

George Mason University
College of Education and Human Development
School of Recreation, Health & Tourism

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

Faculty

Name: Brenda P. Wiggins, Ph.D.
Office hours: By Appointment at Fairfax or SciTech or virtually
Office location: #1407 Thompson
Office phone: 703 993-2068
Email address: bwiggin@gmu.edu

Prerequisites

PRLS 310

University Catalog Course Description

Covers leadership and evaluation of health, fitness, and recreation programs.

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 August 30, 2017.

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:
 - 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:
Because asynchronous courses do not have a “fixed” meeting day, our week will start on Wednesday evenings, and finish on Tuesday evenings.
- 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 2 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 for an assessment instrument and distribution
- Implement assessment tool programs, including appropriate qualitative and quantitative evaluation
- Evaluate a recreation program's benefits in the community
- Create promotional materials for programs
- Implement assessment tool 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	10
Evaluation Questionnaire Assessment	5
Leadership Visit and Evaluation	15
Discussion Board Participation	15

Test 1 (Evaluating Leisure Services)	25
Test 2 (Leadership in Leisure Services)	<u>25</u>
	100

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

Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined below (e.g., Blackboard).

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

Evaluation Questionnaire Distribution (Face to Face): Students will come to Burke Lake Park either Saturday, Oct. 21 *or* Sunday, Oct. 22 *or* Saturday, Oct. 28 *or* Sunday, Oct. 29 for three hours and one half hours to help evaluate this annual community event. After (1) checking in at the Volunteer Tent then (2) ride the Ghost Train to get a feel for the event before (3) heading to the Survey Tent to distribute the developed questionnaire. The face to face time will be three and one half hours either approximately 11:00a.m. to 2:30p.m. or 1:30p.m. to 5:00p.m. Saturday or Sunday of the two weekends.

Note: If you are out of the area taking the course please let me know ASAP.

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

Leadership Visit and Evaluation: Identify a local community meeting (off campus) then get permission from the instructor prior to attending. Evaluate the *leadership* experience using the rubric provided by the instructor at the end of this syllabus.

NOVA PARKS BOARD OF DIRECTORS Meetings - NOVA Parks headquarters, 5400 Ox Road Fairfax Station, Virginia

<https://www.novaparks.com/about/press-releases-financials>

SEPTEMBER 21: 7:30 pm – 9:30pm Public Invited

PARK AUTHORITY BOARD SCHEDULE - All meetings are held at 12055 Government Center Parkway, Suite 941, Fairfax, unless otherwise stated.

<http://www.fairfaxcounty.gov/parks/archives/pabcal.pdf>

SEPTEMBER 13: 7:30 pm Park Authority Board Meeting with Public Comment

SEPTEMBER 27: 7:30 pm Park Authority Board Meeting with Public Comment

OCTOBER 11: 7:30 pm Park Authority Board Meeting with Public Comment

OCTOBER 25: 7:30 pm Park Authority Board Meeting with Public Comment

NOVEMBER 15: 7:30 pm Park Authority Board Meeting with Public Comment

NORTHERN SERVICE AREA OF VIRGINIA RECREATION AND PARKS

SOCIETY - <http://www.vrps.com/AboutUs/ServiceAreas/NorthernServiceArea.aspx>

SEPTEMBER 27: 10:00am to Noon held at Stacy C. Sherwood Community Center, 3740 Old Lee Highway, Fairfax

NOVEMBER 8: 10:00am to Noon held at Dulles South Rec Center, 24950 Riding Center Drive, South Riding, VA

Any Community Meeting *off campus* (county, city, church, etc.) after asking permission.

Discussion Board Participation: Add to the weekly upload two weekly as directed.

Test 1 on the (*Evaluating Leisure Services*) text

Test 2 on the (*Leadership in 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. See <https://cehd.gmu.edu/students/policies-procedures/>.

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://coursesupport.gmu.edu/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

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

Class Schedule

TENTATIVE COURSE SCHEDULE

DATE	TOPIC	READINGS/ASSIGNMENT DUE
Week of Aug. 30	Introduction to Evaluation	
Week of Sept. 6	Introduction to Foundations for Evaluation	EVAL 1.1 – 1.6
Week of Sept. 13	Evaluation: Why, How, and When Models	EVAL 1.7 - 1.10
Week of Sept. 20	Developing a Plan Quantitative vs. Qualitative data	EVAL 2.1, 2.4 - 2.8
Week of Sept. 27	Survey Instruments	EVAL 2.9 - 2.12, 2.16
Week of Oct. 4	Observations	EVAL 3.2, 3.7
Week of Oct. 11	Data Reporting	EVAL 4.1, 4.2, 4.3, 4.4, 4.5, 4.6

DATE	TOPIC	READINGS/ASSIGNMENT DUE
Wednesday, Oct. 18	Midterm on <u>Evaluating Leisure Services</u>	Evaluation Questionnaire Development
Week of Oct. 25 Saturday, Oct. 21 or Sunday, Oct. 22 or Saturday, Oct. 29 or Sunday, Oct. 30	Understanding Leadership Leadership Theories & Styles Volunteer-Ghost Train, Burke Lake Park Volunteer-Ghost Train, Burke Lake Park	LLS CH 1 LLS CH 2 Evaluation Questionnaire Distribution (Face to Face)
Week of Nov. 1	Leadership and Human Development Group Dynamics	LLS CH 3 LLS CH 4
Week of Nov. 8	Communication Skills for Leaders Nonverbal Communication	LLS CH 5 LLS CH 6 Evaluation Questionnaire Assessment
Week of Nov. 15	Managing Difficulties Managing and Motivating Participant	LLS CH 7 LLS CH 8
Week of Nov. 22	Diversity and Leisure Services Leadership	LLS CH 9
Week of Nov. 29	Values and Ethics in Leisure Services Direct Leadership	LLS CH 10 LLS CH 12 Leadership Visit and Evaluation Rubric Completed
Week of Dec. 6	Leadership in Practice	LLS CH 13
Wednesday, Dec. 13	Exam on <u>Leadership in Leisure Services</u>	

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

Leadership Visit Evaluation Rubric

Category	Qualities of Leadership	Points 1 (Lowest) to 5 (Highest)	Comments
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		

