

GEORGE MASON UNIVERSITY
School of Recreation, Health, and Tourism

PRLS 323 – 003 – Program Leadership and Evaluation (3)
SPRING 2014

Day/Time:	T/R 9:00-10:15 AM	Location:	PW-BRH 257
Instructor:	Elizabeth Coberly, MEd	Email:	ecoberly@gmu.edu
Office Location:	N/A	Phone Number:	540-837-9398 <small>9am-8pm</small>
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 PRLS 323 and not a co-requisite. If you have registered for both PRLS 310 and PRLS 323 for the semester, you must take PRLS 310 first, and take PRLS 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):

7.02 Students graduating from the program shall be able to demonstrate the ability to design, implement, and evaluate services that facilitate targeted human experiences and that embrace personal and cultural dimensions of diversity.

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
2 Take-Home Tests at 15 % Each	30%
Leadership Shadow Project & Leadership In Practice (One in class and one outside of class)	20%
Individual Program Evaluation Project (One draft for peer-review and one final copy)	20%
Leading and Evaluating Class Project	20%
Class Participation (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.

Points will be awarded based on the following:

Criteria	Possible Points
Spelling & grammar	10
APA style	10
Time spent	10
Addressing expectations	15
Describing the instructor's skills & weaknesses	15
Critique of the instructor's style	15
Demonstrating an understanding of the population	15
Bonus points for attachments	6

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.

Points will be awarded based on the following:

Criteria	Possible Points
Confident	10
Clear voice	10
Enunciation	10
Clear directions (KISS)	10
Eye contact	10
Handling difficulties	10
Understanding of the population	10
PLAY	10
Use of time	10
Lesson plan provided	10
Bonus points for handouts	10

LEADING AND EVALUATING PROJECT

Burke Lake Park and Northern Virginia Community College will sponsor the Ghost Train event at Burke Lake Park. PRLS 323 students will assist with leading the activity and will conduct an evaluation of the event. During the event, each student will be responsible for leading one activity during a shift on one of the four event days. 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 the evaluation. The class will then split into four teams to analyze the data that was collected. Each team will present their analysis of the data during a group presentation.

Points will be awarded based on the following:

Criteria for the program	Possible Points
Participation in at least one shift	20
Use of budget	20
Involvement in engaging activities	20
Use of time	20
Distribution and collection of evaluation tool	20

Criteria for the evaluation	Possible Points
Use of team members	20
Use of presentation time	20
Use of visuals to augment the presentation	20
Interpretation of the evaluation	20
Recommendations for the 2015 Ghost Train	20

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.

Points will be awarded based on the following:

Criteria	Possible Points
Sharing of PRLS 310 Written Program Plan	5
Instrument has directions	10
Instrument is easy to understand	10
Instrument is clearly quantitative or qualitative	10
Instrument measures what is outlined in the goals	10
Instrument is consistent	10
Clarity of plan to distribute/collect is included	15
Clarity of plan for interpreting the data	15
Introduction explains program and evaluation plan	10
Clear summary in the conclusion	10
Cover page and bibliography are included	10
Paper is in APA style	10
Spelling and grammar	10

TENTATIVE COURSE SCHEDULE:

Date		TOPIC	READING	ASSIGNMENT DUE
Aug	T 26	Introduction & Syllabus		
	R 28	Guest: Nancy Chamberlain, NVCC/GMU		
Sept	T 2	Leadership	LLS Ch 1 LLS Ch 10 ELS Ch 1.6 ELS Ch 1.11	
	R 4	What and Why We Evaluate	ELS Ch 1.1-1.11	
	T 9	Data	ELS Ch 2.0-2.4	
	R 11			Interview 5-10 people about the Ghost Train, Bring in your PRLS 310 Written Program Plan Binder to share
	T 16	Quantitative Design	ELS Ch 2.5-2.10	
	R 18	Other Designs	ELS Ch 2.11-2.16	T-Shirt Design Submissions Due
	T 23	Survey Technology		
	R 25	Data Analysis	ELS Ch 3.0-3.7	
	T 30	Data Reporting, Anticipating Social Change	ELS Ch 4.0-4.6	
	Oct	R 2	Virtual Class NRPA Association Assessment & Evaluation Course On Own	
T 7		Working Draft Workshop, Group time		310 Program Evaluation Plan DRAFT
R 9		Leadership Theories & Styles	LLS Ch 2	Program Evaluation Plan Due, Midterm Distributed
T 14		No Class – Monday classes meet on Tues		
W 15		Optional: 6-8:30pm volunteer orientation @ NVCC		
R 16				Midterm On Own
F 17		Optional: 9am-2pm setup @ Burke Lake Park		
Sa 18		Ghost Train @ Burke Lake Park		
Su 19		Ghost Train @ Burke Lake Park		
T 21		Program Life Cycle & Marketing, Aspects of Program Design		Midterm Due
R 23	Leadership and Human Development	LLS Ch 3		

	F 24	Optional: 9am-2pm setup @ Burke Lake Park		
	Sa 25	Ghost Train @ Burke Lake Park		
	Su 26	Ghost Train @ Burke Lake Park		
	T 28	Group Dynamics	LLS Ch 4	
	R 30	Communication	LLS Ch 5 LLS Ch 6	Online Assessment
Nov	T 4	Managing Difficulties and Motivating Behavior	LLS Ch 7 LLS Ch 8	
	R 6	Direct Leadership	LLS Ch 12	
	T 11	Diversity and Leisure Service Leadership, Risk Management	LLS Ch 9 LLS Ch 11	Shadowing Paper Due
	R 13			Leadership In Practice
	T 18			Leadership In Practice
	R 20	Guest, Julie Johnson, NRPA Professional skills and memberships	LLS Ch 13	Leadership In Practice, Final Exam Distributed
	T 25	Final Exam on Own		
	R 27	Thanksgiving		
Dec	T 2	Event Evaluation Group Presentations		Final Exam Due
	R 4	Event Evaluation Group Presentations		
	TBA	Final Exam Block		Exam Pickup

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
Project #x
Month #Day, #Year

Some really cool title
by
Student First & Last Name

Paragraph one discusses the basics of your paper. It should introduce all of the topics to be discussed. All paragraphs should be at least three sentences long. The last sentence of the introduction should lead into your next paragraph.

Paragraph two builds on the introduction by going into detail about your first major point. You may be adding some smaller details to support your first major point or you may choose to place lesser points in their own paragraphs. No matter what, your last sentence should summarize your point and blend into the next paragraph. 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 paper. It should build out of the last paragraph and reference every major point you have made in your paper. Finish with something that the reader is likely to remember.

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

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.