

GEORGE MASON UNIVERSITY
School of Recreation, Health, and Tourism

HEAL 323 – Program Leadership and Evaluation (3)
Spring 2011

DAY/TIME:	Monday, 7:20 - 10:00 PM	LOCATION:	FFX – Robinson B, 111
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OFFICE HOURS:	Monday, 6:00 – 7:15 PM BY APPOINTMENT	PHONE NUMBER:	703-993-2060

PREREQUISITES

The course PRLS 310 is the **prerequisite** for HEAL 323 and not a **co-requisite**. If you have registered for both PRLS 310 and HEAL 323 for the Spring semester, you must take PRLS 310 first, and take HEAL 323 the following semester as it will be offered next semester. The two courses are meant to build upon each other. The School of Recreation, Health, and Tourism strictly adheres to this policy.

COURSE DESCRIPTION

Covers leadership and evaluation of health, fitness, and recreation programs. Uses computer technology to study evaluative aspects of program planning and administration.

COURSE OBJECTIVES

At the completion of this course students should be able to:

- 1) complete a plan and design for a health, fitness or recreation program
- 2) determine schedules for health, fitness or recreation programs
- 3) create promotional materials for programs
- 4) set up and analyze a budget and determine pricing for programs
- 5) implement programs, including appropriate qualitative and quantitative evaluation
- 6) critically analyze your own and other programs
- 7) demonstrate effective leadership and group processing skills

COURSE OVERVIEW

Students are held to the standards of the George Mason University Honor Code. Students are expected to attend all class sections, actively participate in class discussions, complete in-class exercises and fulfill all assignments. Assignments must be turned in at the beginning of class on the specified date due or no credit will be given.

PROFESSIONAL COMPETENCIES

Upon completion of this course, students will meet the following professional accreditation standards for NRPA Council on Accreditation:

8.13	Understanding of the variety of programs and services to enhance individual, group, and community quality of life. <i>Content to consider: content and purpose of programs and services that relate to individual and group goals and values, benefits of the leisure experience, theories of programming, knowledge of participant behavior, and participant-driven programs that promote quality of life.</i>
8.14	Ability to implement the following principles and procedures related to program/event planning for individual, group, and community quality of life:
8.14.01	Assessment of needs. <i>Content to consider: the variety of assessment techniques and their use.</i>
8.14.02	Development of outcome-oriented goals and objectives. <i>Content to consider: Development of outcome-oriented goals and objectives based upon formal needs assessment.</i>

8.14.03	Selection and coordination of programs, events and resources. <i>Content to consider: Availability and accessibility of programs, resources and facilities; the social and physical environment of the setting within the greater community; and the integration and coordination with public, nonprofit and private sectors of programs within and outside the direct service area.</i>
8.14.04	Marketing of programs/events. <i>Content to consider: advertising, publicity, sales promotion, pricing, positioning, product, place, personal selling, and public relations</i>
8.14.07	Evaluation of programs/events. <i>Content to consider: Participant-oriented evaluation, program-oriented evaluation, and organization-oriented evaluation processes; evaluation approaches and models; data collection instruments and methods; and ethical responsibilities of evaluation of programs for individuals and groups.</i>
8.15	Understanding of group dynamics and processes. <i>Content to consider: Facilitation of positive group interactions; developing group goals and identities; creating, promoting, and maintaining positive group atmosphere and communication; and establishing an environment within the group for effective programming outcomes.</i>
8.16	Ability to use various leadership techniques to enhance individual, group, and community experiences. <i>Content to consider: Utilizing ethical considerations, leadership models, motivation techniques, team leadership, and self-managed team concepts in providing programs for individuals and groups.</i>
8.22	Understanding of the principles and procedures related to agency marketing techniques and strategies. <i>Content to consider: Writing principles; consumer buying behavior; segmentation, targeting, and positioning; product life cycles; advertising; various forms of media, including print, broadcast and on-line; media planning and buying; copyrighting; planning and programming public relations events; implementing public relations strategy through various forms of media; and media relations.</i>

REQUIRED TEXTS AND READINGS

D. J., Jordan. (2007). *Leadership in Leisure Services: Making a Difference*, 3rd ed. State College, PA: Venture Publishing.

K. A. Henderson, and M. D, Bialeschki. (2010). *Evaluating Leisure Services: Making Enlightened Decisions*, 3nd ed. PA: Venture Publishing.

Case Studies will be provided for in class activities, eliminating the need for an additional text.

Additional readings and will be posted on the Blackboard site when assigned.

Please read all assigned readings prior to the scheduled class. Various in-class assignments will be based upon knowledge of the assigned readings for each specific class.

ATTENDANCE POLICY

GMU Catalog: “Students are expected to attend the class periods of the courses for which they register.

In-class participation is important to the individual student and to the class as a whole. Because class participation may be a factor in grading, instructors may use absence, tardiness, or early departure as de facto evidence of non-participation.

EVALUATION

Students are held to the standards of the George Mason University Honor Code. You are expected to attend all class sections, actively participate in class discussion, and fulfill all assignments.

Assignments must be turned in at the beginning of class on the specified date due or no credit will be given. Assignments have been scheduled in advance to provide you with sufficient time to plan and complete the assignment. Only students with extreme emergencies, a documented medical excuse or university sponsored functions discussed with the professor prior to the due date will be given consideration for exception. It is further recommended that students make copies of all written work submitted and keep these copies until they have receive a final grade.

This course will be graded on a point system, with a total of 100 possible points. **Mark your calendars with the specific due dates for assignments listed within the Course Requirements chart and additional homework assignments as they are assigned.**

Course Requirements – HEAL 323 002	Weight	Due Date
Leader Biography & Leadership Style (Individual Task)	5% (.05)	Monday, March 14
Group Case Study & Presentation (Group Assignment)	15% (.15)	Monday, March 28
Midterm Exam	20% (.20)	Monday, April 4
Program Evaluation Project and Report (Group Assignment)	20% (.20)	Monday, May 2
University Life/Community Service Report (Individual Task)	10% (.10)	Monday, May 9
Final Evaluation Questionnaire Project (Group Assignment)	10% (.10)	Monday, May 16
In-class Attendance & Participation in All Class Activities (Several of which are listed within the chart below.)	20% (.20)	Every Class Period
Total	100% (1.00)	

Class Activity Assignments Posted on Blackboard	Due Date
Leaders Who Made an Impact (Individual Task)	Monday, January 31
Assess Yourself – Skills Assessment (Individual Task)	Monday, February 7
Completed Resume or a draft copy	Monday, February 7
Leadership Tasks in Your Profession (Individual Task)	Monday, February 14
Behavior Styles & Roles Within Groups (Individual Task)	Monday, February 28
Finding Your Leadership Style (Individual Task)	Monday, February 21
Communication Skills (Individual Task)	Monday, February 21
Create an Evaluation Questionnaire (Individual Task)	Monday, May 9
Other Team Activities In-class (Group Activity)	As Assigned

Grading Scale

A = 94 – 100	B+ = 88 – 89	C+ = 78 – 79	D = 60 – 69
A- = 90 – 93	B = 84 – 87	C = 74 – 77	F = 0 – 59
	B- = 80 – 83	C- = 70 – 73	

TENTATIVE COURSE SCHEDULE – HEAL 323 002

DATE			TOPIC OR ACTIVITY	READINGS/ASSIGNMENT DUE
MON	January	24	Syllabus and Course Requirements	Review course requirements
			Inspiring leaders, coaches, mentors	CH 1 Leadership Skills
MON	January	31	Leadership Theories,	CH 2 Leadership Theories & Styles
			Leadership Tasks in Your Profession	<i>Leaders Who Made an Impact Due</i>
MON	February	7	Ken Guerrant, Career Counselor	<i>Assess Yourself – Skills Assessment Due</i>
			<i>Bring a Resume draft to class</i>	<i>Resume draft Due</i>
MON	February	14	Group Dynamics – Understanding Group Roles & Behaviors	CH 4 Group Dynamics
				<i>Leadership Tasks in Your Profession Due</i>
MON	February	21	Communication Skills	CH 5 & 6 Communication
			Group Work - Communication	<i>Finding Your Leadership Style Due</i> <i>Communication Skills Due</i>
MON	February	28	Managing Difficulties	CH 7 Managing Difficulties
			Group Work – Case Studies	<i>Behavior Styles & Roles Within Groups Due</i>
MON	March	7	Managing Difficulties/ Case Studies	CH 7 Managing Difficulties
			Group Work – Case Studies	<i>Leader Bio & Leadership Style Due</i>
MON	March	14	SPRING BREAK	
MON	March	21	Group Facilitation & Motivating	CH 8 Motivating Individuals and Groups
MON	March	28	<i>Group Case Studies Presentations</i>	<i>Group Case Study Due</i>
MON	April	4	MIDTERM EXAM	Review Chapters 1- 9; Jordan Leadership text
MON	April	11	Program Marketing	Jordan, DeGraaf Text, CH 9 on Blackboard
			Program Evaluation – Why	Program Evaluation Text, 1.1, 1.2, 1.3, 1.4
MON	April	18	Program Evaluation – When & How	Program Evaluation Text, 1.5, 1.6, & 1.7
			Objectives and Expected Outcomes	
MON	April	25	Developing Program Evaluations	Program Eval. Text, 1.8, 1.9 & 2.1, 2.2, 2.3
			Evaluation – Analysis of Data	
MON	May	2	<i>Evaluation Project Team Presentations</i>	<i>Evaluation Project and Report Due</i>
				Program Eval. Text 2.5, 2.7, 3.3, 3.4
MON	May	9	<i>Report on Experiential Learning</i>	<i>University Life Service Report Due</i>
				<i>Create an Evaluation Questionnaire Due</i>
MON	May	16	<i>Final Evaluation Questionnaire Project Due</i>	

Note: Faculty reserves the right to alter the schedule as necessary.

DESCRIPTION OF COURSE REQUIREMENTS AND ASSIGNMENTS

Students must submit all assignments electronically on Blackboard, under Assignments and submit a hard copy of their completed assignment at the beginning of class, on the assignment due date.

A. Assess Yourself

Go to <http://careers.gmu.edu/movingon/document.pdf> and find the *Moving On – A Guide to Career Planning and Job Search* PDF file. Go to page 6 – 8 of the PDF file, to find the “*Know Yourself Exercises, Exercise 3: Skills.*”

Complete the exercise for yourself and save your completed copy. Then create a Word document to answer these questions:

- 1) Using each of the three CATEGORIES OF SKILLS (Functional, Content, Self-management), make a list of the skills you have now.
- 2) Using each of the three CATEGORIES OF SKILLS (Functional, Content, Self-management), make a list of the skills you hope to develop before searching for a job in your chosen field.
- 3) Now based on all of the self-assessment information you have gathered, write a brief paragraph in response to the frequently asked interview question, “Tell me about yourself.”
- 4) Then answer this question, “What skills do I possess which would help me in a group work situation?”

Submit your two lists of skills, your paragraph and your reply to question #4 as a paper copy in class and submit an electronic copy on Blackboard under Assignments on the due date stated above.

B. Group Case Study

Case studies allow for an opportunity to practice decision making, as well as applying knowledge to real world situations. In groups, students will be asked to study a case, answer questions and present the case and their group’s analysis to the class. Each group will study and analyze a case in leadership and group dynamics. Following analysis of the case, each group will create a Power Point presentation to present in the class and will discuss the case and the groups’ analysis of the case. Specific details of the assignment will be provided in class prior to the due date.

Groups must submit a hard copy of their Power Point presentation to the instructor at the beginning of class and submit an electronic copy on Blackboard, under the Assignments section on the date stated above.

C. Evaluation Project and Report

Students will be provided completed evaluation questionnaires from an event that was previously implemented. In groups, students must analyze and tabulate data from evaluation questionnaires. Based upon the participant responses, each group of students will complete a report listing totals, averages and standard deviation of the numerical data (quantitative data) as well as, an analysis of the non numerical (qualitative data). The data analysis must be depicted in graphs, as well as in tables. The report must include analysis of quantitative data. Each group will provide written recommendations based on their analysis of survey responses. Each group must submit a hard copy of their Evaluation Project Report and submit an electronic copy on Blackboard, under the Assignments section on the stated due date.

D. University Life/Community Service and Report

Work with University Life, GMU campus office, a leisure program with the Fairfax County Department of Community and Recreation Services or another approved organization to assist in the leadership and/or evaluation of a program or event. Each student must serve 10 hours to include some element of leadership such as, researching, planning, implementing, and evaluating a program or event. Community service hours will be verified by the office where the service was provided. Your supervisor at the site must verify your service and the number of hours completed by filling out the Service Verification Form or by sending an email to khaldem1@gmu.edu The service verification must state the type of service performed (event or activity) and the number of hours completed.

Each student must record their service experience in a report. The paper should be from 3 - 5 pages, typed, double-spaced, using a Times New Roman 12 font. The paper must include the following information:

1. Name of the sponsoring organization and the location of the community service.

2. Description of the Program or Event in which you assisted
3. Target audience of the Program or Event
4. An Evaluation Questionnaire used to evaluate the program or event. (If there was no formal evaluation of the program or event, create your own 5 - question evaluation questionnaire for the program or event.)
5. Evaluation of the Program or Event (Provide your evaluation analysis - include what was successful and your suggestions for improvement.)
6. The completed report must be submitted as a hard copy (paper copy) in class and the report must be submitted electronically on Blackboard, under the Assignments section. Both the electronic copy and the hard copy are due on the assignment on the due date stated above.

E. Evaluation Questionnaire Project

In groups, students will create an evaluation questionnaire. Specific instructions will be provided in class prior to the assignment due date. Each group will create a 1-page (front side only), typed questionnaire based on between 10 - 15 items. The items must be a mixture of different question formats (*Closed Ended* or fixed-alternative, *Forced Choice*, *Likert Scale* and *Open Ended*). You must have at least TWO of each item type, with the remaining questions at your team's discretion. Appropriate item construction, layout, usability and professionalism will be assessed. Include a title for the questionnaire, directions on how to complete the questionnaire and a thank you to the respondents at the end of the questionnaire.

F. Attendance and Class Participation

Regular attendance and punctuality are essential to your success in HEAL 323 due to the nature of the course. In class activities and assignments compose an important part of the total grade. Absenteeism, late arrival to class and early leave taking will affect your overall grade in the class. You are expected to come to each class well prepared and ready to contribute to the topic of the day. All reading should be completed prior to the start of class on the day for which an assignment is due. Various in-class assignments will be based upon knowledge of the assigned readings for that specific class. Class attendance and participation constitutes 20 percent of your final grade. If you are not in class, obviously you are not participating. Text readings, guest speakers throughout the semester, and in-class assignments will serve as the basis for class discussion and participation. Your responses, comments, and general contributions will be the primary criteria for evaluation, but attentiveness in class will also be taken into consideration. Instructor reserves the right to administer quizzes without warning at any time during the semester.

G. Important HEAL 323 Class Policies

1. **Class Communication** – The professor will use GMU email addresses to communicate important matters regarding class assignments and details pertaining to preparing for class. **Check your GMU email regularly and maintain your account to avoid being over quota.** Communication is essential in this course.
2. **Blackboard Course Materials** – The Blackboard site for this course is the primary source of information. All course materials, handouts and assignment guidelines will be posted on Blackboard. All assignments must be submitted to the Blackboard site, under Assignments. Go to <http://courses.gmu.edu> to find the Blackboard site. If you have any trouble with Blackboard (posting your assignments, etc) call the ITU Support Center 703-993-8870 or visit the Lab in the Johnson Center, room 311. Your *User name* is the first part of your Mason email address. Your *Password* is the same password you use to access your Mason email account. If you are not familiar with using a course Blackboard site, go to the following web address <http://www.irc.gmu.edu/ce6transition/>. You will find a student guide for Blackboard as well as some frequently asked questions.
3. **Assignments Saved Electronically** – Save all your assignments in a Microsoft Office version of Word or Excel so that the documents may be easily opened and viewed. Keep an electronic copy of all your completed assignments until the end of the semester and you have received your final grade.
4. **Group Assignments** – Your group will complete several program assignments, all of which are listed in the syllabus. Any group assignment that is handed in late will receive half credit. After one week past the due date, assignments will not be accepted and your group will receive no credit.

5. **Peer Evaluations** - Each group member is expected to contribute in all aspects of every group task or project. Peer Evaluations by group members will be conducted at the end of the semester and any group member consistently receiving low peer evaluations will lose up to 100 points (no credit) on the case study, evaluation project and corresponding presentations, as well as other group projects. Your instructor will determine deduction amounts, if any, based on the team feedback.
6. **Exam** – The course exam must be completed on the scheduled date. Only documented absences (due to medical necessity or other critical situation) will be considered for make-up exams.
7. **Instructor Arrival Policy** – If your instructor is not in the classroom at the start of class time, please wait 15 minutes before leaving. The professor will use GMU email addresses to communicate important matters regarding any changes in class schedule. Check your GMU email daily.
8. **Inclement Weather Policy** – Call 703-993-1000 in the case of inclement weather to determine if class will be held. The professor will use GMU email addresses to communicate important matters regarding weather and class schedule. Check your GMU when in doubt.

Student Expectations

- Students must adhere to the guidelines of the George Mason University Honor Code [See <http://academicintegrity.gmu.edu/honorcode/>].
- Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See <http://ods.gmu.edu/>].
- Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/1301gen.html>].
- Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.
- Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- Students are expected to exhibit professional behaviors and dispositions at all times.

Campus Resources

- The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See <http://caps.gmu.edu/>].
- The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See <http://writingcenter.gmu.edu/>].
- For additional information on the College of Education and Human Development, School of Recreation, Health, and Tourism, please visit our website [See <http://rht.gmu.edu>].

