

**Texas A&M University**  
**RPTS 300 – Supervised Field Studies in Residential Youth Camp Leadership and Management**  
**Maymester 2018**

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***COURSE OVERVIEW and INTRODUCTION (Syllabus)***

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**Course Purpose:**

RPTS graduates are often interested in and recruited for leadership positions in residential youth camps. The purpose of this course is to provide students with knowledge and understanding of the diversity in the employment options available to them and the expectations and challenges of leadership roles as camp professionals.

**Course Description:**

This course will focus on the structure and organization, administration and leadership, and challenges and opportunities facing professionals interested in careers in residential camping for youth. The course is designed to examine these aspects through 6 days of in-depth field study to visit Texas residential camps for youth and discussions with camp leaders. Follow-up analysis by students will compare and contrast the commonalities and differences among the sites and review relevant research and field publications. Students must be available to participate in the entire scope of the field experience to take place May 9 – 17. Remaining course work will be completed on-line by June 18.

**Course Outcomes:**

- Identify basic components and practices of youth residential camps
- Develop a strategy for conducting site visits and follow-up analysis
- Identify and analyze organizational structures and how they influence camp effectiveness
- Identify and analyze the effects of culture and the environment on camp program design and delivery
- Identify and analyze key site specific features including assets and liabilities
- Compare challenges and opportunities associated with stakeholder influence
- Assess and compare the information gathering and strategic planning processes used in decision-making
- Compare vision and mission statements, values and goals and their roles in organizational stewardship
- Identify and evaluate processes and outcomes of program evaluation
- Examine the role and strategy of marketing, public relations and the resources available/allocated
- Explore techniques used in selecting, organizing, motivating, disciplining, and evaluating paid and volunteer staff
- Identify sources of revenue and methods of acquiring funding to support youth residential camps
- Identify contemporary issues, opportunities and challenges facing youth serving residential camps
- Develop an understanding of the skills and competencies needed to successfully manage and lead effective residential youth camps.
- Examine personal strengths and values and determine how they can become an important asset in the camp setting
- Analyze the type of camp structure and organization, administration and leadership; and challenges and opportunities which aligns most closely with individual values, goals, aspirations

### **Module Outline:**

Each module is outlined below. Outlines include “learning objectives” and “module content.” Students are responsible for reviewing all materials and completing all course work on time.

### **Method of Instruction:**

The course will begin with mandatory in-depth field study of youth residential camps followed by on-line assignments and course materials.

All course materials will be provided on the eCampus website. <http://ecampus.tamu.edu/>

- Technical Help for eCampus can be found:
  - Help Desk: <http://helpdesk.tamu.edu/> (979-845-8300)
  - eCampus Help Site: <http://ecampus.tamu.edu/student-help.php>

A variety of methods will be used to meet the needs of different learning styles and enable students to learn the course content. Learning style background and information can be found by visiting the following:

<http://www.literacyworks.org/mi/assessment/findyourstrengths.html>

### **Software & Technical Skills:**

- As a field study and online class, students will need access to the internet and eCampus.
- All assignments will be submitted online. Students need to be able to upload and download files (Images, Adobe PDFs, MS Word Documents, and MS PowerPoints).

### **Required Readings**

**Selected articles from the ACA (American Camp Association) Camping Magazine will be posted on eCampus**

## ***STUDENT RESPONSIBILITY, UNIVERSITY & CLASSROOM INFORMATION***

- **Student-Instructor Communication:**
  - **Office visits:** I am available to meet with you and encourage you to set up a meeting (in person or by phone). I recommend that you schedule an appointment ahead of time as I have offices in two locations. If you have any questions, ideas you wish to explore, problems related to the class, or just need to talk, please contact me.
  - **In most cases, office visits are more helpful before a “crisis” than after.**
  - **Emails:** Emails sent Sunday-Thursday will be answered within 24 hours. Emails sent Friday-Saturday will be answered on Monday.
  - **Grading:** Assignments are generally graded within the week following the deadline. Due to work related travel, there may be an occasional exception.
  - **Announcements:** Check eCampus regularly. If changes are made to the syllabus/schedule or there are delays in grading, you will be notified there.
- **Assignments** Students must submit written assignments on or before due dates. **Late assignments will be reflected in grades.** Exceptions will be made only if arrangements have been made prior to the deadline.
- **Papers** must be typed (12 point font and double-spaced) *with the use of proper grammar and formal English composition.* Points will be subtracted for inaccurate or informal written language. **Review your work**, use spell check and a dictionary or thesaurus as needed. Please follow the *American Psychological Association, APA, 6th edition*, publication manual for references.

- **Diversity** is the strength of our society. In this class, I ask that you maintain an open mind to the differences around you, and I encourage you to respect those differences. Points of view may and should be argued but each speaker/writer is to be respected. I encourage you to acknowledge your diversities by actively engaging with one another. It is especially important that you are tolerant of other students, whose opinions differ from your own, while debating the opinions and remaining respectful of the individuals who hold them.
- 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 would like to be considered for disability accommodations, you must first register with Disability Services and provide medical documentation to support your request for consideration. Disability Services is currently located at the White Creek complex on west campus. For additional information, call 979-845-1637 or visit <http://disability.tamu.edu>.
- **AGGIE HONOR CODE** - "An Aggie does not lie, cheat, or steal or tolerate those who do." Upon accepting admission to Texas A&M University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor System. Students will be required to state their commitment on examinations, research papers, and other academic work. Ignorance of the rules does not exclude any member of the TAMU community from the requirements or the processes of the Honor System. For additional information please visit: <http://www.tamu.edu/aggiehonor/>
- **Writing Center** - provides one-to-one consultations on writing or public speaking with a College Reading and Learning Association certified consultant. Two types of consultations are available: online or in-person. Locations: Evans Library or West Campus Library locations or call the Write Line at (979) 845-2160. <http://writingcenter.tamu.edu>/
- **Student Learning Center (Peer Academic Services)** - provides academic support free of charge to all TAMU students. They offer Supplemental Instruction (SI), tutoring, transfer student services and Independent Study Labs (ISL) for developmental education students. PAS provides training for SI leaders, tutors and peer mentors.  
<http://slc.tamu.edu>

## ***GRADING***

The course is organized in modules with assignments for each module. Your work will be evaluated on writing quality, clarity, completeness, applications to readings and demonstrated professionalism. The following point system and evaluation criteria will be used to determine grades.

<b>Assignments (Total Points = 500 )</b>	
Module 1 & 2 - Site Overview/SWOT	100 points
Module 3 - Logic Models	100 points
Module 4 - Staffing	100 points
Module 5 - Opportunities/Directions	100 points
Module 6 - Career Potential	100 points
<hr/> Total Points	500
	Each module will have an activity that corresponds with the site visits, lecture and/or readings for that topic. Activities will vary from module to module.  It is important for students to: 1) address all components of the assignment in detail, 2) use at least one reference from the readings to back up an opinion or assessment
	Individual module assignments will have weekly due dates on eCampus with final assignment submissions due June 19.  Assignments can be completed at any time during the class but must be completed no later than June 19.

<b>Percentage of Points</b>	<b>Letter Grade</b>	<b>Evaluation</b>
90- 100% (450+ points)	A	Assignments must be virtually free from errors in writing, word usage, and sentence structure. The paper will be distinguished by clear and logical thinking and will include evidence of advanced critical thinking skills.
80 - 89% (400 - 449 points)	B	Assignments will be organized and written well although there may be writing errors and a partial lack of focus. The paper will demonstrate a good understanding and application of the topic but may not be as clear or logical as an A submission.
70 - 79% (350 – 399 points)	C	Assignments in this grade category will show serious difficulty in managing completion of the assignment, weakness in analytical thinking, and/or writing errors that interfere with readability. The paper will illustrate a basic understanding of the topic.
60 - 69% (300 - 349 points)	D	Assignments in this category will fail to meet the major requirements of the assignment, including tasks or questions that are ignored, misconstrued or redefined to accommodate what the students' wants or is able to say. Work at this level will include: little or no development of ideas, no clear progression from one section to the next, numerous spelling and grammatical errors, all which give the impression of inferior writing though indications of the students attempt to understand the assignment will be present.
Less than 60% (299 or fewer points)	F	Assignments in this category will fail to meet minimal standards of acceptability and competence and will illustrate little or no understanding of the topic and/or basic writing skills.

\*Students must submit written assignments on or before due dates Late assignments will be reflected in the grade. Exceptions will be made only if arrangements have been made in conversation with the instructor prior to the deadline.

\*Please note the calendar and syllabus are subject to change.  
Any changes to the syllabus will be announced on the eCampus website or by email.

## **2017 COURSE SCHEDULE/Modules**

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	<b>Location</b>	<b>Focus/Assignment/Contact Hours</b>	<b>Work Hours/Due Dates</b>
<b>May 9</b>	Campus	Introduction & Course Outline: Noon – Rm 127	2 Trip Prep 3
<b>May 10</b>	Camp 1	Module 1 - Field Study – Day Trip	6 Interviews/Notes 3
<b>May 11</b>	Camp 2	Module 1 - Field Study – Day Trip	6 Interviews/Notes 3
<b>May 14</b>	Camps 3 & 4	Module 1 - Field Study – Overnight	8 Interviews/Notes 6
<b>May 15</b>	Camps 4, 5 & 6	Module 1 - Field Study – Overnight	8 Interviews/Notes 7
<b>May 16</b>	Camp 6, 7	Module 1 - Field Study – Overnight	8 Interviews/Notes 6
<b>May 17</b>	Camp 7	Module 1 - Field Study – Return to Campus	8 Interviews/Notes 3
<b>May 18 (tentative)</b>	Campus	Process Site Visits/Review Assignments	
<b>May 20- 26</b>	On-line	Module 1 - Site Summaries	May 25 10
<b>May 19-26</b>	On-line	Module 2 - Camp Leadership and Management	May 25 10
<b>May 29 - June 2</b>	On-line	Module 3- Programming	June 1 10
<b>June 5-9</b>	On-line	Module 4- Staffing	June 8 10
<b>June 12-16</b>	On-line	Module 5 - Opportunities/New Directions	June 15 10
<b>June 18</b>	On-line	Module 6 - Employment/Self Reflection	June 18 10
<b>June 18</b>	On-line	All Assignments Completed	Total = 46 June 18 Total = 91

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## WELCOME/INTRODUCTION MODULE

**Upon completing this module, students will be able to:**

- Identify course expectations and requirements
- Identify basic components and practices of youth residential camps
- Develop a strategy for conducting site visits and follow-up analysis

**Lecture/Discussion**

Welcome and Course Introduction

UTube Video – TX Camping History

07HistoryVideo.mp4: <https://youtu.be/V2GJ3Flxz0>

**Readings**

Camp Leadership (3)

**Assignment**

Review selected readings to prepare for site visits

Determine strategy and prepare materials for data collection

**Additional information** – download selected readings (see above) through eCampus and review prior to class

## Module 1: Field Study

**Upon completing this module, students will have collected the information needed to be able to:**

- Identify vision and mission statements, values and goals and their role in organizational stewardship of sites
- Identify and analyze organizational structures and how they influence camp effectiveness
- Identify the effects of culture and environment on program design and delivery
- Learn about site specific features including assets and liabilities
- Explore techniques used in selecting, organizing, motivating, disciplining, and evaluating personnel
- Learn challenges and opportunities associated with stakeholder influence
- Identify the information gathering and strategic planning process used in each residential camp
- Identify the purpose and processes used in program evaluation and reporting/sharing
- Identify sources of revenue and methods of acquiring financial support to support each youth residential camp
- Examine the role and strategy of marketing, public relations and resources available/allocated
- Identify opportunities and challenges

**Lecture/Discussion**

Interview camp leadership and staff at each site

Tour facilities

**Readings**

Best Practices in Youth Protection – National 4-H Headquarters

**Individual Assignment:**

Collect site specific materials and information necessary to complete module 2-6 assignments.

## Module 2: Camp Management Analysis

**Upon completing this module, students will be able to:**

Analyze camps to compare and contrast various features of each site and summarize findings in terms of organization and structure; leadership and management related to:

- Organizational structure and how it influences the operations and effectiveness of program delivery
- Challenges and opportunities associated with stakeholder influence
- Sources of revenue and methods of acquiring funding/resources to support youth residential camps
- Site features as assets or liabilities and associated challenges

**Readings/Resources**

Camp Management (4)

SWOT Analysis

**Individual Assignment:**

Address the goals listed above as you create an overview for each residential camp site describing the audience, site and programming offered, structure and organization, leadership and management. Evaluate and include the Strengths, Weaknesses, Opportunities, and Threats (SWOT) related to each site in terms of the programming offered, organization and structure, facilities and management. Strengths and weaknesses should be internal to the camp while opportunities and threats are often external. Identify commonalities among the sites and areas where they differ. Use information from one or more of the readings to support your work.

## Module 3: Program Design and Delivery Analysis

**Upon completing this module, students will be able to:**

- Identify the effects of the culture and environment on camp program design and delivery
- Compare the values, vision, and mission statements and their roles in programming decisions
- Identify the processes, outcomes and sharing of program evaluations
- Discuss the role and strategy of marketing and public relations and the resources allocated/available

**Readings/Resources**

Programming (5)

Logic Models

**Individual Assignment:**

Complete a logic model related to a specific program or curriculum offered at the two sites most interesting to you. Include the following:

Situation: Needs (why program is necessary) and Assets (site qualifications in program delivery)

Inputs: What is invested – staff, volunteers, time money, material, equipment, technology

Outputs: What is done – program development, design and delivery, staff training to deliver program

Who is reached – participants

Desired Outcomes

Short term: Learning – awareness, knowledge, attitude, skill, aspirations

Medium term: Action – behavior, practice, decision-making, social action

Long term: Conditions – social, economic, civil, environmental

Assumptions – situational statements believed to be true regarding the program plan and participants

External Factors – influences that could affect the success of the program

Evaluation – strategy for measuring and sharing program outcomes

## Module 4: Staffing Analysis

**Upon completing this module, students will be able to:**

- Articulate skills and competencies needed to successfully manage and lead staff of a residential youth camp.
- Identify organizational structures and how they influence the effectiveness of hiring and managing staff
- Explore techniques used in identifying, selecting, organizing, training, motivating, disciplining, and evaluating paid and volunteer staff

**Readings/Resources**

Staffing (5)

ISOTURE

**Individual Assignment**

Compare (what is similar) and contrast (what is different or unique) paid and volunteer staffing at each site as you describe the method of determining positions and the strategies used in staff selection, organization, training, motivation, discipline and evaluation. Identify the structure and skills needed to successfully manage and lead staff. Use information from one or more of the readings to support your work.

## Module 5: Opportunities and New Directions

**Upon completing this module, students will be able to:**

- Identify issues and opportunities applicable to all or unique to each site visited
- Identify the information gathering and strategic planning process used in each residential camp to influence program design and direction

**Readings/Resources**

Opportunities/New Directions (4)

**Individual Assignment:**

For each camp setting, refer to the opportunities identified in Module 2. Expand upon how each site could identify new priorities, secure resources and make changes to take advantage of these opportunities. Analyze and identify one or two threats or barriers for each site that would prevent this from happening. Use information from one or more of the readings to support your work.

## Module 6: Career Potential and Self-Reflection

**Upon completing this module, students will be able to:**

- Develop an understanding of the skills and competencies needed to successfully manage and lead effective residential youth camps.
- Examine personal strengths and values and discuss how they can become an important asset in camp settings.
- Analyze the type of camp structure and organization, administration and leadership; and challenges and opportunities which aligns most closely with your individual values, goals and aspirations

**Readings/Resources**

Employment (5)

**Individual Assignment:**

Select the camp program that you feel is the best fit for you as a potential source of employment. Explain this decision based on the structure and organization, administration and leadership and alignment with your personal strengths, values and experiences. Use information from one or more of the reading to support your work.

Update your resume to frame your experiences, skills and talents to align with the camp selected above.