GEORGE MASON UNIVERSITY
School of Recreation, Health, and Tourism

HEAL 323 - 003 Program Leadership and Evaluation (3)
Fall 2013

DAY/TIME:	T & TH 9:30 – 10:50	LOCATION:	Bull Run Hall 258
Nancy Chamberlain		EMAIL ADDRESS:	nchambe2@gmu.edu
OFFICE LOCATION:	Bull Run Hall 220A	PHONE NUMBER:	571-259-4379
OFFICE HOURS:	T 10:15 – 11:15 a.m.	FAX NUMBER:	703-993-2025
	TH 10:15 – 12:00 p.m.	OFFICE HOURS:	By Appointment

PREREQUISITES/COREQUISITES

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 Fall'13 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

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. 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, knowledgeof participant behavior, and participant-driven programs that promote quality of life.

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. Content to consider: the variety of assessment techniques and their use.

8.14.02 Development of outcome-oriented goals and objectives. Content to consider: Development of outcome -oriented goals and objectives based upon formal needs assessment.

8.14.03 Selection and coordination of programs, events and resources. 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.

8.14.04 Marketing of programs/events. Content to consider: advertising, publicity, sales promotion, pricing, positioning, product, place, personal selling, and public relations

8.14.07 Evaluation of programs/events. 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.

8.15 Understanding of group dynamics and processes. 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.

8.16 Ability to use various leadership techniques to enhance individual, group, and community experiences. Content to consider: Utilizing ethical considerations, leadership models, motivation techniques, team leadership, and self-managed team concepts in providing programs for individuals and groups.

8.22 Understanding of the principles and procedures related to agency marketing techniques and strategies. 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
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NATURE OF COURSE DELIVERY – Face to face, small group discussion, program implementation & evaluation.

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.

Additional course material can be found on Blackboard portal: https://mymasonportal.gmu.edu.

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.

REQUIREMENTS Points

Midterm exam	25
Final exam*	25
Leadership & Evaluation Project	40
Online Training and activities	10
TOTAL	100

*Attendance requirement – You must have 90% positive attendance rate in order to sit the final examination.

Grading Scale

A+ = 98 – 100	B+ = 88 – 89	C+ = 78 – 79	D = 60 – 69
A = 94 – 97	B = 84 – 87	C = 74 – 77	F = 0 – 59
A- = 90 – 93	B- = 80 – 83	C- = 70 – 73	

TENTATIVE COURSE SCHEDULE

Week 1 Introduction

8/27   Syllabus Overview
         Text Review & Online Learning components

8/29   Leadership
Reading: LLS Chapter 1, Pages 3 – 20
Reading: ELS Chapter 1, Pages 47 – 57
Reading: LLS Chapter 10, Pages 213 – 227

Week 2 Leadership in the Program/Event Environment

9/3   Leadership Theories & Style
Reading: LLS Chapter 2, Pages 25 - 43

9/5   Leadership Self – Style Assessment
Reading: LLS Chapter 6 Non-verbal communication, Pages 121- 136
Online Assessments
http://www.nwlink.com/~donclark/leader/self.html
http://www.nwlink.com/~donclark/leader/matrix.html
http://www.nwlink.com/~donclark/leader/survstyl.html

Week 3 Needs Assessment & Demographics

9/10   Need vs. Want
Reading: LLS Chapter 3, Pages 47 - 70

9/12   Program Life Cycle & Marketing

Week 4 Program Design & Evaluation

9/17   Aspects of Program Design
Reading: ELS Chapter One, Pages 1 - 55

9/19   Outcome Oriented Goals & Objectives
Reading: ELS Chapter One, Pages 56 - 98

Week 5 Experimental Design

9/24Reading: ELS Chapter Two, Pages 219-258

9/26 Virtual Class
Please take the National Recreation & Park Association Assessment & Evaluation course.
Visit: http://www.nrpa.org/store/SearchResults.aspx?Category=ONLINE
"This two-hour course is designed for all learners and focuses on determining whether a completed program produced desired outcomes. Learners will cover basic outcome, assessment, and evaluation principals used to measure the effectiveness of community policy, systems, and environmental change strategies that impact health, wellness, and livability. Upon course completion, learners will be able to: Define terminology and concepts related to assessment, Identify assessment methods, Retrieve ready-made data sets, and Use other mastered skills to complete program assessments and identify ways to interpret results. Free without exam."

Week 6 Survey Design

10/1   Reading: ELS Chapter Two, Pages 101 - 155

10/3   Reading: ELS Chapter Two, Pages 156 - 189

Week 7 Survey Technology

10/8   Reading: ELS Chapter Two, Pages 191 – 197
Review DroidSurvey, Digivey, RollaPoll, Sterizon, Opinionmeter.com, ItnInternational
 http://surveys.myinterfase.com/TakeSurvey.aspx?SurveyID=mIKII77K0
http://www.questionpro.com/a/showSurveyLibrary.do?surveyID=446025
http://www.questionpro.com/survey-templates
http://handheld-systems.net/
http://www.pocketsurvey.net/handheld-survey.htm
http://www.creoso.com/handhelds.htm

10/10   Midterm Examination

Week 8 Leadership Techniques

10/15   Fall Break – No Class

10/17   Field experience Preparation
Reading: LLS Chapter 5 Communication Skills for Leaders, Pages 78 – 91, Pages 99 – 118
Reading: LLS Chapter 12 Direct Leadership Techniques, Pages 251 - 283

Week 9 Program Implementation

10/22   Finalize survey
Reading: ELS Chapter One, Pages 92 - 99
Reading: ELS Chapter Two, Pages 200 - 210

10/23   Optional Attendance: Ghost Train Volunteer Meeting
            Northern Virginia Community College, CM 332 6:00 – 8:30 p.m.

10/24   No Class in Lieu of Weekend Event

10/26   Ghost Train Event – Survey Data Collection
            Meet at the train station at 11:00 a.m. Dismiss at 5:00
            Address: 7315 Ox Road Fairfax Station, Virginia
            Directions: http://www.fairfaxcounty.gov/parks/burkelakepark/directions.htm

10/27   Ghost Train Event – Survey Data Collection
            Meet at the train station at 11:00 a.m. Dismiss at 5:00
            Address: 7315 Ox Road Fairfax Station, Virginia
            Directions: http://www.fairfaxcounty.gov/parks/burkelakepark/directions.htm

Week 10 Program Evaluation

10/29   Event Debrief & Data Analysis

10/31   Data Analysis
Reading: ELS Chapter 4 Pg 319 - 327
Reading: ELS Chapter Two, Pages 156 - 189

Week 11 Leadership & Group Dynamics

11/5 Leadership Reflection & Group Dynamics
Reading: LLS Chapter 4, Pages 75 - 97

11/7 Leadership Impact
Reading: LLS Chapter 7, Pages 139 – 155
Reading: LLS Chapter 8, Pages 159 – 184
Reading: LLS Chapter 9, Pages 189 - 209

Week 12 Conclusions & Recommendations

11/12 Conclusions & Reporting
Reading: ELS Chapter 4 Pages 329 - 357
Reading: ELS Chapter 4 Pg 342-346
LLS Chapter 12 Page 276 - 283

11/14 Preparing to report to your constituents
Reading: ELS Chapter 4 Pg 342-346

Week 13 Future Leaders

11/19 Professional skills & memberships
Reading: LLS Chapter 13 Selected Social & Professional Issues Affecting Leisure Services Leaders

11/21 Anticipating social change
Readings: Blackboard
        "How to teach smart people how to learn" – Harvard Business Review
        "What leaders really do" – Harvard Business Review
        "Leadership that gets results" – Harvard Business Review

Week 14

11/26 Really cool stuff & review of presentation requirements

11/28 No Class – Thanksgiving

Week 15 Leadership Presentations

12/3 Presentation of Recommendations for 2014
Group 1, Group 2

12/5 Presentation of Recommendations for 2014
Group 3, Group 4

Week 16 FINAL EXAM WEEK

12/10 Final Examination Review

12/12 FINAL EXAM

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/responible-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.

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