George Mason University
Graduate Course Approval/Inventory Form

Please complete this form and attach a copy of the syllabus for new courses. Forward it as an email attachment to the Secretary of the Graduate Council. A printed copy of the form with signatures should be brought to the Graduate Council Meeting. Complete the Coordinator Form on page 2, if changes in this course will affect other units.

Please indicate:  __X__ NEW  ____ MODIFY  ____ DELETE

Local Unit: New Century College  Graduate Council Approval Date:

Course Abbreviation: NCLC 511  Course Number: 511

Full Course Title: Managing for Success-Career Development

Abbreviated Course Title (24 characters max.): MANAGING FOR SUCCESS-CAR

Credit hours: 3  Program of Record:

Repeatable for Credit?  ___ D=Yes, not within same term  Up to hours  ___ T=Yes, within the same term  Up to  hours  ___ N=Cannot be repeated for credit

Activity Code (please indicate):  __X__ Lecture (LEC)  ___ Lab (LAB)  ____ Recitation (RCT)  ___ Studio (STU)  ___ Internship (INT)  ___ Independent Study (IND)  ____ Seminar (SEM)

Catalog Credit Format 3:3:0  Course Level: GF(500-600) _GF_ GA(700+)_

Maximum Enrollment: 30  For NEW courses, first term to be offered: F03

Prerequisites or corequisites: BA or BS; or Permission of Instructor

Catalog Description (35 words or less) Please use catalog format and attach a copy of the syllabus for new courses.:

Managing for Success I: Career Development- Examines management disciplines required within a zoo or aquarium with special emphasis on applications to the animal management and animal exhibition environment.

For MODIFIED or DELETED courses as appropriate:

Last term offered:  Previous Course Abbreviation:  Previous number:

Description of modification:

APPROVAL SIGNATURES:

Submitted by:  ____________________________ email: ________________

Department/Program:  (Janette Muir)  Date: 1/24/03

College Committee:  ____________________________ Date: _______________

Graduate Council Representative:  ____________________________ Date: _______________
**GEORGE MASON UNIVERSITY**
**Course Coordination Form**

**Approval from other units:**

Please list those units outside of your own who may be affected by this new, modified, or deleted course. Each of these units must approve this change prior to its being submitted to the Graduate Council for approval.

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Graduate Council approval: ___________________________ Date: __________

Graduate Council representative: ______________________________ Date: __________

Provost Office representative: ___________________________ Date: __________
Syllabus
Managing for Success: Career Development
NCLC 511, 3 credits

Name and contact information

Faculty in Charge: Bruce Carr, Ph.D. Roy Disney Chair/Director of Education, AZA.

Course administrator:
Debra Kerr Fassnacht
Executive Vice President
John G. Shedd Aquarium
1200 S. Lake Shore Drive
Chicago, Illinois 60605
312/692-3258
fax: 312/939-8677
dfassnacht@sheddaquarium.org
Office hours: Monday-Friday, 9 a.m.-5 p.m. central time

Additional staff and instructors:
Cindy Anderson, Education Director, Food and Beverage+, Walt Disney Co.
Nancy Anschel, Director of Human Resources, Shedd Aquarium
Jane Ballentine, Public Relations Director, American Zoo and Aquarium Association
Tara Henson, Public Relations Manager, Oklahoma City Zoo
Dr. Michael Hutchins, William Conway Chair/Director of Conservation, American Zoo and Aquarium Association
Dr. Brian Klepinger, Deputy Director, Denver Zoo
Steve Marshall, Deputy Director, Zoo Atlanta
J. Steven McCusker, Director, San Antonio Zoo
Darrl McFadden, Deputy Director, Detroit Zoo
Kevin Mills, Director of Biological Programs, Minnesota Zoo
Dr. Jackie Ogden, Conservation Director, Disney’s Animal Kingdom
Bob Ramin, Director of Development, National Aquarium in Baltimore
Patty Peters, Director of Marketing, Columbus Zoo
Dr. Steven Thompson, Vice President of Conservation, Lincoln Park Zoo, Chicago
Tony Vecchio, Director, Oregon Zoo
Kristen Vehrs, Deputy Director, American Zoo and Aquarium Association
Linda Wilson, Manager, Visitor Studies and Evaluation, Shedd Aquarium

2. Description
This course is the first in a series of two related management courses reflecting the needs of managers in the zoo and aquarium industry. The aquarium and zoo field is unique. The management of one of these organizations is a challenging prospect. The typical mission involves education, conservation, research and public display requiring the delivery of a high-quality entertainment product to customers, furthering wildlife conservation and environment preservation, and keeping a living collection alive and healthy.

This course is designed to assist two types of students: the zoo and aquarium employee who has demonstrated management skills, rising to a management role in the organization, or a manager who has previous management experience in another field and has moved to a zoo or aquarium. Career Development focuses on understanding the new manager’s role within the multiple disciplines at work within a zoo or aquarium. The course provides learning experiences that are not offered in traditional business management programs. While giving students some
basic management skills, the emphasis is on providing specialized practical management tools for those aspects unique to this field.

Managing for Success: Career Development examines those disciplines required within a zoo or aquarium with special emphasis on how those disciplines must operate within the animal management environment. For example, animal activism issues and the commonalities around competent handling of those issues is the focus of the communications segment. Within the employee development segments, issues related to animal handling or field work are covered. Organizational structure and governance, managing volunteers, revenue-producing activities in zoos and aquariums, guest service in zoos and aquariums, and development and membership are all segments that relate directly to how these organizations operate.

This course provides the foundation for students forging a career in zoo or aquarium administration. Students may first take AZA courses related to their specific discipline, such as Conservation Education or Institutional Record Keeping, but Managing for Success: Career Development provides the basis for understanding the links between the disciplines. This course is required for all students in the graduate degree program in zoo and aquarium leadership.

**Topics**
- Recruiting and diversity
- Interviewing and hiring
- Motivation
- Employment law
- Performance management
- Personal goal setting
- Charting the course for an effective organization: vision, mission, goals and objectives
- Organizational structure and governance
- Revenue-producing activities
- Working with volunteers
- Role of research and conservation in zoos and aquariums
- Marketing and special events
- Development and membership
- Sponsorships
- Communications
- Guest service
- Budgeting
- Understanding personalities
- Introduction to the American Zoo and Aquarium Association
- Industry trends

**Prerequisites:** None. However, students are expected to hold a supervisory position within their organization.

**Outcomes:** Students develop practical tools and skills to take back to their home institutions to apply at their level. Moreover, they attain a broadened perspective of their own role within their institution and within the industry. Through group experiences, dialog, panel discussion and workshop sessions, they are challenged to think critically about the relationship between the various disciplines within a zoological organization and their role in advancing all disciplines for the good of the organization. Students acquire skills in managing others, best employment practices and budgeting. Students engage in activities designed to promote life-long learning skills, to think critically, to solve problems and to function in groups. This background trains students to return to their organizations with heightened leadership skills and knowledge, as well as a network of resources they have developed, that they will use to advance their careers as well as their institution.
3. Textbooks and other course materials
Each instructor or instructor team prepares a monograph or detailed outline as a supplement to the classroom presentation, which the students receive prior to attending the course. These materials plus any supplementary reading or handouts are required reading. Several instructors also generate tools that students can use for exercises and to implement back at their facility.

4. Assignments and Grading Policies
Students in this course are required to take a written, multiple choice exam at the end of the course and receive a grade (90-100% = A, 80-89% = B, 70-79% = C, 60-69% = D, below 60% is failure). The final grade is based 90% on the test and 10% on participation, which includes active participation in roundtables with industry experts on emerging issues.

5. Course Schedule
The course is held over five days in conjunction with the consolidated course offerings of the AZA Board of Regents and George Mason University. There is a total of 45 hours of contact time in lecture, group activities and mentoring. The schedule is included in the course monograph.

6. Student Support
Students have access to a cadre of zoo and aquarium professionals, many of whom are the senior executive of their institution. Not only do students have access to those professionals who serve as their instructors, but, through the consolidated course offerings that take place simultaneously, students have access to industry professionals in other disciplines and the instructor cadre of the other courses, who often make guest appearances or lead workshops for the graduate-level students. Students also have access to instructors following the course, and AZA staff members are introduced to the students as subject matter experts and as member resources.

Students have access to the AZA website, www.aza.org, as well as other sites recommended by instructors.

Students may also consult the resources of GMU such as the NCC’s Homepage (www.ncc.gmu.edu), the Writing Center (writingcenter.gmu.edu) and On-line Writing Guide (classweb.gmu.edu/nccwg).

7. Honor Code
Statement on the Honor Code and Academic Integrity
The integrity of the University community is affected by the individual choices made by each of us. This is especially true in New Century College. GMU has an Honor Code with clear guidelines regarding academic integrity. Three fundamental and rather simple principles to follow at all times are that: (1) all work submitted be your own; (2) when using the work or ideas of others, including fellow students, give full credit through accurate citations; and (3) if you are uncertain about the ground rules on a particular assignment, ask for clarification. No grade is important enough to justify academic misconduct. If you feel unusual pressure or anxiety about your grade in this or any other course, please talk with us or to a trusted friend or counselor to get your situation in perspective. The University provides a range of service to help with test anxiety, writing skills, study skills, and other related concerns. Some projects are designed to be undertaken individually. For these projects, you may discuss your ideas with others or ask for feedback; however, it is not appropriate to give your paper to someone else to revise. You are responsible for making certain that there is no question that the work you hand in is your own. If only your name appears on an assignment, your professor has the right to expect that you have done the work yourself, fully and independently. As in most learning communities and in many other classes, your final integrated group project in this unit is designed to be completed by a study group. With collaborative work, names of all the participants should appear on the work. Over the course of the six weeks you may find that it is necessary for different group members to take the lead on various assignments leading up to the integrated final group project. However, the faculty do expect that all group members will contribute equally and that the pieces will be conceptually integrated in the final end product. Using someone else’s words or ideas without giving them credit is plagiarism, a very serious offense. It is very important to understand how to prevent committing plagiarism when
using material from a source. If you wish to quote verbatim, you must use the exact words (including punctuation) just as it appears in the original and you must use quotation marks and page number(s) in your citation. If you want to paraphrase ideas from a source, that is, convey the author’s ideas in your own words—you must still cite the source, using MLA or APA format. The re-use of papers, presentations, etc., from one course in another course is not appropriate. In every NCC course, faculty expect that work that is submitted has been done only for that class. An exception is made for materials included within course and year-end portfolios.

8. Learning Community Principles
This is an active learning environment that combines lecture, short group activities, individual career planning and group dialog with subject matter experts. Students who represent various disciplines within their own organization work together in teams, and the networking experience is intentionally fostered, since the students will continue to work across institutional lines within their industry.

A combination of topics is taught, as listed above, bringing individual class subjects together into one integrated course. Many of the classes are team taught, in order to provide multidisciplinary perspectives. Several of the subjects involve team-based activities for problem solving in order to ensure understanding of the topic and its processes. Class sessions involve opportunity for students to share with one another and the instructor solutions developed by or challenges facing their home institution. Leadership, consensus building, cross-disciplinary appreciation, problem solving skills and negotiation skills are emphasized.

Instructor teams are encouraged to use a variety of teaching methods within classes, with an emphasis on individual and group participation with the goal of giving the students the opportunity to learn from each other’s experience and point of view.

Industry trends sessions are completely interactive and focus on pressing industry issues, such as techniques for delivering conservation messages, use of animals in programs, accreditation, and national awareness of AZA, and are facilitated by instructor teams with familiarity and, often, varying views on the appropriate course of action to address the issue. This approach fosters dialog and independent decision making.

9. Student Learning Assessment
Primary assessment is through a cumulative multiple-choice exam (90%)

Class participation is monitored through daily journals, group activities and presentation, and individual mentoring by instructors. (10%)