
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<tr>
<td>Lesson 13</td>
<td>Basic Outdoor Survival Skills (Part 1)</td>
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<tr>
<td>Lesson 14</td>
<td>Basic Outdoor Survival Skills (Part 2)</td>
</tr>
<tr>
<td>Lesson 15</td>
<td>Dealing with Wildlife &amp; Choosing the Right Equipment for the Outdoors</td>
</tr>
</tbody>
</table>

Term Paper Due by End of Semester