

George Mason University
College of Education and Human Development
Recreation Management

PRLS 323 (DL1) – Program Leadership and Evaluation
3 Credits, Spring 2017
Distance Education Blackboard on NET

Faculty

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Prerequisite

PRLS 310

University Catalog 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 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.

Course Delivery Method

This course will be delivered online (76% or more) using [select either a synchronous or an asynchronous] format via Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. The course site will be available on January 26th.

Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.

Technical Requirements

To participate in this course, students will need to satisfy the following technical requirements:

- High-speed Internet access with a standard up-to-date browser, either Internet Explorer or Mozilla Firefox is required (note: Opera and Safari are not compatible with Blackboard).
- Students must maintain 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 course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download: [Add or delete options, as desire.]
 - Adobe Acrobat Reader: <https://get.adobe.com/reader/>
 - Windows Media Player: <https://windows.microsoft.com/en-us/windows/downloads/windows-media-player/>
 - Apple Quick Time Player: www.apple.com/quicktime/download/

Expectations

- Course Week: [Include only the sentence below that is appropriate for the course. Delete the sentence that is not applicable.]

Because asynchronous courses do not have a “fixed” meeting day, our week will start on **Thursday** and finish on **Wednesday**.

- Log-in Frequency:

Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least [#] times per week.

- Participation:

Students are expected to actively engage in all course activities throughout the semester, which includes viewing 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 who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.

- Technical Issues:

Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.

- Workload:

Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the **Class Schedule** section of this syllabus. It is the student’s responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.

- Instructor Support:

Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Those unable to come to a Mason campus can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.

- Netiquette:

The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words.* Remember that you are not competing with classmates, but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.

- Accommodations:

Online learners who require effective accommodations to insure accessibility must be registered with George Mason University Disability Services.

Objectives

This course is designed to enable students to do the following:

- Complete a plan and design for a recreation, sport management or tourism program
- Determine schedules for those 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

Professional Standards

Further, upon completion of this course, students will meet the following professional accreditation standards from the 2013 Council on Accreditation of Parks, Recreation, and Tourism Related Professions (COAPRT) standards met:

- 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.

Required Texts

Jordan, D. J. (2007). *Leadership In Leisure Services: Making a Difference (3rd ed.)*. State College, PA: Venture Publishing, Inc.

Henderson, K. A., & Bialeschki, M. (2010). *Evaluating Leisure Services: Making Enlightened Decisions (3rd ed.)*. State College, PA: Venture Publishing, Inc.

Additional articles may be posted on Blackboard.

Course Performance Evaluation	Points
Evaluation Questionnaire Development	5
Evaluation Questionnaire Distribution or Assessment	15

Leadership Visit and Evaluation Matrix	15
Discussion Board Participation	15
Test 1 (Leadership in Leisure Services)	25
Test 2 (Evaluating Leisure Services)	<u>25</u>
	100

Students are expected to access and complete all examinations as scheduled on Blackboard.

Course Performance Evaluation

Evaluation Questionnaire Development: Create a questionnaire appropriate for distribution to a Burke Lake spring event. Participants will be asked to assess on one page their satisfaction to the event.

Evaluation Questionnaire Distribution (Face to Face): Students will come to Burke Lake Park (<http://www.fairfaxcounty.gov/parks/burkelakepark/>) on Saturday, April 15 for three and one half hours to help collect satisfaction data from the community at this annual event. The face to face time will be three and one half hours either approximately 10:00a.m. to 1:30p.m. or 1:30p.m. to 5:00p.m.

or

Evaluation Questionnaire Assessment: Help assess questionnaires to gain data for distribution to Fairfax County Park Authority officials.

Leadership Visit and Evaluation: Identify a local community meeting (off campus) then receive permission from the instructor prior to attending. Evaluate the meeting using the rubric provided by the instructor.

Discussion Board Participation: Added weekly.

Exam 1 on the (*Leadership in Leisure Services*) text

Exam 2 on the (*Evaluating Leisure Services*) text

Grading Policies

GRADING

94 -100 A

90 - 93 A-

88 - 89 B+

84 - 87 B

80 - 83 B-

78 - 79 C+

74 - 77 C

70 - 73 C-

60 - 69 D

0 - 59 F

Professional Dispositions and Integrity

Students are expected to exhibit professional behaviors and dispositions at all times.

Class Schedule

TENTATIVE COURSE SCHEDULE

DATE	TOPIC	READINGS/ASSIGNMENT DUE
Week of Jan. 23	Introduction to PRLS 323	EVAL 1.1, 1.2
Week of Jan. 30	Understanding Leadership Leadership Theories & Styles	LLS CH 1 LLS CH 2
Week of Feb. 6	Leadership and Human Development Group Dynamics	LLS CH 3 LLS CH 4
Week of Feb. 13	Communication Skills for Leaders Nonverbal Communication	LLS CH 5 LLS CH 6
Week of Feb. 20	Managing Difficulties Managing and Motivating Participant Behaviors	LLS CH 7 LLS CH 8
Week of Feb. 27	Diversity and Leisure Services Leadership Values and Ethics in Leisure Services	LLS CH 9 LLS CH 10
Week of Mar. 6	Direct Leadership Techniques Leadership in Practice	LLS CH 12 LLC CH 13
Week of Mar. 13	Spring Break	
Week of Mar. 20	Exam 1 - (<i>Leadership in Leisure Services</i>) Introduction to Foundations for Evaluation	EVAL 1.1 - 1.6
Week of Mar. 27	Evaluation: Why, How, and When Models	EVAL 1.7, 1.8, 1.9, 1.10 Burke Lake Evaluation Questionnaire Development
Week of Apr. 3	Developing a Plan Quantitative vs. Qualitative data	EVAL 2.1, 2.4, 2.5, 2.6, 2.7, 2.8
Week of Apr. 10 Sat. Apr. 15	Survey Instruments	EVAL 2.9, 2.10, 2.11, 2.12, 2.16 Burke Lake Event Questionnaire Distribution

DATE	TOPIC	READINGS/ASSIGNMENT DUE
Week of Apr. 17	Observations	EVAL 3.2, 3.7 Evaluation Questionnaire Assessment
Week of Apr. 24	Data Reporting	EVAL 4.1, 4.2, 4.3, 4.4, 4.5, 4.6
Week of May 1	Exam 2 - (<i>Evaluating Leisure Services</i>)	Leadership Visit and Evaluation Completed

Note: Faculty reserve the right to alter the schedule as necessary, with notification to students.

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: <http://cehd.gmu.edu/values/>.

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see <http://oai.gmu.edu/the-mason-honor-code/>).
- 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 Mason 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 with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <http://ods.gmu.edu/>).

- Students must follow the university policy stating that all sound emitting devices shall be silenced during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursessupport.gmu.edu/>.
- The Writing Center 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/>).
- The 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 Student Support & Advocacy Center staff helps students develop and maintain healthy lifestyles through confidential one-on-one support as well as through interactive programs and resources. Some of the topics they address are healthy relationships, stress management, nutrition, sexual assault, drug and alcohol use, and sexual health (see <http://ssac.gmu.edu/>). Students in need of these services may contact the office by phone at 703-993-3686. Concerned students, faculty and staff may also make a referral to express concern for the safety or well-being of a Mason student or the community by going to <http://ssac.gmu.edu/make-a-referral/>.

For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/>.

Community Meeting Visit Evaluation Rubric

Category	Qualities of Leadership	Points 1 (Lowest) to 5 (Highest)	Comments to further explain points
Preparations	Handed out ahead of time Focus questions		
Content	Explanations clear Topics of general interest to audience Keeping topics relevant to agenda		
Discussion/Debate Methods	Engaging participants Variety of methods used All voices heard Guiding but not dominating Summarize points Discussion of different viewpoints		
Questions from audience	Encouraging participation		
Communication Skills	Eye contact Active listening Paraphrasing Summarizing Redirecting questions Voice Stance		

Summary of pluses and minuses regarding the Meeting: