

GEORGE MASON UNIVERSITY
School of Recreation, Health, and Tourism

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

DAY/TIME: M 7:20 – 10:00 p.m. LOCATION: Robinson B 105
INSTRUCTOR: Mena Nakhla EMAIL ADDRESS: MNakhla2@gmu.edu
OFFICE HOURS: By Appointment PHONE NUMBER: (571) 482 - 8331

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 '11 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.

PROFESSIONAL ASSOCIATION STANDARDS

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; copywriting; planning and programming public relations events; implementing public relations strategy through various forms of media; and media relations.</i>

Nature of Course Delivery – Face to face

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

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

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

Requirements	Points
Midterm exam	25
Final exam	25
Case Study	10
Evaluation Project	10
Leadership Project	15
In-class Attendance and Participation in All Class Activities	15
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	

TENTATIVE COURSE SCHEDULE

DATE			TOPIC OR ACTIVITY	READINGS/ASSIGNMENT DUE
MON	August	27	Syllabus Presentation, Introduction; Requirement of the Course. Introduction to Evaluation	
MON	September	3	Labor Day – University Closed	
Mon	September	10	Group Assignment	
MON	September	17	Introduction to Foundations for Evaluation	EVAL 1.1, 1.2
MON	September	24	Evaluation: Why, How and When?	EVAL 1.4, 1.5, 1.7, 1.9
MON	October	1	Developing a plan	EVAL 1.9, 2.1, 2.5, 2.6
TUE	October	9	Surveys	EVAL 2.7, 2.8, 2.9, 2.10
MON	October	15	Case Study - Group Presentations	
MON	October	22	Experiments and Data Analysis Data Reporting	EVAL 2.12, 3.2, 3.7 EVAL 4.1, 4.2, 4.4
MON	October	29	Midterm Exam	
MON	November	5	Understanding Leadership Leadership Theories & Styles	LLS CH 1 LLS H 2
MON	November	12	Leadership and Human Development Group Dynamics	LLS CH 3 LLS CH 4
MON	November	19	Communication Skills for Leaders Nonverbal Communication	LLS CH 5 LLS CH 6 Leadership Project Due
MON	November	26	Managing Difficulties Managing and Motivating Participant Behaviors	LLS CH 7 LLS CH 8
MON	December	3	Diversity and Leisure Services Leadership Values and Ethics in Leisure Services Direct Leadership	LLS CH 9 LLS CH 10 LLS CH 12 Evaluation Project Due
MON	December	17	Final Exam 7:30 p.m.	

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

DESCRIPTION OF COURSE REQUIREMENTS AND ASSIGNMENTS

Students should submit all assignments electronically before class.

A. 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 and present it to the class. In your presentation, please provide the class with an overview of the case assigned and answer the following questions:

- What decisions need to be made?
- What are the decision maker's objectives?
- What are the key issues at stake? What must be resolved?

- What would I do? Why?

Each student is expected to turn in an individual one page paper describing their experience working in the group and outlining any challenges faced and how the group overcame those challenges.

C. Leadership Project

Work with GMU campus office or a program of your choosing to assist in leading and evaluating a program or event. Each student must serve 10 hours to include researching, planning, leading, and evaluating the program or event. Community service hours will be verified by the office where the service was provided. Your volunteer supervisor at the site must verify your leadership, evaluation and the number of hours completed by sending an email to mnakhla2@gmu.edu stating the type of service performed and the number of hours served. You must record your experience in a leadership report. The paper should be 3 pages, typed, double-spaced, using a Times New Roman 12 font. The paper should include the following:

- Name and location of the program or event
- Description of the program or event you lead
- Target audience of the program or event
- Your evaluation of the program or event (include what was successful and your suggestions for improvement)

In addition to the report, student must create a 4 - 5 question evaluation for the program or activity. In your evaluation, you must ask at least 3 questions collecting quantitative data and at least 1 question collecting qualitative data. Evaluations must be completed by program participants; data collected from survey will be used for the Evaluation Project.

IMPORTANT – This is NOT a volunteer assignment. Students must demonstrate leading, implementing and evaluating a program or activity.

D. Evaluation Project

Based on the evaluations collected from your Leadership Project, students are asked to analyze and tabulate data from surveys. 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.

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 15 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.

F. Exams

Midterm exam: 25 points

Final exam: 25 points

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.

