HEAL 323—Program Leadership and Evaluation (3)
Fall 2012

DAY/TIME:	T/TH 9:00 – 10:15 a.m.	LOCATION:	BRH #132
INSTRUCTOR:	Michelle Parker, MBA	EMAIL ADDRESS:	mparke14@gmu.edu
OFFICE LOCATION:	N/A	PHONE NUMBER:	703-673-2300
OFFICE HOURS:	By appointment or before/ after class	FAX NUMBER:	N/A

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 current 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

This course will focus on leadership, implementation, and evaluation techniques among health education, fitness, sport management, tourism, and recreation programs. Course will cover various program evaluation and leadership topics. Students will learn basic program evaluation skills as well as have the opportunity to exercise learned leadership skills.

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, and fulfill all assignments. Participation is 10% of grade. Assignments must be turned in at the beginning of class on the specified date due or **no credit will be given**. Students must take all four exams. In order to have examination rescheduled, students must provide appropriate documentation i.e. GMU athletic competition, illness, etc.

NATURE OF COURSE DELIVERY
Face to face course

REQUIRED READINGS

Jordan, D. J. (2007).*Leadership In Leisure Services: Making a Difference (3rd ed.).* State College, PA:
        Venture Publishing, Inc.
Henderson, K. A., &Bialeschki, M. (2002).*Evaluating Leisure Services: Making Enlightened Decisions
        (3rd ed.).* State College, PA: Venture Publishing, Inc.
Class material will be posted on the course's Blackboard page.

EVALUATION
This course will be graded on a point system, with a total of 100 possible points.

Requirements	Points
Exam	
#1 Midterm- Multiple choice (25 question) exam taken on Blackboard	25
#2 Final Exam - Multiple choice (25 question) exam taken on Blackboard	25
Leadership Project	15
Evaluation Project	10
Case Study	15
Participation	10
TOTAL	100

Students should submit all assignments electronically or as a hard copy at the beginning of class.

A. Assess Yourself

Go to http://careers.gmu.edu/movingon/document.pdf to 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. Then create a Word document to answer these questions:

   1. Using each of the three CATEGORIES OF SKILLS displayed below (Functional, Content, Self-
      management), make a list of the skills you have now.
   2. Using each of the three CATEGORIES OF SKILLS, make a list of the skills you hope to develop before
      searching for a job in your chosen field.
   3. Then finish the assignment on page 8 of the PDF, under the section, NOW WHAT? Write your paragraph,
      as described in that section.
   4. Then answer this question, "What skills do I possess which would help me in a group work situation?"
   Submit a paper copy and an electronic copy of your two lists of skills, your paragraph from question 3 and
   your reply to question #4.

B. Leadership Project
   This project allow for an opportunity to practice decision making as well as applying knowledge to real world
   situations. In teams of no more than 4 members, students will be asked to evaluate a program chosen from
   previous PRLS 310 course and present it to the class as the leader of that project or organization. This will
   complete the management portion of the project from PRLS 310. In your presentation, please provide the
   class with an overview of the case assigned and answer the following questions:
   • What are the directions for leader(s) of this activity program when implementing it to the real world?
      Meaning, present the script the leader(s) should follow when implementing this activity program in the
      real world. In your script, you have to include time, location, equipment and supplies requirements.
   • What is the leadership style that will be used in your proposal?
   • What is the purpose of the activity program? What is its goal? What is at least one objective?
   • Who is the intended target group? What is the minimum and maximum number of intended participants
      for this activity?
   • What is the description of the activity within the program? In your description please indicate if it is: self
      directed/noncompetitive; clubs/groups; drop-in; competition/leagues and tournaments; special events;
      skill development; instructional, risk assessment/reduction, travel, or other. What is the theory upon

which the activity is based?
- What decisions need to be made? What are the decision maker's objectives? What are the considerations for communication, diversity, values and ethics? How will the program be implemented?
- What are the key issues at stake? What must be resolved? What would I do? Why?
- How is formative/process evaluation performed on this activity program? How is summative (impact and outcome) evaluation performed on this activity program? Please either insert or attach your evaluation form.

In addition to the report, student must create a 4 - 5 question evaluation for the program or activity. Evaluations must be completed by program participants; data collected from survey will be used for the Evaluation Project.

To complete this assignment the team of students must: 1) Implement the activity program to class. During or after implementation, the team has to use its evaluation form to evaluate the how well the program was implemented (formative) and its outcomes (summative). That means each member of the team has to play an active role in the implementation/evaluation of the activity program to class. 2) Submit one report (representing the entire team) containing responses to the above guidelines. The report must also include the evaluative results of the implemented activity program. Meaning, the team has to collect evaluative data using the evaluation form, calculate results and include the results in their report (this will be included in the evaluation portion of the project at the end of the semester).

Groups should submit their presentation to the instructor at the beginning of class. Each students is expected to turn in a one page paper describing their experience working in the group and outlining any challenges faced and how the group overcame those challenges.

C. Evaluation Project
Based on the evaluations collected from your Leadership Project, students are asked to analyze and tabulate data from surveys. You will answer the question: What are the evaluative results of your implemented activity program? Students will provide totals, averages and analyze non numerical data. Students will use tables for quantitative analysis. In a separate document, students will provide written recommendations based on their analysis of survey responses.

D. Case Study
You need to perform 8 hours of observation/assistance to an on/off-campus organization that provides a program service related to leisure/recreation, health/fitness, sports/athletics, or tourism/special events. You will observe and assist in the leadership and/or evaluation of the program/event offered by the organization. Your observation/assistance involves 8 hours during the semester and includes some element of leadership such as researching, planning, implementing, and evaluating a program/event. Your observation/assistance hours will be verified by the on-campus or off-campus organization. The paper should include the following:

- What is the name of the sponsoring organization and where is it located? Also, include the name of your supervisor and his/her email address.
- Please provide a description of the program/event in which you assisted.
- Who was the target audience of the program/event?
- How was the program/event evaluated?
- Was the program/event successful in meeting its objectives?
- What suggestions do you have for improving the program/event?

The paper should be 3 pages, typed, double-spaced, using a Times New Roman 12 font.

E. Class Participation and quizzes
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 by the start of class on the day for which an assignment is due. Class participation constitutes 10 points of your final grade. 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 pop quizzes during the semester.

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

	DATE		**TOPIC**	**READINGS/ASSIGNMENT DUE**
T	August	28	Intro to class, Review syllabus	
TH	August	30	CH 1 Understanding Leadership Leadership Theories & Styles Leadership and Human Development	**Assess Yourself – Skills Assessment**
T	September	4	Group Dynamics Communication Skills for Leaders	LLS CH 2 LLS CH 3
TH	September	6	Nonverbal Communication Managing Difficulties	LLS CH 4 Bring Projects from 310
T	September	11	Managing and Motivating Participant Behaviors	LLS CH 5/6
TH	September	13	Diversity and Leisure Services Leadership	LLS CH 7/8 group work
T	September	18	Values and Ethics in Leisure Services Leadership	LLS CH 9
TH	September	20	Values and Ethics in Leisure Services Leadership	LLS CH 10
T	September	25	Work in Groups	
TH	September	27	Direct Leadership Techniques	LLS CH 12
T	October	2	Work in Groups	
TH	October	4	**Leadership Group Presentations**	
T	October	9	**No Class—Columbus Day Holiday Observed With Monday classes held on Tuesday**	
TH	October	11	**Leadership Group Presentations**	
T	October	16	Wrap up day	
TH	October	18	**MIDTERM on Blackboard (taken online on Blackboard)**	
T	October	23	Guest Speaker: An Overview of Evaluation from a Manager's Perspective	
TH	October	25	Introduction to Foundations for Evaluation	EVAL 1.1

	DATE		TOPIC	READINGS/ASSIGNMENT DUE
T	October	30	Introduction to Foundations for Evaluation	EVAL 1.2
TH	November	1	Evaluation: Why, How and When?	EVAL 1.4, 1.5
T	November	6	Evaluation: Why, How and When?	EVAL 1.7, 1.9 **Case Study Due**
TH	November	8	Developing a plan	EVAL 1.9, 2.1
T	November	13	Developing a plan	EVAL 2.5, 2.6
TH	November	15	Surveys	EVAL 2.7, 2.8
T	November	20	Surveys	EVAL 2.9, 2.10, 2.12
TH	November	22	Thanksgiving Break (21st-25th) No Class	
T	November	27	Experiments and Data Analysis	EVAL 3.2
TH	November	29	Experiments and Data Analysis	EVAL 3.7 **Evaluation Project Due**
T	December	4	Data Reporting	EVAL 4.1, 4.2
TH	December	6	Data Reporting	EVAL 4.4 Last Class
TH	December	13	**FINAL EXAM on Blackboard (taken online on Blackboard)**	

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

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].

CORE VALUES COMMITMENT: The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles.