GEORGE MASON UNIVERSITY
School of Recreation, Health, and Tourism

PRLS 323 – DL1 —Program Leadership/Evaluation (3)
Fall 2015

DAY/TIME:	Online Education	LOCATION:	Online Education
Instructor:	Mena Nakhla	EMAIL ADDRESS:	mnakhla2@gmu.edu
OFFICE HOURS:	By appointment only	PHONE NUMBER:	571-482-8331

PREREQUISITES/COREQUISITES
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 Fall '15 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.

DELIVERY METHOD:
This course will be delivered online using an **asynchronous** format via the Blackboard learning management system (LMS) housed in the MyMason portal. You will log in to the Blackboard course site using your Mason email name (everything before "@masonlive.gmu.edu) and email password.

TECHNICAL REQUIREMENTS:
To participate in this course, students will need the following resources:
- High-speed Internet access with a standard up-to-date browser, either Internet Explorer or Mozilla Firefox. Opera and Safari are not compatible with Blackboard;
- Consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of the course requirements.
- The following software plug-ins for Pcs and Macs respectively, available for free downloading by clicking on the link next to each plug-in:
  - LIST ALL COURSE-RELATED PLUG-INS, SUCH AS THE FOLLOWING EXAMPLES…
  - Adobe Acrobat Reader: http://get.adobe.com/reader/
  - Windows Media Player: http://windows.microsoft.com/en-US/windows/downloads/windows-media-player
  - Apple QuickTime Player: www.apple.com/quicktime/download/
- A headset microphone for use with the Blackboard Collaborate web conferencing tool

EXPECTATIONS:
- **Course Week:** Refer to the asynchronous bullet below if your course is asynchronous or the synchronous bullet if your course is synchronous.
  - o Asynchronous: Because asynchronous courses do not have a "fixed" meeting day, our week is listed below.
- **Log-in Frequency**: Refer to the asynchronous bullet below if your course is asynchronous or the synchronous bullet if your course is synchronous.

- o Asynchronous: Students must actively check the course Blackboard site and their GMU email for communications from the instructor, at a minimum this should be ___ times per week.
- o Synchronous: Students must log-in for all scheduled online synchronous meetings. In addition, students must actively check the course Blackboard site and their GMU email for communications from the instructor, at a minimum this should be ___ times per week.
- **Participation**: Students are expected to actively engage in all course activities throughout the semester, which include viewing of all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- **Technical Competence**: Students are expected to demonstrate competence in the use of all course technology. Students are expected to seek assistance if they are struggling with technical components of the course.
- **Technical Issues**: Students should expect that they could experience some technical difficulties at some point in the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- **Workload**: Expect to log in to this course **at least _____ times a week** to read announcements, participate in the discussions, and work on course materials. Remember, this course is **not** self-paced. There are **specific deadlines** and **due dates** listed in the **CLASS SCHEDULE** section of this syllabus to which you are expected to adhere. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.
- **Advising:** If you would like to schedule a one-on-one meeting to discuss course requirements, content or other course-related issues, and you are unable to come to the Mason campus, we can meet via telephone or web conference. Send me an email to schedule your one-on-one session and include your preferred meeting method and suggested dates/times.

COURSE OBJECTIVES
At the completion of this course students should be able to:
Complete a plan and design for a health, fitness or recreation program
Determine schedules for health, fitness or recreation programs
Create promotional materials for programs
Set up and analyze a budget and determine pricing for programs
Implement programs, including appropriate qualitative and quantitative evaluation
Critically analyze your own and other programs
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. The course will be delivered online using Blackboard learning system. You will log in to Blackboard using your Mason ID and password.

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

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 articles and case studies will be posted on Blackboard.

EXPECTATIONS

- Students are held to the standards of the George Mason University Honor Code.
- Online courses do not have a fixed meeting day, as a result our week will start on Monday and finish on the following Sunday at 11:59 p.m. Assignments must be submitted by due date. 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.
- Students must actively check Blackboard and their GMU email for communications. I will only send emails to GMU accounts. Students are responsible for making sure their inbox has enough storage to receive and send emails.
- Students are expected to engage in all course activities throughout the semester including viewing all course materials and participating in discussion forums throughout the semester. Students earn participation points by responding to questions in discussion forums. It is the student's responsibility to check Blackboard for online discussions.
- Students should plan for some technical difficulty at some point in the semester and should plan accordingly.
- If you would like to schedule a one-on-one meeting to discuss course requirements, content or other course related issues, I can schedule appointments on campus or via Skype/Google Hangout.

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

Requirements	Points
Midterm exam	25
Final exam	25
Evaluation questionnaire	5
Evaluation project	10
Leadership project	15
Leadership video	5
Participation	10
End of semester video	5
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	READINGS/ASSIGNMENT DUE
Week of 8/31	Introduction to Evaluation	EVAL 1.1, 1.2
Week of 9/7	Introduction to Foundations for Evaluation	EVAL 1.3, 1.4, 1.5, 1.6
Week of 9/14	Evaluation: Why, How and When? Models	EVAL 1.7, 1.8, 1.9, 1.10

DATE	TOPIC	READINGS/ASSIGNMENT DUE
Week of 9/21	Developing a plan Quantitative vs. Qualitative data	EVAL 2.1, 2.4, 2.5, 2.6, 2.7, 2.8 **Evaluation Questionnaire Due**
Week of 9/28	Surveys	EVAL 2.9, 2.10, 2.11, 2.12, 2.16
Week of 10/5	Observations Experiments and Data Analysis	EVAL 3.2, 3.7 EVAL 4.1, 4.2, 4.3, 4.4, 4.5, 4.6
Week of 10/12	**Evaluation review and online discussion**	
Week of 10/19	**Midterm Exam**	
Week of 10/26	Understanding Leadership Leadership Theories & Styles	LLS CH 1 LLS H 2
Week of 11/2	Leadership and Human Development Group Dynamics	LLS CH 3 LLS CH 4
Week of 11/9	Communication Skills for Leaders Nonverbal Communication	LLS CH 5 LLS CH 6 **Leadership Project Due** **Leadership Video Due**
Week of 11/16	Managing Difficulties Managing and Motivating Participant Behaviors	LLS CH 7 LLS CH 8
Week of 11/23	Thanksgiving Break	
Week of 11/30	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**
Week of 12/7	**REVIEW AND REFLECTION**	**End of semester video due**
Week of 12/14	**FINAL EXAM**	

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

REQUIREMENTS
Evaluation Questionnaire Assignment (5 points)
Each student is expected to develop a 4-5 evaluation questions for the program or activity they choose to lead. 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 during your leadership project; data collected from survey will be used for the Evaluation Project. Students can utilize online evaluation tools to collect participants' responses instead of using a pen/paper questionnaire.

Leadership Project (15 points)
Each student must select a project demonstrating leading a program or activity. Activity or programs chosen for completing the leadership project must be approved by the instructor. Completion of the program or activity must be verified by the office where the service was provided. Your 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 report 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)

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

Leadership Video (5 points)

During your leadership project, students will record part of the program/activity. Please make sure participants being recorded are aware of videotaping.   A consent form will be posted on Blackboard, make sure participants sign the consent form before videotaping them. The video should be 5 minutes or less and showcase your program/activity.

Evaluation Project (10 points)

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.

Participation (10 points)

Students are expected to participate in weekly discussions on Blackboard and responding to comments made by other students. It is the students' responsibility to check Blackboard for announcements and discussions. Please keep in mind that comments made by students should be made in a respectful manner. Students may disagree with comments made but should remain respectful to the opinion of others. Each discussion item will be available for one week only and students must respond to the discussion item during that week. Any discussion made late will not be awarded any points.

End of semester video (5 points)

At the end of the semester, each student will submit a video recording of themselves discussing what leadership and evaluation skills they learned during the semester. The recording should cover what they learned from both instructor presentations as well as skills learned during the leadership project.

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://oai.gmu.edu/the-mason-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.