

**GEORGE MASON UNIVERSITY**  
**School of Recreation, Health, and Tourism**

**HEAL 323 – 001 -- Program Leadership and Evaluation (3)**  
**SPRING 2014**

Day/Time:	T/R 9:00-10:15 AM	Location:	PW-BRH 257
Instructor:	Elizabeth Coberly	Email:	ecoberly@gmu.edu
Office Location:	N/A	Phone Number:	540-837-9398 9am-8pm
Office Hours:	T/R 10:15-2:30 PM By Appointment	Fax Number:	N/A

**PREREQUISITE(S):** 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 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 core course towards a BS in Health, Fitness, and Recreation Resources (HFRR) and Tourism and Events Management (TEM) in RHT students should be able to:

1. By the end of the semester, students should be able to complete a plan and design for a health, fitness, or recreation program.
2. By the end of the semester, students should be able to determine schedules for health, fitness, or recreation programs.
3. By the end of the semester, students should be able to create promotional materials for programs.
4. By the end of the semester, students should be able to set up and analyze a budget and determine pricing for programs.
5. By the end of the semester, students should be able to implement programs, including appropriate qualitative and quantitative evaluation.
6. By the end of the semester, students should be able to critically analyze your own and other programs.
7. By the end of the semester, students should be able to 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.

**PROFESSIONAL ASSOCIATION STANDARDS:** Further, upon completion of this course, students will meet the following professional accreditation standards for the Council on Accreditation of Parks, Recreation, Tourism, and Related Professions (COAPRT):

**PROFESSIONAL ASSOCIATION STANDARDS**

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

<b>8.13</b>	<b>Understanding of the variety of programs and services to enhance individual, group, and community quality of life.</b> <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>
<b>8.14</b>	<b>Ability to implement the following principles and procedures related to program/event planning for individual, group, and community quality of life:</b>
<b>8.14.01</b>	<b>Assessment of needs.</b> <i>Content to consider: the variety of assessment techniques and their use.</i>
<b>8.14.02</b>	<b>Development of outcome-oriented goals and objectives.</b> <i>Content to consider: Development of outcome-oriented goals and objectives based upon formal needs assessment.</i>
<b>8.14.03</b>	<b>Selection and coordination of programs, events and resources.</b> <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>
<b>8.14.04</b>	<b>Marketing of programs/events.</b> <i>Content to consider: advertising, publicity, sales promotion, pricing, positioning, product, place, personal selling, and public relations</i>
<b>8.14.07</b>	<b>Evaluation of programs/events.</b> <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>
<b>8.15</b>	<b>Understanding of group dynamics and processes.</b> <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>
<b>8.16</b>	<b>Ability to use various leadership techniques to enhance individual, group, and community experiences.</b> <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>

<b>8.22</b>	<b>Understanding of the principles and procedures related to agency marketing techniques and strategies.</b> <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>
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**NATURE OF COURSE DELIVERY:** Face-to-face.

**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.

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

Requirements	Percentage Points
<b>2 Take-Home Tests</b> at 15 % Each	30%
<b>Leadership Shadow Project &amp; Leadership In Practice</b> (One in class and one outside of class)	20%
<b>Individual Program Evaluation Project</b> (One draft for peer-review and one final copy)	20%
<b>Leading and Evaluating Class Project</b>	20%
<b>Class Participation</b> (pop quizzes, paper/pencil exercises, group activities, etc.)	10%
Total	100%

*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	

**ASSIGNMENTS:**

*Attendance Policy:* Mason 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. Students who miss an exam with an acceptable excuse may be penalized according to the individual instructor's grading policy, as stated in the course syllabus."

There is NO make-up work.

Accordingly, in this course, absences, tardiness, or early departure are considered de facto evidence of non-participation. Three tardies, and/or early departures (including putting head on the desk and closing one's eyes) equal one absence. Class Participation grades are taken daily and any unexcused absence will result in a 0 for that day. Three or more absences without advance permission or a doctor's note on letterhead will result in 0 points for Class Participation in the final grade.

If you miss a class, it is your responsibility to obtain class materials (notes, handouts, etc.) from sources other than the instructor. Only then should you approach the instructor for questions.

**All assignments are due at 9:00 AM, the beginning of class on the assigned day. No late work will be accepted without a doctor's note on letterhead.** Written work is to be typed and spell checked to avoid point deduction. Tests must be taken on assigned days unless approved ahead of time and **no class participation make-ups** will be available.

### *Assignment Summaries*

#### LEADERSHIP SHADOW PROJECT

Each student must shadow a program leader at least twice. It is highly recommended that you shadow an instructor at the Freedom Aquatic and Fitness Center. You must have permission to shadow the leader. Once you have permission, you will follow the program leader, making notes about what they teach and how they teach it; including but not limited to room setup, vocabulary, body language, mannerisms, equipment, supplies, and cueing.

When you are done shadowing, you will compose an APA style paper of at least three pages that explains your experience shadowing the leader. The paper must include a cover page, your paper, a bibliography, and the time sheet at the end of the syllabus.

#### LEADERSHIP IN PRACTICE ACTIVITY

Each student will choose one Individual Program Design Form from their PRLS 310 project that can be reproduced in class. During your assigned time, you will lead the entire class in the activity.

#### LEADING AND EVALUATING PROJECT

PW University Life will sponsor an event on the Prince William Campus that will be lead and evaluation by HEAL 323 students. During the event, each student will be responsible for leading one activity without assistance. This will be the leadership portion of the project. For the evaluation portion, the class will design a plan to evaluate the program. The entire class will conduct an evaluation of the program. The class will then split into four teams to analyze the data that was collected. Each team will present their analysis of the date during a group presentation.

**PROGRAM EVALUATION FOR YOUR PRLS 310 WRITTEN PROGRAM PLAN**

Each student will design an evaluation plan for the Written Program Plan you designed in PRLS 310. The evaluation plan must include an instrument for evaluation and a plan for gathering and interpreting the data collected from the instrument. You will submit a paper copy of your plan and instrument along with a cover sheet, introduction, and a bibliography.

**TENTATIVE COURSE SCHEDULE:**

DATE			TOPIC	READING	ASSIGNMENT DUE
T	Jan	21	Introduction & Syllabus		
R		23	Leadership	LLS Ch 1 LLS Ch 10 ELS Ch 1.6 ELS Ch 1.11	
T		28	Leadership Theories & Styles	LLS Ch 2	Bring in your PRLS 310 Written Program Plan Binder to share
R		30	Leadership and Human Development, Group Dynamics	LLS Ch 3 LLS Ch 4	
T	Feb	4	Communication	LLS Ch 5 LLS Ch 6	Online Assessment
R		6	Guest: Charvis Campbell, PW University Life  Program Life Cycle & Marketing, Aspects of Program Design	ELS Ch 1.0-1.5	
T		11	Managing Difficulties and Motivating Behavior	LLS Ch 7 LLS Ch 8	
R		13	Diversity and Leisure Service Leadership	LLS Ch 9	
T		18	Risk Management	LLS Ch 11	
R		20			
T		25	Direct Leadership	LLS Ch 12	Midterm Distributed Shadowing Paper Due
R		27	Midterm on Own		
T	Mar	4	Leadership in Practice Activity		Midterm Due
R		6	Leadership in Practice Activity		
T		11	No Class – Spring Break		
R		13	No Class – Spring Break		
T		18	Evaluation	ELS Ch 1.7-1.10	
R		20	Data	ELS Ch 2.0-2.4	
T		25	Quantitative Design	ELS Ch 2.5-	

				2.10	
R		27	Other Designs	ELS Ch 2.11-2.16	
T	Apr	1	Survey Technology		
R		3	PW University Life Event		
T		8	Data Analysis	ELS Ch 3.0-3.7	
R		10	Data Reporting	ELS Ch 4.0-4.4	
T		15	Guest Julie Johnson, NRPA Professional skills & memberships	LLS Ch 13	Program Evaluation Plan Due
R		17	Virtual Class NRPA Association Assessment & Evaluation Course On Own		
T		22	Anticipating Social Change	BB articles ELS Ch 4.5-4.6	Final Exam Distributed
R		24	Final Exam On Own		
T		29	Event Evaluation Group Presentations		Final Exam Due
R	May	1	Event Evaluation Group Presentations		
TBA			Final Exam Block		If needed

*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://oai.gmu.edu/honor-code/>].
- 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/policies/responsible-use-of-computing/>].
- 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.

### *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/>].

**PROFESSIONAL BEHAVIOR:** Students are expected to exhibit professional behaviors and dispositions at all times.

**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.



1"  
Margins

## A FEW APA STYLE BASICS

HEAL 323  
Spring 2014  
Article Analysis #x  
Month #Day, #Year

Analysis of: "Article on Program Planning" by Author Name  
by  
Student First & Last Name

Paragraph one discusses the information contained in the article: the author's theory or research. You may want to include two or three specific facts you gleaned from the article.

Paragraph two develops paragraph one through the lens of a program planner. You need to explain how the author's theory could be put into practice by a programmer. This may also be where you tell the reader why you think the author's research would be helpful or harmful to your work as a programmer. However, if the paragraph is too long, you may choose to put it in another paragraph.

Paragraph three is a nice and concise summary of the points you have made in your analysis.

### Bibliography

Author Last, Author First Initial. (####year). Name of the article is in plain type with only the first letter capitalized. *Title of the journal is in italics with only the first letter capitalized. Followed by journal #, page #s.*

Text  
Body is  
Double  
Spaced

Citation  
is in  
APA  
Style



**HEAL 323 - Program Leadership and Evaluation – Spring 2014**

**Leader Shadowing Timesheet**

Please PRINT clearly unless otherwise specified.

**Student Shadow Information**

Name: (First) \_\_\_\_\_ (Last) \_\_\_\_\_

Total number of programs (classes) shadowed by the student: \_\_\_\_\_

**Program Leader (Instructor) Information**

Program Leader (Instructor) Name: \_\_\_\_\_

Program Title: \_\_\_\_\_

Agency: \_\_\_\_\_

Location: \_\_\_\_\_

Dates: \_\_\_\_\_

Program (Class) Begins \_\_\_\_\_ Program (Class Ends) \_\_\_\_\_

**To be completed by the program leader (instructor)**

Please answer Yes or No to these statements:

- |  |                 |
|--|-----------------|
| • The student was properly dressed.                                      | <b>YES / NO</b> |
| • The student arrived on time and prepared.                              | <b>YES / NO</b> |
| • The student was polite and unobtrusive.                                | <b>YES / NO</b> |
| • The student asked appropriate questions.                               | <b>YES / NO</b> |
| • The student interacted with the participants in an appropriate manner. | <b>YES / NO</b> |

Please Sign Your Name: \_\_\_\_\_

Phone: \_\_\_\_\_ Email: \_\_\_\_\_

Thank you very much for your time and assistance.

**To be completed by the student**

Please attach a typed statement (APA style) addressing as many of following topics as you can:

- What did you expect?
- Were your expectations met?
- What did you witness? (Describe the program sequence).
- Who was the target population?
- Describe the program leader (instructor): their appearance, behavior, mannerisms, speech, vocabulary, non-verbal communication, etc...
- Do you think the target population enjoyed the program? Why?
- Do you think program leader made adjustments based on feedback from the participants? How?
- Was there any formal evaluation conducted? If so, explain what was done and include copies if possible.
- Is this a program YOU would like to conduct in your future career? Why?

Please attach any handouts from the program.

Please attach a copy of any agenda or lesson plan.

Please attach any promotional materials for the program.